RAISING EFL LEARNERS' CULTURAL AWARENESS
THROUGH TEACHING ANGLO-SAXON CIVILIZATION:
CASE OF 3rd YEAR STUDENTS AT SAIDA UNIVERSITY

DISSERTATION SUBMITTED TO THE FOREIGN LANGUAGE DEPARTMENT IN CANDIDACY FOR THE DEGREE OF MAGISTER IN DIDACTICS OF LITERATURE AND CIVILISATION TEXTS

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DEDICATION

This work is dedicated to:

My parents respectfully

My teacher indebtedly

My friends sincerely

ACKNOWLEDGEMENTS

ABSTRACT

At present, interculturality has become a necessity to set up long lasting relationships. In our case, the teaching of Anglo-Saxon civilisation at the EFL Department at Saida University is one of the modules, which is supposed to foster the teaching of culture and develop the students' intercultural skills. The purpose of this study is to investigate if the teachers of Anglo-Saxon civilisation give an importance to the teaching of culture, and what techniques and materials they use. The method of this research involves students' questionnaire, teachers' interview and classroom observation that aim to examine students' attitudes and opinions towards the techniques and materials used in teaching Anglo-Saxon civilisation, and teachers' opinions about the importance of teaching culture. The findings of this research have revealed that the teaching of culture is almost neglected since the teachers tend to focus on the Anglo-Saxon historical facts rather than exploring its main cultural aspects. The findings have also shown that this neglect has to do with the ways and materials used in teaching the course of civilisation. On the basis of these findings, three important considerations were suggested to be taken into account: a reconsideration of the content, a reconsideration of the methodology and a reconsideration of the teaching materials.

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LIST OF ABBRIVIATIONS

EFL   English as a foreign language

CEFR Common European Framework of References

LMD   Licence/Masters/Doctrate

ESP   English for Specific Purposes

ECTS European Credit Transfer System

M1   Master 1

M2   Master 2

TEFL   Teaching English as a foreign language

CPC   Commité Pédagogique de Coordination).

PBL   Project based learning

ESL   English as a second language

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GENERAL INTRODUCTION

GENERAL INTRODUCTION

Today, intercultural education has become a major goal in foreign language teaching and learning. The importance of developing learners' intercultural communicative competence has resulted from the needs for helping them acquiring intercultural skills for cross-cultural communication in which they may encounter linguistic and cultural barriers. This, in return, entails the inclusion of culture in language teaching, and asserts that the teaching of language and the teaching of culture are naturally connected and cannot be separated.

Therefore, integrating culture in foreign language teaching has been rapidly developed. This is due to the fact that the acquisition of linguistic knowledge alone is insufficient for promoting intercultural learning. When learners study language, they study the culture of its people spontaneously.

This can be shown in the framework of the LMD reform, which gives importance to cultural subjects in the foreign language study programmes. In Algeria's EFL departments, for example, civilisation programme is part of culture studies. Undergraduate students are exposed to British, American and African civilisation courses, which are supposed to enlarge their knowledge of culture in general, by opening up new perspectives and areas of study. Moreover, it should help them to develop intercultural understanding, and ultimately prepare them to be global citizen.

However, the civilisation course usually focuses only on conventional views of historical facts. This is based on the belief that one can understand the culture of certain people through the study of their history. This limited understanding; however, usually leads to the neglect of teaching civilisation as a cultural subject, especially if we consider that teachers themselves are not specialised in teaching history. For this reason, students are prevented from understanding the culture of Anglo-Saxon people in a proper way.

Therefore, and after considering this problem, an investigation is carried out to find out if a civilisation course is taught as a history for the third year LMD students, who are specialised in literature and civilisation studies, at the English Department at Saida University. In order to find answers, the following questions are formulated:

- Do teachers of Anglo-Saxon civilisation emphasise the teaching of culture?
- Do teachers of Anglo-Saxon civilisation make use of teaching techniques and materials that can help raising students' cultural awareness?

These questions, in return, led the researcher to assume the following hypotheses:

- Teachers of Anglo-Saxon civilisation usually focus on conventional views of historical facts.
- Teaching techniques with teaching materials that are used by teachers of Anglo-Saxon civilisation do not considerably help in raising students' cultural awareness.

This research aims at investigating if teachers of Anglo-Saxon civilisation give importance to the teaching of culture to the third year LMD students at the English Department at Saida University. It also aims at finding the teaching methods and materials that are used for teaching civilisation. This research has also minor objectives, which are first to know the hindrances that may not help for teaching culture through the course of civilisation, and second to highlight some effective teaching methods and materials that can help in raising students' cultural awareness.

This dissertation is divided into four chapters. The first chapter provides definitions of culture from different perspectives, and provides a brief explanation about the use of the term culture and civilisation across history. It also deals with some important issues related to the teaching of culture. This includes goals, materials and techniques of teaching culture.

The second chapter deals with the situation of teaching civilisation at the English Department at Saida University. It describes, in brief, the programme of Anglo-Saxon civilisation within the LMD system, including teachers and students situations. Then it sheds lights on explaining the importance of considering students' needs with the importance of learners' centeredness.

The practical part of the dissertation concentrates on the analysis of data collection of the students' questionnaire, classroom observation, and the teachers' interview, and then it discusses the results obtained from the instruments.

Finally, the fourth chapter deals with the recommendations and suggestions provided by the researcher. This includes reconsideration of the content, reconsideration of the way of teaching, and reconsideration of the teaching materials.

CHAPTER ONE

CULTURE AS AN IMPORTANT COMPONENT IN TEACHING CIVILISATION

Culture Defined

The Etymology of the Term Culture and Civilisation

Language and Culture

Goals of Teaching Culture

Ways of Teaching Culture

The Culture to Teach

Approaches of Teaching Culture

Teaching Materials

Methods and Techniques to Raise Cultural Awareness

1.1- Introduction

This chapter sheds light on the importance of culture in language teaching and learning. It provides a brief definition of the term culture in language teaching from different theorists' lenses. It also discusses the term civilisation and its relation to the term culture from a historical acount.

Regarding the importance of culture in language teaching, this chapter provides an insight on the interrelationship between language and culture. It also concentrates on the most important areas related to culture such as goals, topics and approaches of teaching culture. Finally, it provides a number of teaching materials and techniques that are used in teaching culture.

1.2- Understanding Culture and Civilisation

If foreign language teachers or learners are asked why they are teaching/ learning civilisation, they may answer by 'to understand and learn about the history of its people'. However, researchers in the field of foreign language education claim that culture consists of more than subjects like geography and history. Although such subjects seem to be important components, there are other equally significant components of culture that should find their way into second and foreign language classrooms. So what does culture in language education mean?

1.2.1- Culture Defined

Culture is a very broad topic that is difficult to define. Seelye refuses to provide a definition, and calls it **'a broad concept that embraces all aspects of the life'** (1993: 26), and Valdes (1986) describes it as the very difficult topic to be learnt. Due to the

difficulty of dealing with this topic, Kroeber, A. L., & Kluckhohn, C. (1952) reveal over one hundred and fifty definitions related to culture. In this study, nevertheless, we consider what is appropriate for our study from the anthropological, sociological, and sociolinguistic prspectives. Other terms related to this study are cultural awareness and intercultural competence.

According to Vivelo (1978), as far as the anthropological perspectives are concerned, culture can be understood through two major ways: the totalist or materialist and the mentalist. The former regards culture as a total way of life that consist materials productions such as customs, artifacts, art, literature, social institutions, or work of everyday life. The latter, on the other hand, regards culture as a system of behaviour or rules that is manifested through operating systems such as attitudes, beliefs, religions, and laws that are shared the same member of a given society.

Under this approach, learners have to learn, for instance, how to understand major geographical settings, historical events, institutions (administrative, economic, political, religious, social, educational), national products and so on. This definition seems more static. One justification for teaching them is that students will learn useful vocabularies relating to describing places, history and figures. However, one major problem with this approach is regarding cultural knowledge as a mere acquisition of factual knowledge or just knowing pieces of information.

In the Sociological term, on the other hand, culture is regarded as a social behaviour. Culture is viewed not as statistic knowledge of information. Instead it is viewed as a set of practices in which people engage in order to live their lives. Brislin (1990: 11), for instance, emphasises that:

> **Culture, refers to widely shared ideals, values, formation and uses of categories, assumptions**

about life, and goal-directed activities that become unconsciously or subconsciously accepted as right and correct by people who identify themselves as members of a society.

Therefore, in order to learn the target culture, it is necessary for learners to understand the linguistic and non-linguistic practices of culture and to have an insight about the way of life of the people of the target culture.

These two understandings of culture are supported by scholars such as, Brooks (1968), Chastain (1988), Stern (1992), and Tomalin and Stempleski (1993) who describe the first definition as big (C) culture, or civilisation, which focuses on the production and achievement of a society in different domains such as art, history, literature, and geography, and the second one as small (c) culture or behaviour culture, which refers to the way of life. According to them, both are of major importance in language teaching. However, it is the small one (c) that needs more attention, especially in the foreign language classroom.

Nevertheless, because of the complexity of culture, other researchers state that the definition of culture cannot be reduced to small (c) and big (C). Culture is regarded as a dynamic concept which makes it changeable over time. Furthermore, there are many dimensions of culture that are invisible and difficult to be observed. This includes not only verbal but also non-verbal communication that is required for successful communication in the target language.

In Sociolinguistics; therefore, the term culture is understood as communication that requires understanding the social meaning of language. Communication, according to Hymes (1971), requires the appropriate use of language that includes the wider context of culture and socio-pragmatics. In this vein, from a sociolinguistic perspective, culture is defined as:

the pattern of meanings embodied in symbolic forms, including actions, utterances, and meaningful objects of various kind, by virtue of which individuals communicate with one another and share their experiences, conceptions and beliefs (Thompson, 1990: 132).

At this point, words, utterances, actions and other objects represent cultural norms that produce meanings that are used to communicate with each other. This means that these cultural norms are important for effective communication. This communication can be conducted verbally using words and utterances to talk about a specific meaning that is deeply rooted in a particular culture; nonverbal communication consists of attitudes and feelings that can be expressed by facial expressions such as gestures, and body language. The understanding of non-verbal communication is regarded as one of the most important parts of communication between people of different cultures.

In language teaching, all these factors are taken into account. Learning language is not only to know how to communicate. Zarate, Aline Gohard-Radenkovic, Denise Lussier, and Hermine Penz (2004) state that language does not act simply as linguistic elements but rather as vehicles of the culture because it represents what we have of the other and of different cultures. This argument about the importance of culture is useful to understand what cultural awareness means, which is central to this study.

Cultural awareness is a new term in foreign language teaching and learning. It refers to **'the promotion of the understanding of and respect for other cultures'** (Byram, M., Morgan, C. and Colleagues, 1994: 75). When learners develop an understanding of other groups, they should be aware of the cultural differences.

Tomalin and Stempleski (1993) identify three important qualities for cultural awareness: awareness of the one's own culture;

awareness of the others; finally, the ability to explain one's own cultural standpoint. This means that it is not only a matter of possessing two views. Instead, it requires an ability to mediate, compare and explain one's own cultural standpoint.

Byram (1997) calls this ability of mediating, and comparing 'intercultural communicative competence' which refers to the ability to '**ensure a shared understanding by people of different social identities, and their ability to interact with people as complex human beings with multiple identities and their own individuality**' (Byram, Gribkova & Starkey, 2002: 10). In intercultural competence, the focus is on the intercultural speaker rather than the native. It reflects the view that learners should get an insight of their culture and of the others. The intercultural speaker should act as a mediator and interpreter who is able to see the differences between his/her culture and the foreign culture, and who is able to see how misunderstandings can arise and how to resolve them.

To achieve this ability, Byram (Byram et al., 2002: 12-13) have identified five necessary components that the learner has to demonstrate:

1) Attitudes that include respect and curiosity for other cultures, and willingness to suspend disbelief about other cultures and belief about one's own; 2) knowledge of social groups, the products and practices of the other cultures and of the own, and of the general processes of societal and individual interaction; 3) skills of interacting with people from other cultures and skills of discovering information about other cultures; 4) the other skills are skills of interpreting from other cultures and relating to one's own; 5) critical cultural awareness/political education which involves the ability to evaluate and criticise perspectives, practices and products in one's own and others cultures and countries.

From the above discussion, it can be stated that teachers have to understand the cultural dimension of language, which means that culture involves more than knowing factual knowledge. Therefore, it becomes important for them to develop instructional strategies that help students develop intercultural skills that enable them to succeed in their studies.

1.1.3- The Etymology of the Term Culture and Civilisation

Civilisation and culture are understood in different ways. However, a solid definition remains difficult to be decided about. The difficulty lies in how to deal with culture and civilisation terms that tend to be used differently and synonymously. This confusion is due to the historical use of the two terms.

According to Kroeber and Kluckhohn (1952), the term civilisation is derived from Latin word 'civilis' which means citisen and civitas that means city or state in which citizen lived in an organized state against the tribesman. This term, according to Kroeber and Kluckhohn (1952: 145), is **'probably French and derived from the verb *civiliser*, meaning to achieve or impart refined manners, urbanization, and improvement'.**

Meanwhile, the term culture is derived from the Latin word 'cultus' which means 'tending the soil', associated with cultivation to designate a cultivated plot referring to a state of farming or caring for livestock.

Kroeber and Kluckhohn (1952) state that the application of the term culture to human societies was used about post-1750 in Germany against the French term civilisation to refer to high moral cultivations of humans in the German language. The term culture (Kultur) started to be used in the German context during the social struggle of the German citizens against the French aristocracy.

During that period of the middle of 18th century, according to Norbert Elias (1994), the French language was the language of the upper class in all German states while the German language was the language of civil society. Yet, scholars such as Kant, Goethe, and Stiller preferred to write their works in the German language. The result of social conflict between the two classes was the production of the dichotomy of culture and civilisation. Kant (1977:49) criticised the class of aristocracy and preferred to use the term of culture (Kultur) instead of the French term civilisation:

> **While the idea of morality is indeed present in culture, an application of this idea which only extends to the semblances of morality, as in love of honor and outward propriety, amounts merely to civilization** (quoted in Schäfer, 2001: 307).

Kant and other German thinkers such as Wilhelm Von Humboldt believe that people establish their everyday life by producing and developing through science and technology. Not all this, however, is enough to say that they have a culture, because, for Kant, the condition of culture is the idea of morality. Since then, Kant and other German thinkers used culture to speak about human cultivation, or refinement of mind, taste, and manners, whereas, others writing in English and Roman languages kept using the term civilisation.

Until now, it seems that the different use of the two terms was due to regional variations. Nevertheless, after the middle of the 18th century, the word culture and civilisation began to be used some times synonymously. In his work, *Primitive Cultures*, Edward B, Tylor (1874: 1) made no distinction between both terms. Tylor stated that:

> **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 (quoted in Kroeber and Kluckhohn 1952: 120).

Some theorists observed the combination of the term primitive to cultures. They concluded that civilisation is the highest stage of human achievements whereas the term primitive refers to the beginning of any culture. Since then, some anthropologists started to use culture when reporting to primitive societies, and civilisation when reporting to developed societies. In the social context, sometimes, the term 'civiliser' was used as the opposite of savages.

This belief is similar to Braudel (1994) who regards culture as only one stage in the evolution of the human being, which is lower than civilisation or could only be seen as a 'semi- civilisation'. Advocates of this view claim that when we speak about civilisation we refer to advanced achievement in literatures, arts, music, legal system, social, political and military institutions.

Other anthropologists, on the other hand, associate this distinction with urbanism. The American anthropologist, Philip Bagby (1963), for instance, believes that civilisation is found in cities. This means the important characteristics of civilisation are the Urbanism system. In this sense, the question arises: what is a city? How large population could meet the criteria for the city? Bagby (1963) claims that if the majority of the inhabitants of an area are not directly engaged in the production of food, the important criterion of the city is found. By means that agricultural areas cannot be considered as cities and thus the conditions of civilisation do not meet them.

In modern context, both terms, are sometime used, both popular and intellectual, to refer to the same thing. In language teaching, civilisation is used to refer to culture product (big C), and culture to

refer to culture practices (small c). What is important is that both are important ingredients for foreign language learners.

1.3- Culture and Language Teaching

Hymes' (1971) view about language is not separate from the social context. Hymes observes that the learner who had only linguistic competence would be quite unable to communicate. For this reason, understanding culture is important for successful communication in another language. Without this understanding, there would be a kind of **'social monster producing grammatical sentences unconnected to the situation in which they occur'** (Cook, 2003: 42).

Therefore, the relationship between language and culture is observed. This relationship is discussed by a number of theorists and researchers in the field of second language acquisition who prove that language and culture are naturally connected.

1.3.1- Language and Culture

As it has been already mentioned, culture is what people practice and what distinguishes them from other people. Understanding the two requires not only knowledge of language structure, but cultural as well. In this regard, language and culture interrelation is brought under this section.

The relationship between language and culture has long been at the heart of much discussions. Many Philosophers and linguists stress upon language and culture and their relation. Yet, the most significant contribution, according to Kramsch (2000), was brought by Sapir (1962) and Whorf (1956) who assume that language control the minds and behaviour of people, and because each group of people has a different behaviour and thinking, what is found in one language may not be found in another due to cultural differences.

This discussion resembles to sociolinguists who see language as a social activity. Language is shaped not only by special and general innate potentials, but also by physical and socio-cultural experiences. A good explanation is provided by the applied linguist Cook (2003: 49) who examines language in its context. Cook states that many factors determine the use of language, and these factors are many: tone of voice and facial expressions; the relationship between the speakers, their age, sex, and their social status; the place and time. Collectively, such factors are known as context, and they are all required for appropriate use of language.

Cook (2003) further adds that when we speak, we do not only communicate through words, but we speak according to the context. For example, by using our own bodies whether we smile, wave our hands, touch people, make eye contact, and by using our tone of voice whether we shout or whisper, and the like. Such communicative behaviours, used alongside with language, are elements and procedures of cultural knowledge, and the people who share them can be thought of as belonging to the same culture.

In this case, understanding the context means the person knows these cultural meanings associated with time, place, persons, and circumstances. Therefore, in order to communicate effectively, one does need to understand the context. As a central type of context, culture is therefore seen as part of language and language as part of culture.

In foreign language teaching, the communicative competence considers this by stressing on that foreign language learners need not only to acquire linguistic competence but also the knowledge of the appropriate use of the language (Byram et al. 2002).

Along the same vein, the cognitive linguist Langacker (1999: 16) describes language as **'an essential instrument and component of culture, whose reflection in linguistic structure is pervasive and**

quite significant'. This statement by an influential cognitive linguistic theorist suggests that language is embedded in culture.

The relationship between language and culture is discussed from historical circumstances as well. A better example would be the position of the English language today which is regarded as the joint result of the expansion of the British colonial power and the emergence of the United States of America as the world's leading economic power (Crystal 2003; Graddol 2006). When language spreads, culture spreads as well: People are brought to Anglo-Saxon culture because of the spread of the English language.

The discussion underlying the relationship between language and culture has also been the concern of ESL/EFL researchers and scholars. Byram and Grundy (2003: 1), for instance, state that **'Culture in language teaching is usually ... associated with the language being learnt'.** This means that language cannot be learnt without knowing something about the culture of its people. This can be noticed through learning the first language, which is learnt along its culture without even noticing it. Therefore, the same is happening with a foreign language. In this regard, communication does not occur without producing culture, because language is not how communication occurs, instead language helps to understand how people encode messages in appropriate manners.

In brief, the above discussion suggests that language does not exist in a vacuum. It always happens in specifics situations and belongs to a particular society. This, in return, implies that language teaching is culture teaching, and it is important to foster their natural link by stressing on both in teaching. The question that arises then, is that if language and culture are naturally connected, why among all the aspects of the curriculum the attention is given more to culture? For justifying the importance of culture, many justifications and reasons are provided by different scholars and theorists in the field of foreign language teaching, and that explains why culture should be part of

language teaching. The following section deals with the different goals for teaching culture.

1.3.3- Goals of Teaching Culture

Before stating the goal of teaching culture in language instruction, it is better to give an insight about the major goal of foreign language teaching.

The mastery of communicative competence has always been the main goal of foreign language teaching. Nevertheless, the growing needs for communication across boundaries resulted from increased personal mobility and immigration; besides, the easy access to information urge for the need for mutual understanding and tolerance in order to promote social cohesions (Council of Europe, 2003). The goal of language teaching is no longer defined in terms of the acquisition of communicative competence in a foreign language; instead it is defined in terms of intercultural communicative competence. The role of intercultural education is regarded as a fundamental in creating and maintaining social cohesion, and intercultural competence is the key.

The Council of Europe (2001: 2)[1], for instance, stresses that intercultural education is part of its policies in order **'to convert the linguistic and cultural diversity from a barrier to communication into a source of mutual enrichment and understanding'.** The Council of Europe (2008, Section 5.3: 151) believes that teaching and learning of intercultural competence is **'essential for democratic culture and social cohesion'**.

In this regard, the Council of Europe (2001, 2003) develops guidelines and principles for intercultural education in order to promote intercultural dialogue. So, when the major goal of teaching a foreign language is to develop learners' intercultural communicative

competence, integrating culture is an inevitable step to achieve this goal.

Therefore, the American Standards for Foreign Language Learning (1996) declare that fostering cultural knowledge is one of the five goals of the National Standards[2]. It also ensures that the culture goal covers both the learning of culture practices (small c) and culture product (big C) in order to develop learners' intercultural skills.

Yet, Byram et al., (2002: 14) state that teaching culture should not only be **'the transmission of information about a foreign country'.** They state that when educating learners for intercultural understanding the aims are: helping learners to understand how intercultural interaction takes place; how social identities are part of all interaction; how their perceptions of other people and other people's perceptions of them influence the success of communication; how they can find out for themselves more about the people with whom they are communicating (ibid).

For other reasons, why culture is important for foreign language learners, Tomalin & Stempleski (1993: 7-8) may provide a good answer to this question. According to them, the teaching of culture is important for the following reasons:

- To help students develop an understanding of the fact that all people exhibit culturally-conditioned behaviours.
- To help learners understand that the way in which people speak and behave is influenced by social variables such as age, sex, social classes, and places.
- To make learners more aware of the conventional behaviours in common situations in the target culture.
- To increase learners awareness of the cultural connotations of words and phrases in the target language.
- To develop learners' ability to evaluate and refine generalisations about the target culture, in terms of supporting evidence.

- To develop learners' skills to locate and organise information about the target culture.
- To develop and encourage learners' intellectual curiosity and empathy about the target culture.

In addition to these objectives, Tomlinson and Masuhara (2004) claim that the main objectives for raising learners' cultural awareness are to help learners develop sensitivity to cultures, develop empathy with other cultures, acquire cross-cultural skills, and develop the ability to use language appropriately and effectively in various cultural contexts. In this regard, it is suggested that these goals should be considered when a lesson plan is prepared. They should be part of any language instruction.

These advantages make clear that culture is an important component in language teaching. Therefore, cultural awareness, according to (Kramsch, 1993), should be regarded as helping in developing language proficiency. This means that foreign language instructors should help learners develop these skills so that the educational goals can be met.

Finally, the question that remains is how to translate these goals into a syllabus. Many cultural topics have been suggested by different scholars, which are seen as vital. The following section discusses more the types of cultural contents that have been suggested to achieve teaching culture goals.

1.4- Ways of Teaching Culture

The way of integrating culture in foreign language classes has to do with topics to be introduced, approaches to be used, and then appropriate teaching materials and techniques that contribute to a better teaching of culture.

1.4.1- The Culture to Teach

As it has already been stated, teaching culture is not only about a mere acquisition of language structure. Instead, it is as Crystal (1998: 372) states, **'learning a great deal about the foreign civilization and culture at the same time'.** In this respect, what types of cultural syllabus should be included? Should the focus be on the people's history and their achievement of different domains, or on their daily lives and practices? What cultural syllabus to be included remains a big question.

It was the culture product, big C, which was first introduced in language teaching. Under this approach, learners used to be exposed to, for instance, how to understand major geographical settings, historical events, institutions (administrative, economic, political, religious, social, educational), national product and the like. Nevertheless, Brooks (1968) asserts that teaching culture should not be limited to some knowledge of culture product. Instead, students should be provided with cultural practices, as well.

Accordingly, Brooks (1968) introduces a list of various topics, between culture product and practices that should be included. What is more important for foreign language learners, according to him, is:

> **What one is "expected" to think, believe, say, do, eat, wear, pay, endure, resent, honor, laugh at, fight for, and worship, in typical life situations, some as dramatic as a wedding or a court trial or a battlefield, others as mundane as the breakfast table or the playground or the assembly line. And just as important is the extent to which that expectation is met** (24).

Other researchers, Chastain (1988), Tomalin & Stempleski (1993) also introduce a list of some topics that are considered to be

important. For example, these topics include family, home, money, religion, holidays and clothes.

However, Stern (1992:208) states that such writers usually try to ignore the dimension of culture by providing lists of items that cover a few categories. Stern states that such lists that are suggested by such writers provide no more than only cultural tidbit. He also adds that although they seem useful for foreign language learners, they do not solve the problem of the range of cultural topics.

In this regard, Stern (1992) extends topics that should be taught. Stern adds that individual persons and ways of life are important topics that should be included. These topics, Stern says, make the language a living reality. Under this heading, Stern includes customs and expectations, **'such as the etiquette of removing shoes on entering a house, or eating behaviour at a meal'** (1992:220). Other researchers, on the other hand, draw attention to the fact that as the intercultural learning is the goal of teaching a foreign language, cultural contents should cover many dimensions.

In this light, The Common European Framework of References (2001)[3] stresses that students should know information about the daily life of the target community in terms of their interpersonal relations, beliefs, values and behaviours, body language, savoir-vivre (or knowing how to behave), and social habits. (there is a more complete list of these in CEFR).

The Common European Framework of References also recommends knowing some other social norms such as politeness and greetings, and the way social behaviour, social status and social groupings are expressed through special use of language.

It seems that there are many cultural dimensions that learners need in order to act effectively. Yet, Byram et al., (2002: 11) state that it is **'impossible to acquire or to anticipate all the knowledge one might need in interacting with people of other cultures...because**

whatever is taught is inevitably insufficient' The first reason is that it is quite impossible for learners to learn all the knowledge they need to interact with people of other cultures, because some aspects of culture are constantly changeable. In Britain, for example, over the last passed years, there have been many changes in conventions which reflect changes in underlying relationships. In greeting conventions, kissing has become common and the use of first names has increased (Cook, 2003). So, it is apparently that there is always variation across time. This may lead often to the failure of teaching culture because whatever is taught, it is inevitably insufficient.

Therefore, it seems difficult to translate all these aspects into syllabus. However, teaching can be more oriented to what is involved in intercultural interactions. This, in return, requires appropriate approaches so that culture can be taught effectively.

1.4.2- Approaches of Teaching Culture

In order to help EFL teachers teach language along culture effectively, a number of approaches have been suggested. Risager (1998: 243-252), for instance, proposes four main approaches: foreign culture, intercultural, multicultural, and transcultural approaches.

1.4.2.1- Foreign Culture Approach

This approach was dominant until the 80's . It was believed that exposing students to the foreign culture approach is a best way to help them achieve better communication skills. Learning about the target-language's culture is considered as a best way to help students achieve better communication skills. However, because it excludes the intercultural contact, this approach is questioned. Byram (1997) recommends the use of an approach that focuses on the intercultural

speaker rather than taking the native as a model of his/her level of competence.

1.4.2.2- Intercultural Approach

While language teaching traditionally has treated language and culture separately, this approach is seen as an effective way in integrating both language and culture into lessons, and prepares learners for real world communication. This approach aims at making learners act as mediators between two cultures.

In intercultural language learning, therefore, the goal is not native speaker-level competence in the target language. Instead, language learners should act as "intercultural speakers" that require them to acquire the **'competences which enable them to mediate/interpret the values, beliefs and behaviors ... of themselves and of others'** (Byram et al., 2002: 10).

In this way, students develop an ability to be users of intercultural communication by using the target language as a means of interaction with other people of different cultures. However, Risager (1998) claims that this approach is inadequate since there are sub-cultures within even one country; in this vein, he suggests the multicultural and transcultural approaches.

1.4.2.3- Multicultural approach

This approach is based on the belief that today's modern societies are multicultural, and there are many different cultures and languages in one country (Cook, 2003). This approach deals with the diversity of the target country, and the diversity of the learners' own country. Risager (1998: 246) argues that **'a balanced and anti-racist view of cultures should be involved'**. The application of this approach suggests that learners should be exposed to various cultures of the target language. For example, teaching British studies

should not be limited to a specific culture. There are also sub-cultures that should be part of the course.

1.4.2.4- Transcultural Approach

The transcultural approach is another approach that is proposed by Risager (1998). This approach is based on the concept that the world today is a small village, and there is extensive and close contact between people due to migration, tourism, economy, and media. It is also generated by the fact that today, the foreign language is used as lingua franca, English in particular, and it is spoken worldwide. In this case, this approach aims at making the English learners use this language for international communication. Nevertheless, this approach is inadequate in our case, since English is taught as a foreign language and not as an international language. In addition, in English programmes, we mainly refer to British or American culture, in particular.

1.4.2.5- Thematic-Based Approach

Nostrand (1974) claims that culture can be best learnt when taught in thematic ways. This approach is based on teaching culture through themes. For example, each time students are presented to some cultural themes such as religion, education, family, ethnicity, value, and the like.

1.4.2.6- Problem-Solving Approach

This approach aims at helping students to understand culture through reengaging them in problem-solving strategy. Since there are many cultural aspects that cannot be taught in classroom, this approach encourages students to do some researches on their own. This means that helping students to be better prepared for finding everyday problems for themselves.

To summarise, all these approaches have a significant importance for foreign language teaching. However, intercultural, thematic and problem solving approaches seem more appropriate for our case. Students can develop intercultural skills through teaching civilisation in a thematic way. This means instead of focusing on historical periods, it would be better to take some themes as the content, and then put the focus on using these themes to teach the elements of intercultural competence, as it is proposed by Byram (1997) in his book, 'Teaching and Assessing intercultural Competence'. In addition, students can take part of the learning process when they are assigned to do researches on their own to extend their understanding.

What is needed then, is that it is important for teachers to provide their own materials to compensate for whatever they think is missing.

1.4.3- Materials for Teaching Culture

Many theorists in the field of teaching a foreign language provide a number of teaching techniques and strategies on how to integrate culture into foreign language classes. Different teaching materials are also suggested so that the teaching techniques can be enforced.

1.4.3.1- Criteria for Materials Selection

The careful selection of appropriate materials for teaching culture is important. Brooks (1968:32) warns against culture-related materials that are not selected thoroughly. According to him, **'What is selected for presentation must be authentic, typical, and important; otherwise false impressions may be created'**.

In this vein, Artal, Carrion and Monros (1997) mention two important factors when selecting cultural material: first, materials that promote intercultural learning; and second, the culture that appears in the material.

Furthermore, Byram et al., (2002: 24) state that teachers should **'ensure that learners understand its context and intention… which allow learners to explore and analyse them rather than learn the information in them'.** Therefore, teachers should consider these factors in order to teach culture effectively to foreign language students who usually lack a direct contact with native speakers and have no opportunity to discover how these speakers think, feel, and interact.

1.4.3.2- Suggested Materials

As today's world is visually oriented, teaching materials such as visual images whether video clips, films, video, TV, computer, and internet are well appreciated. The reasonable reason is that today's generations are daily users of these technological devices and thus it becomes easy to benefit from them in the educational settings. In addition, according to Kramsch (1999), technology seems to fulfill teachers' needs. So, teachers can access to the internet and download any films or videos segment to use them in their classes.

Learners can also, if they are interested in learning the foreign culture, access to the internet and download any video of interest to them. Carol Herron S. Dubreil, S. Cole, & C. Corrie (1999) point out that the use of video whether a recorded tape or a film, is an effective technological device in teaching culture since, it provides students with visual information that used to be hidden through the pages of texts.

However, the effective use of technology requires from teachers to have knowledge and skills in managing the different tools. Some problems should be addressed if teachers are to teach effectively using media and information technologies.

Another suggested material, which proved to be effective, is literature. This includes short stories, novel, folktales, and poems.

The use of literature in teaching culture is seen advantageous. Kramsch (1993: 130), for instance, explains that:

> **More than any other text, it is said, the piece of literary prose or poetry appeals to the students' emotions, grabs their interest, remains in their memory and makes them partake in the memory of another speech community**.

Although university students are already exposed to literature studies at the English Departments, the focus tends to be on language structure. Yet, there are many reasons to believe that culture is saturated in literature. According to Veronika Rot Gabrovec (2007:19), in literature,

> **different concepts of time and space can be shown very clearly, conversational strategies, ways of socialising and thinking are discussed and described, and various social systems are presented.**

Byram (1997) also believes that teaching culture through literature provides many opportunities to develop intercultural competence. Moreover, several researches prove that along the teaching of language, literature develops the learners' cultural skills.

Along the same thought, the American Council on the Teaching of Foreign Languages (1996) and the European council (2001, 2003) provide guidelines and activities for teaching culture. Both suggest that knowledge of cultural practices and products come from materials like literary texts, films and other media, other technology resources, and from direct experiences in the target culture.

As teaching civilisation deals with historical facts, figures, economics and institutions, such teaching materials are helpful tools to make historical figures come alive, portray time and place, customs and society in ways that other sources cannot do.

Accordingly, it is important for teachers to benefit the maximum from the available teaching materials so as to save time and reduce the routine. They have also to be aware of the different teaching techniques and strategies that can go hand in hand with the appropriate teaching materials. The following section discusses some different teaching techniques that are regarded as a good way in developing learners' cultural awareness.

1.4.4- Techniques to Raise Cultural Awareness

It is believed that culture can best be taught through activities that help learners engage in active participations and involvement. According to Damen (1987: 279), **'There are almost as many ways to bring cultural instruction into the classroom'**.

Yet, the techniques that encourage learners' centeredness engage students in interactive situations and allow them to negotiate meanings, are found to be useful as they have the potential to develop learners' intercultural skills. These techniques are mainly based on tasks, and problem-solving activities. Due to the importance of such techniques, the European Council (2001) and the American Standards for Foreign Language Learning (1996) propose the use of them for teaching foreign languages in order to develop learners' intercultural skills. According to European Council (2001) and The American Standards for Foreign Languages Learning (1996), students should be involved in cultural investigations through individual tasks and problem solving-problems activities.

One of these techniques, for instance, is doing research. This technique requires students to complete a task through research. This means that through individual researches, learners can search for answers that cannot be provided through lecturing. For example, students can search for issues related to the target culture, and then they can compare, discuss, and express their opinions about these issues. The project can be big or small; it can take a month or a

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week. It depends on the type of the research and the level of students. It can also be done in groups or by one person.

Another effective technique is noticing. This technique requires the use of visual aids. For example, as students watch a video or other visual aids, they can be asked to notice a particular feature, and note all the similarities and differences they may find.

Though it has long been used as a technique to develop communication skills, role-play drama is also considered as an effective way in teaching culture. According to Isbell (1999:10), it is **'an environment in which they could experience new and different feelings … risk-taking, shock, self-doubt, and fear'**. In this way, students will be able to learn and understand language and culture spontaneously, sometimes better than other methods.

There are also other techniques that have been developed by leading theorists of teaching culture (Chastain 1988; Stern 1992; Seelye 1993; Tomalin and Stempleski 1993), which encourage individual works, involve learners in interactive situations, and develop learners' intercultural skills.

For example, culture capsules, which were first developed by Taylor and Sorenson (1961; in Damen, 1987), is an activity that comprises an event or explanation of at least one difference between the native and the target culture (e.g, the educational system). The teacher first gives a brief lecture on a chosen cultural point, such as one of the national custom. Then, he/she leads discussion on differences between cultures.

Other techniques of cultural awareness are culture assimilators which are techniques that present a problematic situation. It describes an event in a form of a paragraph focusing on a critical incident that leads to misunderstanding or miscommunication between at least one native person and one from the target language. The task is followed by four questions in the form of statements, one

of which is the good answer of the reason for the misunderstanding. The task is distributed to all students, in learning group, who are instructed to read the opening paragraph and find the right choice among the four possible questions. The task is followed by a discussion. Each group tries to explain the reason of choosing or not choosing one of the four statements of possible reasons for miscommunication.

All of the above mentioned techniques require group discussions. According to Mee Cheach (1996), culture can be best taught through group discussions. Group discussion is usually used to teach speaking skills, but if the discussed topic is culturally relevant and appropriate, it will be then very enriching in terms of teaching culture.

It can be understood from the above discussion that there are different teaching techniques that can be used to raise students' cultural awareness. However, some othem are initially designed for lower level of students. Yet, techniques such doing research, noticing visual aids and group discussions are useful for higher education level and can be used for teaching some courses like civilisation. It is up to teachers to know how to use them effectively; their role is therefore paramount in teaching culture.

1.5- Conclusion

This chapter presented most of the aspects related to the teaching of culture. After defining culture, it gave a brief explanation about the terms civilisation and culture across history; it concluded that both terms mean the same thing. It was argued that teaching culture is important, as it is emphasised by many educators and foreign language theorists. For a better integration of culture, various materials could be introduced, and different methods and techniques could also be used by teachers to promote the teaching of culture.

What is needed is that teachers should be aware of these available teaching materials and techniques.

NOTES TO CHAPTER ONE

1) Recommendations R (82) 18 and R (98) 6 of the Committee of Ministers of the Council of Europe.
Council of Europe, Common European Framework of References for Languages. (2001). Learning, Teaching, Assessment. Cambridge: Cambridge University Press.

2) The Standards based reform is part of America goals an Educational American Act, signed into law by President Bill Clinton in 1994.
American Standards for Foreign Language Learning: Preparing for the 21st Century. (1996). Yonkers, NY: Standards for Foreign Language Learning Project

3) The Common European Framework of References was developed by the Council of Europe to provide a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes what knowledge and skills the learner has to develop in order to act effectively.

CHAPTER TWO

THE TEACHING AND LEARNING SITUATION OF ANGLO-SAXON CIVILISATION

ELT in Algeria

Presentation of the LMD System

The English Department of Saida University

Presentation of the Anglo-Saxon Civilisation in the Curriculum

Teaching of Anglo-Saxon Civilisation at the EFL Department

Anglo-Saxon Civilisation Content

Civilisation Teaching Aims and Objectives

Teachers' Skills of Teaching Methods and Materials

Students' Expectations and Needs

Teacher VS Students Centeredness

2.1- Introduction

The first chapter of this dissertation dealt with most of the aspects of teaching culture. These included goals of teaching culture, topics, approaches, and teaching materials and techniques that are found to be useful in raising students' cultural awareness. This part of the research deals, in particular, with the teaching and learning situation of Anglo-Saxon civilisation.

It first gives a brief explanation about ELT in Algeria with an overview of the LMD reform, and its application at the English Department at Saida University, with a presentation of teachers' and students' situation. Then it tackles the subject of the Anglo-Saxon civilisation in the curriculum. It provides a brief explanation about learners' expectations and needs, and what objectives and outcome is expected to be achieved from this programme. It also presents an explanation about the importance of learner-centeredness in foreign language classes. Finally, it offers overviews regarding some constraints and challenges at the University at Saida.

2.2- ELT In Algeria

It is acknowledged that the English language today enjoys a great importance as a global language, with speakers of English as a second, foreign, or other language outnumbering native speakers. With its continuing spread (Graddol, 1997), **'any literate, educated person on the face of the globe is deprived, if he does not know English'** (Burchfield, 1986: 160).

This great importance has led to the development of teaching English for Specific Purpose (ESP). No one of the Algerian universities is free from an English department because simply English is seen as a window on other cultures and civilisations.

As far as its status in Algeria is concerned, English stands as a foreign language. There have been many attempts over the past years to give it a second language status, when the language policy makers attempted to weaken the French through the Arabisation policy. Yet, the special situation of the French language in Algeria at that time was strong from being replaced and disappearing from the lives of the Algerians. Fishman (1994) describes such situation of language survival as 'language maintenance'[1].

Yet, as the system of Arabisation did succeed in increasing the Arabic users, French language has started to lose much of its ground in the socio-cultural and educational environments. Additionally, English is seen as a **'the magic solution to all possible ills-including economic, technological and educational ones'** (Miliani 2000: 13).

Broadly speaking, English is taught as a foreign language in middle, secondary schools and most Algerian universities. It has no supportive environment to make it flourish. The Algerian students meet it only in the classroom for limited weekly hours.

2.3- Presentation of the LMD Reform

Algeria is one of the countries that have been affected by the forces that have been brought by globalisation, including the international competition and rapid technological development. To meet these challenges, Algeria seeks to be part of any system or programme that can serve as an opening to the outside world. This requires reforms in different domains. Therefore, it seems possible that reforms in higher education are a necessary step to achieve these goals.

For this purpose, the Ministry of Higher Education and Scientific Research has introduced a new system called the LMD[2] (Licence/Masters/Doctrate) that had among other aims to meet the global needs. The LMD system was established during the year 2004,

on an experimental basis in ten higher education institutions; then it was gradually generalised to touch all the Algerian Universities.

This system was originally designed in the Anglo- Saxon countries **'to enhance the attractiveness of European education and make it more competitive in an international market'** (Guide to Bologna Process, 2005: 19); then it has gradually been adopted in most European countries[3], then almost everywhere. Theoretically, the new system is supposed to answer some of the concerns of the Algerian Universities pursuing the following objectives:

Improve the quality of university education, and encourage individual work of the student; facilitate mobility and orientation of students by securing funding and transfer of learning; facilitate the employability of students by opening the university to the outside world; provide training for all throughout life; promote learning autonomy in academic institutions; unify the system (architecture, diplomas, duration …) in all disciplines at national and international levels; diversify and encourage international cooperation.

2.3.1- Organisation and Characteristics of the LMD

The LMD is organised into three levels: Bachelor, Master and Doctorate. In general, the design of the studies in Algeria is articulated around three main grades:

- The license, granted after three years of study (corresponding to 180 ECTS) [4].
- Master's degree taken after two years of study (corresponding to 120 or 300 ECTS credits earned).
- The Doctorate taken after the completion of research for at least three years and presenting a thesis.

The following are some features that characterise the LMD system:[5]

The Principle of the Semester: The studies are organised into semesters to ease the organization of training courses. The license is ensured in 6 semesters, 4 semesters are called the common core 'Le tronc commun'. The average duration of a semester is 16 to 18 weeks. The weekly number of Hours classroom training varies from 20 hours for humanities and social sciences to 25 hours for science and technology. To assess students' progress, a final examination takes place after each semester, and students who fail may be permitted to repeat one or more examinations. A consolidation panel is convoked in September, at the end of the academic year.

Units (UE): In each semester the courses are grouped into four teaching units: the fundamental unit includes basic subjects for a given discipline; the discovery unit concerns the teaching of others languages or psychology to broaden the academic culture and facilitate reorientation gateways; the methodology unit includes study skills to carry out a research; and the transverse unit concerns the teaching of other specialties, such as computer science, arts, human and social sciences.

Credits: Each teaching unit has a number of credits (a credit generally comprises between 20 and 25 hours of student work in a given area). The number of credits accumulated for each semester is 30 (180 in the licence and 120 in the master degree). The total number of credits is thus 300. Students can move automatically from the first year to the second year when accumulating credits for two first-year semesters. In case students do not get all necessary credits, they subsequently need to complete the missing credits in order to pass from the first to the second year, and students who obtain a Bachelor degree with 180 credits are automatically admitted to the first Master year (M1). Progress from the first to the second year (M2) of the Master cycle depends on the successful completion of two first-year semesters.

The Domain of study: The new LMD system offers students many other disciplines that includes other subjects and leads to other specialities. Depending on their identified competence, students will be oriented automatically to other functions (academic or professional). Thus students benefit from the mobility they gain to other institutions inside or even outside the country.

The common Core: In license, there is a common core that spans almost the entire first two years. In their third year of study, the LMD students have to choose between two specialties: Literature and Civilisation, and language studies.

Academic autonomy: Unlike the old system, the LMD system gives the universities the opportunity to create unlimited number of licenses within domains. In some cases, the university can determine some teaching programmes for the subjects within its field of competence. For other courses, there is a general national curriculum that applies to all institutions.

Financial autonomy: each university benefits from a budget financed by the state but also its own funding from public or private sources, but the use of university finances is subject to auditing.

Progressive orientation: students are oriented to other discipline according to their level of competence. The more they progress the more they benefit from other disciplines or areas of study.

2. 4- The Role of the English Department

The role of the English Department is to enable all English teachers to work effectively providing all necessary supports. To make teaching and learning English language an easy work, the task of any English Department is to make sure that at least some of the following are provided:

- Basic learning books for all the modules students learn, especially those that are difficult to get hold of and may be too expensive for students to buy.

 - Availability of teaching materials for teachers (basic audio-visual equipment with overhead projectors).

 - Availability of internet for both teachers and students.

Admittedly, not all universities possess all these facilities, but they should be taken as priorities.

Of course, any department needs a nominated person who runs the department. Here, comes the role of the head of department who should make the department running smoothly. According to Geoffrey Broughton (1980), a good head of department is the person who makes sure that all useful information is made rapidly and easily available to all staff teaching English, and will always be accessible to criticism, either of him/ herself or of the system.

2.4.1- The English Department of Saida University

The establishment of the English Department at Saida University goes back to 2004. This may explain why the LMD system was not implemented until recently 2010. The fact is that the first bachelor LMD students are going to graduate until 2013. However, to guarantee the skills introduced in the general education program, the English department makes efforts to:

- Provide students with advanced instruction in English language ranging from linguistics subjects to cultural subjects;
- Help students to master advanced skills in analytical and critical thinking;
- Develop skills in research and information access.

To achieve these goals the English Department offers EFL students a range of modules to develop their skills in the English language. In

the first two academic years, students take common core courses, which are designed to develop and strengthen students' language competence, with the objectives of improving their language skills, so that they acquire knowledge easier in the following years. Students are also offered an introduction to British and American civilisation and literature in their first two academic years, which are supposed to pave the way for the third year students who are expected to deal with this field as their specialty.

In general, the elements which are presented to the students in the English Department at Saida University are the following (the content of the first year):

- The fundamental Unit (16 hours a week): Consists of all the subjects that are essential to a given discipline: Written Expression, Oral Expression, Grammar, Linguistics, Phonetics, and Introduction to the Literature and Civilisation of the target language.

- The methodological Unit (3 hours a week): study skills (research methodology)

- The discovery Unit (1h 30 a week): study of another foreign language (French).

- The transverse unit (1h 30 a week): computer science.

The weekly portion of English learning is thus twenty-two hours (all three years have the same amount of time), in contrast to the former system where the average number of hours was around fifteen.

In their third year of study, the LMD students have to choose between two fields: Literature and Civilisation branch or language studies branch. Under this case, the situation is changed. Students who qualify for Language studies branch take no further obligatory of literature and civilisation courses. They focus on linguistics, TEFL courses, thus deepening their knowledge and expertise in this field.

For students who qualify for British and American studies Branch, the Anglo-Saxon courses are the main subjects. This includes British civilisation and literature, American civilisation and literature, and general culture. Another course is research methodology that is important as they are required to carry out a graduation research.

2.4.1.1- The Teachers of English

As this case study involves the teachers of the English Department, one should provide an explanation about their situation. As the English Department was still in infancy, it had started with few teachers; most of them had Bachelor degree and were temporary teachers. With the increase of students' enrolment, the Department moved gradually to the recruitment of new staff. The table 2.1 below shows the evolution of the teachers at the English Department.

Years	Numbers of Full Time Teachers
2003-2004	1
2004-2005	3
2005-2006	3
2006-2007	5
2007-2008	9
2008-2009	10
2009-2010	11
2010-2011	13
2011-2012	15

Table 2.1: The Evolution of the English Teachers (2003-2012). Source: Department of English

However, until now the majority of the staff has a Magister degree. Only one teacher has a Doctorate degree. Some are temporary assistants with a Bachelor degree. This is also another reason that may explain the delay in implementing the L.M.D in the department. The table 2.2 shows the teaching staff related to their position and qualification.

Position	Number	Qualification
Assistants	13	Magister
lecturers	2	Doctorate/Magister
Assistants Pro	/	Magister
Pro	/	Magister
Total	15	/

Table 2.2: The Teaching Staff in the Department of English (2012/13) Source: Department of English

2.4.1.2- Third Year Students: Literature and Civilisation Studies

The target students of this study are the third year LMD students who are specialised in the field of literature and civilisation studies.

Students who attend the British and American Studies branch have to take three further cultural courses besides Anglo-Saxon literature and civilisation. This includes general culture, literary theory, and comparative Literature, 3 credits for each respective course. They also take two further courses; psycho-pedagogy (2 credits) and research methodology (3 credits). For an illustration of

credits in the British and American Studies branch in their third academic years, see table 2.3 below.

Subject	Credits	Coeff
American literature	3	3
British literature	3	3
American civilisation	3	3
British civilisation	3	3
Literary theory	4	3
Comparative literature	3	3
Psycho pedagogy	2	1
Research methodology	3	2
Culture studies	3	3
Stage/project	3	2
Total	30	26

Table 2.3: Credits in the Literature and Civilisation Studies branch of third year students.

As it becomes clear from the table above, culture courses make up a significant part in this branch. It also reveals that due to the importance of Anglo-Saxon civilisation, it is accumulated a significant coefficient and number of credits. This gives the course a significant importance in the curriculum.

Another remark is that the time devoted to the most important courses is limited to only one hour and half per a week. This may be one of the challenges that face teachers of civilisation. However, some

researchers state that when students receive very few hours of study, the teacher can pay special attention to raising their motivation by using teaching materials that interest them.

Briefly speaking, the number of students of literature and civilisation branch is fifty four (54). The following table shows the number and percentage of third year students (literature and civilisation branch).

Sample's Genre	Number	Percentage
Male	17	31%
Female	37	69 %
Total	54	100%

Table 2.4- Third year students' numbers and percentage

2.5- Presentation of Civilisation Studies in the Curriculum

The course of civilisation has long been one of the main subjects at Algerian EFL departments since the introduction of English at the Algerian universities.   During the classical system, this course was presented to students from the second year to the fourth year of their study. This included British and American civilisation. In their four year of study, students were exposed to African civilisation as well.

Under the LMD system, this course starts initially from the first year. It aims to prepare students in their second years of study, and pave the way to third year students who attend literature and civilisation branch. As the main area of their study, this course provides third year students the skills that help them to become

critical observers of British and American culture as well as their own so that they can develop the notion of intercultural understanding.

2.5.1- Teaching of Anglo-Saxon Civilisation in EFL Department

Teaching any subject effectively involves more than a mere act of teaching. Instead, it involves the learners; it requires specifying their expectations and needs; it also describes contents and specifies the aims and objectives that are expected to be achieved from any programme or module.

Unlike lower levels of education, wherein curriculum guidelines and course objectives are strictly determined by the ministry of education, at university level things are quite different. General guidelines are provided for each modular course, and it is up to teachers to collectively or individually design the content of the course and, hence, applying the most adequate teaching methodology. This implies that both material selection and skilled teaching are of paramount importance for a successful and fruitful civilisation instruction. In addition, it requires setting aims and objectives which are discussed on a regular basis at the beginning of every academic year during the"CPC" (Comité Pédagogique de Coordination).

2.5.1.1- Anglo-Saxon Civilisation Content

The content of the Anglo-Saxon civilisation for the third year students in the EFL department consists of an overview of the British and American peoples. It offers information on the main aspects of life (culture, society, institutions…) with historical background. The course is intended to make students aware of the cultural, historical and social phenomena of these peoples.

2.5.1.1.1- British Civilisation

This course consists of an introduction of the history of the United Kingdom, which is important and very interesting for English graduate students. This is necessary for them as long as they cannot learn the English language without acquring some knowledge about the country that gave birth to this language.

This course introduces students to the most important events of the United Kingdom from the middle age, starting from the Norman invasion passing through some critical events such as the different UK kings and Queens to the contemporary era. This course aims to give the students a full understanding of the British people and the institutional, economic, religious, and social changes that happened over time.

2.5.1.1.2- American Civilisation

This subject aims to introduce the students to the main stages and developments of United State of America from the discovery passing through the establishment of the colonies, their independence from the mother land to the issue of slavery, immigration, race, etc.

In this year, third year students are exposed to some major events from civil war passing through some critical events such as the great depression, civil rights, an insight on the different American institutions, an insight on American presidents from Roosevelt to Obama. These subjects are supposed to help students to have a good understanding of the different races, and different cultures that contribute to the rise of the United State as a powerful state.

Although the events are presented chronologically and very detailed, language skills and cultural understanding should be developed though the lessons.

2.5.1.2- Civilisation Teaching Aims and Objectives

It is important to differentiate between the course aims and objectives. According to Nunan (1994), aims are broad and general statements of educational intent informing the overall purpose of a programme or module. They provide explanations of the reasons behind teaching and learning the course in national context. Specific objectives, on the other hand, tell what the learner will be able to achieve upon a successful completion of the course. In short, aims are long-term goals and usually reflect the government view; specific objectives are short-term goals which are measurable and have a defined completion date.

In general, the teaching Anglo-Saxon civilisation has the following aims:

- To introduce students to the peoples who give birth to the language they learn since they cannot learn language without knowing something about them;

- To help students understand the culture of the people whose language is learnt, as well as how and why they are different from their culture;

- To improve students English language skills by helping them to be acquainted with new vocabularies and terms they use in communication.

In addition to these aims, there are some other specific objectives that students should develop while learning the course. Ekaterina Babamova, Meta Grosman, Anthony Licari, Anica Pervan (2004: 77) state that through civilisation course **'not only the general aim of teaching are realised but also universal human, national and ethic values are promoted'**. When students gain information about the people whose language they study, they will automatically be acquainted with the sociological and technical otherness of the

country where the target language is spoken, and develop a critical attitude to particular aspects of the foreign culture. Moreover, exposing students to elements of the culture and civilisation of the countries of the target language helps them to

> **be acquainted with characteristics of the countries and people whose language they study so as to be able to understand linguistic and cultural messages, develop a feeling of tolerance towards cultures, and critically evaluate the information gained** (ibid).

In addition, it is stated that one of the objectives of teaching civilisation is to enrich learners' cultural knowledge, and to build learners' tolerance towards the others. This argument is supported by Zarate (2008) who views that the purpose of teaching civilisation is not an addition to transmit knowledge, but rather to change the behaviour of the learners toward the target culture than his own, so that they will be able to perform an independent reading of the foreign culture.

What has been discussed so far is from foreign theorists of language teaching and learning where civilisation courses might be taught quite differently than locally. To have an insight about the objectives of teaching civilisation course in the Algerian context, the researcher attempted to gather information from the teachers of civilisation at the English Department at Saida who provided the following:

In general the objectives of teaching civilisation are:

- To enhance students' language proficiency;

- To provide students with an overview about the history of and achievements of the people whose language taught;

- To help students understand the culture of the people who gave birth to the language taught.

Thus, for English graduate students, the Anglo-Saxon civilisation course is part of developing their language skills and cultural skills as well. It introduces learners to various aspects of the British and American peoples which should enable them to see the differences and similarities during their development as nations. This course is supposed to give an insight of the major movements that have helped to shape the current cultural atmosphere of British and Americans. Furthermore, through this course students will be able to demonstrate various skills.

2.6- Teachers' Skills of Teaching Methods and Materials

Many surveys of the teaching and learning methods show that foreign language teaching is not an easy task. The reason is that the teacher may confront different students with different learning needs and levels of competence. They learn in different ways, and a teaching method which suits some students may not suit others. This means that any teaching method is going to be affected **'not only by who the teacher is, but also by who the students are, and the teacher's expectations of appropriate social roles'.** (Larsen Freeman, 2000: x). In this light, any decision the teacher may make is based on compromise between how he/she perceives the needs of his/her students and how he/she views his/her role and responsibility as a teacher (ibid).

When it comes to practice, everything depends on the teacher in choosing whichever method he/she thinks suits best the situation in which he/she finds himself/herself. This, in return, depends on the teacher' own understanding, style and level of experience.

The teacher then decides upon a particular teaching method when analysing the internal and external factors which undoubtedly influence his/her teaching. These require taking into account the

time involved, the availability of aids, the size of classroom, the students' ability and motivation, and the availability of materials.

It is true that teaching is demanding task, and the teacher cannot teach everything at one time, some selection is needed. Therefore, any teaching method has its own way of selecting, grading and presenting the materials to students.

It should be said that basically a method is neither good nor bad, it is its actual use by the teacher and positive or negative results that prove whether the method has seen successful or not. Miliani (1992) states that one particular method can give better results under certain conditions and poor one under others. It should finally be noted, that teaching foreign language today requires instant-by-instant decisions based on both local and global knowledge.

2.7- Students' Expectations and Needs

It is generally acknowledged that language programmes should always involve the learners. Nunan (1994) argues that the success of any programme depends on the learners' expectations and needs, and if these are not taken into consideration, there can be a divergence of ideas between teachers and learners.

The rationale for learning the English language is that students usually expect that by the end the graduation, they will develop more confidence to communicate in the English language. Their expectations may be to develop speaking and listening skills better in order to communicate like the natives. The more they communicate better the more they may feel satisfied. The reason is that in Algeria most foreign language students expect themselves to be future teachers. It is rational to be communicatively competent in order to carry out the teaching job in a good manner.

Yet, most of foreign language students, English in particular, might not expect that they would confront subjects like Anglo-Saxon

civilisation. Therefore, it may be found that most of the time, some students may ask themselves about the objectives of a particular programme. Students usually attend the course, perceive some knowledge, and then give this knowledge back in the exam.

It cannot be denied that some students may enjoy a particular programme rather than others. This can be noticed from their regular attendances and grades of the exam. Therefore, it can be found that there are some students who feel satisfied with teaching methods and materials. Others may see no benefits from a particular programme, and how this programme helps them in their studies and in their real lives.

On the other hand, it can be found that some teachers do not even know what their students need to know. Needless to say that most of the time, some teachers are more interested with finishing the programme. Here, may comes the gap between the teachers and students who are supposed to work in collaboration in order to achieve successful learning outcomes.

Therefore, it is crucial for teachers to know their students' needs. Additionally, the content is important. If the content is not suited to the needs of the students, it may be difficult to achieve successful learning outcomes. Moreover, teachers should provide appropriate teaching materials that reflect students' interest and which are drawn from their communicative needs.

2.8- Teachers Versus Students Centeredness

The new pedagogy suggests that learners should be put at the heart of learning process rather than being centred on the teacher's input. It is believed that this approach helps overcoming some of the problems inherited from the traditional approach where the teachers was considered as protagonist in a scene and learners had no active role. The guided instructions suggest when students become more

involved in their own learning, taking an active part in making decisions, they might feel a sense of ownership and commitment to the process, and learning might be more meaningful, resulting in better classroom performance. The fact is that one of the objectives of the LMD system is putting learners at the heart of learning process.

In Bucharest Conference[6] (2012), for instance, the member of the European Council reconfirm their commitment to **'Establish conditions that foster student-centred learning, innovative teaching methods and a supportive and inspiring working and learning environment'** (5).

Likewise, The Common European Framework of References (2001, 2003) provides various principles to encourage learner-centred teaching and learning of foreign languages. In the guide for users, published by The Common European Framework of References (2003), for instance, it is strongly recommended that teaching should **'depend entirely upon a full appreciation of the learning/teaching situation and above all upon the needs, motivations, characteristics and resources of the learners'** (20).

As part of any international system, the educational reform presented in the LMD system has also aimed at reducing the teacher responsibility for providing students with all information, and helping students to find and develop the skills which will allow them to manage their own learning and survive outside the sheltered environment of the classroom. This requires, in return, from teachers, who are, at the University level, responsible for designing and applying their own teaching methodology to imply most adequate teaching methods and materials to provide their students with an appropriate learning environment that encourage them to be responsible for their learning.

2.9- Challenges and Constraints

Although it can be said that culture courses, compounding in civilisation and literature studies, occupy an important place in the third year programme, there are some challenges and concerns the teachers face.

One of the most important challenges is a poorly supplied university library and the lack of available books and technology materials. Although there have been some valuable donations in books to enrich the library, the fact is, most of these books are for grammar and writing skills.

In Saida University, there is no library that is rich in literature and civilisation books that can be available for every student. Students have to share these books, sometimes one title is available for all; there is no access to photocopying or Internet. Students have to resort outside the University.

Under this situation, these problems need to be improved. It is important to invest money in buying books and enriching the library. Students should have more opportunities to access to books and resources in order to prepare for their researches because when these resources are available, they will be less inclined to commit plagiarism.

2.10- Conclusion

The second chapter provided an overview of the teaching of civilisation. After giving a general overview about the organisation and characteristics of the LMD system, and describing teachers and students' situation at the English Department at Saida, it moved to speak about the most aspects of teaching civilisation in the curriculum; it provided a brief explanation about civilisation teaching

objectives from foreign and local perspectives, and then provided an overview of the content, learners expectations and needs from this particular course. Finally, this chapter raised the issue of the importance of learners' centeredness that is recommended by the LMD reform as well as existence of some challenges and constraints at Saida University.

The next chapter is devoted to the practical side of this research, which aims at analysing and discussing the data collection in order to reach the findings related to the problematic of this research.

NOTES TO CHAPTER TWO

1) Language maintenance refers to the continuing use of a language or language variety in the face of competition from a more prestigious or politically more powerful language.

2) Executive Decree 04-371 of November, 21st 2004 on the creation of a new bachelor degree

3) Originally signed by 29 countries and now being implemented in the 47 countries constituting the European Higher Education Area.

4) English abbreviation (European Credit Transfer System) for European system of transfer and accumulation of credits.

5) Translated from: Zineddine Berrouche & Youcef Berkane. (2007 : 5-7). La mise en place du système LMD en Algérie : entre la nécessité d'une reforme et les difficultés du terrain).

6) Ministers responsible for higher education in the 47 countries of the European Higher Education Area (EHEA) have met in Bucharest, on 26 and 27 April 2012, to take stock of the achievements of the Bologna Process (LMD) and agree on the future priorities of the EHEA.

CHAPTER THREE

RESEARCH METHODOLOGY : DATA COLLECTION, RESULTS AND ANALYSES

The Aim of the Research

The Participants

Research Instruments

Pilot of the Study

Data Analysis

Results of the Study

Students' Questionnaire Results

Classroom Observation Results

Teachers' Interview Results

Discussion of the Main Findings

3.1- Introduction

This chapter focuses on presenting and discussing the data collection. Believing that the obtained results will help the researcher to suggest what can be seen better for teaching civilisation and culture, it attempts to describes and analyses qualitatively and quantitatively the obtained results from the students' questionnaire, classroom observation and the teachers' interview about the content, techniques and materials of teaching Anglo-Saxon civilisation for the third year LMD students at Saida University.

3.2- The Aim of the Research

This research aims at investigating how the course of civilisation is taught for third year LMD students at the English Department at Saida University. The gathered information from the data aimed at finding out the following:

- If teachers of Anglo-Saxon civilisation give importance to the teaching of culture.
- If they vary between teaching techniques and materials that have the potential in increasing students' cultural awareness.

The results of the research may address to identify some hindrances that do not allow for the integration of culture. It may also identify some other effective teaching techniques and materials for better teaching of civilisation and culture.

3.3- The Participants

3.3.1- The Target Teachers

Two teachers of civilisation to third year students at English Department at Saida were subject of this study. One was male, and one was female. The male teaches British civilisation; the female teaches American civilisation. Both hold a Magister degree and specialised in teaching civilisation with an experience of over five years.

3.3.2- The Target Students

The target students of this study were the third year LMD students at the English Department at Saida University. The students were those who were specialised in the field of literature and civilisation studies. For the sampling of this study, twenty (20) students off the fifty four were chosen randomly. They were required to complete a questionnaire to see their attitudes and opinions about the teaching of Anglo-Saxon civilisation in terms of teaching methodology and materials.

3.4- Research Instruments

For this study, the data that were used are classroom observation, teachers' interview and students' questionnaire. An explanation for each instrument is provided in detail below.

3.4.1- Students' Questionnaire

The questionnaire is paramount in any study because it can allow the collection of both quantitative and qualitative information and the use of open and closed formal questions (Patton, 2002). Therefore, the students' questionnaire was used to gather either qualitative or quantitative data.

The third year LMD students were given questionnaires to provide information about their attitude and opinion about teaching and learning Anglo-Saxon civilisation. The questionnaire was divided in four items.

The first item (question 1 and 2) students were asked to express their opinions about the reasons of leaning civilisation and about the time devoted to this course.

The aim of second item (question 3, 4 and 5) was to know students' attitude towards learning civilisation.

From the third item (question 6, 7, 8 and 9,) students were further asked to express their opinions about the ways of teaching civiliation in helping them understand the target culture and raising their cultural awareness.

In the fourth item (question 10 and 11), the students were asked to express their opinions and attitude towards the teaching materials used by their teachers of civilisation. The results from the questionnaire were used to describe the students' responses.

3.4.2- Teachers' interview

Interviewing is a common means to collecting qualitative data, involving person to person encounter in which one person elicits information from another. It also allows finding out things that could not be directly observed (Patton, 2002).

In this study, structured interview were used. Therefore, the questions were the same for both participants. From the interview, the researcher sought to find out answers to the following questions:

- Teachers' opinions about the objectives of teaching civilisation;
- Their opinions about the importance of teaching culture;
- Their opinions about the importance of discussing cultural differences in their class;

- The techniques and materials they used in teaching civilisation, and if they were suitable for teaching culture;
- Finally, their suggestion for a better teaching of civilisation.

3.4.3- Classroom Observation

It is acknowledged that classroom observation is an efficient instrument that could reveal some information that could be missing through the other instruments. Classroom observation was carried out during the first semester of the academic year 2012-2013 with one teacher of British civilisation and another one of American civilisation.

The aim of observation was to observe how the Anglo-Saxon civilisation course was conducted for third year LMD students, in term of teaching culture, as well as the teaching techniques and materials that were used. The information gathered from the observations was used to describe the findings.

Because there were specific aims of what kind of elements were going to observed, structured observation were used. For this reason, an observation form was designed in order to be used in the classroom observation (See appendix C). Therefore, the observation was divided into two parts, which took four attendances:

In the first part, the researcher attended two sessions: one for British civilisation and the other one for American civilisation, which sought to find if the teacher gave importance to the teaching of culture or focusing on only the historical events.

In the second part, the researcher attended other two sessions: one session for British civilisation and the other one for American civilisation. This part aimed at observing the teaching techniques and materials used to teach civilisation.

3-5- Pilot of the Study

After designing the students' questionnaire and the teachers' interview, they were tested. The Questionnaire was given to five students of the same participants of students who were involved in the study. The five students used during the pilot study were excluded later from final sample as they had already experienced the questionnaire answers. This step of testing helped the researcher to find out some unanticipated problems related with ambiguity and difficulty of understanding the questions. The researcher; therefore, was able then to rephrase the questions in understood manner.

Similar to the questionnaire, the teachers' interview was tested; it was tested with two other second years' teachers of civilisation in order to find out if it was clear enough. Piloting the study has also helped the researcher to recognise how long it would took to complete the interview, and what questions that were not useful for the research.

3.6- Data Analysis

This research is based on both qualitative and quantitative methods that are suitable to analyse the data collection that was based on triangulation instruments (a students' questionnaire, a teachers' interview, and classroom observation). Both methods are important because they provide ways of analysing, comparing, and contrasting the subjects in a statistical way (Patton, 2002). This method has been appreciated because it is a strategy that produces better results in terms of quality and quantity.

The researcher used a descriptive way in presenting the results. Descriptive statistics is a good way to present **'quantitive descriptions in a manageable form and helps to simplify large amounts of data in a sensible way'** (Patton, 2002). This method is also helpful in presenting qualitative results (ibid).

3.7- Results of the Study

3.7.1- Students Questionnaire Results

This questionnaire was distributed to twenty (20) students of third year students who were specialised in the field of Literature and Civilisation studies at Saida University. It aimed at finding out, in particular, students' attitudes and opinions towards the content, and teaching techniques and materials of teaching civilisation. It included 11 questions (4 items) that were analysed one by one using percentages that were presented in tables and graphs.

ITEM 1

This first item (Q 1, 2) deals with students' opinions about the reasons of learning civilisation and their opinions towards the time devoted to this module.

Question 1: Students' reasons of learning civilisation

Believing that students learn better when they have reasons for learning any particular subject, they were asked to express their opinion about the reason of learning civilisation.

The results showed that 10% reported for language reason, 40% to know history, 20% to know about culture, 15% referred to history and culture, 10% responded that to be aware of the cultural differences, and 5% identified other reasons.

Table 3.1

	language	history	culture	History Culture	Culture differences	Other reasons	total
Students' numbers	2	8	4	3	2	1	20
Percentage	10	40	20	15	10	5	100

Table 3.1: students' opinions about the reasons of learning civilisation

Graph 3.1
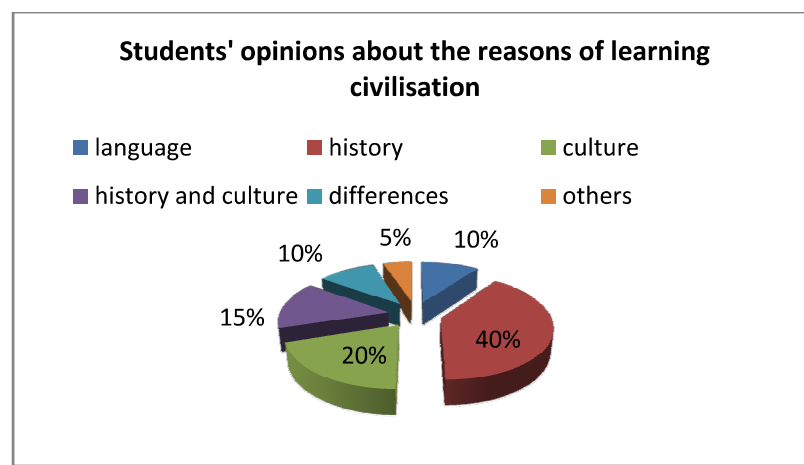
Question 2: Students' opinions about time

To see if the time devoted to the civilisation course is sufficient, the students were asked to give their opinions about it. From the table 3.2, it can be seen that 40% of the students answered that one session a week is sufficient while 60% said insufficient.

Table 3.2

	Sufficient	Insufficient	total
Students' Number	8	12	20
percentage	40	60	100

Table 3.2: students' opinions about time

Graph 3.2
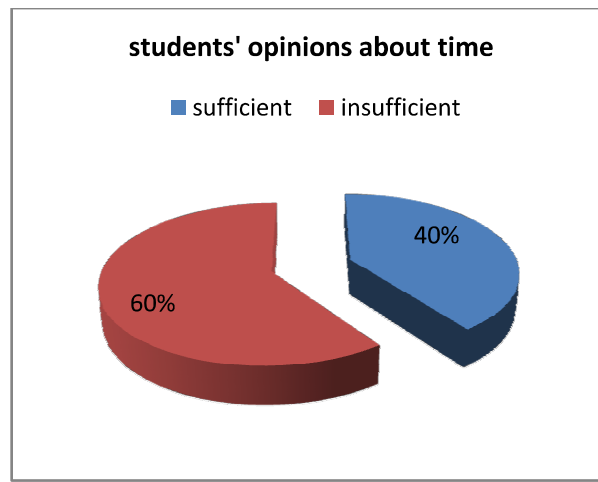
ITEM 2

The second item (Q 3, 4, 5) is about students' attitude towards learning civilisation. It included three questions.

Question 3: Students attitude towards learning civilisation

To know students' attitude towards learning civilisation, they were asked if they enjoyed learning civilistaion. 35% responded by 'yes', 30% a little and 35% not at all.

Table 3.3

	Yes	A little	Not at all	Total
Students' numbers	7	6	7	20
percentages	35	30	35	100

Table 3.3: Students attitude towards learning civilisation

Graph 3.3
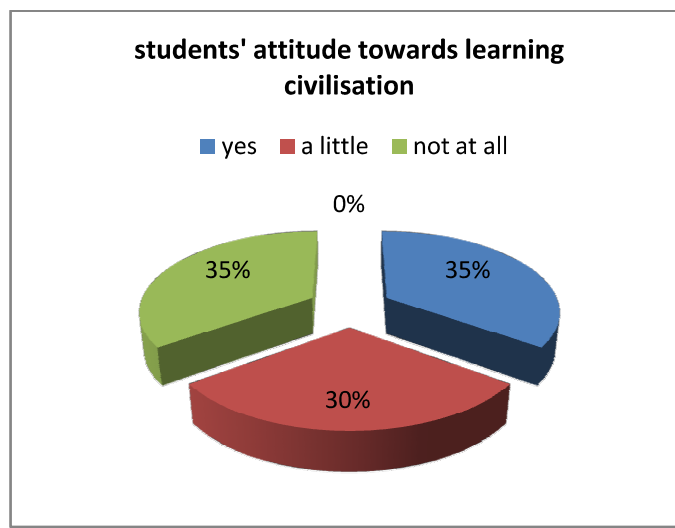
Question 4: The civilisation module that students enjoy most

This question is complementing to question (3). Students who answered 'yes' and a little were 13, and they were asked again to tell what civilisation module they enjoyed most. 46.15% said American civilisation, 15.38% British civilisation, while 38.46% responded on both.

Table 3.4

Modules	British civilisation	American civilisation	Both	Total
Students number	2	6	5	13 /20
Percentage	15.38	46.15	38.46	65% /100%

Table 3.4: the civilisation module that students enjoy most

Graph 3.4
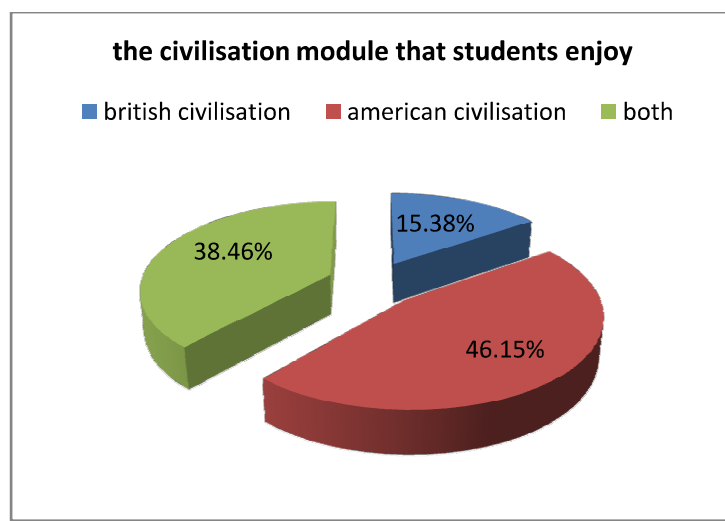
Question 5: Students' reasons for lack enjoyment of learning civilisation

The students who responded 'not at all' were seven (7), and they were also asked to report their reasons for the lack enjoyment of learning civilisation. From table 3.5, it can be noticed that 14.28% reported that it was due to the content, 57.14% said because of the ways of teaching, while 28.57% responded other reasons.

Table 3.5

	Contents	Ways of teaching	Teaching materials	Other reasons	Totals
Number	1	4	/	2	7 / 20
Percentage	14.28	57.14	0	28.57	30% / 100%

Table 3.5: **Students' reasons of lack enjoyment of learning civilisation**

Graph 3.5
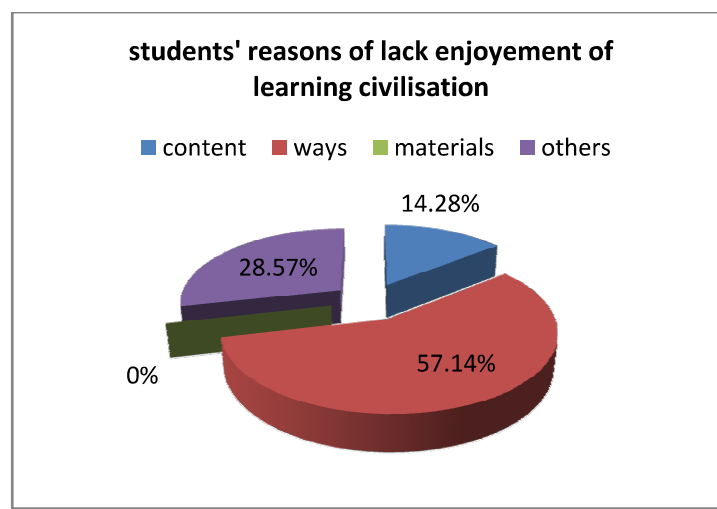
ITEM 3

Items three (Q 6, 7, 8, 9) deals with students' opinions about the ways of teaching civilisation: if it is helpful for understanding the target culture and helping them to be aware of the cultural differences.

Question 6: Students' opinions about the ways of teaching civilisation in learning culture

The purpose of this question was to know students opinions about the ways of teaching civilisation in helping them learning culture.

40% responded positively, 25% answered a little, and 35% answered negatively.

Table 3.6

	Yes	A little	Not at all	Total
Students' numbers	8	5	7	20
Percentages	40	25	35	100%

Table 3.6: Students' opinions about the ways of teaching civilisation in learning culture

Graph 3.6
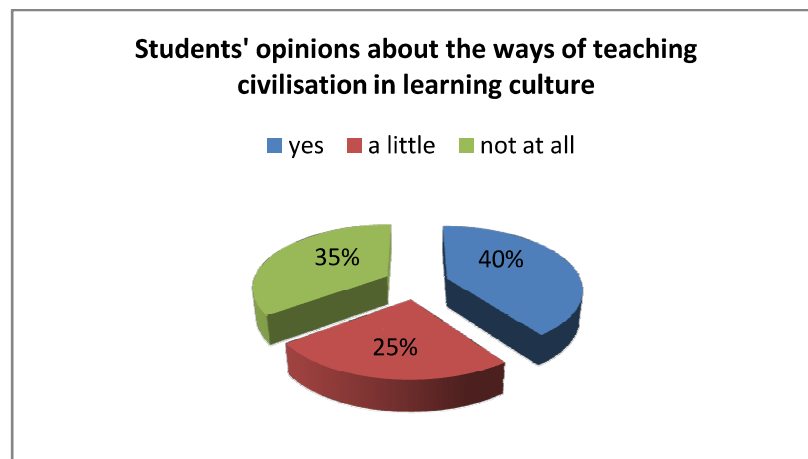
Question 7: Students' opinions about the ways of teaching civilisation in raising their cultural awareness

This question was the same as the previous question; however, the purpose this time was to know if the ways of teaching civilisation were helpful in raising students' cultural awareness. The table 3.7 reveals that 55% reported positively, 20% reported a little, and 25% responded negatively.

Table 3.7

	Yes	A little	Not at all	Total
Students numbers	11	4	5	20
Percentages	55	20	25	100

Table 3.7: Students' opinions about the ways of teaching civilisation in raising their cultural awareness

Graph 3.7

Students' opinions about the ways of teaching in raising their cultural awareness

■ yes ■ a little ■ not at all

25%

55%

20%
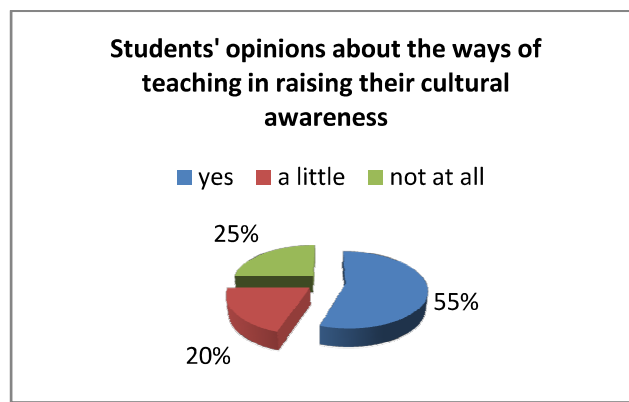
Question 8: Students' identification of the cultural topics they learn

In this question, we proposed a list of some cultural topics, and we asked the students to indentify the topics that they used to deal with in learning civilisation. 35% reported to history, 15% to political system, 20% to achievements, 25% reported to history and achievements, and 5% referred to ethnicity. (See table 3.8).

Table 3.8

Topics	Students' numbers	Percentage
history	7	35%
Political system	3	15%
Achievements	4	20%
History and achievements	5	25%
Economic system	/	/
Beliefs and value	/	/
Family	/	/
Customs, traditions	/	/
Ethnicity	1	5%
Educational system	/	/
Technology, science, music, arts	/	/
Total	20	100

Table 3.8: Students' identification of the cultural topics they learn

Graph 3.8

Students' identification of the cultural topics they learn

■ history   ■ political system
■ achievements   ■ history and achievements
■ ethnicity
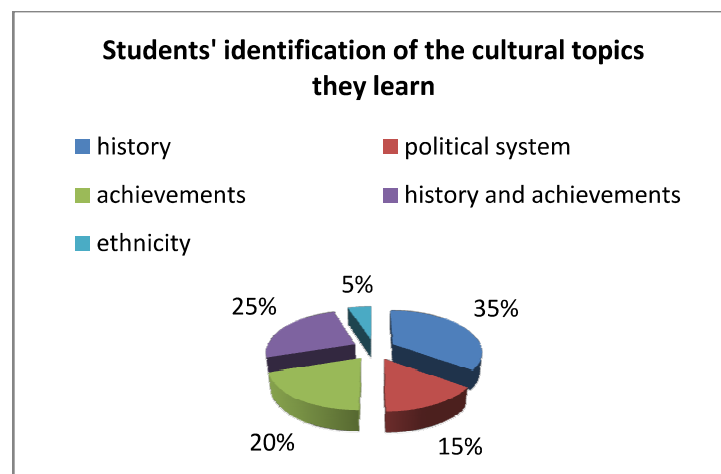
ITEM 4

Item four (Q 9, 10) aimed at knowing students' attitude and opinions about the teaching materials.

Question 9: Students' identification of the teaching materials that are used by their teachers of civilisation

In this question, we introduced a list of some teaching materials, and we wanted students to identify which of them were used by their Anglo-Saxon civilisation teachers. All students (100%) reported to the traditional teaching materials of chalk and board. None of them identified some other important authentic teaching materials.

Table 3.9

	Audio	Visual aids	News paper, magazine	Literature	Chalk And board	Total
Number	0	0	0	0	20	20
Percentage	0	0	0	0	100	100

Table 3.9: Students' identification of the teaching materials that are used by their teachers of civilisation

Graph 3.9

students' identification of the teaching materials that used by their teachers

■ chalk and board

100%
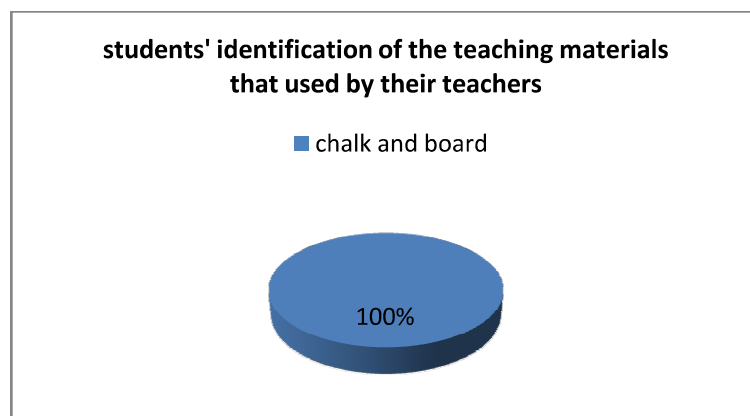
Question 10: Students' attitude and opinions about the teaching materials used by teachers of civilisation

This question aimed at knowing students' attitude and opinions about the teaching materials used by their teachers of Anglo-Saxon civilisation, and if they were useful for learning culture. Out of 20 students, only 3 students (15%) answered that the teaching materials used by their civilisation teachers were helpful in learning culture, and 35% felt that it was just a little; however, the majority of students (50%) believed the opposite.

Table 3.10

	Yes	A little	Not at all	Total
Number	3	7	10	20
Percentage	15	35	50	100

Table 3.10: Students' attitude and opinions about the teaching materials used by teachers of civilisation

Graph 3.10
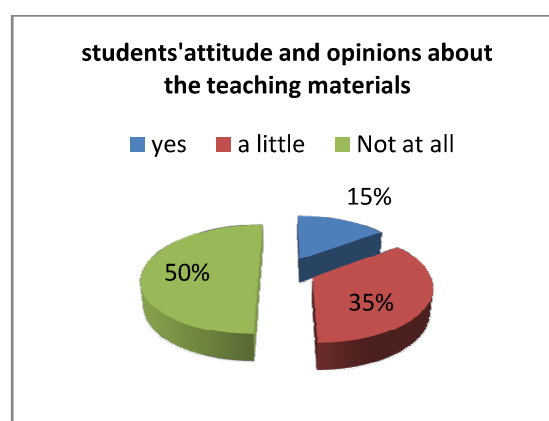
Question 11: What students like to know about British and American people

This last open-ended question aimed at knowing unexpected answers the students may provide. The students were asked to provide some specific cultural themes about British and American people they wished to learn about. Out of the twenty (20) students, fourteen (14) students provided answers. Although some reported to topics like achievements, political institutions, which they are already deal with, a great number of them identified some cultural themes like customs, traditions, belief and value.

3.7.1.1- Discussion of the Questionnaire Results

The results of the questionnaire would help the researcher to understand the third year students' attitude and opinions towards the teaching techniques and materials of teaching civilisation at the English Department at Saida University.

It was first hypothesised that the focus of teaching Anglo-Saxon civilisation course to the third year LMD students was on giving more attentions to the historical facts rather than culture. The results obtained from the questionnaire revealed this assumption.   From students' responses to question (1), for example, when asked to give their views about the reason of learning civilisation, it is noticed that (40%), which was the majority of the respondents to question (1), reported that they were learning civilisation to know about the history of British and American people.

 There are some students who reported that they were learning civilisation to know something about the target culture (20%), and other to know history and culture (15%), but their understanding to cultural topics is limited to some historical facts. This can be observed from their answer to question (8) when asked to identify some cultural topics they were dealing with in learning civilisation.

Almost the majority identified topics like history, achievements and political systems, and no one identified some important cultural themes like beliefs, family or customs and habits. This means that their answers are based on what is currently taught to them. In other words, the cultural topics they usually deal with in the classroom are no more than the themes they identified.

Concerning the second hypothesis, it was assumed that teachers of Anglo-Saxon civilisation did not considerably use teaching techniques and materials that could help in raising students' cultural awareness. It can be noticed that students' responses to the questionnaire support this assumption. This can be proved from students' responses to questions (5, 6, 7and 8).

For example, although most of the students responded positively to question (6) when asked if the way of teaching civilisation was helpful for better understanding of the target culture, their response to question (8) proved the opposite. Most of them identified subjects like history, achievements and political system. This reveals that the way of teaching civilisation is based on teaching history rather than exploring the richness of the British and Americans culture.

In addition, students who responded negatively to question (5), which required them to express their attitude towards learning civilisation, the majority (57.14) claimed that it was because of the way of teaching which was not interesting.

It is also apparent that there is a less exposure to some effective teaching materials that have the potential in teaching culture. Students' answers to question (9) revealed that there were no use of other teaching materials but chalk and board. Today, there are various teaching materials that facilitate the process of learning and reflect students' interest.

Teaching materials such as chalk and board seem insufficient tools to teach students about culture. Students' response to question (10)

indicated that such teaching materials were not helpful in learning the target culture in a proper way.

Apparently, students wish to know more about the British and the American people. Their response to question (11) revealed that students were interested to know about customs, traditions, beliefs and the values of Anglo-Saxon people. These cultural subjects, on the other hand, require more attractive and interesting teaching techniques and materials that confirm a better integration of culture, and most importantly reflect students' interest.

3.7.2- Classroom Observation Results

This structured classroom observation was designed to one teacher of British civilisation and one teacher of American civilisation. The first element was observed was the teaching of culture, and the second element was devoted to the teaching techniques and materials were used in teaching the course of Anglo-Saxon civilisation.

Culture Integration

The purpose of this step was to observe the cultural themes introduced to students. Held in lecture theatres, where the teacher sometimes misheard the students and vice-versa, it should be noted that the researcher observed the absence of many students; sometimes the number of absentees approached half of the students.

As far as culture integration is concerned, the first observation was devoted to the teacher of American civilisation who was teaching about the American Civil War. The teacher started by introducing American civil war (1861-1865) by explaining the causes of the conflict between federal government and eleven Southern states that wanted to secede from the Union. All that came next was about the battles. From Bull Run battle to the surrender of the southern states.

The course was mainly history by focusing on chronological orders of the events.

The second observation was to the teacher of British civilisation. The teacher was teaching about the Norman invasion. Similar to the first observation, the focus of the course was on the chronological orders of the events.

The Way and Teaching Materials Used in Teaching Civilisation

Concerning the teaching techniques and materials, when observing the teacher of American civilisation, the researcher noticed that the teacher spent a great deal of time waiting for students to attend the lecture. The course was then conducted in form of lecturing where the teacher is the authority in class, who is also responsible for providing students with all information, and most of the interaction is mainly from teacher to students. The teacher started by presenting the topic explaining and writing notes on the board; students had then to listen and take notes from time to time. This; however, does not mean that the teacher did not give the students the opportunity to be part of the lesson. As a matter as a fact, there were some attempts by the teacher to engage students in the learning process by asking questions from time to time, but it was apparent that students' lack of knowledge about the topic prevented them from being part in the learning process. For teaching materials, there were no teaching materials but board and chalk.

Likewise, it was the same case for the teacher of British civilisation. The teacher of British civilisation; furthermore, was using dictation as a technique for explaining the lecture. Students had then to listen and write what could be caught up. Concerning the teaching materials, the whiteboard and the marker were the case. Unlike the teacher of American civilisation, there were no attempts by the teacher of British civilisation to help students to be part of the lesson.

Finally, it should be noted that the researcher observed that there was insufficient time to cover the entire topic. Both teachers left promise that they would finish the topic the following session.

3.7.2.1- Discussion of the Observation Results

After the researcher had finished with classroom observation, he analysed each element separately. The first element was analysed focusing on the teaching of culture, whereas, the second element focusing on the teaching techniques and materials that were used for teaching civilisation

The obtained results proved the researcher' first and second hypotheses, which assumed that the Anglo-Saxon civilisation course was presented as history for third year LMD students, and the teaching techniques and materials, in this case, were less helpful for raising students' cultural awareness.

For example, from the first element that was observed, whether or not teachers of Anglo-Saxon civilisation gave importance to the teaching of culture, it was concluded that both teachers dealt with the course as a history subject. This may be the inherited way of teaching civilisation that tends to deal with the course as history. Although understanding the history of some people is an important cultural ingredient, but the exaggeration in focusing only on the historical side of the course does not necessarily lead to understand the culture of those people.

There are more important ingredients that should be presented to students. For example, when the teacher of British civilisation presented the topic of the Norman Conquest, he could have integrated subjects like their contributions to the growth of towns as centres of wealth; their contributions to the development of the economic and political systems as well as religion and beliefs.

The same goes for the teacher of American civilisation. He could have provided an insight about the economic background of America at that time. For example, the two fundamentally different economic systems of the North and the south (industry and agriculture); the social changes across America based on wage labour in the north and slavery in the south.

Yet, discussing such issues is time consuming, and dealing with them in a limited time is certainly difficult, if not possible. This means taking more than one session to deal only with a particular period. This, in return, requires either reconsiderations of the content or using teaching techniques that may give better results.

However, based on the second elements was observed, which dealt with the teaching techniques and materials, it was concluded that neither the way of teaching nor the teaching materials were helpful for learning culture. It cannot be denied that lecturing is an effective way in teaching, but it is difficult to make an abstract argument in an interesting way. Yet, it can provide better results when teachers make sure to deliver a short lecture, motivate students with visuals aids, and focus on some specific aspects of cultural experience.

Otherwise, there are various other teaching techniques that could be used instead of lecturing. Techniques such as, tasks and projects can engage students in interactive learning situations, and help them negotiate meanings. They also leave space for teachers to share the lessons with students, and help them to take responsibilities for their learning. Therefore, there is no justification to rely only on lecturing as a teaching technique. This technique can be used when there is a shortage of teaching materials and resources.

Today, nevertheless, there are plenty of teaching materials that reflect students' interest. Teaching materials like technology and literature are meaningful tools in teaching civilisation and culture. There is no justification for the absence of using such materials.

Today, teachers can access any useful website and download video lessons. These teaching materials are appreciated because they can save time and cost. They also allow the integration of culture in proper ways.

3.7.3- Teachers Interview Results

The interview that was designed for one teacher of American and the other one for one teacher of British civilisation included 12 questions (see Appendix B). The questions were based on what had been observed. Therefore, the purpose was to find more information that could not be directly observed. For example, their opinions about the importance of teaching culture, and their opinions about the teaching methodologies and materials they used.

Question 1: How long have you been teaching civilisation?

The teacher of American civilisation answered about 6 years, and the teacher of British civilisation answered almost 7 years and half.

Question 2: What do you think of the main objectives of teaching civilisation are?

The answer of the teacher of American civilisation was that the objectives were to teach students about the history, achievements and culture of the American people. The answer of the teacher of British civilisation was to teach students the history, and get in touch with moral values of nations.

Question 3: Do you think one session a week is sufficient for teaching civilisation?

Both teachers answered that it was sufficient.

Question 4: Do you feel that your students enjoy learning civilisation? Why Not?

The response to this question was different. The teacher of American civilisation claimed that her students enjoy learning civilisation. When we asked why? She responded that the civilisation course was an interesting subject, and students were exposed to new interesting topics. However, the teacher of British civilisation responded that he could not say that all students enjoyed learning civilisation, but great number of them was interested in attending the lecture

Question 5: Do you emphasise the teaching of culture, or do you focus on historical facts, or on both?? Why?

The teacher of American civilsation claimed that she tried to focus on both but not all the time. Then we asked, why? She responded that the problem of lack of time usually did not usually help to teach some other cultural aspects.

On the other hand, the teacher of British civilisation said that he focused on both history and culture because, he claimed, they could not be separated.

Question 6: What cultural themes do you consider most important to teach for your students?

When they were asked about the cultural topics they thought were important to teach, the teacher of American civilisation referred to subjects like history, civilisation, achievements, and political institutions. However, the teacher of British civilisation said that they had not many choices, history in general and civilisation in general.

Question 7: What teaching methods or techniques do you use for teaching civilisation?

The teacher of American civilisation referred to texts (handouts) and lecturing, whereas, the teacher of British civilisation said that he

liked to stick to the classical method, because in Algeria and Saida in particular, some methods were not spread enough to be used.

Question 8: Do you feel that your way of teaching civilisation help your students understand the target culture?

The teacher of American civilisation responded positively, and the teacher of British civilisation responded that he hoped so; he also added that he tried to improve his way of teaching to help students understand culture.

Question 9: Do you feel that your way of teaching civilisation helps your students to be aware of the differences between their culture and the target culture?

Both teachers responded positively to this question.

Question 10: What teaching materials or recourses do you use for teaching civilisation?

The teacher of American civilisation referred to lecturing, texts, and chalk and board. The teacher of British civilisation referred to the classical resources.

Question 11: Do you think that they are suitable for teaching culture?

This question is complementing to the previous question. The teacher of American civilisation responded positively, whereas, the teacher of British civilisation responded by sometimes.

Question 12: Do you suggest any other teaching techniques and materials for better teaching of civilisation and culture?

The teacher of American civilisation recommended the use of technology, mainly videos, with individual researches that could be helpful. The teacher of British civilisation said that no matter the

techniques were since the message was clear, but he added that the use of video and audio could be helpful.

3.7.3.1- Discussion of the Interview Results

The interview helped the researcher to know the teachers of Anglo-Saxon civilisation' awareness about the importance of teaching culture in their course, and their awareness of the available teaching techniques and materials that can raise students' cultural awareness.

Concerning whether or not Anglo-Saxon civilisation teachers give importance to the teaching of culture over the focus on historical facts, it seems that there is a little emphasis on the teaching of culture. This can be seen from their response to question (2). When they were asked about the objectives of teaching culture, both referred to subjects like history, achievements and political institutions. In addition, although they claimed from their response to question (5) that they focused on the teaching of history and culture, their response to question (6) revealed the opposite because almost both identified topics like history, political institutions, and civilisation in general, which they considered as important cultural ingredients to be taught.

This may prove that the civilisation course usually focuses on the historical facts rather than exploring other cultural aspects that are more important to develop students' cultural skills. These answers, in return, prove the researchers' first hypothesis, which assumed that Anglo-Saxon civilisation teachers tended to focus on historical facts rather than culture.

Regarding whether or not they use teaching techniques and materials that have the potential in teaching culture, from the questions (7 and 10), it can be concluded that though both teachers had a great deal of experience that made them teach civilisation in an

innovative way, they favour the use of lecturing and dictation as a teaching technique, and chalk and board as teaching material, and both teachers believed that their ways of teaching were helpful in teaching the target culture and making their students' recognise the differences between their culture and the target culture. This was their response to questions (8) and (9).

However, it seems that the neglect of teaching some other important cultural aspects has to do with these teaching techniques. This can simply noticed from their response to questions (2) and (6) when they referred history, civilisation, and achievements as the only important cultural aspects.

Teaching through lecturing can be used when there is a shortage of teaching materials and resources. Yet, today it is quite easy to access any teaching materials that can help in making the courses more living. The lessons seem dull for students when there is no attempt to vary between the teaching techniques, and vary between the teaching materials.

The two teachers; nevertheless, tend to use the traditional materials. This does not mean that they are not aware of the available teaching materials that have the potential in teaching culture. The fact is they are well aware of them. Because, as they responded to question (12), they stated that the use of technology and video materials with projects and tasks could be effective way for teaching civilisation and culture. Both believed that these kind of teaching techniques and materials were accessible and easy to be handled. The question is why they were not used. The answer is that lecturing as a teaching technique is the easiest and most enjoyable way for teachers.

3.8- Discussion of the Main Findings

Today, educating learners for intercultural understanding is a major goal of foreign language teaching and learning. This can be shown in the framework of the LMD reform, which gives importance to cultural subjects in the foreign language study programmes. Anglo-Saxon civilisation module is one of these cultural subjects that aim at developing students intercultural skills. However, the results obtained from the data collected from the students' questionnaire, classroom observation and the teachers' interview reveal that the focus of this important cultural module for third year LMD students at Saida University is still over the language, as this subject is taught as history, rather than culture.

In our first hypothesis, it has been assumed that civilisation course was taught as history for third year LMD students of literature and civilisation speciality. The obtained results from the students' questionnaire, the teachers interview and classroom observation support our assumption. The results indicate that the reason has mainly to do with the content, the way of teaching and the teaching materials.

The contents of the civilisation courses seem too long; it is historical and lacks many cultural aspects, and it is quite difficult to deal with many issues in a limited time. This is what was observed from classroom observation where the lecture was focusing on detailed historical facts of British and American people. This can also be noticed from students' response to the questionnaire when the findings revealed that their understanding about culture is limited to subjects like history and people achievements. This is one of the reasons that make the majority of third year LMD students to have a limited understanding about what culture means. Consequently, their understanding will not be developed if one of the most important cultural subjects like civilisation is taught as history with giving priority to language than culture.

This does not have to do only with content, but it is apparent that it is also about the way of teaching. It seems that, as it was usually the case, the way of teaching English has always been over the mastery of language. The focus is on the mastery of structure rather than giving importance to the study of culture. This is at the lower level of education where teachers have fewer tools to remedy the situation. Yet, at the university level, teachers have a big opportunity to find the best ways for teaching their courses. The same is applied to teachers of civilisation who are required to make sure that their ways of teaching and the teaching materials they use help their students in understanding the target culture in a proper way, and develop their intercultural skills.

Besides the way of teaching, it is recommended that learners should be put at the heart of the learning process. Actually, this is one of the objectives of the LMD reform which aims at promoting learning autonomy in academic institutions, and encouraging individual work of the students.

This means that students should be given the opportunity to take responsibility of their learning. In this case, teachers of civilisation, in particular, are compelled to help their students prepare and enjoy civilisation through innovative ways of teaching and interesting teaching materials.

Yet, the obtained results revealed that the way of teaching, where lecturing is the favourite method, is less interesting and motivating for students; this method keeps students passive when learning. Hence, there remain few opportunities for them to negotiate and discuss cultural meanings in the classroom.

This perhaps, as it was observed and revealed from the students' questionnaire and the teachers' interview, has to do with time that seems insufficient to deal with different cultural aspects, but some innovative ways of teaching can remedy the situation.

In addition, this can be resolved through effective teaching materials as well. Yet, the obtained results from all the data collection revealed that teachers of civilisation did not try to vary between the teaching materials. Today's generation are visually oriented and most of them are skilful in using such materials. Therefore, teaching materials to be used should reflect students' interest. Materials like technology and literature are meaningful tools in teaching civilisation and culture. There is no justification for the absence of using such materials. Today, teachers can access any useful website and download video lessons. These materials are appreciated because they can save time and cost. They also allow the integration of culture in proper ways.

Briefly speaking, what was obtained from the data collection, reveal that the teaching of the Anglo-Saxon civilisation course for third year LMD students at the English department at Saida University focuses on historical facts rather than exploring the cultural contents of Anglo-Saxon people. This has to do mainly with the content, the ways of teaching and the teaching materials. Therefore, before trying to reconsider ways and materials of teaching, there must be a reconsideration of the content, which should be culturally rather than historically.

3.9- Conclusion

This chapter presented the data collection and the results obtained from students' questionnaire, classroom observation and teachers' interview. Afterward; it explained primarily the aim of the research, the methodology, participants and the research instruments. It presented basically the obtained results from the students' questionnaire, which is presented by numbers and percentages, and then presented the results of classroom observation and the teachers' interview, which were presented qualitatively. Finally, it discussed

the main findings obtained from all the results of the research instruments.

CHAPTER FOUR

RECOMMENDATIONS AND SUGGESTIONS

Reconsideration of the Content

Teaching Anglo-Saxon Civilisation through Themes

Reconsideration of the Way of Teaching

The Use Project-Based Teaching

Reconsideration of the Teaching Materials

Teaching Through Video

How to Use Project Technique and Video Material

Suggested Techniques for Teaching Civilisation and Culture

4.1- Introduction

Based on the findings of this research, the researcher provides some suggestions for the improvement of the teaching of Anglo-Saxon civilisation, and for better integration of culture through the course. Due to the overloaded curriculum and lack of time to cover all the cultural aspects including factual and procedural knowledge, the researcher recommends reconsideration of the content which is not appealing to students. The researcher recommends also engaging students in individual researches through the use of Project Based Learning, and the use of video segments to support teachers' lectures and students' presentations of their projects. This chapter also offers an overview of the role of both teachers and learners when using Project-Based Learning and video materials. Finally, this chapter explains the cultural themes can be taught, and how can be presented through students' projects and video materials.

4.2- Reconsideration of the Content

Students usually feel that the civilisation course is boring because the content of this course is more historical and is taught as history. It lacks many cultural aspects; therefore, the historical part has to be reduced to allow the addition of many cultural elements (family, beliefs, scientific and artistic achievements), and finally, civilisation has to focus on nowadays issues. Therefore, our suggestion is that this course can be easier and attractive when is taught thematically, because teaching thematically allows all students to enjoy the course.

4.3.1- Teaching Anglo-Saxon Civilisation through Themes

While culture of any particular people can be lost when it is taught through using the traditional chronological approach, the thematic approach has its own inner dynamic and can help students develop more cultural knowledge on more than one topic.

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Our suggestion is that a better approach would not be to try to teach civilisation in term of history, as it is the case now, but rather to take some themes as the content, and then put the focus on using these themes to teach the elements of intercultural competence, as it is proposed by Byram (1997) book' 'Teaching and Assessing intercultural Competence'. For example, one theme would be 'Education in England or in America', and then followed by some of the ideas described by Mayes and Duffy which are described in Byram (2001)' book 'Developing Intercultural Competence in Practice'.

The crucial elements would be learning skills, learning some facts but only as examples and being able to use those skills to investigate and compare other aspects of culture in Anglo-Saxon culture.

This approach is more suitable for third year students as they are specialised in civilisation study. Teaching civilisation historically and chronologically can be taught in their first and second year of study where they can learn some basic historical events. Once they are taught about some significant historical events, it is suitable then to help them understand other aspects that have not been taught.

4.2.2- Examples of Some Cultural Themes

The following are some suggested themes that can be exposed to third year students who are specialised in literature and civilisation studies.

- **Origin and Identification**

The aim of this content is to provide a brief history of the origin of the native of Anglo-Saxon people with the impact of European settlers on the Native Americans and their way of life, and the impact of invaders on the British. This information gives students a background for understanding some historical conflicts.

Furthermore, this theme is helpful in giving students a sense of the cultural diversity of the British and Americans.

- **Ethnicity**

Ethnicity is associated with a feeling of closeness to others which is symbolised by sharing of some common marker. These common marker can be linguistics (language or dialect), or physical (colour of skin), or behavioural and cultural (religion, customs, values, beliefs), or environmental (geographical area, place of origin). Any marker can be used to determine ethnicity. This theme may also include the issue of immigration.

- **Social Organisation**

Learning about social organisation means learning about how the society is arranged and organised in term of social positions and distribution of people within those positions. Students will be able to understand why it is organised in that way. Explanations from people within a particular group are not always the same or even compatible with the explanations of those from outside the group.

It should be noted that the concept of social organisation includes a number of other important concepts. Among them are class, power, authority, status and prestige. These concepts are important for understanding differences across cultural groups.

Therefore, this subject helps students to have an insight on the social structure of British and American societies. They will have the opportunity to look for inequality issues in the past and present. For example, in Britain, students can learn about worker class, women, minorities and their struggle for equality in term of job and political positions. In America, students can understand some issues about civil rights guaranteed by the constitutions, and then they can examine the experience of African-Americans from the slave ships to civil rights movement. Students can also refer to the theme of

political system to understand some the individual rights guaranteed by constitutions.

- **Immigration**

This theme is another important subject. It is related to the previous themes. This subject provides students with historical background of the people who came to England or America for different reasons: those who immigrated for better life, for religious reasons (pilgrims), unwilling immigration (slavery), and Hispanics.

- **Family**

Families exist in all societies, in the past and the present. Like any other human institutions, they change over time. So is their beliefs and way of life. So, family is an important cultural subject to learn. When students already understand the ethnicity and different races, it may become beneficial to understand the different families exist within these societies.

- **The Culture of Politics**

This unit helps students to understand the political system of America and England. They can understand some historical background about the American Constitution, Declaration of Independence compared to Magna Carta in England. They can also compare their system to their own by giving them homework. The topic can also be extended to learn about law and judiciary, with some issues about the system of court and its duties.

- **Economic System: Development and its Issues**

Students can learn about some key that led to American and British affluence. This unit touches also some issues such as Industrial Revolution, inventions, and the economic crisis. The class

will examine key developments in England and America economic history from the colonial period to the challenges of the global economy. There will possibly be a debate on capitalism versus socialism.

- **Foreign policy**

Teaching British and American foreign policies can help students understand how their political interventions foster their economic development. Students will not only be able to know about the past, but about the present as well, since they are going to know about American and British interventions in Vietnam, Yugoslavia , the Middle East: Iraq and probably Iran, and their policy towards the issue of Palestine.

- **Religion and Beliefs**

This unit is linked to the previous themes. Understanding religion means bringing back some knowledge about the different invasions in England, colonies and immigration in America, the natives of both. Students can learn better about the religion of Anglo-Saxon people by understanding their beliefs and ways of life.

- **Education**

Education is an important theme for students. They should understand about the Education system of the country whose language is taught, and how the system works so that they can compare it to their own.

- **Media and Communication**

Teaching this subject means go back to understand the freedom of speech guaranteed by the constitution. It is also learning something about the history of media, and their impact in shaping public

opinions: creating a new type of culture. For example, the British and Americans are the most TV watchable in the world and they believe everything dictated by media.

- **Arts and Music**

This is also an important subject to be discussed as students will be able to understand the different music, old and contemporary, their arts. The different kinds of music and arts are also linked to different races. So, each kind of music or art may present a group of people who came as invaders, immigrant, or shipped (slavery).

- **Science and Technology**

Science and technology is another important topic. The role of technology and science can give students a deep insight on how they played a role in developing these nations and making them powerful.

4.3- Reconsideration of the Way of Teaching

Developing learners' intercultural understanding has become a major goal in teaching a foreign language. There is a need to develop learners' intercultural competence, train their empathy, encourage their curiosity, and provide them with an appropriate learning environment that reflects their interest and motivation.

However, the actual way of teaching civilisation does not lead to the integration of culture in a proper way, and the development of the intercultural skills is difficult in a teacher-dominated learning environment, where there is little interaction between the teacher and students. Learning **'takes place through the active behaviour of the student: it is what he does that he learns, not what the teacher does'** (Tyler, 1949: 63, quoted in John Biggs & Catherine Tang, 2007: V). The way of teaching should then be reconsidered.

In this sense, to develop the essential skills for intercultural understanding, there are more and more strategies that can engage learners in active learning situations and enforce learners' centeredness. Our suggestion is that the use of Project-Based learning can provide opportunities for learners to apply their knowledge, relate and compare it with other cultural backgrounds, and enable them to reflect on their attitudes.

The fact is that one of the aims of LMD reform is to encourage individual work and promote learning autonomy. Therefore, we consider this method to be more promising as it engages students in interactive learning situations and promotes communication skills.

4.3.1- The Use of Project-Based Learning

The quest to enhance students' learning outcome is reflected with the introduction of different methods that seek to engage learners actively in the learning process. These methods are generally based on tasks and problem-solving activities. These methods also aim at involving learners in interactive learning situations in order to develop their skills and knowledge.

In order to promote active learning, Project-Based Learning (PBL) approach is strongly recommended for the LMD students. PBL is students-centred approach and an instructional strategy that engages students in investigating real world issues and solving problems that cannot be answered in regular teaching. Blumenfeld, PC., Soloway, E., Marx, RW., Krajcik, JS., Guzdial, M & Palincsar, A. (1991) describe it as a challenging task that helps students to play an active role, and solve authentic problems through a series of investigations.

These investigations expose students to new concepts, and help them construct new knowledge. Furthermore, students will have the

opportunity to use their prior knowledge and experience to find solutions to the problems (Morgan, 1993).

Researches on the value of PBL prove that the students' abilities to acquire new understanding are enhanced when they are **'connected to meaningful problem-solving activities, and when students are helped to understand why, when, and how those facts and skills are relevant'** (Bransford, Brown, & Cocking, 2000: 23). It is proved that PBL motivates them to take responsibility for their own learning.

As the project focuses on problem solving investigations, it seems a good way to provide learners with assignments that engage them in intercultural learning. The teacher can assign students to look for answers related to similarities and differences between their culture and the target one in order to help students understand better. For example, students can search for issues related to the Anglo-Saxon people, and then they can compare, discuss, and express their opinions about these issues. This means that PBL has a potential role in developing learners' intercultural skills.

4.3.1.1- Reasons for Using Projects

There are a number of reasons to believe why PBL is advantageous. It is first a learner-centred approach. So, students' participation in the learning process is enhanced, and their role is moved from a passive role into an active role. In this case, autonomy is promoted as learners are obliged to take responsibilities of their learning.

PBL also helps in improving students' communication and collaborative skills as they are able to discuss different topics freely. Blumenfeld et al., (1991) also state that PBL promotes students' critical thinking as they have to deal with problem- solving activities and evaluate solutions. Due to these benefits, it is also recommended to use PBL for teaching culture.

The European Council (2001), for instance, develops guidelines and principles for teachers to teach intercultural skills. One of the suggested methods is to encourage learning autonomy through activities such as individual projects. In similar, The American Standards for Foreign Languages Learning (1996: 16) strongly recommends the involvement of '**students in cultural investigations and projects'**. This means that through individual research, learners can search for answers that cannot be provided in classroom teaching.

However, there are some problems related to using the PBL. These may include, for instance, students preferences for the traditional way of teaching that make them passive learners; the second problem is that PBL is sometimes very time- consuming. This, in turn, may leave no time for discussion.

To deal with these problems, Blumenfeld et al (1991) suggest some factors that have to be considered in order to use the project in effective way. The project should be first interesting for students and worth doing; second, the kind of project should be appropriate for the level of competence of all students. This is to make sure that all students will be able to complete the project; third, teachers should make sure that their students are interested on learning rather than on grades.

In addition, due to the constraint of time and resources, PBL project should be practical and manageable for both teachers and students (Blumenfeld et al., 1991). Teachers should also insert in their students mind the idea of working in groups so that they have the experience to work collaboratively. In this case, teachers should provide all supports for group work to facilitate the learning process.

4.4- Reconsideration of the Teaching Materials

As far as teaching materials is concerned, the materials used for teaching Anglo-Saxon civilisation seem that do not reflect students' interest. Today's generation are visually oriented and they expect the same approach in class. Our suggestion is therefore the use of technology materials may prove to be the more adequate and appealing to students.

4.4.1- The Use of Technology

Technological Materials refer to the use of multimedia technologies or audio-visual aids as instructional tools in teaching to enhance learners' performance, and at the same time to facilitate the teaching and learning process. This need is based on some principles and beliefs.

It is first due to the economic and technological developments that generate competition in all domains and to the societal changes that have been brought by globalisation. Second, **'debates about pedagogy now center on aspects of learners autonomy, collaborative projects design, and appropriate assessment practices'** (Gruba 2004:623). Therefore, it is believed that technology based instruction has the potential in building these objectives.

In addition, today's world is visually oriented. These visual images ranging from TV, films, video clips, computer, to internet that capture the audiences in the fields of entertainments, in business, government, and other fields of education, as well. So, as today's generation are daily users of these technological devices, it becomes easy to deal with them in the educational settings.

Furthermore, the traditional approaches of teaching have been criticised on that they always focus on fixed bodies of information, and students are only recipients of knowledge. Johnson and Johnson (1999: 69) state that, **'the lecture methods resulting in long**

periods of uninterrupted instruction –centered, expository discourse, relegates to the role of passive spectators'. Therefore, it is believed that learners' involvement in learning can be enhanced with the use of technological tools and they become more productive in the learning process. Moreover, researches investigating on the effectiveness of technology as instrument of teaching and learning have proved that the integration of technology in education does not replace the teacher's role; in fact it completes his teaching activities.

However, although using technology-based instruction in teaching proves significant developments in students' performance among ESL/EFL learners, there is limited evidence that technology is being used for teaching culture. Some studies investigate on whether teachers make use of technology in teaching culture indicate that there are minimal uses of technology for teaching culture.

In a study held by Zena Moore, Betsy Morales & Sheila Carel (2006) about whether teachers make use of the available technology in their classrooms to teach culture reveal that for most of the teachers who completed the questionnaire, only few provided examples of activities using the internet. The researches indicate that this is due to a number of reasons:

- Lack of teachers' preparation to use some technological devices.
- Lack of the integration of computer technology in most schools.
- Overcrowdedness of classrooms hinders the use of computers technology instruments.
- Lack of skills or knowledge for using technology in teaching culture.

Meanwhile, these two researches reveal that the video clips and films are the most commonly used technological devices. Teachers provided examples of activities using video segments in teaching cultural practices like bullfighting and famous personalities. More than half of the teachers confirmed the use of short segments of films that presented Spanish lessons.

This preference is due to the fact that video clips can also convey language and culture in both visual and audio forms. Furthermore, they are simple to be used, and both teachers and learners are accustomed with them. The same is not true for personal computers unless they are used with projectors.

Therefore, in this study, we recommend the use of video clips and films as alternative means for teaching civilisation. There are many researches which prove the benefit of teaching through video clips and films.

4.4.1.1- Teaching Through Video

The use of video as an instrumental tool has long been an important component of second language instruction. As it becomes readily available for teaching purposes, a growing number of teachers started to recognise the effectiveness of video as a tool because it is authentic, real, and flexible.

Although, there has been, from time to time, some comments about the difficulties associated with the use of video equipments, most have argued that the use of videos not only enhance language skills, especially listening and pronunciation, but it integrates the study of culture as well.

4.4.1.1.1- Reasons for Using Video

It is stated that today's generation are part of television and video era and they are more visually oriented. Therefore, video is pointed to be an effective technological device in teaching culture since it provides students with visual information that used to be hidden through the pages of texts. William and Lutes (2006: 4), for example, explain this idea as follows:

A major advantage is that video materials can focus on information that cannot be readily presented in a traditional classroom because of constraints such as size, location, costs, etc. in the ESL classroom, this can be something as simple as access to native speaker language in a natural context.

This means that what can be observed through video is impossible to be recognised through traditional materials. In addition, the video material is advantageous in saving time and cost. Moreover, students will have an opportunity to be part of the lessons, because they observe and participate, and learning will become more enjoyable. Therefore, students will be allowed to play an active role; it is not only by observing, but also by participating in the learning process. This means that the learning process will be more students-centered approach.

Furthermore, as other researches indicate, visual materials offer information and encourage learners to understand and retain more information better. The dual coding theory proves that human being brains construct visual information better than textual information. This is explained by Just and Carpenter (1992) who claim that through using texts, learners have to spend much time trying to decode words and phrases, and under this situation, learners have a little capacity left to either pay attention to the speaker or the text. Through visual information, however, the decoding process occurs simultaneously.

Proponents of using videos in EFL classroom claim that is an efficient tool in teaching and stimulating learners to acquire both the target language and culture. A study supports these claims: Herron and Seay (1991) made a research about the effectiveness of video-based instruction in enhancing listening comprehension; their findings reveal that the experimental group performed significantly

better, not only in the listening skills but in cultural skills as well, than did the control group in which no strategy training occurred. Hanley, J., Herron, C., & Cole, S. (1995: 775) explain this as following:

Video is lauded for contextualizing language (i.e., linking language form to meaning) and depicting the foreign culture more effectively than other instructional materials. Videotapes permit students to hear native speakers interacting in everyday conversational situations and to practice important linguistic structures. Unlike audiocassettes, video's visual dimension is thought to reduce ambiguities present in native speaker voices and to motivate students to want to learn the foreign language.

This argument has been supported by Harmer (2001) who claims that the video has advantage that enables learners see and listen in the same time because it contains visual clues such as facial expressions, movements of body and gestures that help learners to go beyond what they listen. Harmer (2001) further claims that the video has the value of providing students with chance to observe how people do, wear and eat. In other words, the video helps learners to be closer to native speakers as they deal with real persons in real contexts. This means that when learners observe the target culture, they will

become aware of the ways in which their own cultural back-ground influences their own behaviour, and develop a tolerance for behaviour patterns that are different from their own (Tomalin & Stempleski, 1993: 82).

For example, watching a video clip about the tradition of Thanks Giving in American culture can help learners observe how and why the Americans celebrate in this day. In this sense, learners can develop various skills in a richer language context.

Other advantages of using the video in teaching culture are that learners can observe cultural differences. They can see and compare between their culture and the target one. In this case, learners will be able to develop their intercultural understanding. For example, two different studies contended by Herron, C., Dubreil, S., Cole, S., and Corrie, C. (1999, 2000) at a private university in the United States, on the effectiveness of the video-based instruction in teaching French culture reveals that beginning French language students significantly improve their cultural knowledge of both little 'c' and big 'C' from viewing the video based course.

The above arguments affirm that video material has a potential in teaching language and culture in particular. However, it is important for teachers to know when and how to use this material in a proper way so that it can be used in an effective way.

4.5- How to Use Project Technique and Video Material

Like many teaching situations, the teacher plays a key role in providing a successful language learning environment. The teacher should have the skills in controlling the task and using the video films.

In applying PBL, there are some criteria that should be considered by the teacher: number of students, kind of project, opportunities to control interaction and time limit. First, the teacher should make sure that all students understand the objectives of the project so that to ensure that student projects remain focused and students have a deep understanding of the concepts being investigated. He/she

should also make sure that all students do the project. Second, limited time should depend on the type of project. It is important to set time limit that is shorter than too long so that time is left for discussion.

Finally, it is important for teachers not to provide the students any answers because it does not help the learning and investigating process. Once the project is finished, the teacher may then provide the students with feedback that can help them strengthen their skills for their next project.

When dealing with video material, it is recommended that this media should be seen as a means not as an objective. In other words, the use of the video in foreign language classrooms should be used as a medium to achieve the course objective. Some available researches prove that when this type of technology is used wisely and meet the course objective, the results are significantly overwhelming.

In other words, this material cannot replace the teacher but complete him/her. Therefore, the teacher should act as a controller, facilitator and organiser. The teacher is a controller because he/she is the only person who knows when and how to use the video, and he/ she is also the only person who is able to tell the learners what and how to. The teacher is also a facilitator because when the learners get confused about what to do, he/she is expected to explain and encourage them to participate.

Another criterion is the length of the video. The ideal video length is difficult to specify. Some researchers believe that the average classroom screening session should be between 30 to 40 minutes. At the same time, others like Harmer (2001) believe that shorter extracts are usually the best option. However, the length of the video depends on the topic and tasks/activities. Therefore, short extracts are favoured so as to allow classroom time for pre-viewing and post-viewing activities.

Finally, teachers should make sure that the videos have educational value. Educational value is not the same as entertainment value. A video which is entertaining but has minimal educational value is not appropriate for classroom use.

4.5.1- Teachers' Role

Teachers who are specialised in the teaching of the foreign language should have appropriate methodologies. Their role in leading students through their studies is extremely important.

First of all teachers should be reminded that language and culture are connected. Therefore, they should know that they cannot be neutral in teaching the foreign language. They should deal with cultural issues as human beings not only as language teachers, and their role is **'to develop skills, attitudes and awareness of values just as much as to develop knowledge of a particular culture or country'** (Byram, Gribkova, Starkey 2002: 34). Therefore, they have to be skillful when **'promoting an atmosphere in the classroom which allows learners to take risks in their thinking and feeling'** (ibid).

In this vein, teachers should act as facilitators, integrators, researchers and designers in order to establish an intercultural understanding in their classrooms. They should not control the classroom or student learning but rather develop an atmosphere of shared responsibility.

As facilitators; therefore, teachers must be aware of the available materials for improving students' language skills, not just one or two sources. The traditional resources are no longer the only source of information. Today, technology seems to offer great opportunities for teachers and learners. Online newspapers provide up-to-date information about the current affairs in the countries of the target

language; millions websites provide researchers with background information on policy, tourism, political views and the like.

As integrators, teachers should not only know the available materials, but they should know how to use and when best to deploy them.

As researchers, teachers should know how and where they can find information for their own and for their students. Their knowledge and skills for looking for different materials are important.

As designers, their role in designing learning strategies is not an easy task. It requires particular skills that involve using appropriate materials, setting the general aims and objectives and breaking down tasks into meaningful and manageable sequences. Therefore, teachers should know how to put together tasks and materials to guide their students to achieve learning outcomes.

Finally, it should be noted that it is important for teachers of civilisation to put in their mind that raising learners' cultural awareness involves more than teaching about facts. In addition to helping students acquire a lexicon of civilisation (such as political and economic terms), issues such as discussing similarities and differences between two cultures should also be part of the course.

For doing this in an easy way, teachers should conduct instructional approaches that enable students to acquire language and culture in a supporting environment.

4.5.2- Learners' Role

Learners play also a role in the learning process. As teaching is more directed to learner-centeredness, their role is important to foster this approach. They should take responsibilities without relying on only teachers. As learners of language, they are lucky today as there are many opportunities and authentic materials to communicate with the natives. There are thousands of websites and

media channels which language learners can access and develop their language skills. They can be active participants rather than passive recipients.

4.6- Suggested Techniques for Teaching Civilisation and Culture

Generally speaking, the number of teaching civilisation' hours are ranging from twenty one (21) to twenty four (24) per semester, which means 14 to 16 weeks per semester. The cultural themes that have been suggested so far are thirteen (13) themes; this can be extended to more or less than fifteen (15) themes. In this light, each theme presented by the teacher can be followed by a project presentation. This means one session for the teacher and the following session for the students. At the end of the year, the teacher is able to provide at least fifteen (15) lectures and the students accomplish at least fifteen (15) presentations.

The students' project should be about some issues that cannot be fully discussed by the teacher in a limited time of one hour and half (1h /30).

- **British Civilisation**

1) <u>Classroom Theme</u>: Social Structure and organisation in British Society

<u>Objective:</u>

Understanding the social organisation of any society means understanding of other important concepts (eg: class, power, authority, status and prestige). These concepts are important for understanding differences across cultural groups.

The text:

The crucial question is whether class makes a difference. Does it affect how we understand the world or how power and wealth is distributed? The simple answer is that class structures the life of everyone. Where we live, where we shop, how well we do in education and the jobs that we get can all be related to class.

In England, the upper class (the landed gentry, the titled nobility, and members of the royal family) has roughly the same social position it has had since the nineteenth century, when the middle classes began to compete successfully with the landed interests for influence. However, the upper class lost official political influence (and credibility) in the twentieth century.

Yet, in British society, middle class, white, men are the ones who do best in terms of education, health care and life chances. There are three possible explanations for their success. First, they could be lucky. However, luck is a weak explanation for such a systematic and constant level of success. What could explain white, middle class, men having more luck than anyone else? Second, they could be more able than others. They may be more intelligent, have more drive or be more competitive.

But it seems strange that all the attributes of intelligence, drive or competition reside in white, middle class, men but it could be true that our notion of what is drive or intelligence is one defined by middle class men. Third, the way society is organised—the social structure—may privilege certain groups. In other words, society is organised in such a way that middle class men are more likely to succeed. The second explanation is based on the idea of agency and explanations of inequality are phrased in terms of choices and actions. From this perspective, women and ethnic minorities will start to reduce levels of inequality once they have equal education opportunities and then choose to compete with men. The third explanation is a structural explanation. In other words, inequality is

a result of the ways in which institutions are organised. They can protect or promote certain interests or groups. Consequently, the end of inequality will depend on significant organisational change.

The class structure of the British society has changed but class still matters in terms of life chances, occupations, health and political behaviour. Moreover, whilst class is perhaps less significant in terms of people's perceptions and politics, inequality between the rich and poor is greater now that in the 1960s and 1970s. Whilst class may be less of a cleavage than 30 years ago, one form of division that is becoming of increasing importance is ethnicity.

<u>Legislation</u>

Since the 1970s British government has attempted to legislate against racial discrimination in Britain. In 1976 the Government introduced the Race Relations Act which was concerned with outlawing direct discrimination in employment and housing. This was followed by conscious attempts in education and welfare to make practitioners aware of issue of race and not to discriminate between different ethnic groups.

In 2003, a new race relations law was introduced with the intention of strengthening equal treatment. Interestingly, this new legislation was a direct result of a new EU race directive which set minimum standards of protection for all people irrespective of race. The new legislation goes much further than the existing law because it outlaws indirect discrimination, and racial harassment. It also abolishes a number of exceptions that existed in the original Act relating to small dwellings, employment in private households, charities and partnerships of less than six. *(Adapted from: the Structure and Evolution of British Society, pp.81-104, 2006. http//: www.fds.oup.com/.../9780199269792.pdf*

The key words: class, power and authority, status and prestige.

In discussing such theme, teachers should put a heavy focus on the key words that best explain the situation. The underlined words in the text, for example, can lead for further discussions and researches that students are curious about, or are required to investigate through individual researches.

2) Students' project: Gender and Politics and Gender and Inequality in British Society.

Task: students are required to do researches on the role and status of women in British society, and they may also be required to do research on the status of the other ethnic groups in terms of political positions and jobs opportunities.

Objectives:

Students will be able to understand better:

The social and political structure of British society;

The issue of inequality in British society;

The impact of inequality on politics;

The relative status of women compared to men;

The status of minorities and immigrants in British society;

The students will then be able to compare the structure of British society to their own;

The students will be able to compare the role and status of the Algerian women, in terms of political representation and wages, to the British women.

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<u>Teaching materials:</u>

This kind of theme can be presented through video clips of five minutes showing women protesting in England. Students will be able to observe the reasons of the women protest.

The role of the teacher is not to control the learning process. Yet, he/she should initiate questions from time to time to stimulate classroom discussions.

- **American Civilisation**

1) <u>Classroom theme</u>: Ethnicity and Race in the United States of America.

The United States of America is a multilingual society, racially and ethnically. Six ethnic groups are officially recognised: White, American Indian and Alaska Native, Asian, Black or African American, Native Hawaiian and Other Pacific Islander. The United States is also classified as "Hispanic or Latino" and "Not Hispanic or Latino", which means that the Hispanic and Latino Americans are identified as a racially diverse *ethnicity* that composes the largest minority group in the nation.

<u>Objectives:</u>

Students will be able to understand the historical trends influencing the ethnic demographics of the United States. This includes:

1) The native: Original settlement of the Americas by a variety of Native American peoples.
2) Colonisation: the colonisation of the Thirteen Colonies as part of British America, and the Spanish territories which influenced the later acquisitions of Florida, and some other Southwest territories.

3) The Atlantic slave trade: bringing many Africans to the new world.

4) Immigration: Historical immigration to the United States from all countries of the world and throughout the history of the country, usually for economic or political reasons.

Finally, students will develop a better understanding about the different American ethnic groups, and how they all live in coexistence.

2) <u>Students' project:</u> Civil Right Movements in Perspectives

This topic is additional to a previous lecture on 'Ethnicity in America', in which students were given a lecture and notes.

<u>Task:</u> Students are required to do researches about the African Americans struggle for equality throughout 20th century. They may also require doing researches about Los Angeles riot in 1992, looking for causes and impacts.

<u>Objective:</u>

Students will be able to identify the Civil Rights Movement;

They will have a better understanding about the issue of equality in the United States;

At the end, students will have a better understanding of the rights that are granted in the United States Constitution.

<u>Teaching Materials:</u>

This project could be presented with video clips from http://www.youtube.com/watch?v=RWX_pjyIq-g&feature=related of Presidents John F. Kennedy and clips from https://www.youtube.com/results?q=american%20civil%20rights%20movement&psj of Civil Right movement to bring awareness to the student. The student will be aware of the struggle of African Americans to gain equal right during the 20th century. At the end of

the lesson the students will have better communication, research and development and team building skills. The students may also need to be able to use PowerPoint in some cases.

4.7- Conclusion

This chapter provided a brief explanation about some solutions that had been recommended by the researcher. It first explained the themes that can be relied on in teaching civilisation instead of the traditional way.

This chapter also described the benefit of Project-Based learning and the benefit of technology, especially video in teaching culture. In addition, this chapter dealt with the role of teachers and learners for a better use of project and video. Finally, some activities were suggested.

GENERAL CONCLUSION

General Conclusion

There is a common agreement among foreign language researchers and educational organisations that today there is an urgent necessity to develop learners' intercultural skills for successful cross-cultural communication. Therefore, various guidelines and strategies have been developed to guide foreign language teachers in their teaching process. However, at the university level, it is up to the teachers to find their way in developing appropriate teaching techniques and materials. The same is applied to teachers of civilisation who are required to make sure that their ways of teaching and the teaching materials they use help in raising their students' cultural awareness and develop their intercultural skill.

This research tried to investigate whether or not the third year LMD students' teachers of Anglo-Saxon civilisation at the English Department at Saida University gave an importance to the teaching of culture, and whether or not they used appropriate teaching techniques and materials to develop their learners' intercultural skills.

To settle down a plan of action to achieve the goal of this research, the following research questions were formulated:

- Did the Anglo-Saxon civilisation teacher emphasise the teaching of culture?
- Did they make use of teaching techniques and material that might help in raising their students' cultural awareness?

These questions led the researcher to assume the following hypotheses:
- Teachers of Anglo-Saxon civilisation usually focused on conventional views of historical facts.

- Teaching techniques and materials that were used by teachers of Anglo-Saxon civilisation did not considerably help in raising students' cultural awareness.

In the first chapter, the researcher discussed the most important aspects related to the teaching of culture. This included definition of culture from different perspectives, the relationship between language and culture as it was argued by different scholars and disciplines. Other cultural aspects included goals, materials and techniques of teaching culture.

The second chapter dealt with the situation of teaching civilisation at the English Department at Saida University within the framework of the LMD system. It mainly focused on the objectives and contents of Anglo-Saxon civilisation beside learners' expectation and needs from Anglo-Saxon civilisation programme.

In the practical part, a combination of qualitative and quantitative data was used in order to reach the results assumed from of the researcher' hypotheses. This included a students' questionnaire, a classroom observation, and a teachers' interview which revealed the following findings:

The first findings concerned whether or not the third year LMD students' teachers of Anglo-Saxon civilisation emphasise the teaching of culture, it was revealed through the data collected from the students' questionnaire, the classroom observation and the teachers' interview that there were less emphasis on the teaching of culture. These findings confirmed the researchers' first hypothesis which had assumed that the civilisation course was still taught as history.

Concerning the second findings regarding the teaching techniques and materials in raising students' cultural awareness, it was revealed from students' questionnaire and classroom observation that the teaching techniques and materials used by the teachers of Anglo-Saxon civilisation were not considerably helpful in teaching culture.

Based on the findings of this research, the researcher provided some suggestions for the improvement of the teaching of Anglo-Saxon civilisation and for better integration of culture through the course. There have been three suggested reconsiderations.

First, it was suggested that there should be a reconsideration of the content. It was argued that civilisation course was historical and lacks many cultural aspects. Alternatively, a thematic way of teaching Anglo-Saxon civilisation was regarded as a remedial solution. For example, instead of dealing with the subject of civilisation as history, it would be better to take some themes as the content, and then put the focus on using these themes to focus on some elements of intercultural competence. Second, a Project-Based learning was suggested as an additional way of teaching and learning to help learners search for cultural issues that could not be directly presented in the classrooms as well as to encourage learning autonomy. Third, concerning the teaching materials, the researcher argued for the use of technology - video in particular.

This research, in brief, which attempted to investigate the teaching of Anglo-Saxon civilisation for the third year LMD students at the English Department at Saida University, in term of the integration of culture and the teaching techniques and materials, tried to identify some hindrances and highlight some effective teaching techniques and materials that might contribute to the teaching of civilisation course.

Finally, it should be noted that apart from the appropriate research methods, the number of the participants is also considered necessary factors in conducting any research. Yet, limitation of this research lies in the fact that only twenty students and two teachers were used as the main research method, which makes unwisely to generalise the findings. Second, there are limited researches on the effectiveness of Project-Based and video based learning in teaching culture for EFL

learners. However, there are some published researches on their effectiveness in teaching Spanish and French culture.

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APPENDICES

APPENDIX 'A'

STUDENTS' QUESTIONNAIRE

STUDENTS' QUESTIONNAIRE

Dear Students,

I am Carrying out a survey for my Magister Dissertation, and I call upon your help to answer the following questionnaire. Please, tick the appropriate box (√) and make full statements whenever necessary. Thank you in advance for your collaboration.

Mr, Mehdaoui Ahmed

……………………………………………………………………………………

1- Why do you think you are learning civilisation?

☐ To improve your English proficiency

☐ To understand the history of British and American people

☐ To understand the culture of British and American people

☐ To be aware of the differences between your culture and the target culture.

☐ Others

2- Do you think that one session a week is sufficient for learning civilisation?

☐ Sufficient   Insufficient

3- Do you enjoy learning civilisation?

☐ Yes   a little   Not at all

4- If yes, what course do you enjoy most?

- British Civilisation   - American Civilisation   - Both

5- If no, why?

☐ The content is inadequate

☐ The way of teaching is not interesting

☐ The teaching materials are not interesting

☐ Other reasons

6- Does the way of teaching civilisation course help you understand the target culture?

☐ Yes   a little   Not at all

7- Do you feel that the way of teaching civilisation helps you to be aware of the differences between your culture and the target culture?

☐ Yes   a little   Not at all

8- Which of the following cultural themes you are dealing with in learning civilisation?

Cultural Topics	/
History	
Political institutions	
Achievements	
Beliefs	
Educational system,	
Family	
Customs, Tradition	
Ethnicity	
Economic system	
Media, science, technology	

9- Which of the following teaching materials that are used by your teacher of civilisation?

Teaching materials	
audio	
Visual aids (video, postcards, maps…)	
Newspapers, magazines,	
Literature	
Chalk and Board	

10- Do you think that the teaching materials used by your teachers of civilisation are good enough for learning culture?

☐ Yes   - a Little   - Not at all

11- What would you like to know about Anglo-Saxon people?

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APPENDIX 'B'

TEACHERS' INTERVIEW

TEACHERS' INTERVIEW

1- How long have you been teaching civilisation?

2- What do you think the main objectives of teaching civilisation are?

3- Do you think one session a week is sufficient for teaching civilisation and culture?

4- Do you feel that your students enjoy learning civilisation? Why?

5- Do you emphasise on cultural aspects in teaching civilisation or do you only focus on historical facts or both?? Why? Why Not?

6- What cultural themes do you consider the most important to teach for your students?

7- What teaching methods or techniques do you use for teaching civilisation?

8- Do you think your way of teaching civilisation helps your students understand the target culture?

9- Do you feel that your way of teaching civilisation helps your students to be aware of the differences between their culture and the target culture?

10- What teaching materials or resources do you use for teaching civilisation?

11- Do you think that they are suitable for teaching culture?

12- Do you suggest any other teaching methods and materials for better teaching of civilisation?

TEACHERS' ANSWERS PROTOCOLS

TEACHERS' ANSWERS PROTOCOLS

The Teacher of American Civilisation

1) about six years

2) I think the objective is to teach students about the history, achievements and culture of the American people.

3) May be,....Yes, it is sufficient

4) I think they enjoy the civilisation course because..... it is an interesting subject, and students are usually introduced to new interesting topics.

5) ....I tried to focus on both but not all the time. Why? Because...... lack of time usually do not usually help to focus on many other cultural aspects.

6) Ok, I think topics like history, achievements of American people, and political institutions are most important.

7) I usually give students policopes (handouts) and.... I try to explain to them, I write on the board some keywords (you know), and students then take notes.

8) Of course, of course why not?

9) Yes of course, you know we are teaching about different people, and students sure can understand the differences between the two cultures.

10) There many resources can be used, ... some books about American civilisation are useful, we use them as resources. I also rely on the internet where I find some information that cannot be used in some classical books.

11) Yes, why not, they help in teaching culture.

12) I think technology, video...exposé (doing research) are very useful.

The Teacher of British Civilisation

1) Almost 7 years and half

2) Teaching history, and get in touch with moral values of nations.

3) Why not, it could be sufficient

4) I cannot say that all students enjoy the civilisation course, but I think a great number of them are really interested in attending the lecture of the civilisation.

5) Both of them, we cannot separate between history and culture.

6) We do not have choice, history in general and civilisation in general.

7) Concerning myself, I stick to the classical method, because in Algeria and Saida in particular, some methods are not spread enough to be used.

8) I hope so, I hope, I cannot say, but I try to improve my way of teaching to help students understand culture.

9) Of course, there are differences; usually when there is time I try to discuss some issues on cultural differences.

10) It depends on the situation, but usually the classical resources.

11) I think they are sometimes.

12) Actually, no matter the techniques are since the message is clear....but I think using visual aids are helpful...you know video and audio.

APPENDIX 'C'

TEACHERS' OBSERVATION

SCHEDULE FORM

TEACHERS' OBSERVATION SCHEDULE FORM

Module	Day	Time	Elements observed
American civilisation	Week 1	13-14:30	Teaching Culture
British civilisation	Week 2	14:30-16	Teaching Culture
American civilisation	Week 3	13-14:30	Teaching method and materials
British civilisation	Week 4	14:30-16	Teaching methods and materials

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ملخص

تتناول هذه المذكّرة أهمّية تنمية الوعي الثّقافي لطلّاب اللّغة الإنجليزية من خلال المقاييس المقرّرة، و خاصّة عبر مقياس الحضارة الأنجلوسكسونية . تناقش المذكّرة على أنّه بالرّغم من أنّ مقياس الحضارة هو واحد من الموضوعات الثّقافية الهامّة، عادة ما يدرّس كمجرد تاريخ، وخلصت نتائج البحث إلى أنّ هذا الإهمال في تدريس الثّقافة له علاقة مع المحتوى، وطريقة التّدريس. وفقا لذالك يقترح البحث إعادة النّظر في المحتوى الموجّــــــه للطّلبة, وكذا تفعيل الطّرائق والوسائل بما يحقّق الهدف المطلوب.

الكلمات المفتاحية: الحضارة الأنجلوسكسونية ،المهارات بين الثقافات، طرق التدريس، مواد التدريس.

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Summary

This research deals with the importance of developing EFL learners' cultural awareness especially through the course of civilisation. The research argues that although the civilisation course is one of the important cultural subjects, it is often taught as history. The findings of the research have concluded that this neglect of teaching culture has to do with the content, the way of teaching and the teaching materials. On the basis of the findings, it is suggested that there should be a review of the content, the teaching techniques, and the teaching materials for better teaching of civilisation and culture.

Key words: Anglo-Saxon civilisation, intercultural skills, teaching methods, teaching materials.

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Résumé

Ce travail de recherche offre une thèse qui porte sur l'importance de développer la sensibilisation culturelle pour les apprenants de langue en particulier la langue anglaise, notamment à travers le cours de la civilisation. Cette recherche fait valoir que le cours de civilisation est souvent enseigné comme une histoire. Parallèlement de cela, il s'est avéré qu'il doit y avoir un réexamen de contenu, les techniques d'enseignement et le matériel didactique.

Mot clés : Civilisation anglo-saxonne, compétences interculturelles, les méthodes pédagogiques, du matériel pédagogique.

RAISING EFL LEARNERS' CULTURAL AWARENESS
THROUGH TEACHING ANGLO-SAXON CIVILISATION:
CASE OF 3rd YEAR STUDENTS AT SAIDA UNIVERSITY

SUMMARY

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Supervised by: DR. HADJOUI GHOUTI

ACADEMIC YEAR: 2012/2013

ABSTRACT

The increasing interaction with people from other cultures has brought interest and human concern. So, the knowledge of cultural issues has become a necessity to build long lasting relationships. In this vein, many countries, including Algeria, recognize the importance of teaching culture to develop intercultural understanding and foster global peace. In our case, the teaching of civilization in the EFL department is one of the modules that foster the teaching of culture. However, this module has always been taught as a history. The result is that the connection between culture and language, as present in ethnographic approach, is neglected. The purpose of this study is to investigate how the course of Anglo-Saxon civilization is taught at the English department of Saida. It tries to find out if teachers of civilization emphasize the teaching of culture practices, and if they benefit from the various methods and techniques that help raising the 3rd EFL learners' cultural awareness. The study uses a mixed method approach in which both qualitative and quantitative methods to be used to analyze the data collection. This includes questionnaire for the 3rd year students, classroom observation, and teachers' interview. The study conclude that students' awareness can be raised through teaching the Anglo-Saxon civilization provided that the teachers benefit from the available materials such as technology, and if they use different teaching techniques such as project based teaching.

INTRODUCTION

Today, intercultural education has become a major goal in foreign language teaching and learning. The importance of developing learners' intercultural communicative competence has resulted from the needs for helping them acquiring intercultural skills for cross-cultural communication in which they may encounter linguistic and cultural barriers. This, in return, entails the inclusion of culture in language teaching, and asserts that the teaching of language and the teaching of culture are naturally connected and cannot be separated.

Therefore, integrating culture in foreign language teaching has been rapidly developed. This is due to the fact that the acquisition of linguistic knowledge alone is insufficient for promoting intercultural learning. When learners study language, they study the culture of its people spontaneously.

This can be shown in the framework of the LMD reform, which gives importance to cultural subjects in the foreign language study programmes. In Algeria's EFL departments, for example, civilisation programme is part of culture studies. Undergraduate students are exposed to British, American and African civilisation courses, which are supposed to enlarge their knowledge of culture in general, by opening up new perspectives and areas of study. Moreover, it should help them to develop intercultural understanding, and ultimately prepare them to be global citizen.

However, the civilisation course usually focuses only on conventional views of historical facts. This is based on the belief that one can understand the culture of certain people through the study of their history. This limited understanding; however, usually leads to the neglect of teaching civilisation as a cultural subject, especially if we consider that teachers themselves are not

specialised in teaching history. For this reason, students are prevented from understanding the culture of Anglo-Saxon people in a proper way.

Therefore, and after considering this problem, an investigation is carried out to find out if a civilisation course is taught as a history for the third year LMD students, who are specialised in literature and civilisation studies, at the English Department at Saida University. In order to find answers, the following questions are formulated:

- Do teachers of Anglo-Saxon civilisation emphasise the teaching of culture?
- Do teachers of Anglo-Saxon civilisation make use of teaching techniques and materials that can help raising students' cultural awareness?

These questions, in return, led the researcher to assume the following hypotheses:

- Teachers of Anglo-Saxon civilisation usually focus on conventional views of historical facts.
- Teaching techniques with teaching materials that are used by teachers of Anglo-Saxon civilisation do not considerably help in raising students' cultural awareness.

This research aims at investigating if teachers of Anglo-Saxon civilisation give importance to the teaching of culture to the third year LMD students at the English Department at Saida University. It also aims at finding the teaching methods and materials that are used for teaching civilisation. This research has also minor objectives, which are first to know the hindrances that may not help for teaching culture through the course of civilisation, and second to highlight some effective teaching methods and materials that can help in raising students' cultural awareness.

CHAPTER ONE
THE IMPORTANCE OF CULTURE IN LANGUAGE TEACHING

This chapter sheds light on the importance of culture in language teaching and learning, especially through civilization. It provides a brief definition of the term culture in language teaching, which is defined differently by different theorist. It also discusses what is meant by cultural awareness which is the aim of the research.

As the problematic is that the civilization course is usually taught as history, the chapter gives first an explanation to the dichotomy of civilization and culture across history. It tries to explain that teaching civilization is about teaching a large amount of culture as well.

To prove the importance of culture in language teaching, it is a must to provide an insight on the interrelationship between language and culture which has been proved by various foreign language theorists and educators who justify this connectedness. Teaching culture today is not important only for the learners, but it very important at the governmental level as well. With the changes has been brought by the globalization forces, teaching culture becomes an educational goal that is regarded as a way of achieving intercultural understanding. Therefore, the goal of education is another unites in this chapter.

Ways of teaching culture is also discussed in this chapter. This includes methodology and materials. To help learners achieve a good cultural knowledge, different approaches are suggested, especially approaches that are based on comparative study of culture: intercultural, cross-cultural, and comparative approaches Finally, the success of raising cultural awareness depends on the teacher skills to provide a better atmosphere and innovative

methods and materials. In this sense, the chapter deals with the role of teachers in teaching culture which is extremely important.

CHAPTER TWO
LEARNING SITUATION IN THE ENGLISH DEPARTMENT

This chapter deals with learning situation in the English department of Saida. It first explains what is meant by civilization learning, which is, according to many theorists, about learning a large amount of culture, not only history.

It also mentions the objectives of teaching civilization, which is apparently about developing learners linguistic and cultural knowledge. Learners should cope with new vocabularies and items that help them to discuss cultural issues. Therefore, culture is part of the course.

This chapter also describes learning situation in the department of English. An explanation of the LMD system is provided so that to know how the programme of civilization works in the department and what are its objectives within this new system.

After providing some data about both teachers and students in the department, the chapter moves to discuss the teaching materials trying to analyze their contents and their relevance of teaching culture

CHAPTER THREE
METHODOLOGY, DATA COLLECTION AND ANALYSIS

This chapter deals with the practical side of this research. It is conducted to the 3rd year EFL students. The purpose of the research is to investigate how the course of Anglo-Saxon civilization is taught; do teachers of civilization discuss cultural issues during the course, and the different methods used by them. The study relies on a mixed method approach in which both qualitative and quantitative methods to be used to analyze the data collection.

Research instruments to be used in this study include questionnaire, classroom observation, and interview. The gathered information from the collected data seeks to answer the following questions:

- Do teachers of civilization stress upon the culture practices of the people who are being taught?
- if the teachers of Anglo-Saxon civilization benefit from the available materials and resources that guarantee the knowledge of culture?

Students' questionnaire:

The students' questionnaire is used to gather either qualitative or quantitative data. It is designed for the 3rd year EFL students at the University of Saida. The result from the questionnaire is used to describe the students' attitude and opinion toward learning the Anglo-Saxon civilization.

Teachers' interviews:

Interviewing is a common means in collecting qualitative data, involving person to person encounter in which one person elicits

information from another. The main purpose of an interview is to obtain a special kind of information from the teachers of Anglo-Saxon civilization, which cannot be obtained from other methods. The interview allows finding out things that could not be directly observed (Patton, cited by Merriam, 1998). The questions will be the same for all the participants.

Teachers' observation:

Classroom observation will be designed in order to observe how Anglo-Saxon civilization course is taught, and how they manage time to cover as much as possible of any special events. It also seeks to find what techniques and methods are used by the teachers. The information gathered from the observations is used to describe the teachers' activities in the classroom in term of teaching culture and what methods and materials are used. It also tries to find what problems/ limitation they face during the giving the lessons.

Therefore, the observation will be divided into two parts: each part takes three sessions of observation.

The first part, the researcher seeks to find out the method of teaching the course; if they teach the course as a history, or do they give importance to the teaching of culture; if cultural differences are discussed.

In the second, the researcher tries to observe the methods and techniques are used in teaching the course.

CHAPTER FOUR

SUGGESTIONS AND RECOMMENDATIONS

The researcher provides some suggestions for the improvement of the teaching of Anglo-Saxon civilisation, and for better integration of culture through the course. Due to the overloaded curriculum and lack of time to cover all the cultural aspects including factual and procedural knowledge, the researcher recommends reconsideration of the content which is not appealing to students. The researcher recommends also engaging students in individual researches through the use of Project Based Learning, and the use of video segments to support teachers' lectures and students' presentations of their projects. This chapter also offers an overview of the role of both teachers and learners when using Project-Based Learning and video materials. Finally, this chapter explains the cultural themes can be taught, and how can be presented through students' projects and video materials.

I-   Reconsideration of the Content

Students usually feel that the civilisation course is boring because the content of this course is more historical and is taught as history. It lacks many cultural aspects; therefore, the historical part has to be reduced to allow the addition of many cultural elements (family, beliefs, scientific and artistic achievements), and finally, civilisation has to focus on nowadays issues. Therefore, this course can be easier and attractive when is taught thematically, because teaching thematically allows all students to enjoy the course.

I.1- Teaching Anglo-Saxon Civilisation through Themes

While culture of any particular people can be lost when it is taught through using the traditional chronological approach, the thematic approach has its own inner dynamic and can help students develop more cultural knowledge on more than one topic.

Therefore, a better approach would not be to try to teach civilisation in term of history, as it is the case now, but rather to take some themes as the content, and then put the focus on using these themes to teach the elements of intercultural competence, as it is proposed by Byram (1997) book' 'Teaching and Assessing intercultural Competence'. For example, one theme would be 'Education in England or in America', and then followed by some of the ideas described by Mayes and Duffy which are described in Byram (2001)' book 'Developing Intercultural Competence in Practice'.

The crucial elements would be learning skills, learning some facts but only as examples and being able to use those skills to investigate and compare other aspects of culture in Anglo-Saxon culture.

This approach is more suitable for third year students as they are specialised in civilisation study. Teaching civilisation historically and chronologically can be taught in their first and second year of study where they can learn some basic historical events. Once they are taught about some significant historical events, it is suitable then to help them understand other aspects that have not been taught.

II- Reconsideration of the Way of Teaching

Developing learners' intercultural understanding has become a major goal in teaching a foreign language. There is a need to develop learners' intercultural competence, train their empathy,

encourage their curiosity, and provide them with an appropriate learning environment that reflects their interest and motivation.

However, the actual way of teaching civilisation does not lead to the integration of culture in a proper way, and the development of the intercultural skills is difficult in a teacher-dominated learning environment, where there is little interaction between the teacher and students. The way of teaching should then be reconsidered.

To develop the essential skills for intercultural understanding, there are more and more strategies that can engage learners in active learning situations and enforce learners' centeredness. The use of Project-Based learning, for example, can provide opportunities for learners to apply their knowledge, relate and compare it with other cultural backgrounds, and enable them to reflect on their attitudes.

The fact is that one of the aims of LMD reform is to encourage individual work and promote learning autonomy. Therefore, this method seems more promising as it engages students in interactive learning situations and promotes communication skills.

II-1- Teaching through Project-Based Learning

The quest to enhance students' learning outcome is reflected with the introduction of different methods that seek to engage learners actively in the learning process. These methods are generally based on tasks and problem-solving activities. These methods also aim at involving learners in interactive learning situations in order to develop their skills and knowledge.

In order to promote active learning, Project-Based Learning (PBL) approach is strongly recommended for the LMD students. PBL is students-centred approach and an instructional strategy that engages students in investigating real world issues and solving problems that cannot be answered in regular teaching.

III-　Reconsideration of the Teaching Materials

Materials used for teaching do not reflect students' interest. Today's generation are visually oriented and they expect the same approach in class. Using technology materials proves to be the more adequate and appealing to students.

III.1- The Use of Technology

Today's world is visually oriented. These visual images ranging from TV, films, video clips, computer, to internet that capture the audiences in the fields of entertainments, in business, government, and other fields of education, as well. So, as today's generations are daily users of these technological devices, it becomes easy to deal with them in the educational settings.

Furthermore, the traditional approaches of teaching have been criticised on that they always focus on fixed bodies of information, and students are only recipients of knowledge.