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**Exploring EFL Students' Attitudes towards the Teaching
and Learning of Civilization.**

**Case Study of Second Year EFL Students at the
University of Chadli Benjdid, ElTarf.**

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Requirements of the Master Degree in Didactics of English.

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Dedication

This work is dedicated to the close people whose affection, love and encouragement made me able to get such success.

My humble work is dedicated to my unique family:

My parents, for their endless guidance and patience

My lovely brother, for being funny and helpful

My grandmother, for her intellectual advice, prayers, and love

My grandfather, for his supportive and wise words

A special feeling of gratitude goes to my close friends

Hanine

Dedication

I dedicate this work to my beloved parents

Khawla

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Abstract

English civilization has gained perennial interest during the last decades. This dissertation is designed to explore students' attitudes towards teaching and learning civilization. Since the majority of teachers consider teaching civilization as teaching history, and they tend to present a pure historical content to their students. This makes students lose their interest in the course. Based on this, the course loses its significance for most of them. The purpose of this study is to find out if the students are aware of the importance of civilization course under the current situation of teaching this module. In this sense, this research is made to see if history really presents learning difficulties, like losing interest and feel bored, inside the classroom. Moreover, it seeks to investigate the extent to which students value this module. Accordingly, this work aims at exploring whether or not, the techniques and materials used in teaching civilization are successful in terms of enabling the students to grasp the content knowledge appropriately, give them a clear image about the target culture, and reflect their interest. The descriptive method is adopted in this research in which two questionnaires, for both teachers and students, have been administered. According to the results, most of the students do not give much attention to this course, in particular, because they believe that it is designed only to fill the gaps within the curriculum. Another reason for their negative attitudes towards this course is that teachers tend to focus on teaching them a series of historical events in a dull way that creates some difficulties in grasping the content knowledge and to raise their interests as well. The findings have also shown that teachers rely more on traditional ways and materials to teach civilization. On the basis of these findings, a varied content and well designed syllabus, in addition to reconsideration of the teaching techniques and materials should be adopted help the students to grasp the content knowledge appropriately and attract their attention inside the classroom.

Key words: EFL Learners, Teaching Civilization, Learners' Attitudes

ملخص

اكتسبت الحضارة الإنجليزية اهتمامًا كبيرًا خلال العقود الماضية. تم تصميم هذه الرسالة لاستكشاف مواقف الطلبة اتجاه تدريس و تعلم الحضارة. نظرًا لأن أغلب الأساتذة يعتبرون تدريس الحضارة هو تدريس للتاريخ فهم يميلون إلى تقديم محتوى تاريخي خالص لطلابهم. الشيء الذي يجعل الطلاب يفقدون اهتمامهم بالحصّة. بناءً على ذلك، يفقد الدرس أهميته بالنسبة لمعظمهم. الغرض من هذه الدراسة هو معرفة ما إذا كان الطلاب على دراية بأهمية حصّة الحضارة في ظل الوضع الحالي لتدريس هذه الوحدة. يتم إجراء هذا البحث لمعرفة ما إذا كان التاريخ يعرضهم حقًا لصعوبات التعلم مثل فقدان الاهتمام والشعور بالملل داخل الفصل الدراسي، علاوة على ذلك؛ يسعى إلى التحقيق في مدى تقدير الطلاب لهذه الحصّة. وفقًا لذلك، يهدف هذا العمل إلى استكشاف ما إذا كانت التقنيات و الأدوات المستخدمة في تدريس الحضارة ناجحة أم لا من حيث تمكين الطلاب من فهم المحتوى بشكل مناسب، وإعطائهم صورة واضحة عن الثقافة المستهدفة، وتعكس اهتمامهم. منهجية هذا البحث هي الطريقة الاستقصائية أين تم تقديم استبيان للطلاب والأساتذة. بناءً على النتائج، أغلبية الطلبة لا يولون اهتمامًا كافيًا لهذه الحصّة تحديدًا لأنهم يعتقدون أنها صممت فقط لمليّ الفجوات في المنهاج الدراسي. بالإضافة لذلك، الأساتذة يميلون إلى التركيز إلى تدريسهم لسلاسل من الأحداث التاريخية بطريقة مملّة. الأمر الذي شكل لهم مشاكل في استيعاب المحتوى الذي يتلقونه والحفاظ على اهتمامهم. كما أظهرت النتائج أن الأساتذة يعتمدون بشكل كبير على الوسائل التقليدية لتدريس الحضارة. بناءً على النتائج، محتوى متنوع ومنهاج مصمم جيدًا، بالإضافة إلى إعادة النظر في التقنيات ووسائل التدريس يجب أن يعتمد حتى يساعد الطلاب على فهم المحتوى بشكل مناسب كما يساعد على جذب انتباههم داخل القسم.

الكلمات المفتاحية : متعلمي اللغة الانجليزية كلغة أجنبية, تدريس الحضارة , مواقف المتعلمين

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List of Abbreviations and Acronyms

EFL English as a Foreign Language

ICC Intercultural Communication Competence

ELT English Language Teaching

ESP English for Specific Purposes

USA United States of America

UK United Kingdom

Chapter One: Introduction to the Study

Introduction

This chapter seeks to introduce an overview of the study, which is an exploration to student's attitudes towards teaching and learning civilization in EFL classrooms. It consists of statement of the problem, the aim of the study and its significance to EFL students and teachers, the research questions, the hypotheses that are supposed to be answered during this process, and the adopted methodology to conduct this work. The latter discusses the research design, the tools used to collect data, and the participants. The chapter also highlights the limitations that made the researchers face some obstacles concerning the subject matter. At the end, it presents the structure of the dissertation.

Statement of the Problem

It is known that the major goal of teaching a foreign language is to cultivate learners. In this sense, civilization course is one of the courses that are designed to serve that goal; which is to develop student's intercultural communication competence (ICC). In our case, the civilization programme is a part of cultural studies, in which students are exposed to American and British civilization courses that are supposed to improve their English proficiency through learning new vocabulary related to the target culture, the thing that could help them to grasp the target language appropriately. Moreover, it should enable them to discover and understand new people and new civilizations, and ultimately prepare them to be global citizens. However, in the English Department at Chadli Benjedid University, the civilization course is introduced to EFL students aiming only at providing them with a series of events focusing mainly on the historical events of a certain nation. On the basis of this, most of the teachers treat it as content based course using the traditional techniques and materials of teaching. In fact, this leads students to lose their interest in this module and consequently, the course loses its

significance for the majority of them. Hence, the course plays a great role in enlarging classroom language by affording them the needed content knowledge that would foster their linguistic capacities and give them a clearer image about the target civilization and its culture. Yet, this could not be achieved unless a reconsideration of the content, the techniques and teaching material are applied.

Aims of the Study

The general aim of this research is to investigate EFL students' attitudes towards the situation of teaching civilization at EFL classroom, specifically at Chadli Benjedid English Department. It also aims at exploring teaching techniques and materials that are used for teaching the course. The research has minor objectives:

- To highlight the fact that most of EFL students view civilization courses as a heavy burden loaded with hundred of facts to be grasped and digested during exams only.
- To demonstrate the strong link between teaching language and its civilization.
- To sort out the challenges or the constraints teachers might face while teaching the module.

Significance of the Study

This study is significant since it will provide the researchers with a vision about the extent to which EFL students give an importance to the civilization course, as well as, the extent to which teachers value that specific course, and whether or not they vary between the techniques and materials that they use to teach the module, and the potential challenges they face. This study might lead to reshape the currently adopted methods in teaching the course to El Tarf university English students, in particular, and Algerian EFL learners, in general.

Research Questions

In an attempt to tackle the problem, the present research paper tries to put the context described above under study through the following research questions:

Question One

How do EFL students react to civilization courses? And does history really create learning difficulties and obstacles that make them lose their interest in the civilization course?

Question Two

To what extent, the techniques and materials used in teaching civilization are successful in terms of helping EFL students to grasp the content knowledge, and motivate them to learn about target culture?

Research Hypotheses

Based on the research problem and the raised research questions, the present research formulated two hypotheses.

Hypothesis One

Students' negative attitudes towards the civilization course and its historical aspects are not expected to be, only, due to the nature of the content itself, but also to the way it is being taught.

Hypothesis Two

Teaching techniques and materials that are used by the civilization teachers do not, considerably, help students to grasp the content knowledge appropriately, or to be motivated to learn about other culture.

Research Methodology

Research Design

Methodologically speaking, and based on the nature of this topic, the researchers adopted the descriptive method which allows the researchers to provide an accurate description of events and explore the phenomenon.

Participants

The participants of the present study were second year English students at Chadli Benjedid University, during the academic year 2019-2020. The randomly selected sample of EFL

English students composed of twelve (N=12) males and twenty eight (N=28) females. The majority of second year English students who took part in this investigation aged between 19 and 28years old. The chosen sample has been exposed to the American and British civilization for two years at the English department. This choice is based upon students' complaints noticed along our studying years.

Since the current research is considered, in particular, with civilization teachers, we opted to conduct a questionnaire that is designed to collect data about their opinions concerning the subject matter. The questionnaire was, specifically, designed to the civilization teachers at Chadli Benjedid English department. The participants composed of four (N=4) females and two (N=2) males. The majority of teachers that were involved in this study are teachers who are specialised in teaching other subjects. Basically, they were not specialised in teaching civilization except three teachers who were really specialised in this field of study

Data Gathering Tool and Procedure

To obtain data, one data collection tools were utilized in this research: two questionnaires were submitted to both second year students at the department of English, Chadli Benjedid University and the civilization teachers at the same department. We opted for this tool

because it is anonymous and the participants remain more free and comfortable while answering the questions which require them to be accurate in their answers.

Limitations of the Study

During the process of conducting this research, we have encountered some limitations. The first challenge was the spread of Covid 19 disease; Due to the special situation the country is passing through, a lot of constrains opposed us. The sudden closure of all the educational institutions due to the quarantine prevented us from meeting the target teachers to conduct an interview with them. Furthermore, the limited number of the civilization teachers presented a hindrance to this study. Another challenge refers to the most of the target teachers' ignorance to the online questionnaire that we have sent during the lockdown. Moreover, the limited access to the internet prevented us from collecting all the available resources that are concerned with the same subject matter appropriately.

Organization of the Dissertation

The present research is made of five chapters. The first chapter has been devoted to provide an introduction to the study. It is composed of the statement of the problem, the aim of the research, the significance of the study, the research questions and hypotheses. It also gives a vision about the applied methodology, taking in consideration the research design, data collection tools and the participants, in addition to stating the limitations that hinder the researchers, to some extent, from reaching the desired data. This part ends up with the organization of this dissertation and a brief conclusion.

Chapter two is divided into two main sections; the first section concerned with providing definition of the word civilization, the significance of teaching and learning civilization, and the second is concerned with the situation of teaching civilization in EFL classrooms, in

which it aims to document the current barriers in teaching this course, and shedding the light on the approaches that are designed to teach it.

Chapter three explains the adopted research methodology. It introduces the target population, the sampling method, and research design, and data collection tools.

Chapter four deals with analysing the data gathered from students' and teachers' questionnaires on the basis of answering the research questions that are set at the beginning of the research.

Chapter five discusses the obtained results and explores a set of implications related to the study, and provides a set of useful recommendations for both participants, in which it includes a reconsideration of the content, reconsideration of the way of teaching, and a reconsideration of the teaching materials.

Conclusion

This study intends to investigate students' attitudes and perceptions towards the teaching of civilization in EFL classroom. This chapter provides a general description of what this investigation is about. It includes all the elements and the sections that build this research. This dissertation is composed of five chapters. The following one documents the review of the related literature.

Chapter Two: Review of the Literature

Introduction

This chapter is devoted to the literature review that looks at some basic terms to the teaching and learning of civilization and culture in EFL classrooms. This chapter provides an understanding of civilization from different theories and focusing on those that are relevant to language teaching and learning. Moreover, this chapter deals with the teaching of civilization and culture, it also explains the historical use of the term civilization and its relation to the term culture from a historical perspective, in the first section. Then, the second section tackles civilization as component of teaching English language, its significance, and the approaches of teaching civilization. Additionally, it describes the materials and the challenges facing teachers while teaching civilization course.

Part one: The Study of Civilization

Civilization study is about 150 years old which is noted by contribution of these pioneers like: Nikolay Danilevsky (1822-1885), Fukuzawa Yuzichi (1867-1916), Oswald Spengler (1880-1936) and many others. They established the foundation in order to study the term civilization and its role in organized human's development. After the Second World War, the civilization study became familiarized and somehow separated from history study. This concept was carried as a living organism rather than history, however, civilization was perceived by many scholars as a vast culture especially by Pitrim Sarak, Alfred Kroeber, and Lee.D, Synder. There have been recent scholars as Ruston Coulbor (1901-1968) and Caroll Quigley (1910-1977) who looked at a big picture of origin and evolution of civilization. Eventually, culture study became largely implemented as academic program, while civilization is landed on waiting list in academia (Targowski, 2019).

The Concept of Civilization

Civilization has been defined and understood in different ways and situations. Its meaning has changed many times during the history and even today it is used in different ways. It is commonly used to describe human society with a high level of cultural development in contrast to what many to be less advanced societies. Etymologically, the term civilization is derived from the classical Latin, the adjective “civilis” and the noun “civitas” expressing general qualities of the citizen (civis) in relationship with other citizens, characteristics such as courtesy, kindness, urbanization ...etc (Mehdaoui, 2017).

According to Kroeber and Kluckhohn (1952, p. 15), the term civilization is a French word which is derived from the verb “civiliser”, meaning to achieve or impart refined manners, improvement and urbanization; means that the crucial condition of civilization is urbanization system. The concept of civilization is often used equally with the word culture which means nearly the same. After the middle of 18th century, culture and civilization start to be used synonymously. When the anthropologist Alfred L Kroeber rejected to differentiate between the two concepts, he stated that: “Civilization takes in its broad ethnographic sense, is complex Whole which includes knowledge, belief, art, laws, customs, morals, and any others capacities and habits acquired by man as a member of society”. Also, he claimed that civilization was a total social heredity of mankind. It was the totality of human knowledge and culture as represented by the most advanced society at a given time. Additionally, Spengler (1932), another anthropologist regarded that civilization should be used as the term culture. He used the concept to indicate the later phase of what he referred to a great culture, and the word history is their collective biography.

Anthropologists such as: Andrew Bosworth, Philip Bagbey (1963), Edward Burnett Taylor (1958) regard culture as only one level in humankind evolution. So, according to Andrew

Bosworth (2003), civilization is fundamentally a cultural infrastructure of information and knowledge in which it offers survival and continuity. In this context, he stated that “what distinguishes a civilization from culture is that this infrastructure, having reached a critical level of complexity becomes independent from constituent cities, nations and empires. In ordinary cultures the passing of information and knowledge may depend upon imitation or oral communication. In civilisation this cultural memory etched into or down into papyrus, takes on life of its own” (Borsworth, 2003, p, 9).

Civilization and Culture

The differences between the terms of civilization and culture have always been a confusing subject. For instance, if English language teachers or learners are asked about both meanings, they may refer to common subjects such as history, customs, traditions, and geography. This tensions have a historical root that determined the use of the two concepts. To clarify the origin of this confusion, it will be more useful to provide descriptions rather than definitions to both terms. The major confusion in civilization studies is how to deal with the notions of “civilization” and culture.” As these concepts are simultaneously different and develop through a historical process that was key to modernity and are also at the root of a variety of disciplinary connections, they constitute a perfect case of semantic obstruction. Without clarification, the two notions have already or will further become interchangeable in meaning and the use of both terms will depend to a great extent on what stand or perspective that related to this field of study adopt. Understandably, since the two notions are interchangeable and their meaning dithered, it is difficult to see how to understand the ubiquitous phenomenon of cultural appropriation or the ever closer interactions that happen daily everywhere in this increasingly globalizing age between the major geopolitical and economic powers such as America, China, Europe, the Arab world, India, Russia, and Japan. Therefore, it is important to explicate the possible

meanings of civilization and contrast them with the different meanings of culture (Wei, 2011, p, 1).

A civilization is consisted of constituent elements or “cultures” which are interwoven with one another and are in constant interaction with other civilizations and their cultures in the world outside. These elements not only make up a civilization itself but are exactly what differs one civilization from another. Focused on a multiplicity of cultures, a civilization provides identity to those who belong to and are committed to it. Through a usual geographical locus and a ordinary set of values and social institutions rooted in that place, a particular civilization enables those belonging to it to identify with one another while distinguishing themselves from inhabitants of another civilization. Thus, centered on a common geographical locus, common codes of conduct, common social institutions, and a common historical memory, a civilization endues cohesion, coherence, and consistency upon its members. From the above we can say that civilizations are larger than cultures. Furthermore, apart from denoting a particular set of values, or a particular “culture,” what now appears is a definition of culture indistinguishable from civilization and vice-versa, producing a term of civilization as a super social, economic, historical and political congeries of peoples sharing a particular geographic locus, common beliefs and social institutions, thus constituting the largest geo-political and geo-cultural player in the interactions of human societies (Wei, 2011, p, 2).

The Overlapping of “Civilization” and “Culture”

It is known that words still relatively fixed in meaning or pick up new meanings, yet semantic change or stasis relating to the trellised word pair “civilization” and “culture” remains puzzling. For example, it is perfectly true to say that a “civilization” is the sum total of “cultures” it consists that the geographic locus of a “civilization” is the territory of its “cultural” domain; that the history of a “civilization” is the history of its

“cultures;” and that elements of one “civilization” that manage to diffuse into another are its “cultural” heritage. However, in contrast to such changes in meaning, the German adjective “kulturell,” initiated in the 1850’s, has remained immune to the semantic transformations affecting corresponding adjectives in other major European languages (Braudel, 1994, p, 6). One of the reasons for the semantic entanglement of “civilization” and “culture” is that when theorists attempt to define “civilization,” they consciously or unconsciously envisage “culture.” It is true, to be sure, that some part of the semantic content of “culture” coincides with that of “civilization,” but the former cannot be used to define the latter. What is neglected here is that the use of “culture” to explain “civilization” would require the necessity to define “culture” itself, which would seem impossible without defining “civilization” first (Wei, 2011, p, 3).

Wallerstein uses “culture” to define “civilization” and believes that a civilization is “a combination of world outlooks, customs, structures and cultures” (Wallerstein, 1994, p. 215). Braudel, also, regards culture as a specific stage in the overall mankind evolution, which is lower than civilization. In fact, he even believes that culture could be seen as a “semi civilization” (Braudel, 1997, p.114-116). Although, the content of civilization heavily extends with that of culture, there are some theorists for whom the differences between the terms are too obvious to be dismissed. These theorists tend to distinct the meanings of the concepts in another sense; to place “civilization” above “culture” in a type of conceptual hierarchy. These theorists tend to contain the semantic content of “culture” in that of “civilization,” rather than the other way round. Christopher Dawson, the British historian of religion suggests that “civilization” includes a broad and profound “cultural” diversity; it is justified to talk about French, German, and British “cultures” and at the same time kept that they are all part of or placed under a higher phenomenon, namely, Western civilization (Dawson, 2002, p. 403 as cited in Wei, 2011). Because “civilization” is

stained with high spiritual aspects, unlike other theorists, he insists upon a more explicit distinction between the two notions. “Civilization” is the largest and highest socio-historical reality. Therefore, researchers define one term with the other (Schafer, 2002, p. 303).

Part two: English Language Teaching (ELT) in Algeria

Nowadays, the English language is the most widely used language in the world. It enjoys a great importance as a global language. Needless to say that its significance as a tool of international communication, science and technological advancement is clearly known in all countries, that thing, leads Kachru (1986, p.1) to pursue that “in comparison with other languages of wider communication, knowing English is like possessing the fabled Aladdin’s lamp, which permits one to open, as it were, the linguistic gates to the international business, science, technology and travel. In short, English provides linguistic power.” Like many other countries in the world, Algeria as well, is aware of the major importance of English at the educational spheres. At this time there is no Algerian university that is free from English Department because most of the educators saw English as an open window to other cultures and civilizations. On the basis of that, there have been some attempts to give it a second language status, by replacing French with English.

The shift from French to English is not an easy task for the ministry of education and for the Algerian society as well. In this sense Zughoul (2003, p. 122) stated that “in Arab North Africa, and despite the fact that French had a strong foothold in Tunisia, Algeria, and Morocco, it has been retreating and losing a lot of ground to English. In fact the tendency of what can be termed a shift from French to English in these countries cannot be cancelled”.

Furthermore, the appearance of what called English for specific purposes (ESP) gave the opportunity to the English language to reach all the domains at the University level where the students are required to follow ESP courses as a part of their studies. “Any literate, educated person on the face of the globe is deprived, if he does not know English” (Burchfield, 1986, p.

160). Incorporating teaching English in other domains will ensure that most of the Algerian students are exposed to the most used language in the world, and this will pave the way for them to become global citizens.

Civilization as a Component of ELT

In respect to the notion of consciousness in foreign language teaching, the acquired knowledge is usually referred to the conscious incorporation of knowledge, or the unconscious aspects of internalizing the knowledge. However, in both cases, another aspect in which intermediates the two precedent procedures, which is “the subconscious process”. This process, in general, seem neglected to some extent in terms of its significance to students linguistic process, in accordance to Littelwood (1998), who stated that “people make conscious effort to learn. Progress, also, occurs as a result of spontaneous subconscious mechanism...” (p. 90-91). In the light of this, many attempts are made “to come to new understanding of its importance”. In this sense, the higher ministry of education requires its institutions, specifically, the English departments to introduce new elements in the classrooms that have the potential to permit the spread and the development of the subconscious learning rather than following the traditional ways that emphasize on teaching grammar and syntax. For that reason, civilization and culture are increasingly stressed in EFL curriculum since they appropriately respond to such kind of learning. The thing that may help the student to be acquainted with characteristics of the countries and people whose language they study, so as to be to understand linguistic and cultural messages (Bouhidel, 2005).

Civilization, as called by Littelwood (1981, p.46) courses having “dual role”, that is to say, it offers the opportunity to learn the target language, by the same time, to learn through it. The main objective of the module is to introduce the target community (American and British civilization) to EFL students by tackling the main cultural aspects of those people. In this respect, the civilization courses are designed as a part of cultural studies, rather than, pure

historical issues. Students are exposed to both British and American civilization to have a general overview concerning their main cultural differences, by the same time, are expected to acquire the language proficiency through learning a reliable amount of vocabularies related to the target civilization and its culture. For scholar like Pulverness, the learning of civilization was considered as “an experience of gaining increased cultural, as well as, linguistic awareness” (Abdessemed, 2006, p.49).

The Significance of Teaching Civilization

It is acknowledged that the teaching of civilization starts to gain more importance in language learning, because it gives the opportunity to the students to have a clear image about the target civilization and its culture. By introducing culture in language classroom, students who are still acquiring a stock of basic vocabulary and a simple grammatical structures, are presented with new set of vocabulary related to the subject matter. The most important reason students should be learning about ancient civilizations is because this subject will provide students with a foundation of knowledge, both in language and other subjects, in which they can build they future knowledge on.

The civilization course plays a crucial role in relating current elements to the ancient civilization, some of the basic elements of culture are existing from the very beginnings of civilizations, those elements could be “customs, traditions, beliefs, institutions...etc”, all of these elements are developing throughout the history. According to Edmund Burke (1860, p.469), “people will not look forward to posterity, who never looks backward to their ancestors”. In this sense, the learning about civilizations makes students develop their reasoning and thinking in a way that enables them to discover those changes and relating them to the present in order to create a better future. Besides that, it is quit known that the best way to understand the present, is to understand the past. Here, the main goal of the teaching about

civilization is to enable students to improve their understanding and get a clearer vision of the world by providing insight into why and how history has unfolded and become as it is.

Many people are familiar with the expression “the more things change, the more they stay the same”. Learning about the history of world civilizations helps students to realize that ancient origins are relevant to today’s issues because they affect the way in which people, ideas and perspectives are connected. As cited in an article titled “the importance of studying the history of world civilizations” written by Graham Farnsworth, a history professor at the University of Hawaii, she suggested that by studying history and comparisons, students acquire knowledge of what worked, and what did not and why, that is to say, the history makes them a by-gone era’s essential and sometimes unpleasant lessons. An example of comparative history is the assassination of John F. Kennedy and Abraham Lincoln, the two crucial events in the American history which are separated by 100years. However, teaching civilization is not an easy task and it is difficult for most of the teachers to create a program that makes the historical study enjoyable. For that reason, many students struggle with the ability to receive all the massive amount of information that is included in the curriculum. Hence, it is up to the teacher to come up with effective ways and techniques that make the civilization course successfully reach its goals (Farnsworth, 2019).

Aims and Objectives of Teaching Civilization

It is quit essential to differentiate between the course aims and its objectives. According to Nunan (1994), on the one hand, aims are general statements written in broad terms to explain what is intended to be achieved. It is the overall purpose or the desired outcome of the entity, in which it indicates what and where students are expected to be at the end. On the other hand, objectives are supposed to be the next step, this means, objectives are formulated to act as instructions , in which, they can be small steps taken by the entity to reach the long term aim.

In general, the teaching of civilization has the following aims:

- To present students to unfamiliar nations or people who give birth to the language they learn.
- To enable students to get a clear image about the target civilization and its culture, and make them capable to differentiate between their own culture and the culture that they are exposed to inside the classrooms.
- To enhance students language proficiency by learning new vocabularies.
- To increase students intercultural curiosity about the target people. According to Ekaterina Babamova et al (2004, p.77), through civilization course “not only the general aims of teaching are realized, but also universal human, national and ethic value are promoted”. In this respect, students who are exposed to the course of civilization are expected to, automatically, be acquainted with the sociological aspects of the community where the target language is spoken (Mehdaoui, 2013).

It is stated that one of the objectives of teaching and learning about civilizations is to enrich students' cultural knowledge and build a kind of acceptance toward the other cultures. This argument is supported by Zerate (2004), who saw the purpose of teaching civilization is not an addition to transmit knowledge, but rather than, to change the behavior of the learner toward the target culture than his own. In addition to that, the objective of the civilization course, in particular, is to provide students with an overview about different history to attract their attention to other people achievements. Furthermore, the course seeks to enlarge their vocabularies by enabling them to learn new items related to the target language. Needless to say, that the course plays a crucial role to develop students necessary skills to locate and organize information about the target civilization, its culture, and its means of communication.

Material and Techniques to Teach Civilization

Since the English language is considered as an international language, it is very important for teachers to consider its characteristics while teaching it. One of these characteristics is the role of teaching materials and methods the teacher use (Thomas, 2004). Authentic materials, in general, refers to the use of in-teaching of texts, photographs, video selection, audio visual aids, and other teaching resources that are not specifically prepared for pedagogical purposes. In this respect, good teaching materials arouse and maintain learners' interest and attention, meet their needs and background by providing opportunities for authentic language use. (Richards, 1990, p,15). In other words, it should help learners develop confidence, provide relevant and useful content and encourage learners' involvement (Tomlinson, 1998, p,7-20). In the case of teaching civilization, the materials used for teaching the module seem that do not reflect students interest. Due to the extensive use of the traditional materials like the white boards, students are struggling in grasping the content knowledge. Today's generation is visually oriented, for that reason, teachers should find a way to keep up with that. As far as this concern, the use of some alternative materials like audio visual aids, laps and some technological tool will improve students' productivity and facilitate the process of teaching and learning as well (Atamena and Aboubou, 2016).

Materials must be married with methods, which is another area of language teaching that reflect the perspective of each teacher. Communicative language teaching (CLT) is considered as one of the most popular teaching methodology in use today (Thomas, 2004). It emphasizes the importance of oral skill and group work and assumes the presence of the target cultural environment. As far as this concern, many studies of teaching methods showed that foreign language teaching is not an easy task because, in all the cases, the teacher confronts different student with different learning needs and level of proficiency. That is to say, not all the students learn the same way. The teaching method that suite one student, may

not, necessary, work with other. It 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 rules” (Larsen-Freeman, 2000). Hence, the teacher should be flexible enough to come up with the students’ needs, and the situation that he/she exposed to.

Choosing the appropriate method in teaching is related to the extent to which the teacher is qualified in what he/she is doing. The choice of the method itself requires the teacher to analyze the internal and external facts which undoubtedly influence this choice, at the same time, this lead taking into consideration the time, the availability of helping aids and materials, the classroom size, and students’ needs. It should be mentioned that, is hard to recognize whether or not, a particular, method is good without its actual use in the classroom setting, and its positive or negative results is what prove if the method reach its success or not.

In the light of this, “One particular method can give better results under certain condition and poor one under other” (Milliani, 1992, as cited in Mehdaoui, 2013). Apparently, by using the appropriate materials and methods, students will be motivated to be a part of the learning process, rather than, recipients of knowledge only. It is widely witnessed that students’ involvement is one of the major goal of learning programs. However, in our case, most of the English students might not expect that they would confront a subject like civilization in their study .For that reason, many students attend to consider the civilization module as a course which designed only to fulfill the Academic curriculum. On that basis, students simply lost their interest in the subject matter. This can be seen from their regular attendance and grades. In fact, some of them attend the course, perceive some knowledge, and give the content knowledge back during the exams, while they have been confused about the significance of the civilization course and how this program will help them in learning the target language. In

such situation, the teacher is required to find the appropriate teaching method and well selected materials to bring back the course its value.

The Teachers' Role

During the course, it can be found that some students are highly interested in learning about civilizations but they face some difficulties in grasping all the content knowledge and link the huge amount of the events related to the course. In fact, their negative attitude is not only due to the nature of the course itself, but it is also due to the way it is taught. That is to say, some teachers are more interested with finishing the program as soon as they can, without giving much attention to students style of learning or even their interests, whereas, it is very important for the teacher to take students needs and interests into consideration , otherwise, a huge gap is possible to appear inside the classroom. Needless to say that without this bound between the teacher and his/her students is hard, or even impossible to achieve successful learning. Reconsideration to the techniques and materials used will probably resolve the problem (Mehdaoui, 2017).

Approaches to Teach Civilization

The quality of effective teaching and learning of civilization depends on the teacher ability and capability to use effective instructional approaches. Considering its importance, civilization as module included in the curriculum of language teaching, is not concerned only with the study of the history of certain nation, rather, it is concerned with the study of their cultural aspects as well. In this respect, the most common approaches to teach civilization are, broadly meant to be approaches that are designed to teach history. These approaches are the chronological approach and the thematic approach.

The Chronological Approach

The chronological approach is exactly what its name implies; the study of history from one point in time to another. In other words, civilization course could cover 100 years of British or

American history within one unit. It is widely preferable to some of the civilization teachers simply because students expect the lesson plans to proceed in a predictable fashion. This approach enables the teacher to set a foundation in one unit that the following units build upon.

The Advantages of the Chronological Approach

In 2014, the researcher Daniel J. Tew conducted a research at Western Oregon University, entitled “Pedagogy of Teaching History”, in which he compared between the chronological and the thematic approach. Daniel, stated the advantages of applying the chronological approaches in teaching civilizations. One of these advantages, is that the framework is already in place, this means, when the chronological approach is applied, the class becomes very linear because the curriculum is standard. This in fact gives more smoothness to the teacher to move from one unit to another. Sequences are better organized and transitions are easier. Besides that, the chronological approach offers clearer starting and ending points, the thing that may encourage students to develop their chronological and historical thinking skills like the cause and effect. Furthermore, this approach allows the teacher to introduce a great amount of content knowledge in just week of teaching (Tew, 2014, p.35).

Disadvantages of the Chronological Approach

Despite its many advantages, the chronological approach offers also some noticeable drawbacks. Logically, it makes a sense to teach the content of the civilization course with a clear starting and ending points, however, it may occur a situation in which the teacher rushes in delivering the content information to get from point A to point B, this rush in introducing the input could, probably, lead to limited depth content. In general, the chronological approach might be inadequate in going into depth. Instead, it is designed to broad cover and skimming over events and vocabularies. In addition to that, by applying this approach, in particular, the course becomes too linear in a way that it excludes multiple perspectives and

point of views for both, teacher and students. Under this condition, students' engagement will be decreased and the whole course will, probably, lose its significance (Tew, 2014, p. 36).

It is important to mention that the chronological approach is very teacher centered in a way in which the teacher is the only source of information inside the classroom, and role of the students here is only to receive this information. In fact, the exclusion of them from the learning process probably is going to affect their attitude toward the civilization module. In this situation, the teacher introduces a variety of lessons that do not reflect their interests and needs. As a result, the course becomes a boring subject where information is regurgitated only during exams. In addition to that, the chronological approach can cause some issues to some students in terms of making assignments since they have been exposed to many subjects but they only grasp few. Whereas, the job of the civilization teachers is to develop a strong reasoning for what is taught in order to prove that it is a subject worthy of being taught (Tew, 2014, p. 39).

The Thematic Instructional Approach

One of the most challenges for the civilization teachers is trying to fit such a vast ocean of knowledge into two semesters within one year. On top of that, those teachers must also meet educational standards by making the lesson plan come to life in a way that is meaningful and engaging for students. In recent years, there has been a shift toward the thematic approach rather than the chronological approach when it comes to teaching civilizations (Okoro 2016). In his article "Teachers Understanding and Use of the Thematic Approach in Teaching" Okoro defined the thematic approach as a way of teaching and learning where many areas of the curriculum are connected together and integrated within a theme. According to him, it allows learning to be more natural than its fragmented nature because the students are actively involved to learn more skills by giving them the opportunity to creatively explore the subject matter (Okoro, 2016, p. 65)

Rodney M. White (1995), in his article "How Thematic Teaching can transform History Instruction", criticized the traditional approaches and tackled the alternative approach to teach history. In this sense, he stated that "in fact, covering the content is equated with learning. Teachers present materials in an encyclopedia fashion and the students becomes a passive receiver of information more than one could ever hope to receive, analyze, commit to memory, or understand" (p.1). Hence, he tried to resolve these problems. He provides an alternative to the chronological approach. His technique is to eliminate the traditional approach in the civilization curriculum. According to him, the thematic instructions allow understanding by going more in depth. In order to accomplish this, the teacher should carefully select important themes while simultaneously abandoning less important content (White, 1995).

On the basis of its effectiveness in civilization teaching, Esu (2012) highlighted some steps in selecting a theme. These steps are stated as follow:

- 1-Choosing a theme (teacher strives to connect the theme to the students' interest and need)
- 2-Designing the integrated curriculum, the teacher should organize the learning objectives of the curriculum and indicate the content knowledge around the theme.
- 3-Designing the instructions: this step usually involves making changes to the class schedule, combining sessions and hours that are normally devoted for specific topics, organizing the order of presentations, teaching in themes, bring some effective materials to serve the students needs.
- 4-Encouraging presentations and collaborative work, because thematic instruction is often project oriented. It frequently involves students doing collective presentations to the rest of the class (As Cited in Okoro, 2016).

The Advantages of the Thematic Approach

One of the advantages of the thematic approach is that, it eschews a linear progression through history. Instead, it favors a holistic look at the movements, events, people and ideas that have shaped the world throughout time, thematic curricula give the teacher of civilization a great deal of flexibility in lesson planning, it is preferable for most of the teachers to teach that way because it contributes to getting students more interested in the materials, and help them to understand historical connections within the appropriate context. Themes are broad enough that the content could be presented through non-traditional perspectives. Christopher Kaiser urged the need for alternative perspectives to be taken into consideration while learning civilization, in this respect, he said “in attempting to engage their students, history educators are faced with unenviable task of making topics such as economic systems, presidential policy, and US foreign relations, not only interesting, but relevant to teenagers who often find these topics dry and disconnected from the reality in which they exist. Therefore, the use of student driven non- traditional historical perspectives is warranted to hook apathetic students” (Kaiser, p.228).

The thematic approach enables the students to realize the significance of the course. According to Duthie (1989) “History teachers have for too long been sapping the bricks of history and facts to their students, but have failed in most cases to have them build any sort of structure to them” (p.137). Traditionally, civilization is often taught as a boring subject. Based on that, students start to wonder about its relevance to their field of study and to their life as well. When teaching thematically, the teacher can cuter units of studies and eliminate some complex content that might not reflect their interests or needs. For example, if the students are interested in learning about Elizabeth, the queen of Britain, a unit designed about her life, achievements, royal dresses, and her family would be appropriate to engage them because students’ interests could be a good instrument to build and develop the lessons.

Furthermore, teaching thematically is not completely structured to a limited time period in history. The teacher, instead, is allowed to move around from one theme to another in different region easily within the same unite or lesson. This, in fact, gives students the opportunity to confront different cultures and to be exposed to a diverse array of perspectives. (Tew, 2014)

Disadvantages of the Thematic Approach

One of the most challenging aspects in teaching thematically is that it requires the teacher to be highly smooth in moving from one lesson to another. Transitions, in that case, could make less sense than in the typical chronological class where the lesson is outlined with a timeline. Another consideration that is highly needed is when determining the order of lessons and units to incorporate the skill of cause and effect. In this respect, the teacher should be aware about what themes to be learned and in what order should be organized. It should be mentioned that, while implementing a thematic based course, the teacher is obliged to take into consideration the amount of researches and projects that should be done to cover all the aspects of a certain theme (White, 1995).

Challenges in Teaching and Learning Civilization

Teaching ancient civilizations provide to be a challenge to the teachers and students equally, these constrains are stated as follow, as presented in Mehdaoui, (2017).

The Time Constrain:

To begin with, it is widely witnessed that civilization learning lacks a supportive environment to make it flourish in English language teaching. The Algerian students meet this course only for limited hours in the week. The time allowed to teach and develop students' intercultural competence remains insufficient. As a result of this, the teacher finds himself/herself obliged to speed up the lessons to finish the curriculum, without a real consideration to their outcomes or learning pace. Under this condition, students start to build

negative attitudes toward the session because they gain a limited understanding to its role in the curriculum.

Large Class Size:

It is acknowledged that, the major goal of teaching is to enable students to communicate appropriately within several contexts. This, in fact, requires teacher-student and student-student interactions. However, large class size will obviously lead to noisy classroom. In a situation like this, neither the teacher nor the students are able to work effectively. Due to the difficulty to manage the classroom, meeting students needs could be very hard, or even impossible, that is to say, the issue of overcrowded classrooms can create a discipline problems. The later, will hinder the teacher from reaching the objectives of the civilization course.

Lack of Technical Assistance

Most of the students considered the civilization course as a purely content based course, full of historical facts that are difficult to grasp. This limited understanding, however, is not due to the nature of the course itself, but it is due to the way it is taught. Teachers' extensive use of the traditional ways and materials to teach the course influences students' perspectives about the civilization module. In fact, it is rare for civilization teachers to use the teaching labs. These labs have the potential to give students a clearer vision about the ancient civilization, and to raise their cultural awareness as well. Here, the lack of technical assistance inside the English department obliged most of the teachers to stay away from the labs since most of these teachers are not qualified enough to deal with some issues that may occur in case they use these computer devices.

Lack of Materials

The lack of materials inside the English Department, also presents both teachers and students with learning challenges. Materials like data show, maps, or any kind of visual aids could be very helpful in introducing the civilization content appropriately and enjoyably. The lack of educational tools inside the university would directly lead students to be less motivated to learn, not only civilization, but the English language as well. Another constrain for both, teacher and students, is the poorly supplied university library and the limited number of books that are devoted for civilization topics, most of books in the library are concerned with subjects like grammar and other skills, but there is a less attention to bring books that its main concern is related to teaching and learning about civilizations. In fact, in most cases, students are required to share the same book because the library is not rich with such kind of books. Under this condition, most of the students start to develop negative attitudes toward reading books. Instead, they switch their attention to the Internet.

Conclusion

In this chapter we have reviewed literature related to the concept of “civilization”, the concept was studied from multiples perspectives and by different researchers in the field. The in-depth vision of the term leads us to incorporate it with the word “culture” and investigate the relationship between both. Hence, when it comes to teaching civilization, we highly emphasize the significance of teaching the module as a part of cultural studies in order to enhance students’ proficiency in the target language, and to raise their cultural awareness in the target civilization as well. The effectiveness of the civilization course in EFL learning was strongly proved by a set of researchers who created some approaches devoted to teach civilization, in particular, to make the course reaches its ultimate goal. The next chapter will present the adopted methodology, in which the study location, participants, the research instruments, the study design, and the procedures of data gathering will be presented.

Chapter Three: Research Methodology

Introduction

This chapter presents insight into the research location. Also, an introduction of the participants will be revealed, including their level, number, age, gender, and their background experience. Moreover, the exploration of the gathering data tools, which are two questionnaires submitted to second year LMD students at department of English, Chadli Benjedid University, El Tarf, and the teachers of civilization at the same department.

Method

In order to explore EFL students' attitudes towards teaching and learning of civilization, the researchers have opted for the descriptive approach to investigate to what extent students' attitudes affect their learning process. Moreover, the descriptive method was the appropriate choice so as to collect the needed data about this issue, and it was very significant in describing this area of enquiry.

Participants

The participants in this study were the second year LMD students from the department of English, Chadli Benjedid University, and the civilization teachers at the same department during the academic year 2019/2020.

Students' Sample

Forty students from both groups were randomly selected. They were 27 females and 13 males with varied levels. They were aged between 19 to 28 years old. The participants share approximately the same educational background since they had completed nine years studying English as a foreign language. We have chosen to work with the second year English students because they are in a level that enables them to understand the given questionnaire easily since they have been confronting the subject of civilization for at least one year before.

Teachers' Sample

As the case of study involves the teachers of civilization, only six teachers were concerned with this questionnaire. They have nearly the same background and knowledge in terms of teaching experience, so they would be the most knowledgeable about their students' qualifications. Most of the teachers who are specialized in the field of civilization are meant to be new comers to the English department. In fact, this is due to the fact that this course was held by a few of assistant teachers who are specialized, probably, in other fields like literature and linguistics.

Data Gathering Tools and Procedures

The instruments used for data collection in this research are composed of two questionnaires. The first questionnaire was designed for second year English students at Chadli Benjedid University. The second questionnaire was addressed to the civilization teachers at the same English department. We opted to use the questionnaire because this tool gives the chance to students and civilization teachers as well to freely express their attitudes and opinions freely since it is anonymous. The questionnaire, in general, is the most widely used instrument for gathering data of a research work in short period of time. According to Dornyei (2003), "the popularity of questionnaires is due to the fact that they are easy to construct, extremely versatile, and uniquely capable of gathering a large amount of information quickly in a form that is readily process-able" (p.1). The questionnaire we used sought to gather quantitative and, to some extent, qualitative data as well. That is to say, the questionnaire is paramount in any research study since it can allow the collection of both quantitative and qualitative information and the use of open and closed formal questions (Patton, 2002). Furthermore, the questionnaire was designed to elicit the answers from the target participants.

Students' Questionnaire

The questionnaire used in this study was composed of 13 questions, divided into four sections, which were organized into five pages. It started by introductory statement to provide the target sample (the second year EFL students) with a clear understanding about the topic and its research aim.

The first section was devoted to students' background information (questions from 1 to 3), it included one open ended (fill in the blanks) question, and two closed ended questions. It consisted of three items designed to obtain general information about students' gender, age, and their previous awareness about the existence of the civilization module in English language teaching.

The second section aimed to explore students attitudes towards the civilization course, including the time devoted to this course. It consisted of five closed ended questions (questions 4, 5, 6, 7, 8) in a form of multiple choices in order to get specified answers.

In the third section, students were further asked questions (questions 9 and 10) to express their opinions on the effectiveness of the current ways of teaching in making them understand the target culture and its civilization. It is composed of one closed ended question with further explanation to enable students to state their opinions clearly, and other closed ended question with multiple choices to narrow the given answers.

The fourth section was about students perceptions towards the teaching materials used by the teachers in teaching civilization (questions 11, 12, 13). It was composed of three closed ended questions. One multiple choice question, and two yes/no questions that implied justifications in order to give the questioned students the opportunity to give general suggestions, additions, remarks or comments to be added concerning how to make the civilization course more interesting. No technical words were used to avoid any kind of ambiguity or false interpretations.

Teachers' Questionnaire

The teachers' questionnaire used in this study was composed of 14 questions divided into five sections, which were organized into five pages. It started with introductory statement to target teachers, specifically, the civilization teachers at Chadli Benjedid English department, to provide them with an accurate idea about the research topic and its objectives.

The first section was devoted for teachers' background information (questions 1-2). It includes one closed ended question, and one open ended question. It consisted of two items designed to obtain general data about teachers' specialty and the numbers of their years of experience.

The second section aimed to investigate the ways, methods, and materials that civilization teachers use to present the course (questions 3-5). It consisted of three closed ended questions in a form of multiple choices to better structure the given answers.

In the third section, teachers were further asked to provide their opinions towards their students (questions 6-9). It was composed of four closed ended questions (yes/no question) with clarification requirement to better understand their point of view.

The fourth section was devoted to shed light on the teachers' perspectives towards some statements related to the teaching of civilization (questions 9-11). This section was designed to elicit the teachers' opinions and attitudes towards the subject matter indirectly in order to avoid any kind of embarrassment. Teachers were asked to give the level of agreement or disagreement about three statements, basically, related to the way they perceive civilization teaching.

The fifth section was further devoted to teachers' suggestion (questions 12-13). It was composed of one closed ended question with clarification in order to analyze teachers' opinions about the course as a whole, and other open ended question designed to give them

the opportunity to freely state their suggestions in order to raise students' awareness towards learning civilization.

Conclusion

To sum up, this research was conducted at Chadli Benjedid English Department, specifically, concerned with the second year LMD students. All the participants were randomly selected from both groups. Qualitative and quantitative data was obtained from the students' and teachers' questionnaires. In the wake of the research procedures, data collection took place during the academic year 2010/2020. The following chapter highlights the analysis of the gathered data in which a descriptive way is used in presenting the results of the present work.

Chapter Four: Results and Analysis

Introduction

The present chapter introduces and analyses the obtained quantitative data to fulfill its main objective which is answering the two research questions. The first research question was: How do EFL students react to civilization courses? And does history really create learning difficulties and obstacles that make them lose their interest in the civilization course? The second question was: To what extent the methods and materials used in teaching civilization are successful in terms of helping EFL students to grasp the content knowledge and motivate them to learn about other culture? Data analysis is divided into two main sub sections. The first one directed to the analysis of the students' questionnaire. The second one is devoted to analyze the teachers' questionnaire, submitted to six civilization teachers at Chadli Benjedid English department.

Students' Questionnaire Results

This section is devoted to the presentation of quantitative data obtained through the questionnaire which was distributed to forty (N=40) second year students at Chadli Benjedid English department. The students' questionnaire is administrated in order to elucidate whether their attitudes, positive or negative, towards history really create learning difficulties and obstacles that make the civilization course loses its significance.

Analysis and Interpretation of students' Questionnaire:

Section One: Background Information

Question 1: Gender:

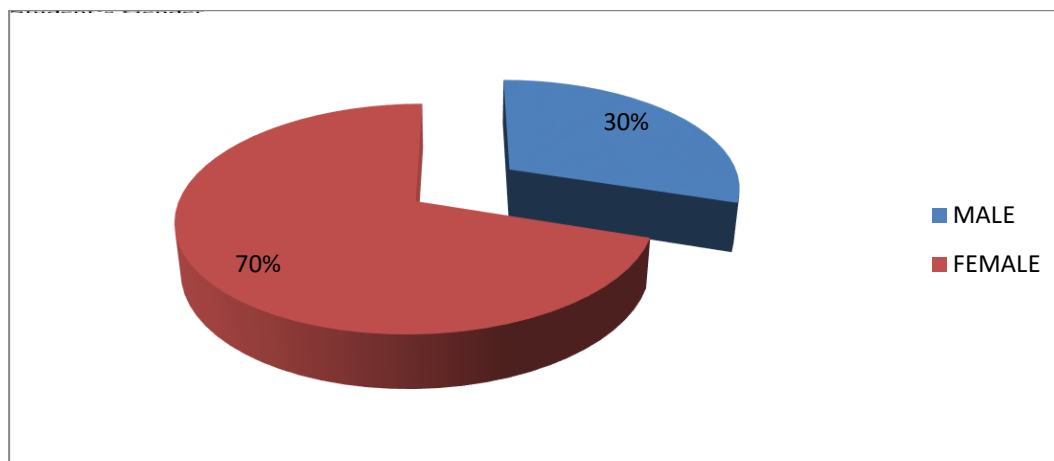


Figure 01: Students' Gender

Based on the results presented in figure 01, we can see that the majority of the participants (N=28) are females, they represent 70% of the whole sample. While, males are (N=12) representing only 30% of the whole participants. This question adds nothing to the study except knowing the participants gender.

Question 2: Your age is: Age:

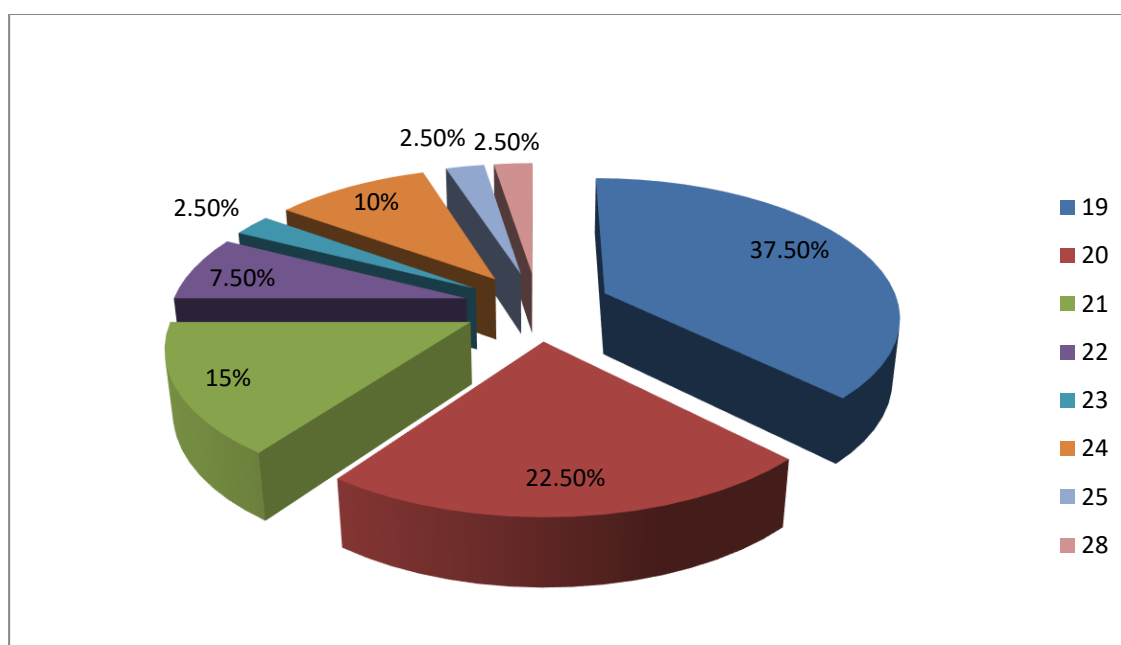


Figure 02: Students' Age

Based on the results presented in figure 02, diversity in the participants' age can be easily noticed, ranging between 19 and 28 years old. We can see that the majority are 19 years old representing 37.5% of the whole sample. Nine students are 20 years old representing 22.5% of whole participants. Six students are aged 21 years old representing 15% and three are 22 year old who represent 7.5% of the whole sample. The data also revealed that four students are 24 years old representing 10% of the participants. The rest three students aged 23, 25, 28 representing only 2.5% of the whole sample.

Question 03: When you first choose to study English, did you know that you will be taught civilization?

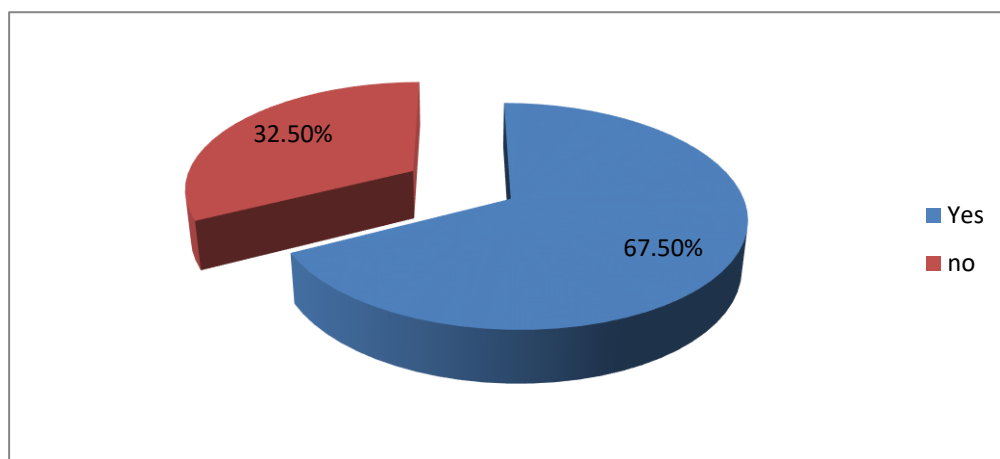


Figure03: Students' Expectation about the Existence of the Civilization Module

According to the presented results in figure 03, it can be observed that the majority of the students already knew that they will be taught civilization. Data obtained showed that (N=27) students responded positively presenting (67.5%) of the sample. Therefore, (N=13) said "no", they represented (32.5%) of the whole participants. This question helps us to know if the students were previously aware about the existence of civilization in teaching English language.

Section Two: Civilization Course.

Question 04: According to you, civilization is:

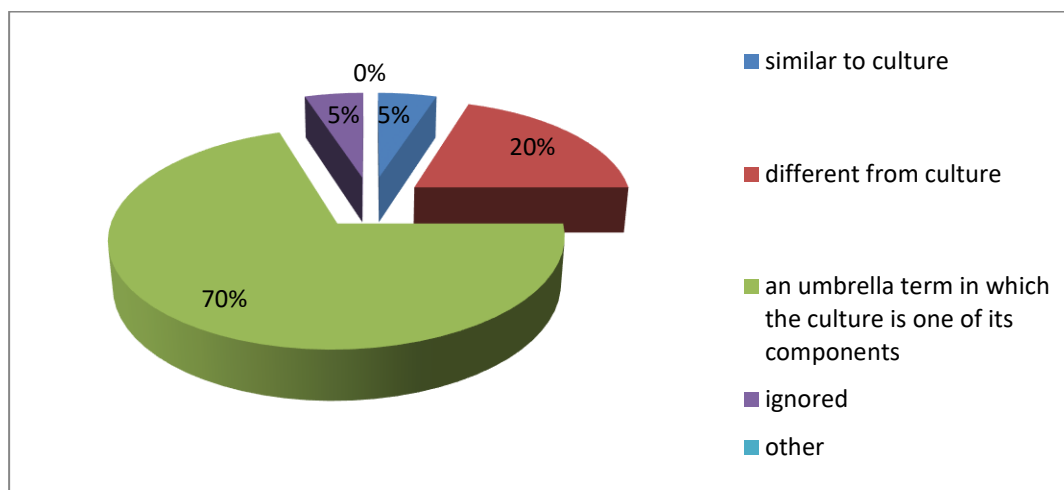


Figure04: Students' Understanding to "the Civilization" Concept

According to the results, it can be noticed that most of the students already built the correct understanding to the relationship between culture and civilization. In this light, (70%) of them gave the correct answer. Eight students consider it different from culture, representing 20% of the sample. Two students who represent 5% of the sample still mix between the two words. The rest 5% ignored the question. This question enables us to identify students' understanding of the subject matter.

Question 05: Do you like the fact that you are learning civilization?

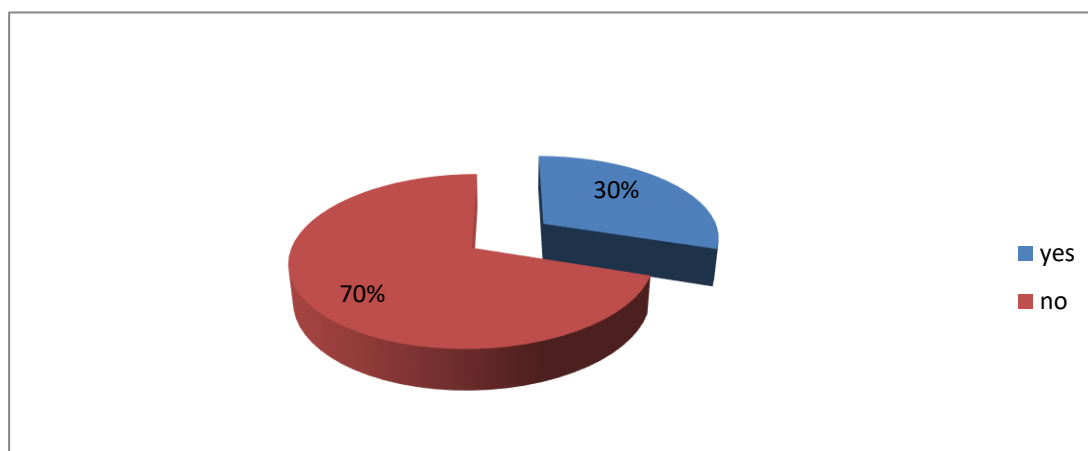


Figure05: Students' Attitudes towards Learning Civilization

To identify students' level of appreciation to the civilization module in their studies, students were asked to give their opinion about whether or not they like the fact that they are learning civilization. According to the obtained results showed in figure 05, it is clearly noticed that the majority of students do not like the fact that they are learning about civilizations, in which (N=28) students representing 70% of the participants, respond positively. While the rest (N=12) students responded negatively, representing only 30% of the whole sample. This question helped the researcher to determine the students' attitudes toward the civilization course.

If yes, is it because:

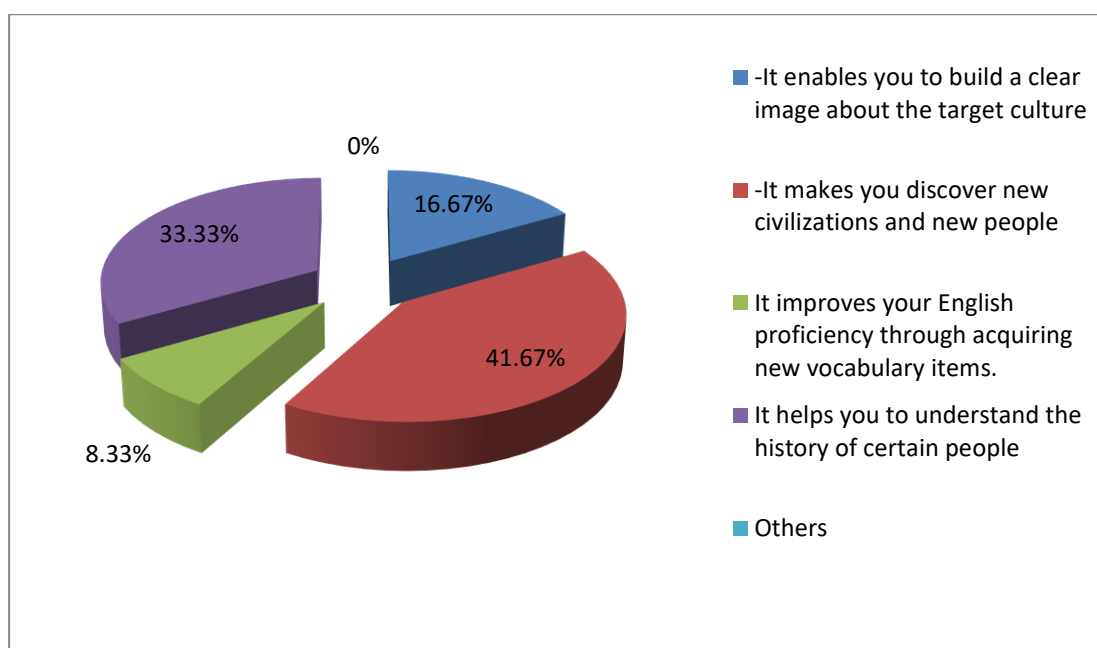


Figure06: Reasons for their Positive Attitudes towards the Civilization Module

This question targeted the students who previously said “yes”. The aim of this question is to identify the reasons behind their positive attitude towards learning civilization. The results presented in Figure 06 show that the majority of EFL students (five students) like the fact that they are learning civilization because it makes them discover new civilizations and new

people representing (41.67) of the participants. Four students like it because it helps them to understand the history of certain people, they represent (33.33%) of the sample. Only one student clarified that it improves their English proficiency through acquiring new vocabulary items. While two students clarified that it enables them to build a clear image about the target culture representing only (16.67%) of the whole participants.

If no, because:

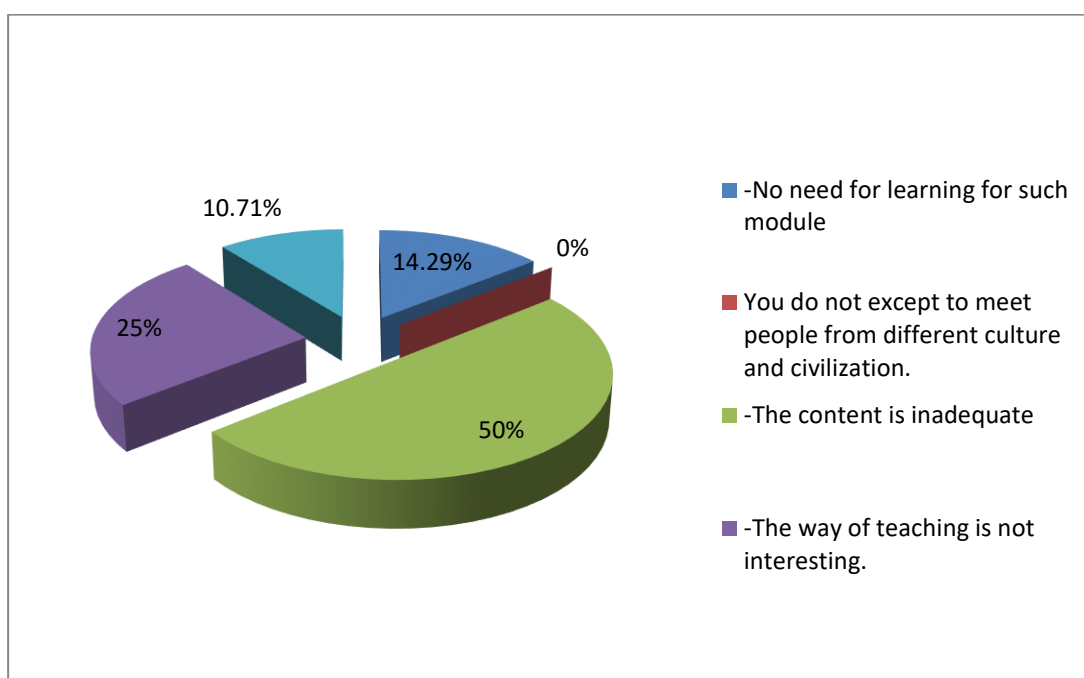


Figure07: Reasons for Students' Negative Attitude

Furthermore, we tried to investigate reasons behind students' rejection to the course of civilization. The illustrated results in figure 07 clearly showed that the major reason is the content, in which (N=14) students representing (50%) claimed that the content is inadequate. While seven students representing (25%) stated that the way of teaching is not interesting. Within this category, four students believe that there is no need for this module, and the last three students, who represent (10.71%) consider that the teaching materials are not interesting or not available. This question helped us to identify the various reasons behind students' negative attitude toward the civilization course.

Question 06: Do you think the civilization course enable you to gain knowledge about:

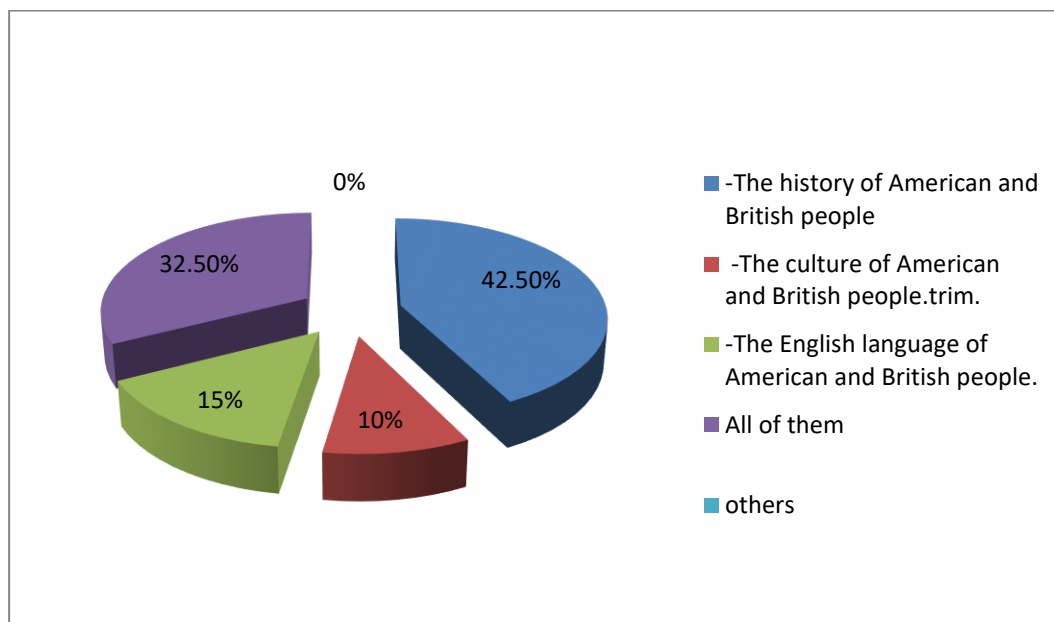


Figure08: The Civilization Course Content

Since the content knowledge is an essential element in language teaching, by this question we tried to identify what content that the teacher emphasizes. The obtained results showed that most of the students seem to receive content related to history. In this light, (N=17) students who represent (42.5%) claimed that the course enables them to gain knowledge about the history of American and British people. Therefore, only few number of students representing (10%) of the sample pointed out to second option which assumed that it enables them to gain the knowledge about the culture of American and British people. Six respondents representing (15%) said that the course helps them to gain the knowledge about the English language of the two major nations (American and British people). But, it is also noticeable that a considerable number (N=13) of students choose the fourth suggestion, which is “all of them representing (32.5%) of the whole participants.

Question 07: How many sessions do you study civilization?

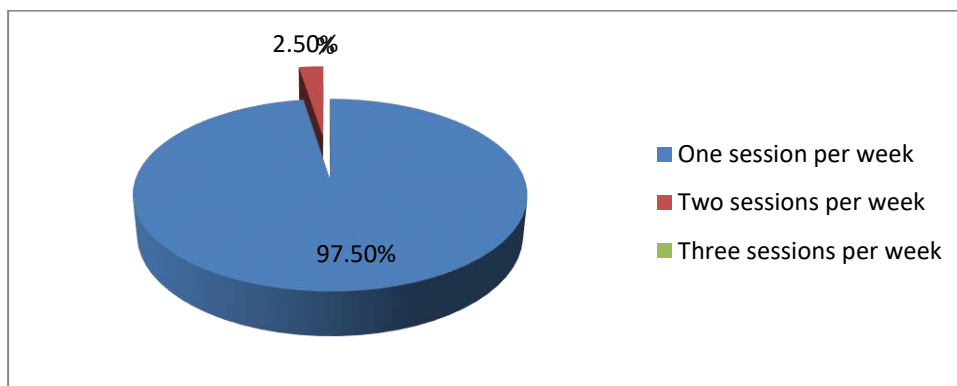


Figure 09: The Time devoted for Teaching Civilization

To have an idea about the time devoted to teach civilization, students were asked this question. The obtained data showed that almost all the participants study civilization for one session per week, (N=39) representing (97.5%) of the whole sample assumed that, whereas, only one student who represents (2.5%) of the participants claimed that he studied Civilization for two session per week. This may give us the assumption that he attended with both groups unconsciously. This question helps the researchers in terms of knowing the time devoted for this course.

Question 08: Do you think the time devoted for civilization course is sufficient?

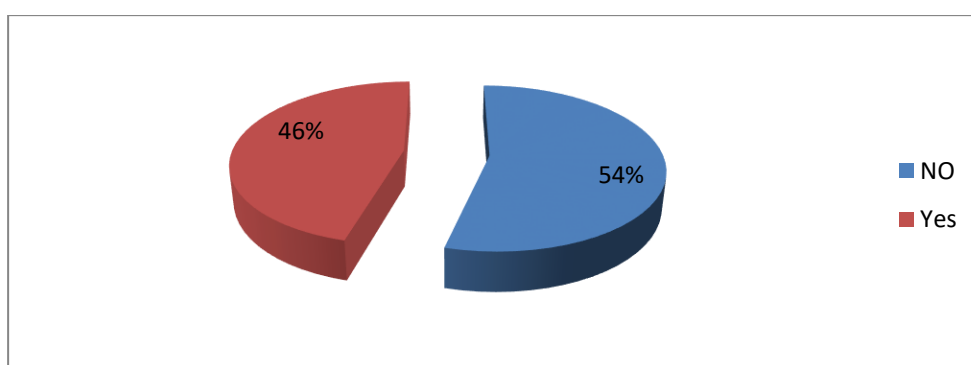


Figure10: Students' Opinion about the Frequency of Teaching Civilization

The results presented in figure10 revealed that the majority of second year students believe that the time devoted for teaching civilization is not sufficient, in which (N=27) said no, while the rest (N=13) students said yes representing only 32.5% of the whole sample. This question helped us to identify their opinion about the time covered by this course.

In both cases justify your answer:

For those who said yes their justifications were all linked to the teacher effective way of teaching in which the majority of them believe that the teacher is skillful enough to know how to deal with the limited given time. The others attend to underestimate the significance of the course because they think that the module is not important at all. While only six students ignored this part of the question.

For those who said no, their justification was all about the richness of the civilization content that it needs more time to cover all the different aspects of a certain civilization.

Question 09: Does the way of teaching civilization module help you to really understand the target civilization and its culture?

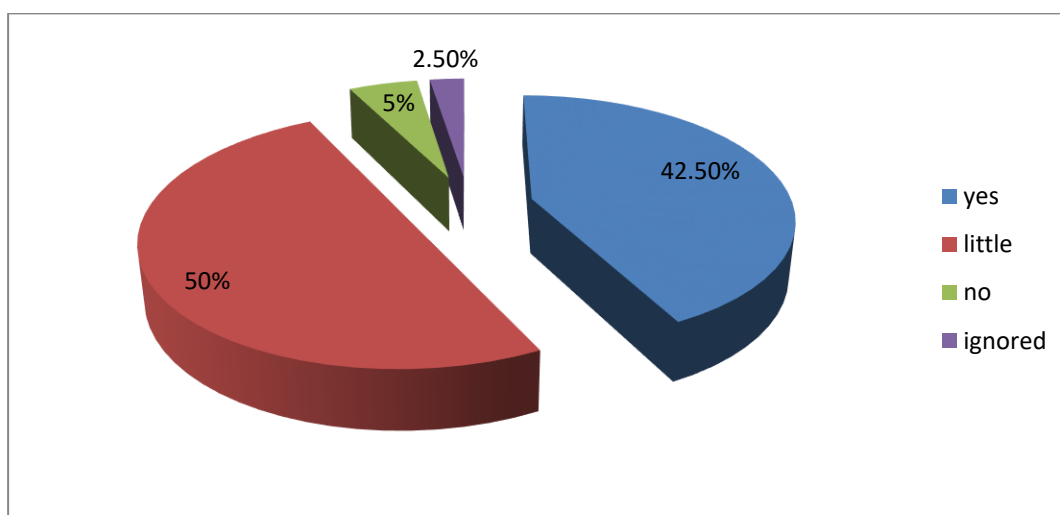


Figure11: Students' Views about the Way of Teaching Civilization

In order to answer the second question of this research, students were asked to state their opinions and attitudes towards the teaching ways used by civilization teachers. The obtained results showed that the majority were not really satisfied of the teachers way of teaching, in which a really considerable number of (N=20) students representing (50%) of the participants said “Little”, whereas, (N=17) who represent (42.5%) of the sample said “Yes”. The rest two students said “No” representing (05%) of the whole participants and just one student ignored the question.

In order to gain more understanding, students were further asked to clarify their answers. For those who said “Yes”, their clarifications were a kind of gratitude to the teacher’s skills in the teaching process, which enables them to perfectly understand the lessons. They said that he always simplifies every single detail in the lesson; his explanation is easily understandable since it is based on narrating the events smoothly and accurately. According to them, story-telling technique and the teacher’s good personality are enough for them to understand the target civilization and its culture.

For those who respond “Little”, their clarifications were linked to various reasons. The fact that they hate the module affects their ability to understand the knowledge they receive. However, the major reason was the extensive use of the traditional ways and materials of teaching. According to them just reading from a paper, and provide a brief information won’t make them understand the target culture. Based on their justifications, the efforts of the teacher alone are not enough to present all the different areas and aspects of a certain culture. The teacher needs to be equipped with alternative materials to serve that goal, those materials have the potential to easily grasp the content and have a clearer image about the target civilization and its culture.

For the students who totally responded negatively, their justification was to some extent linked to the teachers' attitudes inside the classroom. We quote:

“Some teachers are hard to deal with.”

Question 10: Do you enjoy the civilization course when it deals with the history of a particular nation?

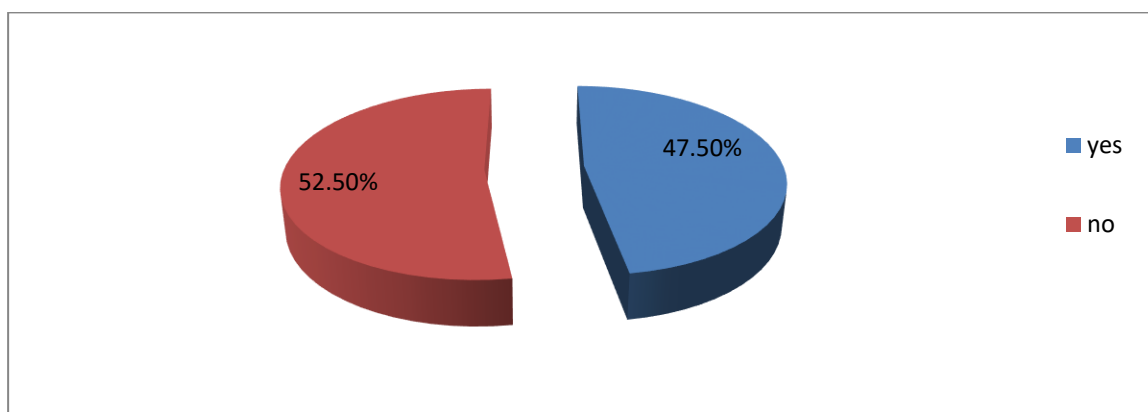


Figure12: Students' Opinions about Learning History

To see if the students' negative attitude towards the civilization course is related to the historical nature of the course, students were asked if they really enjoy dealing with the history of certain people. The illustrated results showed in figure12 show that the majority do not enjoy learning history, in which (N=21) representing (52.5%) of the whole participants responded negatively. The rest (N=19) students who represent (47.5%) of the sample responded positively towards the historical content they receive in the civilization sessions.

This question was designed specifically to answer the first research question. In this light, to clearly understand their point of views, students were further asked to clarify their position by providing them with a list of potential reasons and ask them to choose one. The obtained results show that the majority do not enjoy history because it is taught in dull way, and it is

full of events that are hard to link and follow, whereas, who responded positively. Their responses stated on the figures below:

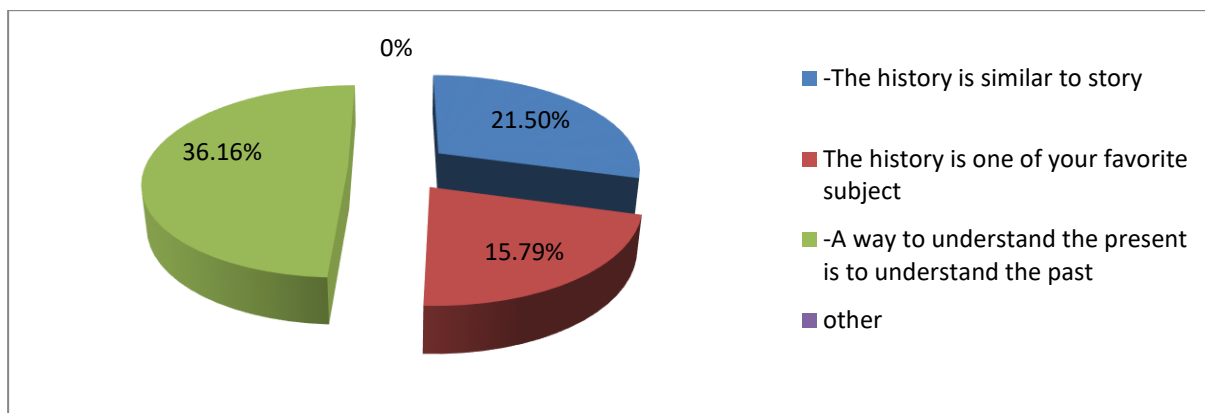


Figure 13: Students’ Clarifications of their Positive Attitudes

According to the data displayed in figure13, this category enjoys learning about history because they believe that it is a way to understand the future since (36.16%) claimed that. Therefore, (21.20%) of the sample have confirmed that the history is similar to story for them. The rest (15.79%) of the participants like the course by nature and consider it as a favorite subject.

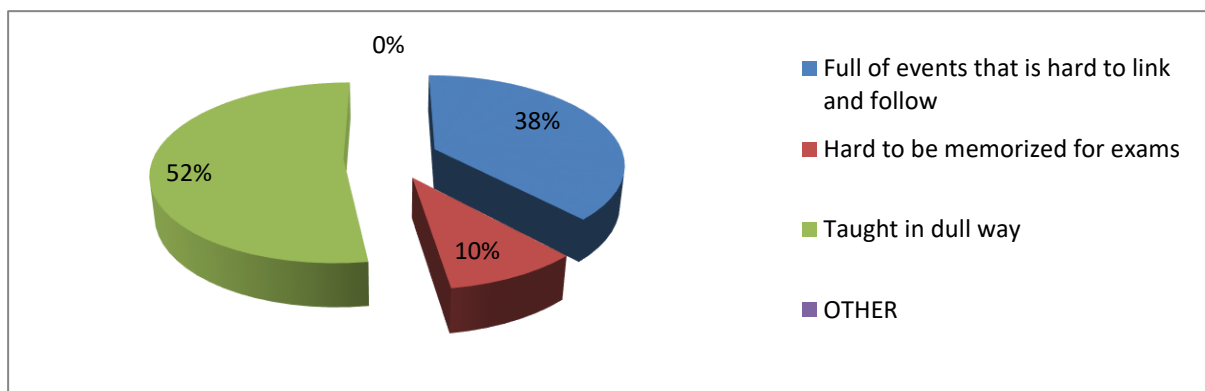


Figure 14: Students’ Clarifications of their Negative Attitudes

The results appeared in figure 14 shows that the majority of the students do not enjoy the fact that they are learning history because it is taught in dual way, in which, (52%) of the participants claimed so. Therefore, (38%) of them refer to its full events that are difficult to link and follow. The rest (10%) of the sample asserted that the history is hard to be memorized for exams.

Question11: Do you think that the teaching materials used by the teacher of civilization, is good enough for learning culture

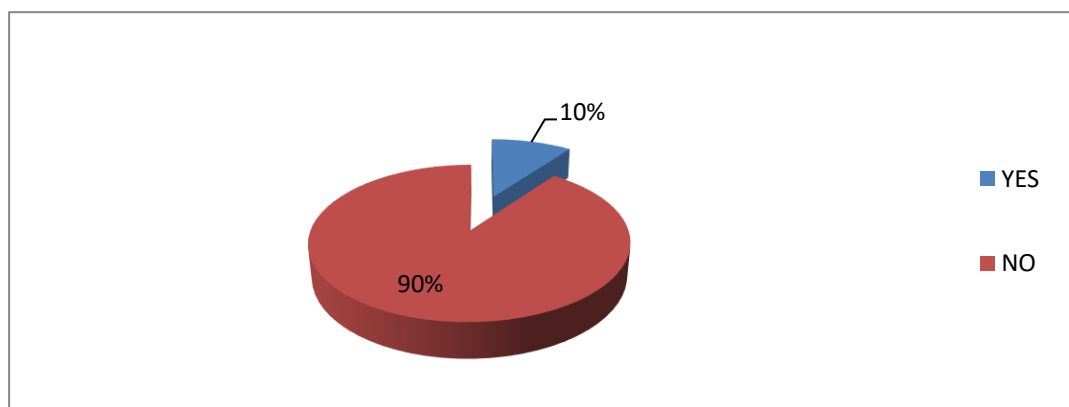


Figure 15: Students' Opinions about the Materials used in Teaching Civilization

In order to investigate students' attitudes towards the teaching materials used in the civilization course, students were asked whether or not the materials used are good enough for teaching a certain culture. The obtained results indicate that most of the students are not really satisfied concerning these materials, in which (N=36) students representing (90%) of the participants responded negatively. Whereas, only four students who represent (10%) of sample responded positively. This question helped us to validate the second research hypothesis.

To gain more understanding, students were further asked to justify their answers; it is revealed that the use of material is limited inside the classroom. For those who are satisfied

with the current situation, their justifications again were a series of compliments to a specific teacher of civilization. According to them no need for such materials since the teacher has great amount of knowledge and experience in teaching.

For the other category of students (students who are not satisfied with the materials used), their justification basically was related to the lack of the availability of materials in the English department. This made them lose their interest in the course. According to their responses it is noticed that they are aware about issue of materials in the English department because a lot of students are wondering why they cannot use the laboratory in the process of learning, this problem makes teachers stick to the traditional ways and materials to teach. Apparently, the teacher relies only on the handouts, the board, and the story telling technique which does not fit their learning style and it make it difficult for them to link and follow all the content knowledge that they receive.

Question 12: Does your instructor use visual aids during the session?

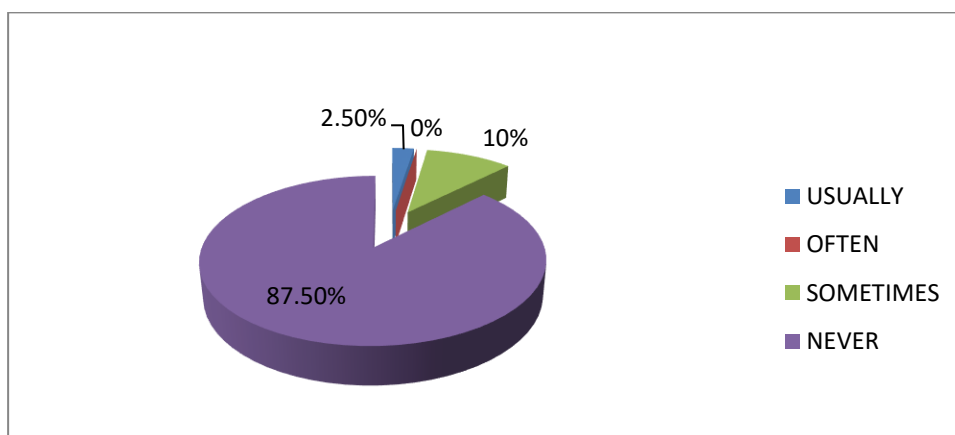


Figure16: The Frequency of Using Visual Aids during the Session

This question was designed to strengthen the data obtained from the previous question. The illustrated results in Figure16 show that the majority asserted that their teacher never use any kind of visual aids inside the classroom, in which (87.5%) of the target sample claimed that.

Whereas, four students out of (N=40) said “sometimes, and only one students have said “usually” representing only (2.5%) of the participants. This question helped us to see the extent to which the teachers vary between the materials they use.

Question 13: Do you think that your teacher can make the civilization course more interesting?

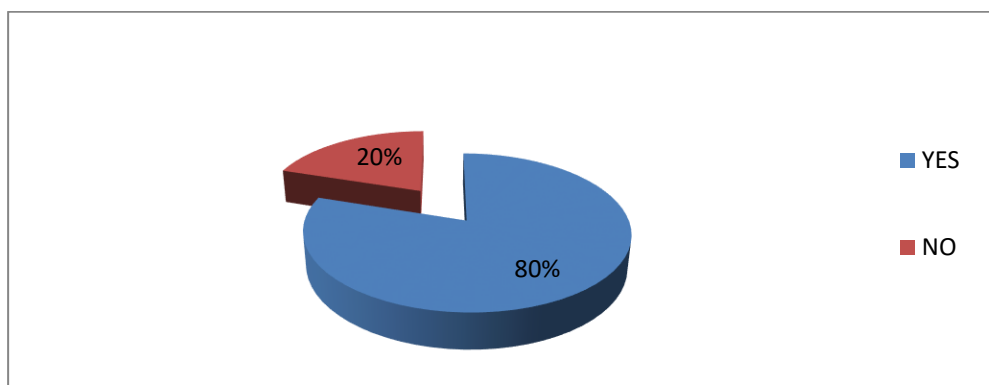


Figure17: Students’ Expectations about the Course

The obtained results in graph 16 show that the majority of students (N=32) students, who represent (80%) of the participants, believe that the teacher has the potentials to make the civilization course more interesting. While only eight students representing (20%) of the whole sample, assumed the opposite. This question helped us to illicit some suggestions from the students concerning the civilization course.

If yes, say how?

This question is designed to obtain some qualitative data from the participants. Their main concern was all linked to the materials used and the time devoted to the course. In this light, they suggest the use of developed materials like visual aids, maps, videos, labs... etc. Using various teaching techniques like storytelling, and avoid traditional techniques like lecturing. Encouraging the students to be more involved in the process by making projects and present

them. In addition, they focus on providing them with skillful teachers specialized in the field of civilization.

If no, is it because:

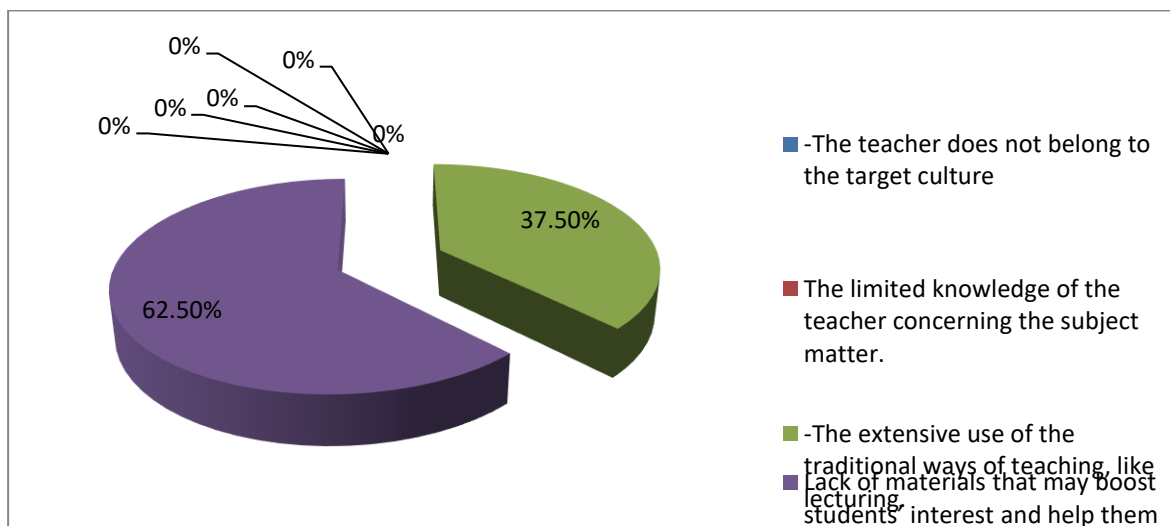


Figure18: Students' Justifications to their Low Interest in the Civilization Course

This question targeted student who previously responded negatively. We gave them a list of clarifications and asked them to indicate their reasons. The obtained results revealed that the majority; five students linked their negative attitude to the lack of materials that may boost their interest and help them to be aware of the differences between their culture and the target culture. The rest three students, who represent only (37.5%) of the whole sample, link it to the extensive use of the traditional ways of teaching civilization.

Teachers' Questionnaire Results

Besides the students' questionnaire, we opted to design a questionnaire to the civilization teachers as well. The participants are those who had already taught second year (USA/UK) civilization, and those who actually teach it now at Chadli Benjedid University.

Section One: Background Information

Question 01: What is your teaching specialty?

- Didactics
- Civilization
- Other, please specify your answer:

Items	respondents	Frequency
Didactics	0	0%
Civilization	3	100%
Others		0%

Table 01: Teachers' Specialty

To see if the teachers are specialized in teaching civilization or not, they were asked to identify their field of study. The obtained results show that all the responded teachers are specialized in civilization.

Question 02: How long have you been teaching civilization?

.....year(s)

According to the results we found that one of the target teachers has been teaching civilization for five years. The other has been teaching for almost ten years. While the third teacher taught it for one week only. This question helped us to know the teachers' level of experience in this module.

Section Two: The Way of Teaching Civilization

Question 03: When you are presenting lectures of civilization; you focus on:

- Presenting historical events and achievements of a particular nation.
- Presenting the cultural aspects of a particular nation.
- Presenting new vocabularies related to the target culture and its civilization.
- All presented in equal scale.
- All presented at different scale

Items	Respondents	Frequency
Presenting historical events and achievements of a particular nation.	02	66.67%
Presenting the cultural aspects of a particular nation	0	0%
Presenting new vocabularies related to the target culture and its civilization	0	0%
All presented in equal scale	0	0%
All presented in different	1	33.33%

scale		
Total	03	100%

Table02: The Focus of Civilization lectures

Based on the results presented in table 02, the majority of the teachers, two of them, focus on presenting historical events and achievements of a particular nation while presenting civilization lecture. Whereas, only one teacher focuses on presenting items like new vocabularies, culture, history all together but in different scale.

Question 04: While teaching civilizations, which approach you use to present your lessons:

- The chronological approach
- The thematic based approach
- Both

Items	Participants	Frequency%
The chronological approach	00	00%
The thematic approach	00	00%
Both	03	100%
Total	03	100%

Table 03: Approaches Used in Teaching Civilization

The results revealed in this question show that all the teachers of civilization who participated in the present study are strongly relying on combining the chronological and the thematic approach in presenting the content of the course.

Question 05: What kind of materials do you use to deliver the content of the civilization course?

- The white board
- Books
- Visual aids
- Teaching laboratory
- Other, please mention them

Items	Respondents	Frequency
The white board	0	0%
Books	2	66.67%
Visual aids	1	33.33%
Teaching laboratory	0	0%
Others	0	0%
Total	03	100%

Table04: Civilization Course Materials

The results obtained from this question clearly show the tendency of teachers to stick to the traditional materials such as books, in which all of them are highly relying on historical books in teaching the module, while only one teacher uses visual aids in the process of teaching .

Section Three: The Teachers' Opinion about their Students

Question 06: In your opinion, does the civilization course seem enjoyable for your students?

In both cases, say why?

Items	Respondents	Frequency
Yes	01	33.33%
No	02	66.67%
Total	03	100%

Table 05: Teachers' Opinion about Students Opinion towards the Civilization Course

Based on the results presented in table 05, the majority of them think that the course of civilization is not enjoyable for their students. They clarified by stating that the module is not interesting for their students since they feel bored during the civilization course because according to them civilization is history and they need to memorize all events and dates. Therefore, one teacher could not give a specific answer because she is a new teacher at Chadli Benjedid University, the English department.

Question 07: On the basis of students' curiosity, are your students really interested in learning about the ancient history of a certain nation

Items	Respondents	Frequency
Yes	01	33.33%
No	02	66.67%
Total	03	100%

Table 06 Students' Curiosity about Learning Ancient History of Certain Nation

Based on the results that presented in table 06, the majority of teachers (66.67%) responded negatively to this question. Therefore, only one teacher said yes.

If no, is it because the history is:

Suggestions	Participants	Percentages%
Full of events that are difficult for them to link and follow.	00	00%
Hard to be memorized for exams.	00	00%
Lack of materials that may boost their interest and help them to have a clearer image about the target civilization and its culture.	00	00%
The content is boring for them.	00	00%
The use of traditional way to present the content.	00	00%
The limited time.	00	00%
All of the above.	02	66.67%
Other reasons.	00	00

Table 07: Teachers' Justification for their Students' Negative Attitudes towards the Civilization Course

This part of question targeted the teachers who responded negatively to question 07. The results revealed that the two teachers agreed with the reasons that are given and suggested by the researchers. This question in fact was designed to shed light on the reasons of the presented problem.

Question 08: In your opinion, do you think that the students are aware of the significance of the civilization course in their study?

Items	Respondents	Frequency
Yes	01	33.33%
No	02	66.67%
Total	00	100%

Table 08: Students' Awareness about the Significance of Civilization Course

Based on the results in table 08, the majority of teachers said that students are not aware about the significance of learning civilization because students consider this course as content based course which consists of a lot of content information and events that need to be memorized for exams. Moreover, those teachers linked the reason to the previous teachers who did not raise the students' awareness towards this module. Eventually, students are misinterpreting the importance of this course in their study. Therefore, only one teacher claimed that students are aware of its importance because, according to her, Civilization is the core history of the target language that they are learning.

Question 09: In your point of view, do you consider the current ways and techniques used in teaching civilization as successful in terms of enabling the students to grasp the content knowledge easily?

Items	Respondents	Frequency
Yes	01	33.3%
No	02	66.67%
Total	00	100%

Table 09: Teachers' Opinion about the Current Ways and Techniques in Teaching Civilization

Based on the results in table 09, the majority of teachers (66.67%) confirmed that the current ways and techniques used in teaching civilization are not successful in terms of enabling the students to grasp the content knowledge. While only one teacher representing 33.33% of the responding teachers said the opposite. This question is designed to answer the second research question.

Section Four: Teachers Perspectives towards some Statements Related to the Teaching of Civilization

In this section, teachers were asked to give the level of agreement or disagreement about some statements related to teaching of the civilization module.

Statement 10: Civilization teaching is all about history teaching

Items	respondents	Frequency
Strongly agree	00	00%
Agree	02	66.67%
Disagree	00	00%
Strongly disagree	01	33.33%

Table10: Teachers' Perceptions about Teaching Civilization

To see the way that teachers consider the teaching of the civilization module, teachers were asked to give their opinion on the above statement. The results obtained revealed that the majority of them agree with the statement. This result confirmed the fact that teachers consider civilization teaching as a history teaching, and this justify their tendency to focus more on presenting pure historical content.

Statement 11: A content that is not varied and based only on the historical aspects of a certain nation may cause some learning difficulties to the majority of students. This includes students' lack of interest and curiosity in the civilization / history lessons.

Items	Respondents	Frequency
Strongly agree	01	33.33%
Agree	02	66.67%

Disagree	0	0%
Strongly disagree	0	0%

Table 11: Teachers' Opinion about the Effects of the Content

In order to see if the content that is presented inside the classroom can be less motivating factor for students learning about civilizations, the teachers were asked to give their opinion on Statement 11. From the revealed results, it is clearly noticed that the majority agree with this statement. In which two teachers agree, and one teacher strongly agree.

Statement 12: The extensive use of the traditional ways and techniques in teaching civilization accounts for students' misinterpretation to the significance of the course.

Items	Respondents	Frequency
Strongly agree	00	00%
Agree	03	100%
Disagree	00	00%
Strongly disagree	00	00%

Table12: Teachers' Opinion on the Use of Traditional Ways and Techniques in Teaching Civilization

To see if the lack of use of alternative ways and techniques in teaching civilization could account for students' misinterpretation to the significance of the course, civilization teachers were asked to give their opinion about the statement above. The results obtained show that they all agree on this.

Section Five: Teachers Suggestion

Question 13: At this level, do you think civilization sessions reach its meant pedagogical goal as a course?

-In both cases, please say why?

Items	Respondents	Frequency%
Yes	00	00%
No	03	100%
Total	03	100%

Table13: Teachers' Opinion about Pedagogical Goal of Civilization Courses

Based on the obtained results all the teachers believe that the civilization course did not reach its pedagogical goal yet. According to their answers, their justifications were linked to the lack of materials and specialized laboratories that may help the learners to grasp the real underlined goals of the course. Moreover, the participants mentioned the time constraints as an obstacle in teaching the module appropriately.

Question 14: What do you suggest in the respect of raising students' awareness towards the significance of learning about different civilizations?

According to the results, the respondents come up with some suggestions to raise students' awareness towards civilization course. The teachers asserted the importance of introducing the significance of this module to EFL students via explaining to them that the target language cannot be taught without its civilization and its culture. Moreover, since the way to understand the future is to understand the past, teachers claimed that they should cooperate and coordinate together to make the course more attractive and enjoyable to their students by varying teaching resources and materials

Conclusion

The aim of the present study was to seek profoundly EFL students' attitudes towards teaching civilization, and to focus mainly on the relationship between their negative attitudes toward the course and the pure historical content they receive. In this research quantitative data were obtained from data collection instruments. Two questionnaires were designed to reach the objectives of this research. Students' questionnaire was distributed to (N=40) second year students. Teachers' questionnaire was distributed to all the civilization teachers at Chadli Benjedid University, English department. The present paper took place during the second semester in the academic year 2019/2020.

The following chapter will discuss the results in relation to the research questions, and will provide a set of pedagogical implications of the current study, a set of suggestions, and recommendations for future researchers.

Chapter Five: Discussion and Recommendations

Introduction

This chapter discusses the obtained results of the conducted study in relation to its research questions and previous researches. Moreover, it introduces the pedagogical implications of this research and provides recommendations and suggestions for future researchers related to the theme of this dissertation.

Discussion of the Results in Relation to the Research Questions

Question One:

The first research question was set to explore students' attitudes towards civilization courses and whether history really creates learning difficulties and obstacles that make students lose their interest in the module. Based on students' and teachers' answers on the conducted questionnaires, it can be assumed that students' negative attitudes towards civilization course and its historical aspects are not expected only to be due to the historical content they receive, but also to the way it is being taught. The researchers recognize that the majority of the students do not like the fact that they are learning civilization. Based on question 05, a very considerable number of the students (70%) said no, and when they were asked to clarify the reasons, the majority refers to the content and the way of teaching. Therefore, in an attempt to know the nature of content they receive, teachers were asked about the content they focus on while presenting the civilization lessons. The obtained results from teachers' questionnaire showed that they focus on presenting historical events and achievements of particular nations. This gives us the assumption that the course is designed mainly to teach history. Since interest and motivation are key factors, students were further asked if they really enjoy the course when it deals with the history of particular nations (question

10). Again, the majority of responses were negative. To clearly understand their attitudes, students were asked to identify the reason. The revealed results confirmed that it is taught in dull way. Thus, the first hypothesis is validated.

Question Two:

The second question was set to see whether or not the current techniques and materials used in teaching civilization are successful in terms of helping the students to grasp the content knowledge, and motivate them to learn about the target culture. It was assumed that these techniques and materials are not helpful, and this was clearly noticed in the students' uncertainty in answering the question 09, where they were asked if the way of the teaching is helpful for them, the responses varied between "little" and "no" but no one said "yes". Whereas, they totally respond negatively (90%) when they were asked about the effectiveness of the teaching materials they have been exposed to. The results revealed from the teachers' questionnaire that all the civilization teachers rely only on the white board and books to deliver the content of the civilization lessons. It is apparent that there is less exposure to some effective teaching techniques and materials that have the potential to make the students understand and function well during the course. This was clearly observed through students' answers to question 12 when they were asked if their instructor uses any kind of visual aids during the session, the majority of the respondents said "never". Based on this. The findings indicate that the second hypothesis is validated.

Discussion of the Results in Relation to Previous Researches

The obtained results of the present work are all similar to the revealed results of the reviewed conducted studies which dealt with the same subject matter that we have already mentioned in the second chapter of the present work. In the current study it was revealed that students' negative attitude toward the civilization course is caused by the way it is being

taught, and the historical content they receive. The findings are similar to the obtained results reached by Bouhidel (2005) which assumed that the huge emphasize on delivering pure historical content, present EFL students with learning difficulties that made the course lost its significance. Since interest and motivation are paramount, the content students receive and the way it is being taught are not interesting for them, and thus, the civilization session represents heavy boring course which consists of a lot of events that are hard to link, follow, and grasp during exams.

Moreover, the results of this study are also similar to the obtained results of a research conducted by Mehdaoui (2013) which assumed that the teachers do not vary between the techniques and materials that are used in teaching civilization, and thus, it is not successful in helping the EFL students to grasp the content knowledge appropriately or motivate them to learn about the target culture. In this light, the results of this research asserted this fact as well since it highlighted the fact that the current techniques and materials are presenting an issue to the students and they do not actually reflect their interest.

Implications of the Study

The present work aimed at looking closely to what extent EFL students are aware of the significance of teaching and learning civilization, and their attitudes towards the course and its historical content. As well as, it seeks to build an image about the extent to which the techniques and materials used in teaching civilization are helpful for them. Based on the obtained results, here are some implications to the study:

- History teaching is a part of civilization teaching, but it should not be the main focus of the course.

- A content that is not varied and based only on historical aspects of a particular nation may cause some learning difficulties, and accounts for students' misinterpretation to the significance of the civilization course.
- The extensive use of traditional techniques and materials in teaching civilization will not help the students to grasp the content knowledge appropriately or understand the target civilization and its culture, and thus, it made the students build the wrong assumption about the module.
- Teaching using traditional ways and materials can be used when there is a shortage of the available teaching materials, yet, today it is not difficult to access to many innovated and developed tools that enables the students to grasp the meaning easily.
- The lessons seem dull for many students when there is no attempt to vary the content or the way of teaching.
- Teaching through lecturing can be good for some students, and bad for others. Regarding that, the majority could be visual oriented, thus, the current techniques won't reflect their interest, or boost their curiosity to learn more about the subject matter. However, relying on alternative teaching will increasingly help them to understand better, and motivate them to function better in the learning process.
- The lack of educational instruments inside the university can stand as obstacle to the teachers and students as well since it would directly lead them to be less interested and motivated to learn.

Suggestions and Recommendation

Based on the findings and the outcomes of present research, several recommendations are afforded to the ministry of education, administrators at Chadli Benjedid University, EFL students, and civilization teachers.

Recommendations to the Ministry of Education

- An explicit adaptation of the teaching curriculum to pay more attention to civilization module within EFL teaching by designing a curriculum that suit the students' expectations and preferences.
- Curriculum designers and educational planners should publish teaching and learning sources and books that are mainly concerned with civilization.
- Equip the universities with the necessary pedagogical materials, which have the potential to raise students' awareness toward the significance of this course.
- Seminars, trainings and workshops, should be organized to overcome the current situation of teaching this module, and provide guideline on how it should be taught in order to reach the intercultural awareness, and ultimately enhance the students' intercultural competence.

Recommendations for the Administrators at Chadli Benjedid University

- The responsible at the English department is required to provide laboratory for students to hold the civilization session because it has the potential to make students grasp the knowledge better.
- The administrator at the English department has to provide the teachers with the needed technical assistance to make them able to use the various available materials.
- Expand the time devoted for the civilization course.
- The administration should find the way to resolve the issue of the crowded classrooms.

Recommendations to EFL Students

- Students should be open-minded towards learning about different civilizations and cultures.
- Students should recognize that some teachers stick to old teaching materials, not because they are not aware of the available interesting tools, but it is due to the fact that the majority of them are not qualified enough to deal with the new technological materials if existed.

Recommendations to the Civilization Teachers

- The civilization teachers are advised to design some civilization lessons that are mainly based on the students' preferences. During the process of building this research, we noticed that the majority of students want to learn about things like; other people traditions, customs, lifestyle...etc. Which are representing the cultural aspects of other nations, therefore, teachers' should minimize the historical content and try to emphasize more on delivering a cultural content that boost students' curiosity about the target civilization.
- Teachers should organize the course in a way that the time does not become a constraint.
- The civilization teachers should not be the only source of information during the session, students are required to be engaged based on their own research about the subject.
- Teachers should rely more on the thematic teaching since it give the chance for the teacher to discuss different subjects during one session.
- Teachers can incorporate project work because it makes the students search for the information, and encourages cooperative work.

- Civilization teachers should know the fact that it requires more interesting and developing techniques and materials to boost students' curiosity inside the classrooms.

Suggestions for Further Researches

A subject regarding civilization in the context of teaching and learning is to some extent new and only a few researchers have dealt with it before. Based on this, it is recommended to conduct further researches on the following areas:

- The role of teaching civilization in improving students' language proficiency.
- Enhancing students' intercultural competence through teaching civilization.
- The use of teaching laboratory in teaching civilization module.
- The importance of alternative teaching in civilization courses.
- The thematic approach to teach civilization.
- The significance of teaching civilization in EFL classrooms.

Conclusion

In this chapter, the researcher discussed the hypotheses in relation to the results of the study. The first research question aimed at exploring students' attitudes towards the civilization course and the historical content they receive. From the obtained results, it was detected that the majority of them do not like the content they receive because it does not reflect their interest and it is taught in dull way. Teachers' perceptions were obtained through a questionnaire distributed specifically to all the civilization teachers at the English department. The findings collected from the later asserted that students are not aware about the significance of this course. Furthermore, the second question of this study intended to know

the extent to which the techniques and materials used to teach this course are successful to students. The obtained results are negative as well, and it comes with a set of multiple constraints faced by the target teachers in EFL classrooms. The presented pedagogical implications of the research attempt to raise awareness towards the significance of teaching civilization in EFL classes. Besides, a set of recommendations and suggestions for further researches concerning the same subject of the study are highlighted.

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APPENDIX (A)

Teachers' Questionnaire

Dear students,

This questionnaire is designed to gather information about student's attitudes towards the teaching of civilization to the second year English students at Chadli Benjedid University. You are kindly invited to answer a set of questions as a part of research data to get Master two degree.

Please answer with a tick in the appropriate box and clarify when necessary.

Thank you for your collaboration and understanding

Section one: Background Information

1-You are:

Male

Female

2-Your age is.....years old.

3-When you first choose to study English, did you know that you will be taught civilization?

Yes

No

Section two: The civilization course

4- According to you, Civilization is:

- Similar to culture.
- Different from culture.
- An umbrella term in which the culture is one of its components.
- Other, specify

.....

5- Do you like the fact that you are learning civilization?

Yes

No

If yes, because:

- It enables you to build a clear image about the target culture.
- It makes you discover new civilizations and new people.
- It improves your English proficiency through acquiring new vocabulary items.
- It helps you to understand the history of certain people.
- Other, please specify

.....

If no, because:

- No need for learning such module.
- You don't expect to meet people from different culture and civilization.
- The content is inadequate.
- The way of teaching is not interesting.
- The teaching materials are not available or not interesting.

6-Do you think the civilization course enable you to gain knowledge about:

- The history of the American and British people.
- The culture of the American and British people.
- The English language of the American and British people.
- All of them.
- Other, specify

.....

7-How many sessions do you study civilization per week?

- One session per week.
- Two sessions per week.
- Three sessions per week.
- More than that ,please specify

.....

8-Do you think the time devoted for the civilization course is sufficient?

Yes No

-In both cases, justify your answer.

.....

9- Does the way of teaching this module help you to really understand the lesson and target culture?

Yes A little No

-In all cases, explain why?

.....
.....

10- Do you enjoy the civilization course when it deals with the history of a particular nation?

Yes No

If yes, is it because?

- The history is similar to a story.
- The history is one of your favorite subjects.
- A way to better understand the present is to understand the past.
- Other reasons, explain

.....
.....
.....

If your answer is no, is it because the history is?

- Full of events that is difficult to link and follow.
- Hard to be memorized for exams.
- Taught in dull way.
- Other reasons:

.....
.....

11- Do you think that the teaching materials used by the teacher of civilization are good enough for learning culture and its civilization?

Yes No

-Justify your answer:

.....
.....

12- Does your instructor use visual aids during the session?

- Usually
- Often
- Sometimes
- Never

13-Do you think that your teacher can make the civilization course more interesting?

Yes

No

If yes, say how?

.....
.....

If no, is it because:

- The teacher does not belong to the target culture.
- The limited knowledge of the teacher concerning the subject matter.
- The extensive use of the traditional ways of teaching, like lecturing.
- Lack of materials that may boost student’s interest and help them to be aware of the differences between their culture and the target culture.
- The curriculum design.
- The limited time.
- All the above
- Other reasons, please mention them:

.....

Again, thank you for your collaboration

APPENDIX (B)
Teacher's Questionnaire

This questionnaire is designed for the purpose of providing data for research aiming at exploring teachers' attitudes towards teaching civilization at Chadli Bejedid University, the department of English. You are kindly invited to answer a set of questions as a part of research data to get the Master degree in didactics of English.

Please answer the following questions either by ticking the appropriate boxes or making full statements.

Thank you for your collaboration and understanding

Section One: Background Information

1-What is your teaching specialty?

- Didactic
- Civilization
- Other, please specify your answer:

.....

2-How long have you been teaching civilization?

.....year(s)

Section Two: The Way of Teaching Civilization

3-When you presenting lectures of civilization, you focus on:

- Presenting historical events and achievements of a particular nation
- Presenting the cultural aspects of a particular nation
- Presenting new vocabularies related to the target culture and its civilization
- All presented in equal scale
- All presented at different scale

4-While teaching civilizations, which approach do you use to present your lessons:

- The chronological approach
- The thematic based approach
- Both
- Other, please specify.....

5-What kind of materials do you use to deliver the content of the civilization course?

- The white board
- Books
- Visual aids
- Teaching laboratory
- Other, please mention them:
.....

Section Three: The Teachers' Opinion about their Students

6- In your opinion, does the civilization course seem enjoyable for your student?

Yes

No

In both cases, say why?

.....
.....

.....
.....

7-On the basis of student’s curiosity, are your students really interested in learning about the ancient history of a certain nation?

Yes No

-If yes, say why?

.....
.....
.....

-If no, is it because the history is:

- Full of events that are difficult for them to link and follow.
- Hard to be memorized in exams.
- Lack of materials that may boost their interest and help them to have clearer image about the target culture and its civilization.
- The content is boring for most of them
- The use of the traditional way to present the content
- The limited time
- All of the above
- other reasons, please feel free to state them:

.....
.....
.....
.....

8-In your opinion, do you think that the students are aware of the significance of the civilization course in their study?

Yes

No

-In both cases, please justify your answer?

.....

9-In your point of view, do you consider the current ways and techniques used in teaching civilization as successful in terms of enabling the students to grasp the content knowledge easily?

Yes

No

Section Four: Teachers' perspectives towards some statements related to the teaching of civilization

10- The civilization teaching is all about history teaching

- Strongly agree
- Agree
- Disagree
- Strongly disagree

11-A content that is not varied and based only on the historical aspects of a certain nation may cause some learning difficulties to the majority of the students. This includes students' lack of interest and curiosity in the civilization /history lessons.

- Strongly agree
- Agree

- Disagree
- Strongly disagree

12-The extensive use of the traditional ways and techniques in teaching civilization accounts for students' misinterpretation to the significance of the course.

- strongly agree
- Agree
- Disagree
- strongly disagree

Section Five: Teacher suggestion

13-At this level, do you think that the civilization sessions reach its meant pedagogical goal as a course?

Yes

No

-In both cases, please say why?

.....
.....
.....

14-What do you suggest in the respect of raising students' awareness towards the significance of learning about different civilizations?

.....
.....