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AN INVESTIGATION INTO THE TEACHING

METHODOLOGY OF BRITISH CIVILIZATION COURSE IN

FIRST YEAR LMD CLASSES: DEPARTMENT OF ENGLISH

AT BLIDA UNIVERSITY

By

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ABSTRACT

This research project endeavours to investigate the way British Civilization course is taught to first year LMD students enrolled in the Department of English at USDB. The purpose behind this investigation is to probe first year LMD teachers' methodology and their students' learning achievements in the subject of British Civilization in terms of improving their English language proficiency and grasping the content of the subject simultaneously. Throughout an analytical descriptive study, the focus is made on revealing the inadequacy of the prevailing teaching methodology of British Civilization in terms of: (1) being non-convergent with current EFL teaching methodologies which stress the development of language proficiency through interactive communication in the language classroom;(2) being inefficient for enhancing students' English linguistic capacities, especially as the latter is the only tool mediating between the students and the course content; hence students' disability to discover the value of British Civilization course as a cultural aspect of EFL education; (3) hindering students' achievements in the subject of British Civilization. To accomplish this study, three research instruments were used: a questionnaire for first year LMD students, a structured interview for first year LMD teachers of British Civilization besides students' British Civilization exam papers analysis. The examination of the data collected provided evidence and confirmed our hypotheses. Yet, on the basis of literature reading and the results obtained from the study, some suggestions and recommendations are made in order to ameliorate the current teaching methodology of British Civilization course in first year LMD classroom. Thus, students are hopefully expected to improve their English language proficiency and attain their achievements in British Civilization subject.

Keywords: EFL teaching methodologies; EFL culture teaching/learning; British Civilization teachers' methodology; First year LMD classes at USDB.

ملخص

مشروع البحث هذا يحاول التحقيق في الطريقة التي يدرس بها موضوع الحضارة البريطانية لطلبة السنة الاولى ل.م.د المسجلين في قسم اللغة الانجليزية بجامعة سعد دحلب ـالبليدة.الغاية من وراء هذا التحقيق هو بحث منهجية التدريس المتبعة من طرف أساتذة السنة الأولى ل.م.د و كذا التحصيل العلمي لطلبتهم في موضوع الحضارة البريطانية فيما يخص كل من تحسين مستوى التمكن اللغوي في الانجليزية و فهم محتوى الموضوع في آن واحد.من خلال دراسة وصفية تحليلية جعل التركيز على إظهار عدم ملائمة منهجية التدريس السائدة لموضوع الحضارة البريطانية حيث أنها:1) ـ لا تتماشى و المنهجيات الحديثة لتدريس اللغة الانجليزية كلغة أجنبية و التي تؤكد على تطوير التمكن اللغوي من خلال الحوار التفاعلي في قسم اللغة؛ 2)ـ غير مفيدة لتعزيز قدرات الطلبة اللسانية في اللغة الانجليزية, خاصة أن هذه الأخيرة هي الأداة الوسيطة الوحيدة بين الطلبة و محتوى الدرس, و بالتالي عجز الطلبة عن اكتشاف قيمة موضوع الحضارة البريطانية كعنصر ثقافي لتعليم اللغة الانجليزية كلغة أجنبية؛ 3)ـ تعيق التحصيل العلمي للطلبة في موضوع الحضارة البريطانية.من أجل انجاز هذه الدراسة تم الاعتماد على ثلاثة وسائل بحث: استبيان خصص لطلبة السنة الأولى ل.م.د, مقابلة أجريت مع أساتذة الحضارة البريطانية نظام ل.م.د.بالإضافة إلى تحليل أوراق امتحان الطلبة في موضوع الحضارة البريطانية.فحص المعطيات التي جمعناها أعطى دليلا شافيا و أكد فرضياتنا, ثم استنادا إلى المراجع المعتمدة و النتائج المحصل عليها من خلال الدراسة قمنا بتقديم بعض المقترحات و التوصيات من أجل إصلاح منهجية التدريس الحالية للحضارة البريطانية في أقسام السنة الأولى ل.م.د, آملين في أن يتمكن الطلبة من تحسين قدراتهم في اللغة الانجليزية و كذا بلوغ انجازاتهم المرجوة في موضوع الحضارة البريطانية.

أهم المفردات: منهجيات تدريس اللغة الانجليزية كلغة أجنبية, تدريس/تعليم ثقافة اللغة الانجليزية كلغة أجنبية, المنهجيات المتبعة من طرف أساتذة الحضارة البريطانية, أقسام السنة الأولى ل.م.د. بجامعة البليدة.

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LIST OF ABBREVIATIONS

CBA: Competency-Based Approach

CBI: Content-Based Instruction

CBALT: Competency-Based Approach to Language Teaching

CLT: Communicative Language Teaching

CT: Culture Teaching

EFL: English as a Foreign Language

FL: Foreign Language

FLT: Foreign Language Teaching

LMD: Licence, Master, Doctorate (for more information see Glossary)

TBA: Task-Based Approach

TBL: Task-Based Learning

TBLT: Task-Based Language Teaching

USDB: University of SAAD DAHLEB - Blida

GLOSSARY

- **Competence:** Chomsky defines it as "the speaker-hearer's knowledge of his language".

- **Communicative competence**: One's knowledge and capacity to use a language efficiently for communication.

- **Linguistic competence**: Knowledge of the rule-governed structure of the target language.

- **Language proficiency**: Showing the ability of performing the four skills of the target language: listening, speaking, reading and writing.

- **LMD system**: A system of education that awards principally three types of qualifications: Bachelor's, Master's and Doctorate. It is a Credit based system which requires drastic changes in the way courses are designed, taught and assessed. It places the student at the centre of the educational process. In other words it is a student-centered system.

- **Old educational system / new educational system (in Algeria)**: In the old educational system EFL was taught for five years starting from year two in the middle school (two years in the middle school + three years in the secondary school). However, since 2007 and due to reforms in the Algerian educational system EFL is taught for seven years (four years in the middle school + three years in the secondary school).

- **Performance**: The actual manifestation of language use.

- **Procedural knowledge**: Knowing the "how", i.e. focus on the process of learning.

- **Productive knowledge**: Knowing the "what", i.e. focus on the product of learning.

INTRODUCTION

1. <u>Background and significance of the study:</u>

The British Civilization course is important in EFL curriculum since it adequately responds to EFL learning, especially for LMD students who are expected to get a "Licence" degree in English after three-year study. Generally, as stated by Littlewood [1], the goal behind teaching content-based courses like British Civilization course is "to develop language ability by teaching other material (e.g.: history, geography or science) through that language". Relevant to this, what should be expected from teaching British Civilization to first year LMD students is first the improvement of their English language proficiency. Once this is achieved, students are not only able to grasp the content knowledge of the course, but even to move on to an advanced stage in EFL learning which is culture learning of the target language since "[A] language is a part of a culture, and a culture is a part of a language: the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture" [2]. So, to what extent are the above arguments reflected in the first year LMD classroom in the Department of English at the University of Saad Dahleb, Blida?

In the above context, however, British Civilization as a one semester subject is introduced to first year LMD students aiming at providing them with a general view about the British community focusing, mainly, on the historical aspect through the target language. Hence, the course of British Civilization plays a dual role in the language classroom by affording learners the content knowledge that would foster their linguistic capacities. However, this could not be achieved unless an adequate and effective teaching methodology is applied to make the learners interested enough to participate and to use their English language through interactive communication.

In fact, this is the very problem faced by both students and teachers in first year LMD classroom according to the data collected. The data also reveals that lecturing has become the favoured teaching method for most, if not all, teachers of British Civilization course whose syllabus is overloaded with theoretical lessons.

These are devoid of practice, typical of traditional teaching methodologies which focus on learning by rote for memorization of content even without understanding the meaning. The emphasis on "what" to learn rather than "how" to learn dwarfs the role of the students to merely non-interactive receivers of hardly graspable historical information towards which they rarely feel motivated. And when it comes to the final assessment of the course through an exam held at the end of the first semester, students' bad performance, as the analysis of their exam papers demonstrates, is highly reflective of traditional teaching methodologies which foster learning by rote rather than 'learning by doing'. The latter is increasingly stressed in current EFL teaching methodologies [4].

As a result, instead of being boosted, students' learning achievements are hindered both in terms of the development of their English language proficiency and understanding of the content knowledge. Hence, students would never come to realize the value of British Civilization subject as a culture-based course which can be aimed not only to enhance their linguistic abilities but even their intercultural communicative competence.

The greatest part of our impetus towards this research is due to: first, the endless complaints of first year LMD British Civilization teachers about the disappointing scores of their students; second, first year LMD students' ignorance about the real value of learning such a content-based course and their recurring questions (for instance: why are we studying these ancient events?). There are other reasons which pushed us to ponder on this topic among which our own teaching experience and reading about different teaching methodologies, especially the most current ones like Communicative Language Teaching, Competency-Based Approach to Language Teaching, Content-Based Instruction and Task-Based Language Teaching, mainly in foreign language contexts. All these language teaching methodologies are given space in the present research which is meant for investigating British Civilization teachers' classroom methodology in first year LMD classes in the Department of English at USDB.

2. <u>Statement of the problem:</u>

Certainly, English is thoroughly established as a global language due to internationalization. Thus, a steadily growing interest in teaching and learning English as a foreign language is gaining momentum in all present world nations, and Algeria is no exception. Moreover, "as English becomes the chief means of communication between nations, it is crucial to ensure that it is taught accurately and efficiently" [3]. For this very end different approaches and teaching methodologies have shaped the historical evolution of EFL education. Recently, applied linguists have introduced various new methodologies of EFL teaching and learning. Here, the essence of language learning is based on learners' participation and interactive communication for the sake of developing language as well as intercultural competence to communicate fluently and accurately rather than memorizing the rule-governed structure of the target language as the traditional teaching methodologies used to focus on.

Yet, in spite of thoughtful initiatives made in the field of foreign language teaching, most, if not all, teachers of British Civilization in first year LMD classes in the Department of English at USDB are still committed to traditional teaching methodologies, as revealed by the data collected. The nature of the British Civilization subject as a content-based course led to both teachers' and students' misconceptions about this very subject for being totally theoretical. This approach to British Civilization course by first year LMD teachers made them adopt a lecturing method for teaching it. Consequently, the content knowledge of the course is over-focused at the expense of language. Thus, the British Civilization course has become very difficult for the students who do not find teachers' methodology appropriately responding to their learning needs as neither their language proficiency is improved nor the content is grasped by most of them since they rely on learning by rote for the memorization of the content. Then, the result is usually undesirable scores and endless complaints.

Therefore, in an attempt to tackle the problem the present research project tries to put the context described above under study. This aims at investigating British Civilization teachers' methodology in first year LMD classes in the

Department of English at USDB. Thus, we suppose that the theoretically overloaded methodology of teaching British Civilization course in first year LMD classes is inadequate. Indeed, it is the salient reason behind all the problems raised above in this very context.

3. <u>Research questions:</u>

This research endeavours to conduct an investigation concerning the relevance of the prevailing way of teaching British Civilization course to first year LMD students enrolled in the Department of English at USDB. Through different instruments of research, namely a questionnaire administered to first year LMD students, a structured interview addressed to first year LMD teachers, and first year LMD students' British Civilization exam papers, we have decided to examine this problem by putting forward the following research questions:

1- To what extent does the prevailing way of teaching British Civilization course in first year LMD classroom reflect the current EFL teaching methodologies in terms of interactive communication to develop learners' language proficiency?

2- Does this way of teaching adequately interpret the value of teaching British Civilization course as a cultural aspect of EFL education; hence it can be aimed at developing students' intercultural communicative competence?

3- Being the tool mediating between the students and the content knowledge of the course, to what extent is British Civilization teachers' methodology successful in terms of helping first year LMD students to attain their achievements in the subject of British Civilization in respect to both the development of their linguistic capacities and grasping the content knowledge of the course?

<u>Hypotheses:</u>

As a first step in our attempt to find answers to the questions stated above we formulate the following hypotheses:

Hypothesis 01:

- We assume that the way of teaching British Civilization course to first year LMD students enrolled in the department of English at USDB is inadequate and far from being reflective of the current EFL teaching methodologies.

Hypothesis 02:

- We assume that this way of teaching is inappropriate in respect to the development of the students' language proficiency, especially as the latter is the only tool available for the students to meet the difficulties of the course content; hence students' disability to discover the value of British Civilization course as a cultural component of EFL education.

Hypothesis 03:

- We assume also that this way of teaching hinders the students' learning achievements in the subject of British Civilization.

4. Objectives of the study:

The objectives of the present study are threefold. First, it aims at investigating the way British Civilization course is taught to first year LMD students enrolled in the Department of English at USDB, and finding out if this way of teaching copes with the current EFL teaching methodologies. Second, it attempts to show that this way of teaching is inadequate in regard to the development of first year LMD students' English language abilities and their capacity to attain their expected achievements in the subject of British Civilization. In that, as EFL learners, first year LMD students are expected to progress in their linguistic productive capacities, especially in their writing skill which makes the basis of British Civilization exam, and their linguistic perceptive abilities, particularly their ability to grasp the content knowledge of the course be it oral (teacher's lecture) or written (e.g. historical documents) . Third, it tries to provide some suggestions and recommendations that could be helpful not only to improve the way of teaching British Civilization in first year LMD classes, but also to push forward students' learning achievements both in terms of using the target language and

understanding the content knowledge of the course. All these objectives underpin the investigation of the issue under study: the inadequacy of the prevailing teaching methodology of British Civilization subject in first year LMD classes at USDB. This issue will be handled in a thorough systematic process, in the present research project, throughout four interrelated chapters.

5. <u>Structure of the thesis:</u>

Chapter one reveals the literature review of foreign language teaching methodologies both so-called traditional and current ones as well as course design with all its components. So, a thoughtful space is devoted to explain and discuss Communicative Language Teaching and its extensions: Competency-Based Approach to Language Teaching, Content-Based Instruction and Task-Based Language Teaching as opposed to the Grammar Translation Method, Audiolingualism, and the Direct Method among others. In addition, items which relate to course design like curriculum, syllabus design, establishing course goals and objectives, teachers' and learners' roles, and evaluation of course design and methodology are also treated in this chapter. Thus, the latter aims not only at providing the theoretical basis of the present study but even at testing, though partially, our first hypothesis which assumes that the way of teaching British Civilization course in first year LMD classes at USDB does not cope with current EFL teaching methodologies.

Chapter two uncovers the nature of British Civilization course and the value of teaching it as a cultural aspect of EFL education, which most teachers and students ignore. So, being a culture-based course British Civilization subject should support foreign culture teaching / learning which is inseparable from foreign language teaching / learning [2]. That is why this study takes into consideration culture teaching with special reference to its historical background, its importance, and its implications in EFL classroom. Moreover, this chapter looks at the subject of British Civilization as it is designed to be taught to first year LMD students enrolled in the Department of English at USDB.

Chapter three represents the practical part of the study. It describes the research methodology design, data collecting tools, and data analysis procedure.

Moreover, this empirical part is put into effect through a detailed study of a questionnaire administered to first year LMD students, a structured interview conducted with first year LMD teachers of British Civilization in the Department of English at USDB, and a careful examination of first year LMD students' exam papers. This part mainly concerns teachers' and students' perceptions of British Civilization course and its objectives, teachers' and students' roles, and teachers' classroom methodology, especially. The findings of this exploratory research area are expected not only to diagnose the issue under study and prove the aforementioned hypotheses, but even to clear the path towards possible remedies that chapter four is supposed to provide.

Chapter four tries to put forward some suggestions and recommendations. It aims at improving the way of teaching British Civilization course in first year LMD classes in the department of English at USDB. It suggests re-examining the course design of British Civilization subject, particularly in terms of teachers' classroom methodology. It also focuses on reconsidering the value of this subject as a culture-based course which would help establishing its goals and objectives. Moreover, this chapter recommends looking again at teaching and learning variables, for instance learners' needs, teacher's role, teaching materials, and classroom practices among others, in first year LMD British Civilization classroom in order to make teachers' methodology more adequate to enhance students' learning achievements and outcomes.

CHAPTER 1

AN OVERVIEW OF FOREIGN LANGUAGE TEACHING METHODOLOGIES AND COURSE DESIGN

Introduction

The continuous research in language learning and teaching has enriched this field with diverse methodologies. The most current ones like the Competency-Based Approach to Language Teaching, Content-Based Instruction and the Task-Based Language Teaching are highly acknowledged by the majority of language teachers and researchers as the most effective teaching methodologies, especially in foreign language teaching context [5]. They are extensions of the Communicative Language Teaching method that came as a reaction against the traditional language teaching methodologies like: the Grammar Translation Method, Audiolingualism and the Direct Method among others. The review of these FL teaching methodologies is hopefully meant for helping us identify the kind of first year LMD British Civilization teachers' methodology.

Furthermore, in respect to the focus of this research on classroom teaching methodology which is one of the components of course design, items like: curriculum, syllabus, syllabus design, and evaluation of course design and methodology are worth of consideration and need to be given careful treatment. Thus definitions must be provided, clarifications must be made and ambiguity must be avoided.

Yet, the aim of this chapter is to provide the theoretical basis of the present research project. It is an overview of different foreign language teaching methodologies, both so-called traditional and current ones. This overview is expected to be helpful to determine the belonging of British Civilization teachers' methodology in first year LMD classroom. Then, accordingly we intend to test our first hypothesis which assumes that the way of teaching British Civilization course in first year LMD classes in the Department of English at USDB is far from being reflective of the current EFL teaching methodologies.

1.1. Foreign language teaching methodologies:

1.1.1. Background to foreign language teaching methodologies:

Until about the mid of 1960's, the field of second language learning research had been dominated by behaviourist ideas. These, according to Littlewood, emphasized "learning through habit-formation, which was brought about by imitation, reinforcement and repetition of behavior"[1] (p17). Corresponding to these ideas the Direct Method was originated as a reaction to the Grammar Translation method. The latter "has no obvious theoreticians" as stated by Els, T.V.et al [6]. It was based on translation and learning the vocabulary and rule system of the target language by rote. This was rejected by the Direct Method which suggested that rules of grammar should be acquired inductively and the best method is "not to make the learner learn the rules themselves, but to provide direct practice in speaking and reading through imitation and repetition"; moreover, "the best method of teaching meaning" is through "visual perception" (ibid.). This behaviourist learning was reinforced by the Audiolingual method.

Audiolingualism was originated in America. Like many other language researchers, Stern notes that ". . . the origins of audiolingualism are to be found in the 'Army Method' of American wartime language programmes in World War II." [7]. Indeed, the Audiolingual method was the product of the linking of the structuralist linguistic theory with the behaviourist learning theory. In addition, Audiolingualism shared with the Direct Method most of its principles. For example, as Stern states "Like the direct method, audiolingualism tries to develop target language skills without reference to the mother tongue" (ibid., 464). Audiolingualists made the separation of the four skills of language and acknowledged the primacy of listening and speaking over reading and writing. However, the weaknesses of Audiolingualism prompted its progress and forced its usefulness to diminish.

By the late 1960's and early 1970's, the field of language teaching and learning witnessed controversial developments. Chomsky's (1959) attack of structuralism and behaviourism, because of their rejection of the mental aspect of language learning, led to the decline of Audiolingualism and gave rise to new language teaching approaches and methodologies [8]. The cognitive-code theory

was one of them. This method acknowledged "the role of abstract mental processions in learning rather than defining learning simply in terms of habit formation" (ibid., 60). In addition, with the Silent Way, Suggestopedia and other teaching methods, which share the same principles, a focus is made on what the behaviourist methodologies failed to consider, i.e. the mental aspect of language learning.

Thus, methodologies like the Silent Way and Suggestopedia were based on humanistic approach to language teaching and learning "which views learning as a problem-solving, creative, discovering activity, in which the learner is a principle actor rather than a bench-bound listener" (ibid., 100). This is in theory, yet in practice these methodologies are not distinct from previously stated methodologies (e.g. audiolingualism) which focus principally on memorization of the target language grammatical structure through repetitive practice and drilling (ibid., 111).

Nevertheless, these methodologies would be forced into re-examination in the coming years as the field of language research witnessed salient progress thanks to studies in sociolinguistics. Therefore, learning a language would no longer be viewed only as an individual accomplishment, but also as a social experience. This would pave the way to the emergence of the Communicative Language Teaching (CLT) as need arises "to focus in language teaching on communicative proficiency rather on mere mastery of structures" (ibid., 64).

In spite of such substantial progress of FLT methodologies, traditional teaching methods which based on learning by heart and memorization of content are still used though to varying degrees. One good example of this is the case of our study. Teachers of British Civilization course in first year LMD classes in the Department of English at USDB are still committed to previously mentioned traditional instruction that fits only in teacher-centered classrooms; though the principles of the LMD system, which has recently been introduced in the Algerian University (see Glossary), are grounded in the Competency-Based Approach. This can best be implemented through Task-Based Language Teaching which comes as an extension of CLT.

1.1.2. Communicative language teaching (CLT):

By the late 1970's and early 1980's, the constructivist school of thoughts claimed the failure of the previous language teaching methodologies to consider the functional and communicative potential of language. This new approach to the phenomenon of language marked the shift of interest in language research from the individual to society, i.e. considering language as a social event. This was advocated by many well-known language researchers like: Vygotsky(1978), J. Firth and Halliday (1973; 1978), Savignon (1972), and Hymes (1972). The latter's seminal work on the communicative competence would not only complete Chomsky's linguistic competence, but even become the theory basis of the Communicative Language Teaching method.

Hymes's (1972) contribution in the field of linguistics widened the scope of competence to include not only the ideal speaker-hearer underlying grammatical knowledge, but even the capacity to put this knowledge into use. According to Hymes (1979) "The acquisition of competence for use, indeed, can be stated in the same terms as acquisition of competence for grammar" [9].

What is remarkable here is that one cannot refer to competence for language use without referring to competence for its grammar and vice versa, since "there are rules of use without which the rules of grammar would be useless." (ibid.,p15)

In fact, Hymes goes further to give a detailed analysis of communicative competence which for him comprises four sectors [10]:

1. Whether (and to what degree) something is formally *possible*;
2. Whether (and to what degree) something is *feasible* in virtue of the means of implementation available;
3. Whether (and to what degree) something is *appropriate* in relation to a context in which it is used and evaluated;
4. Whether (and to what degree) something is in fact done, actually *performed*, and what its doing entails. (Author's italics)

After Hymes, many other language researchers made seminal participations in the classification of communicative competence (Canale and Swain, 1980; Yule and Tarone, 1990; and Bachman, 1990) [2] pp 246-48.

Let us examine the most important classification which is that of Canale and Swain (ibid., 247) as it becomes "…the reference point for virtually all discussions of communicative competence". Other models yielded by for example the contribution of Yule &Tarone (1990), and Bachman (1990) are based on Canale and Swain's classification where four subcategories that underpin communicative competence are identified:

1. **Grammatical competence**: This can be associated with what Chomsky calls 'linguistic competence' and what Hymes refers to as what is 'formally possible'.
2. **Discourse competence**: It concerns the learner's ability to understand and be understood in various sorts of discourse be it oral or written.
3. **Sociolinguistic competence**: This requires the learner's capacity to comprehend the sociocultural aspects of the context in which communication takes place.
4. **Strategic competence**: It refers to all that communicators use, both verbal and non-verbal communication strategies, to cope with breakdowns in communication that can occur because of performance variables or lack of adequate competence.

What can be observed is that all the contributions stated previously complete each other in a way that would provide the theoretical ground on which CLT stands. As Richards and Rodgers maintain, in CLT "the interactive processes of communication received priority" [8] (p83). As such, CLT proves to be the most current language teaching method and all the methods that preceded it are nowadays considered 'traditional' though they are still used in some contexts where a structural approach to language teaching often prevails.

As far as the features of CLT are concerned, Brown states four principal characteristics that he perceives as a definition of CLT in the classroom [2]:

1. Focus on all of the components of communicative competence and not restricted to grammatical or linguistic competence.

2. Engaging learners in the pragmatic, authentic, functional use of language for meaningful purposes.
3. Fluency and accuracy.
4. Use of language productively and receptively.

In the same way Rodgers summarizes the principles of CLT as follows [11]:

1. Learners learn a language through using it to communicate.
2. Authentic and meaningful communication should be the goal of classroom activities.
3. Fluency is an important dimension of communication.
4. Communication involves the integration of different language skills.
5. Learning is a process of creative construction and involves trial and error.

It is obvious that the importance of interactive communication is highly focused by both Brown and Rodgers as the focal point of CLT. However, while Brown considers fluency and accuracy as being of equal significance, Rodgers highlights fluency as a crucial aspect of communication neglecting in such way accuracy as another essential dimension of communication. As far as our study is concerned, we consider that both fluency and accuracy should be devoted equal attention in first year LMD classes of British Civilization in the Department of English at USDB.

For her part Savignon tries to define the essence of CLT as "the engagement of learners in communication to allow them to develop their communicative competence." [12] (p22). Therefore, in the foreign language classroom context, CLT focuses on integration of language skills through learners' participation and interactive communication as the best way to achieve language proficiency. The latter, which should be emphasized in teaching British Civilization course to first year LMD students enrolled in the Department of English at USDB, is totally neglected as illustrated by the data gathered (see Chapter 3). The focus of first year LMD British Civilization classroom is mainly on content knowledge which is taught through lecturing and learnt by rote from the part of the students through memorization of most often non-graspable historical information as revealed by students' answers of, for instance, items 8, 11, 12 & 15 (see Appendix C). This way of teaching is typical of traditional language teaching methodologies,

such as Grammar Translation Method. It is the fact that we have come close to by analyzing the data provided by teachers' interview (see Chapter 3).

Furthermore, unlike the traditional methodologies of language teaching, language research that was conducted after the appearance of CLT would contribute a great deal to its extension and progress rather than stagnation and rejection. Recently, and by the 1990's the use of various extensions of CLT has become widespread. These extensions can be classified into two types: product-oriented CLT approaches and process-oriented CLT approaches [13]. The first type can be best represented by the Competency-Based Approach to Language Teaching (CBALT), while the second type comprises Content-Based Instruction (CBI) and Task-Based Language Teaching (TBLT). These CLT extensions are consecutively treated hereinafter.

1.1.3. CLT Extensions:

1.1.3.1. Competency-Based Approach to Language Teaching:

The Competency-Based Approach (CBA), also Competency-Based Instruction (CBI) is a product-based CLT approach. In the context of language teaching, CBA is referred to as Competency-Based Approach to Language Teaching (CBALT). It first appeared in the USA in the 1970's, then in UK in the 1980's; it passed by France in the 1990's to reach Algeria in the 2000's [14].

As far as its definition is concerned, CBALT is often looked at as an outcome-driven approach to language teaching. For instance, Richards writes that it is [13]:

> "An approach that has been widely used as the basis for the design of work-related and survival-oriented language teaching programs for adults. It seeks to teach students the basic skills they need in order to prepare them for situations they commonly encounter in everyday life."(p41)

In the same way, Schenck defines CBA as an "outcome-based instruction . . . [It] is based on a set of outcomes that are derived from an analysis of tasks typically required of students in life role situations." [15].From both definitions it is fairly

evident that CBA comes to satisfy the ever growing needs of an ever changing world market by supplying it with well rounded individuals.

In the case of language teaching, the skills and competencies of these individuals are expected to be sharpened through "work-related and survival-oriented language teaching programs". Thus, the concept of competencies is highly accounted for here.

Following Marowincki (in ibid.), competencies "consist of a description of the essential skills, knowledge, attitudes, and behaviors required for effective performance of a real-world task or activity." In this sense, CBA is introduced to bridge the gap between classroom practices and outside world requirements. What matters is always the learning outcomes revealed in the learners' performances that should appropriately respond to the exigencies of the work place environment.

Pedagogically speaking, CBA classroom is learner-centered. In such a context, tasks[1] are the cornerstone of course design. Moreover, as Richards points out "the competencies needed for successful task performance are then identified and used as the basis for course planning." [13]. Therefore, in CBA classroom any teaching methodology is accepted provided that it will deliver the anticipated learning outcomes (ibid.).

As a developing country looking for the best standards for its educational system, Algeria opted for the introduction of some educational reforms to cope with worldwide changes. Relevant to this, Brakni states that "the new curricular perspectives introduced in the Algerian educational system since April (2003) establish the Competency-Based Approach (CBALT) for the teaching of languages" [16] (researcher's translation). In higher education, CBA has been supposed to be gradually applied in the Algerian universities generally and the departments of English studies particularly since 2004 following the reforms brought by the recently inaugurated system of LMD (see Glossary) [17]. As far as the Department of English at USDB is concerned, the LMD system has been put

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[1] The concept of 'task' is the feature that CBA and TBA have in common. More insights on this concept are given in the subsection (1.2.3.Task-Based Language Teaching).

into effect since 2007 without CBA, however; i.e. the educational framework is the LMD system, but classroom methodology is based on classical or traditional practices like theoretical lecturing. This would raise the question of whether classical classroom practices are compatible with the principles of the LMD system. Such enquiry would undoubtedly pave the way for other details that do not link to the present study; so they are left for further research.

In fact, the status of CBA in the Algerian educational field stands on shaky grounds as its application is still controversial. The reason behind this controversy is clearly summarized by Brakni in that "Algeria is characterized by the adoption (rarely the adaptation or the creation) of foreign theories, educational policies and practices that ignore the realities and the needs of the real context" [16] (researcher's translation). For his part, and after elaborating on the tenets of CBA, Miliani calls the Algerian EFL teachers to mind the bandwagon effect of CBALT [14]. Furthermore, Miliani provides the following assessment of CBALT:

MINUSES	PLUSES
Approach that underlines the precedence of outcome over knowledge & cognition	**A**chieves qualifications related to job/education requirements
Knowledge determined narrowly according to workplace requirements	**T**akes into account teacher assistance (TUTORING) in case of learners lagging behind schedule
Cultural & social aims of education ignored or at best not given proper place	**S**uccess is measured according to level of mastery of skills & knowledge
Humanistic dimension not given full support (attitudes & values)	**M**ore time given to perform job/education related skills
Emphasis on training to the detriment of education	**M**ore time for individual work
Links between tasks ignored (integration of skills)	**C**ost-effective & efficient

Table 1: Miliani's Assessment of CBALT [14]

Yet, Miliani concludes that "the CBALT can in no way be the panacea to the pedagogical problems the teaching of English meets in our country" (ibid). Perhaps, failure to applying CBALT in the Algerian EFL education exceeds "pedagogical problems the teaching of English meets in our country", as the writer

states, to include the political, economic and social ideologies that make up the framework of our educational system. As a product-oriented approach CBA fits the context of productive societies (e.g. USA and UK) wherein it first appeared rather than consumerist societies like Algeria. However, this would never mean to stick to most frequently fruitless classroom teaching practices as the case of first year LMD British Civilization classes in the Department of English at USDB. As EFL teachers we have to seek new alternatives in other FL teaching instructions.

In Content-Based and Task-Based instructions, perhaps, there could be effective options for teaching British Civilization in first year LMD classes instead of the prevailing inadequate way of teaching. Unfortunately, no attempts have been made to consider such alternatives as revealed by the data collected.

Nevertheless, these alternatives are worth of consideration in our research. The former, CBI, is taken into account as we are working on a content-based course, and the latter, TBI, is important for us since we intend to suggest the use of tasks and activities as one way of improving teaching British Civilization in first year LMD classes in the Department of English at USDB.

1.1.3.2. Content-Based Instruction:

As its name reveals, Content-Based Instruction implies the integration of language instruction with content instruction. This type of EFL classroom instruction provides, as Brinton et al., (1989) argue "a meaningful context for language development as it not only builds on students' previous learning experiences and current needs and interests, but also takes account of the eventual purpose for which students need the language" [18] (p420).

Content-Based Instruction, also known as CBI, was first introduced to teach English for specific purposes (ESP), i.e. teaching "specialized subjects such as medicine and law to non-native English speakers," [19]. CBI as Stoller (2004: 262) states "provides a means for students to their academic development while also improving their language proficiency" [20]. Thus, CBI can be perceived as a dual role instruction.

Moreover, CBI comprises three famous models: adjunct, thematic and sheltered, which, following Flowerdew, ''are all designed to help students with their

university content courses." [21]. However, the three models differ in their consideration of language and content. In the adjunct model both language and content of the course are of a primary importance. Whereas in the thematic model the focal aim of the course is to help students improve their proficiency in the target language, while in the sheltered model, the primary focus is "to help students master content material" Brinton et al., 1989 (in ibid).

In our case British Civilization subject is a content-based course and we consider that it can be taught using an adjunct-based CBI, as this "is usually found in EFL contexts" [22], where content and language are simultaneously dealt with. This can be realized by exploiting authentic material (see Chapter 2) that is stimulating for students to enhance their English language development as well as their content knowledge understanding. Furthermore, as an extension of CLT, CBI emphasizes creation of meaningful interaction in learner-centered classrooms by using the target language in collaborative learning through pair or small group activities (Kohonen, 1999; Vygotsky, 1978 and 1986; Willis, 1996; and Otha, 1995 and 2005).

This is unfortunately what is highly missing in the majority of our classrooms, and first year LMD British Civilization class is no exception. In such a context students seldom have the chance to interact with each other using the target language. This is simply because the classroom is teacher-centered. Thus, students would have opportunities to use their English language only when they try to answer their teachers' questions. Yet, students often find these questions ungraspable or their communicative competence insufficient to help them cope with the situation as revealed by the data collected. Therefore, as teachers of British Civilization we need to reflect on the situation and try to bring in alternatives, for instance Task-Based Language Teaching.

1.1.3.3. Task-Based Language Teaching:

The Task-Based Approach, also TBA, TBLT or TBL, is a foreign language teaching method which has been used since the 1980's and uses tasks as its core programmes to proceed with language teaching. The concept of Task-Based Learning was first coined by Prabhu (1987) after his Bangalore project which was carried out from 1979 to 1984 in India.

The impetus behind this project was to probe new ways of foreign language teaching as the Situational Oral Instruction proved defective because it was based on the three P's or "the P-P-P model (Presentation-Practice-Production)", [23]. These three P's stand for (1) **p**resentation of an example of the target language structure by the teacher; (2) **p**ractice of this example by the learner through oral repetition (drills) so that to ensure memorization; (3) **p**roduction by the learner of his own given example that should be modeled on that of the teacher. In such a context, the emphasis is put on learner's ability to reproduce a predetermined linguistic outcome; hence learner's creativity is hindered.

In the context of TBLT, instead of focusing on language structure, learners are required to perform a series of activities that should successfully lead to a task realization through a planned process[2]. For Long (1995; Long and Robinson, 1998) "learner's attention is drawn to linguistic features if and only if demanded by the communicative activities and the negotiation of meaning learners are engaged in" [24]. Thus, priority is given to meaning then to its structural system as the latter, it is assumed, can better be acquired indirectly or subconsciously (see Chapter 2).

Like CBALT and CBI, TBL is also an extension of CLT with which it shares common principles as using activities for real communication and focusing on meaning of language rather than form though both meaning and form are of equal importance in EFL teaching / learning [2]. Scholars like Richards &Schmidt often define TBA as "a teaching approach based on the use of communicative and interactive tasks as the central units for the planning and delivery of instruction." [25]. It is worth noting that the concept of task is of great importance in TBLT. Thus, this very concept must be defined and for not being confused with other concepts of exercise and activity, clarifications are to be presented hereafter.

The concept of task in TBL has been defined by different language researchers and from distinct perspectives though all of them concurred on the importance of the principle of meaningful interactive use of the target language. For example, Long (1985: 89) defines task as:

> "[A] piece of work undertaken for oneself or for
> others, freely or for some reward. Thus examples

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[2] See [28] P 38.

> of tasks include painting a fence, dressing a child, filling out a form . . . In other words, by 'tasks' is meant the hundred and one things people do in everyday life, at work, at play and in between." [26]

A task is also looked at as "an activity in which people engage to attain an objective, and which involves the meaningful use of language." (Bygate, Skehan and Swain, 2002; Van den Branden, 2006) [27].

This view of task as a goal-driven concept is also reinforced by Willis, J. who presents task as an activity "where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome" [28]. However, unlike Long (1989) and others mentioned above, the goal-driven task of Willis stresses the communicative use of language, and it concerns the learner in the classroom rather than people outside.

Moreover, Skehan (1998) writes that a task is:

"[A]n activity in which:

- meaning is primary;
- there is some communication problem to solve;
- there is some sort of relation to comparable real-world activities;
- task completion has some priority;
- the assessment of the task is in terms of outcome." [29]

It is remarkable that Skehan's definition provides five key features which are rigorously discussed in the literature about the issue of task.

For his part Nunan describes task as "a piece of classroom work which involves learners in comprehending, producing or interacting in the target language while their attention is principally focused on meaning rather than form." [26]. In his definition Nunan does not mention if tasks should be goal-oriented or not, but he draws attention to that tasks are meaning-focused rather than form-focused pieces of classroom work.

Considering all the definitions stated above, it can be noticed that the concept of task falls into two types. The first type is linked to real-world life whereas the second fits into classroom context. Put another way, there are product-oriented tasks that focus on the final outcome of the task (like in CBALT); and process-oriented tasks which emphasize the steps that lead to the fulfillment of a task (like in CBI and TBI). This distinction is also referred to as real-world / target tasks and pedagogical tasks respectively (ibid.). However, both types are concerned with language meaning rather than form.

In this respect, it is inevitable to draw the distinction between task, exercise and activity. Already defined, a task is a goal-oriented communicative act which does not often focus on a particular element of linguistic outcome. The exercise, as a behaviourist act, usually has a linguistic outcome by stressing a single grammatical structure of the target language, [30]. The exercise as a conditioned practice is "imposed or proposed to the learner by an exterior instance" (Vigner, 1968: 135 cited in [16]; researcher's translation) that the learner is expected to imitate in order to develop his / her declarative knowledge.

On the other hand, the activity, which may be "implemented through role play and simulations" [16] (researcher's translation), seems more flexible as it can underline one or more language elements and it can have a communicative outcome (Long, 1995; Long and Robinson, 1998) stressing in such a way the progress of the learners' procedural knowledge through exploration of both cognitive and metacognitive strategies[3] [16]. As such, activities share some aspects with tasks and some other aspects with exercises.

Aspects that distinguish tasks from exercises are clearly displayed by Ellis (2003) in the following table:

	Exercises	Tasks
focus	form	meaning
situation	no situation	real life situation
outcome	correct form	accomplishment of task

[3]See [16].

language	practice of assigned form	choice of form and content
error	immediate correction	delayed correction

Table 2: Difference between tasks and exercises [30]

It is evident that this table neglects the concept of activity while it gives us a clear image about the difference between the exercise and the task. The former (exercise) can be found in the so-called traditional teaching methodologies that take language structure as its focal point of instruction. However, the latter (task) is the most controversial element in current teaching methodologies which aim centers around the development of meaningful use of the target language.

For our part, we perceive the three concepts as being very important and should be given space in first year LMD British Civilization classes. Thus, we will take them into consideration in our suggestions and recommendations (Chapter 4) as one means to ensure the amelioration of the teaching methodology of British Civilization course in first year LMD classes in the Department of English at USDB with the purpose of enhancing students' achievements both in terms of their English language proficiency and content knowledge understanding.

On the other hand, another salient component of TBLT is project work. Following Hedge "projects are extended tasks" that may include "planning; the gathering of information, through reading, listening, interviewing or observing; group discussion of the information; problem-solving; oral and written reporting; and display" [31]. So, coming at the process of project work, students would not only be able to develop their declarative knowledge (what to learn), but also their procedural knowledge (learn how to learn). It is really an advanced stage of EFL learning that should be counted among the positives of TBLT.

However, in spite of its importance TBL has been criticized for being too demanding; i.e., it places high demands on the teacher and classroom conditions (class size; limited class time …etc.) ;it focuses more on fluency. Moreover, designers find it very difficult to select, grade and sequence the tasks.Undoubtedly, these are controversial issues that must be taken into

consideration by researchers. Thus, alternatives can be provided for a better implementation of TBL in EFL classrooms.

Pedagogically, in TBLT the classroom is learner-centered rather than teacher-centered since its aim, as claimed by Kohonen (1992: 37), is:

> "[T]o enable the learner to become increasingly self-directed and responsible for his or her learning . . . instead of the teacher setting the tasks and standards of acceptable performance, the learner is increasingly in charge of his or her own learning." [26]

Where are we from such teaching methodologies? Again, we would ask to what extent is the way of teaching British Civilization in first year LMD classes reflective of current teaching methodologies? Before answering this question there are some important concepts related to course design, which should be clarified, like the difference between curriculum and syllabus, syllabus design and classroom teaching methodology and evaluation of course design and methodology

1.2. Course design:

1.2.1. Difference between curriculum and syllabus:

Lines of demarcation between curriculum and syllabus are not usually fairly revealed since both concepts are often used in an interchangeable way. Referring to Robertson (1971 in Miliani, 2003), Eisner and Vallance (1974 in Stern, 1983), Dubin and Olshtain (1986), Yalden (1987), and Nunan (2004) a set of definitions is provided. Accordingly, we try to draw the distinction between curriculum and syllabus after clarifying the significance of each item.

As it is quoted in Miliani (2003), Robertson states that:

> "The curriculum includes the goals, objectives, content, processes, resources, and means of evaluation of all the learning experiences planned for pupils both in and out of the school and community through classroom instruction and related programs." (Robertson, 1971) [32]

So, Robertson views the curriculum as a set of elements that shape the teaching / learning process. On the other hand, he defines the syllabus as "a statement of the plan for any part of the curriculum, excluding the element of curriculum evaluation itself." (Robertson, 1971)[33].

For Eisner and Vallance (1974: 02) [7] curriculum is briefly described as it concerns "what can and should be taught to whom, when, and how". Put another way, 'what can and should be taught' refers to the content (syllabus); 'to whom' means who are the learners (young or adult); 'when' concerns the level of the learners; and 'how' refers to the way the content should be taught (methodology).

According to Dubin & Olshtain (1986),

> "A curriculum contains a broad description of general goals by indicating an overall educational-cultural philosophy which applies across subjects together with a theoretical orientation to language and learning with respect to the subject matter at hand. A curriculum is often reflective of national and political trends as well." Dubin & Olshtain [34]

Whereas:

> "A syllabus is a more detailed and operational statement of teaching and learning elements which translate the philosophy of the curriculum into a series of planned steps leading towards more narrowly defined objectives" (ibid).

The definition of Dubin and Olshtain enlarges the scope for the significance of the item curriculum to include other aspects such as the political interests of the nation. From this definition, it can also be inferred that the syllabus is one of the stages at which the curriculum is carried out or put into effect.

The distinction between curriculum and syllabus was further clarified by Yalden (1987) who claims that "syllabus means the specification of content for a single course or subject, and curriculum refers to the collectivity of course offerings at an educational institution (or groups of institutions)" [33].

Thus, as far as our case study is concerned, the syllabus of British Civilization course in first year LMD class is the content or the different topics that

first year LMD students should learn in the subject of British Civilization. Whereas curriculum is the course of British Civilization designed for first, second and third year LMD classes.

For his part and while working on the identification of curriculum, Nunan (2004) treats this very concept as a plan which:

> "consists of three elements: syllabus design, which is concerned with selecting, sequencing, and justifying content; methodology, which is concerned with selecting, sequencing, and justifying learning experiences; and assessment / evaluation, which is concerned with the selection of assessment and evaluation instruments and procedures." [26]

Nunan provides a comprehensive definition in which all components (syllabus design, methodology, and assessment / evaluation) of curriculum are explained. For this reason, we shall consider each of the above stated elements in Nunan's definition under the coming subheadings.

<u>1.2.2. Syllabus Design and Methodology:</u>

Both concepts of syllabus design and methodology have been influenced by the evolution of language teaching research. The former is often referred to as "what" to be taught in terms of course content while the latter deals with "how" this content is to be taught. Following Rodgers syllabus design is "the process by which linguistic content - vocabulary, grammar, notions, functions - is selected and organized" [35].

As it is revealed above, Nunan (2004) provides that syllabus design "is concerned with selecting, sequencing and justifying content", while methodology "is concerned with selecting, sequencing and justifying learning experiences" [26]. Here, the expression 'learning experiences' means learning activities or tasks and it was first used by Tyler (1949) when he identifies methodology as "listing, organizing, and grading learning experiences" [26].

Moreover, the distinction between syllabus design and methodology is often determined by the type of the syllabus. This can be identified by one of the two

different approaches to syllabus design: the synthetic approach and the analytic approach, (Wilkins, 1976), or what White (1988) [36] refers to as type A and type B syllabuses.

Synthetic or type A syllabuses focus on how much learners can accumulate linguistic knowledge to yield effective learning product by the end. To make it easy for the learners this type of syllabuses takes one of the following aspects: word, structure, notion, function, topic or situation as its unit of analysis in which "different parts of language are taught separately and step-by-step so that acquisition is a process of gradual accumulation of the parts until the whole structure of the language has been built up" (ibid., 2). And as the applied linguist Nunan (2004) claims, this represents the traditional way of syllabus design which is typical of structural syllabuses used by traditional language teaching methods. Indeed, the aim behind breaking down the content of the target language into constituent parts and presenting them separately step-by-step is to simplify the learning process for the learner. This is familiar in teacher-centered classrooms where learners are considered as passive rather than active participants.

However, after the appearance of the communicative approach to language teaching and learning, the concept of needs analysis has become an inevitable principle in syllabus design by shifting interest from learning product to learning process. For Brindley [35] needs analysis "becomes a process of finding out as much as possible before learning begins about the learners' current and future language use"; hence the use of learners' information to help guide the learning process.

As a result, analytic or type B syllabuses come to reconsider the role assigned for the learner in the classroom through the procedure of needs analysis. This would give the learner a more thoughtful role in a learner-centered classroom. In such a context, the focus is on "how the language is to be learned" [36] by the learner who "is presented with holistic 'chunks' of language and required to analyze them, or break them down into their constituent parts" [26]. This is reflected in task-based syllabuses where the focus is on "how" to learn, i.e. the process of learning, rather than "what" to learn, i.e. the product of learning, though

for us both are very important in EFL education generally and as far as our study is concerned particularly.

In fact, as Nunan states "after the emergence of communicative language teaching (CLT), the distinction between syllabus design and methodology becomes more difficult to sustain" [26]. This shift of emphasis from teacher to learner blurred the distinction between syllabus design and methodology. These would no longer be imposed on the language classroom, but rather decided upon by both teacher and learner through negotiation of content, goals and objectives of the course. Thus learner's needs are highly accounted for in EFL education context.

1.2.3. Establishing Course Goals and Objectives:

Though the use of the terms 'goals' and 'objectives' is often confusing, a distinction can be drawn between these two items of course design. Hedge regards the difference between both terms as "a distinction between the general and the specific" [31]. In this sense, various objectives can be derived from a general goal of a given course and established to be achieved by the end of this course. Moreover, broader goals are usually set out in a national curriculum or by institutional policy-makers, while specific objectives are left to be interpreted by teachers, (ibid.).

According to Nunan "goals can be sociocultural, process-oriented or cultural, as well as communicative" [26]. This classification is adapted from Clark (1987) and clearly explained by Nunan with examples in the following table:

Goal type	example
Communicative	establish and maintain interpersonal relations and through this to exchange information, ideas, opinions, attitudes and feelings and to get things done
Sociocultural	have some understanding of the everyday life patterns of their contemporary age group in the target language speech community; this will cover their life at home, at school and at leisure.
Learning-how-to-	to negotiate and plan their work over a certain time span,

learn	and learn how to set themselves realistic objectives and how to devise the means to attain them
Language and cultural awareness	to have some understanding of the systematic nature of language and the way it works

Table 3: Classification of course goals [26]

For their part, Richards and Rodgers make discrimination between product-oriented objectives and process-oriented objectives. Richards and Rodgers claim that this "process-oriented objective may be offered in contrast to the linguistically oriented or product-oriented objectives of more traditional methods" [8]. Therefore, in most current teaching methodologies, like CBI and TBL, objectives are based on the process of learning, i.e. how to learn rather than on the product of learning, i.e. what to learn. As such, learners are more inclined to develop their procedural knowledge than their declarative knowledge (see Glossary).

As far as our case study is concerned, establishing goals and objectives has never been given momentum in first year LMD British Civilization classrooms as revealed by the data collated (see AppendixE, item 7). Learners are presented with British Civilization course content without being aware why they are studying this course; the fact which makes teachers' methodology far from being able to sustain learners' achievements both in terms of their English language development and their content knowledge comprehension.

However, as a content and cultural-based course, many objectives should underpin British Civilization subject and be rooted in the learners' needs to cope with authentic materials (see Chapter 2, p: 61), listening to and comprehending their teachers' lectures, understand and be understood through interactive communication in pair and/or group work, as well as their need to develop the writing skill upon which their exams are based. Among these objectives we can list at least three: improving learners' English language proficiency, helping learners' learn how to learn, and enhancing learners' intercultural communicative competence (see Chapter 2, p: 56). In fact, the task of establishing course goals is part of course designers' role, whereas the task of clarifying these goals to learners and establishing course classroom objectives is part of the teacher's role in the EFL classroom.

1.2.4. Teachers' and Learners' Roles:

The conceptualization and identification of teachers' and learners' roles in the language classroom have been shaped differently throughout the evolution of various FL teaching approaches and methodologies. Yet, the term 'role' is used here to describe the behavior and/or activities that each of the teacher and learner is engaged in along the teaching/learning process. For Nunan 'role' means "the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants [the teacher and the learners]" [26]. In fact, teachers' and learners' roles are often determined by the method used in the language classroom, [8].

Provided that a traditional teaching method is pursued, the language classroom will be teacher-centered. In such a context, the learner is perceived as being passive and having little or no control over content or methods [26]. One good example is Audiolingualism where "Learners were seen as stimulus-response mechanisms whose learning was a direct result of repetitive practice" [8]. Though this practice may be effective to enhance learners' linguistic competence through exercises, in our case it is not enough because British Civilization as a cultural-based course requires learners' development of all the components of communicative competence (see p: 25) and not only linguistic knowledge. On the other hand, the teacher, in the audiolingualist classroom, "is regarded as the primary source of language and of language learning", (ibid., 24).

However, thanks to the great development FLT field witnessed, new methodologies have been brought in making an unprecedented shift from teacher-centered to learner-centered classrooms. Teachers are no longer perceived as a fountain of language knowledge nor are learners viewed as empty vessels ready to be filled in. Now, learners should "see themselves as being in control of their own learning rather than as passive recipients of content provided by the teacher", [26]. This is mainly what current language teaching methodologies, like CLT, call for.

Following Breen and Candlin (1980) the teacher has three important roles in the communicative classroom: "The first is to act as a facilitator of the communicative process, the second is to act as a participant, and the third is to act

as an observer and learner" (ibid). Being assigned such roles, teachers would allow learners more space to play their part significantly on the platform of the learning process.

In the same way, Richards and Rodgers spell out that "contemporary methodologies have sought to establish more symmetrical kinds of learner-teacher relationships, such as friend to friend, colleague to colleague, teammate to teammate", as opposed to the traditional "asymmetrical relationships, such as those of conductor to orchestra member, therapist to patient, coach to player" [8]. Thus, a better modern EFL classroom should focus on collaborative teaching / learning, i.e. teachers with students and students with students.

Yet, in spite of being all the rage, the establishment of learner-centered classrooms in the Department of English at USDB is still unachievable for first year LMD British Civilization teachers as revealed by the data collated (see Chapter 3). These teachers are still committed to bearing the whole responsibility of the teaching / learning process in teacher-centered classrooms. Following such a way of teaching would inevitably dwarf the role of the learners to mere passive recipients of ungraspable content which they must learn by heart before attending British Civilization exam.

However, the end of the academic semester / year often unveils learners' bad scores and teachers' complaints. Indeed, it is a logic outcome which proves the inadequacy of teachers' methodology in first year LMD British Civilization classroom since the "success of a method" depends on "the degree to which the teacher can . . . create the conditions for successful language learning" (ibid). Evidently, as Pica states "teachers have to be especially resourceful, as they are often called on to adjust their methods to be appropriate to the needs, goals and expectations of their students" [37].

1.2.5. Evaluation of Course Design and Methodology:

Semantically, the word evaluation is plainly put forward by Wallace as "[it] is derived from *value*, and in its most basic sense means putting a value or estimation of worth upon something or someone (i.e. deciding how bad or good

he/she/it is)", (author's italics) [38]. Nevertheless, pedagogically the notion of evaluation has been further expounded and clarified.

In fact, the identification of evaluation as the assessment of students at the end of a course has often been taken for granted. Though apparently both terms are related there still be as Nunan posits "a clear distinction between the two concepts" [39]. In that assessment refers "to the processes and procedures whereby we determine what learners are able to do in the target language" (ibid). On the other hand, the concept of evaluation, according to the same researcher, refers "to a wider range of processes which may or may not include assessment data" (ibid). Therefore, the concept of evaluation is broader than that of assessment. It includes all aspects of a programme: course content, objectives, learners' learning achievements, and teachers' classroom methodology among others.

For his part, Skilbeck (1984) has drawn a clear distinction between assessment and evaluation:

> ". . . assessment in the curriculum is a process of determining and passing judgements on students' learning potential and performance; evaluation means assembling evidence on and making judgements about the curriculum including the processes of planning, designing, and implementing it." (Skilbeck 1984: 238) [31]

So unlike assessment which is limited to learners' performance judgements, evaluation covers all judgements made about courses and learners.

Moreover, as Brown claims evaluation should not be confused with other concepts like 'testing' and 'measurement' in that 'testing' is confined "solely to procedures that are based on tests", and if added to extra sorts of "measurements, such as attendance records", it would be identified as 'measurement' [35]. However, "an even broader term," evaluation "includes all kinds of measurements as well as other types of information –some of which may be more qualitative than quantitative in nature" (ibid), for example classroom observations.

Yet, for evaluating a course two varieties of evaluation can be used: summative evaluation and formative evaluation.

1. Summative evaluation: It occurs at the end of a course to review the whole course in order to pinpoint elements for improvements [31]. According to Brown, the purpose for carrying out summative evaluation is "to determine whether the program was successful and effective." [35]

2. Formativeevaluation**:** This takes place during the progress of a program and its curriculum, and its aim is to collect information that will be useful for program evaluation (ibid).

Be it summative or formative, "the data resulting from evaluation assist us in deciding whether a course needs to be modified or altered in any way so that objectives may be achieved more effectively" [39]. Thus, it is obvious that without evaluation of course design changes in teaching methodologies cannot be made, let alone improvements.

For this end Richards and Rodgers maintain that the effectiveness of any language teaching method relates to soundly established program evaluation [8]. In that, as they go on further, Richards and Rodgers confirm that "the absence of a systematic approach to language program development in many language teaching institutions is largely attributable to inadequate allowance for program evaluation in the planning process" [8]. The same can be said about the Department of English at USDB where the absence of the concept of evaluation in its broadest sense (i.e. not only students' exams and tests) prevents us from highlighting gaps in our teaching practices; hence failure to ameliorate our teaching methodologies.

What is worth noting is that as EFL teachers, we must be aware that the evaluation of first year LMD British Civilization course exceeds end-semester exams and mishandled project work. Evaluation is to find answers to: Whether the goals and objectives of a course are being achieved; whether the programme is effective; whether our teaching methodology is adequate in terms of realizing course goals and objectives, and helping students attain their learning achievements.

Moreover, evaluation is to answer "how teachers, learners, and materials interact in classrooms, and how teachers and learners perceive the program's goals, materials, and learning experiences" (ibid.). Certainly, if we ask ourselves these questions and attempt to answer them by all means, we will not only be able to cope with the most current teaching methodologies, but even get the maximum benefits from British Civilization subject after understanding its nature as a cultural content-based course. This will be thoroughly explained in the forthcoming chapter.

Conclusion

Along this chapter which makes the first part of the related literature review, we have revealed the background information which provides the theoretical basis of the present research project. Since we are working on British Civilization teaching methodology in first year LMD classes in the Department of English at USDB, it is of great importance to uncover the background knowledge to language teaching methodologies and the components of foreign language course design that methodology makes part of.

As far as language teaching methodologies are concerned, first we have dealt with historical background of FL teaching methodologies with reference to Grammar Translation Method, Audiolingualism and the Direct Method. Then, we have dealt with current FL teaching methodologies giving priority to CLT and its branches CBALT, CBI and TBLT as the most important language teaching methodologies.

In addition, FL teaching methodologies are intricately interwoven with other concepts like syllabus content, establishing course goals and objectives, teachers' and learners' roles, and course evaluation. So, all these constructs of course design were taken into consideration in the review of the literature because they are strongly related to the very topic of our study which is British Civilization teachers' methodology in first year LMD classes in the Department of English at USDB.

The following chapter will treat British Civilization course as a cultural component of EFL education. For we believe that we cannot plan for the way of teaching a given course without understanding its nature.

CHAPTER 2

TEACHING BRITISH CIVILIZATION AS A CULTURAL ASPECT OF EFL EDUCATION IN GENERAL AND IN FIRST YEAR LMD CLASSES IN PARTICULAR

<u>Introduction:</u>

The status of English today as a global language has increased interest in its teaching and learning, predominantly as a foreign language in many countries, and Algeria is no exception. In fact, thanks to the contributions of sociolinguistics in language research, emphasis on communicative competence took precedence and it has recently become one of the implications of EFL education. This is no longer the teaching and learning of the target language as a bared grammatical system, but the teaching and learning of the target language as a socio-cultural phenomenon. Thus, both aspects of language and culture have become inextricably interwoven in EFL education.

For the fulfillment of such requirements of culture teaching, culture-based courses like literature and civilization are highly stressed in EFL curricula. In Algerian universities, civilization courses both American and British have gained momentum in EFL education, particularly for those who are preparing for a Bachelor of Arts degree in English language. This study, however, focuses on British Civilization course in first year LMD classes in the English Department of USDB, mainly teachers' classroom methodology.

Hence, this chapter aims at bringing to light the nature of teaching British Civilization course as a cultural aspect of EFL education in first year LMD classes. Relevant to this culture teaching is worth considering with special reference to its historical background, its importance, the way of incorporating it in FL classroom: teaching methods and materials, and the problems that it can raise in EFL classroom. In addition, this chapter considers what ought to be taught as a cultural component of EFL education in first year LMD classes, "*Initiation aux Cultures de la Langue*" (see AppendixC), and what is really designed and planned to be taught, "British Civilization course" (see Appendix B), for first year LMD students enrolled in the Department of English at USDB.

2.1. British civilization as a cultural aspect of EFL education:

2.1.1. Background Knowledge to the Use of both Terms "Culture" and "Civilization":

Looking up a dictionary definition for the terms 'culture' and 'civilization', the former is generally referred to as "a way of life" while the latter is defined as "a society, its culture and its way of life during a particular period of time or in a particular part of the world" [40]. However, more insights into both terms culture and civilization are given hereafter.

The origin of 'Culture' is the Latin word 'cultura', which stems from the verb 'colere' meaning 'tending', applied first to the cultivation of the land in agriculture [41]. After 1750, German texts used the term culture to denote society and history [42].

'Civilization', on the other hand, goes back to Latin 'civis', 'civilis', civitas', 'civilitas', and it was used before 1750 to refer to human cultivation in French, English and German (ibid.). For Kroeber &Kluckhhohn (1952), civilization is a French word derived from the verb 'civiliser' meaning "to achieve or impart refined manners, urbanization and improvement" [42].

Later on, no distinction was made between the two words culture and civilization as the anthropologist Tylor (1958) claimed "Culture or Civilization, taken in its wide ethnographic sense, is that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society" [42]. Moreover, according to Kerr, the concept of culture "whether it is called (FR.) *Civilization*, (G.) *Landeskunde*, or (Eng.) *Culture*, [it] is often seen as mere information conveyed by the language" [43]. Civilization is also defined by François Poirier (1990) as "the study of all the cultural features whether cultural, ethnographic, religious, technical or aesthetic, which during the course of history have marked the societies whose language we study" [44].

Thus, culture and civilization are two sides of the same coin. They can be used interchangeably and expressed via the same medium which is language. Now, it is evident that teaching civilization is teaching culture as a way of human

life. This evidence would give more validity for carrying on the present research project, indeed.

However, teaching culture as a way of human life - with all its components (politics, economy, history, etc) - in foreign language education implies the integration of various axes; hence the importance of interdisciplinarity[4]. Then in FL education interdisciplinary models are created aiming at developing learners' intercultural communicative competence. Furthermore, as Valencia & Medina state "in teaching and learning a language, interdisciplinarity becomes more evident when someone approaches a language in its contexts of cultural realization" [45]. This inseparable relationship of language and its cultural context will be treated later on in this research after highlighting the issue of defining culture from different perspectives.

2.1.2. What is culture?

Different attempts have been made at the level of defining the term culture without arriving at an ultimate definition for this very term, however. Culture is a concept that has been looked at from distinct perspectives and defined according to different fields of research. Seelye (1993: 15) argues that "many teachers have been slow to accept culture as a broadly defined concept. For much of the profession culture has been defined almost exclusively in terms of the fine arts, geography and history". [46]

For the part of anthropologists, culture is defined as "a way of life" (Henkel cited in Ariza, 2007) [47]. It includes "people's distinctive set of customs, beliefs, values, norms, way of speaking, and social institutions", [46]. Thus, for an anthropologist, culture embodies all the constituent parts that make up a given people's distinct way of life at a given space and time. For this reason, in his book, *Cross-Cultural Psychology*, Brislin (1990) writes:

> "Culture refers to widely shared ideals, values,
> formation and uses of categories, assumptions
> about life, and goal-directed activities that
> became unconsciously or subconsciously

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[4] This term is often used to refer to "the interaction among two or more disciplines". See: Lattuca, L. R. (2003). "Creating Interdisciplinarity: Grounded definitions from College and University Faculty".*History of IntellectualCulture*. Vol. 3, N°1. Available: www.ucalgary.ca/hic/

accepted as 'right' or 'correct' by people who
identify themselves as members of a society."
(Brislin, 1990: 11) [48]

Within the sociolinguistic view, Kramsch (1998) defines culture as "a membership in a discourse community that shares a common social space and history and common imaginings" [47]. Also, both Cortazzi & Jin view culture as "a framework of assumptions, ideas and beliefs that are used to interpret other people's actions, words and pattern of thinking" (cited in ibid). Unlike anthropologists, however, sociolinguists' definition of culture implies communicative competence (see Chapter 1) which integrates different cultural frameworks that one, in our case the foreign language learner, should be aware of in order to be able to interpret the target language messages.

From this perspective, and since 1970, language and culture have become intricately intertwined aspects in foreign language teaching. Given space in the educational field, the term culture was conceptualized in two ways: "Big C Culture" and "little c culture". The first, also designated as Olympian Culture or Culture MLA, deals with music, literature and arts; whereas the second, which includes beliefs, behaviours and values, is referred to as Hearthstone Culture or Culture BBV (Brooks, 1964 in ibid.). The first is also known as formal, high, or achievement culture and the second as the "way of life" or behaviour culture (Easthope, 1997; Durant, 1997; Tomalin & Stempleski, 1993; Pulverness, 1995; Chastain, 1988) [49].

The recent conceptualization of culture from the teaching view mainly considers some topics (for example, customs, traditions, art, etc.) to be involved in the foreign language teaching practice to approach the foreign language culture. Thus, teaching and learning culture in a foreign language course is unavoidable as it is impossible to draw limits between language and culture.

2.1.3. Language and culture:

The meaning attributed to language here is not that of a purely formal system, but that of a sociocultural phenomenon. It is that of language as a social institution, language as a "symbolic guide to culture", (Sapir, 1970: 70) [7].

Relevant to this, works of Sapir and Whorf (1950's), or what is known as the Sapir-Whorf hypothesis, were revolutionary in strengthening the interrelationship between language and culture. In that, "linguistic categories", as Sapir writes, are "directly expressive of overt cultural outlines" (Sapir, 1970: 34, ibid). For, as Malinowski argues (1923: 305), "language is essentially rooted in the reality of the culture", [7]; hence an understanding of the language was impossible without constantly relating it to the culture in which it was operative (ibid).

On the other hand, defining culture as a way of life inevitably implies the reflection of everyday routine activity in which the use of language is an inseparable component. As a means of communication language is an essential medium for transmitting cultural knowledge. The fact which evidently led Brown (2000) to posit that "[A] language is a part of a culture, and a culture is a part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture" [2].

Accordingly, the very act of language communication is socially and culturally conditioned because as a social phenomenon "everyday language is tinged with cultural bits and pieces" [50]. Thus, if language is the body of the act of communication, culture is the spirit that gives it life. That is why educationalists, for example (Byram 1989; Byram and Fleming 1998; Kramsch 1993), have started in recent years to ponder on the component of culture in foreign language education.

Certainly, taken out of its sociocultural context and taught as a mere structural system, the foreign language would lose its significance as a means of communicating human experiences. Put another way, learning a foreign language is learning a foreign culture. For this Mitchell and Myles (2004: 335) argue that "language and culture are not separate, but are acquired together, with each providing support for the development of the other" [51].

Within such a context, it becomes evident as Valverde states it, that when teaching or learning a language, "it is necessary to become acquainted with the corresponding culture" [46]. Moreover, as the "understanding of language and communication has evolved, the importance of culture in . . . FL education has increased" [52]. Therefore, the culture of the target language must be integrated in

FL education since "without the study of culture teaching [FL] is inaccurate and incomplete" [53].

In the Algerian university, this reality is reflected through the incorporation of culture-based courses, like British Civilization course which is the focus of our study, in EFL education curriculum for those interested in a Bachelor of Arts degree in English. Thus, we consider it is important to cast light on what underpins culture teaching in FL education.

2.1.4. Culture teaching in FL education:

2.1.4.1. Historical background to culture teaching in FL education:

The role of culture teaching in foreign language classroom has gained momentum in recent years. However, the history of culture teaching can be traced back to the earlier years of the twentieth century [54]. Prior to the time, languages were studied through translation of great literary works written in the classical languages: Latin and Greek. This approach to language study was appreciated and acknowledged by the Grammar-Translation Method (see Chapter 1). At the time, second language teaching/learning was achieved through translation because the salient reason for second language study, as claimed by Allen (1985: 138), was "access to the great literary masterpieces of civilization associated with the target language", [52]. Importance was given to history, literature and fine arts or what was referred to as capital 'C' Culture as possession of culture in those days was seen as a prestige used to distinguish the elite of the society.

Up to the 1960's, new methods of language teaching had been introduced while new attempts to come to grips with culture started to gain ground marking the shift from Capital 'C' Culture to small 'c' culture which includes "the behavioural patterns and lifestyles of everyday people" [54]. In the 1960's when language teaching moved on to the era of Audiolingualism (see Chapter 1), supporters of this language teaching methodology such as Brooks(1968) "emphasized the importance of culture not for the study of literature but for language learning", (ibid.). Obviously, this reflects the prevailing perspectives of language teaching at the time highly represented by behaviourism and structuralism that focused on the form of language at the expense of meaning.

However, it was not until the 1970's that culture teaching in FL education has been given more importance as involvement growth in sociolinguistics increased the focus on the functional and situational context of the foreign language [13]. The communicative approach to FL teaching provided CLT as a substitution to the Audiolingual method thanks to the seminal work of Hymes (1972) on communicative competence (see chapter 1), and others who shared with him the same interest (Savignon, 1972; Halliday, 1972; Brumfit, 1979). And as claimed by Canale& Swain (1980: 31), "a more natural integration" of language and culture takes place "through a more communicative approach than through a more grammatically based approach", (ibid.).

During the 1980's and 1990's, scholars started to probe the vital contribution of culture teaching to fruitful foreign language learning (Stern, 1983; Seelye, 1984; Damen, 1987; Murphy, 1988; Stern, 1992; and Byram, 1994) [52]. Moreover, an emphasis on what the British educationalists called 'Cultural Studies' and the French referred to as 'Civilisation' (see Byram and Fleming 1998) evolved in FL teaching which then has been backed by empirical research (Buttjes and Byram, 1990; Byram and Esarte-Sarries, 1991 in ibid). This research, as Stern informs "has led to the widespread conviction that the language learner should not only study the cultural context . . . but that he should be made aware of the interaction between language and culture" [7]. Pertinent to this approach, Thanasoulas claims that learners should be made conscious of that "language and culture go hand in hand." [54].

Along this general overview of the historical background to culture teaching in FL education, two perspectives can be distinguished. These are summarized by Atamna in that "the first viewed teaching culture as a pure linguistic discipline and the second approached it from an interdisciplinary point of view by relating it to other disciplines such as sociology and anthropology." [55]. For us, both perspectives are considered complementary rather than distinct and both should be equally handled in FL education.

Nevertheless, between theory and practice, there is still a long track for language teachers to be able to take into consideration the component of culture in foreign language teaching. In spite of its importance, culture teaching has its

implication, and its implementation can raise serious problems in the foreign language classroom. These are to be discussed hereafter.

2.1.4.2. Importance of culture in FL education:

As it has been argued previously, culture and language are intricately intertwined and inseparable elements in foreign language education, especially in the world we are living in. All countries are subject to interdependent interests, and people's ability to communicate effectively with others from distinct societies becomes a matter of a great importance. As Hiep (2005) claims:

> "Teachers of English recognized that traditional pedagogy, emphasizing the acquisition of grammar and vocabulary rather than communicative competence, does not meet the requirements of English learning in an era of integration and globalization." [56]

Moreover, dialogue between cultures and civilizations is all the rage nowadays, and "the mere acquisition of linguistic systems is no guarantee of international peace and understanding" [48]. That is why many authors (see for example Byram 1991, Byram and Fleming 1998, Kramsch 1993) have pointed out the impossibility of teaching the foreign language without teaching the foreign culture.

Therefore, culture teaching in foreign language education plays a thoughtful role in enhancing learners' communicative capacities as a first step towards the development of intercultural competence because:

> "culture not only dictates who talks to whom, about what, and how the communication proceeds, it also helps to determine how people encode messages, the meaning they have for messages, and the conditions and circumstances under which various messages may or may not be sent, noticed, or interpreted . . . Culture . . . is the foundation of communication." (Samovar, Porter and Jain 1981: 24) [54]

Consequently, "foreign language teaching is seen as comprising not only linguistic performance and verbal communication, but also such abilities as intercultural consciousness and intercultural skills: 'Le savoir-être' and the abilities of discovery of 'the other'." [57]. In such a context, culture teaching would not only improve learners' grammatical competence and foster their communicative abilities, but also help them develop cultural knowledge which will automatically increase their intercultural competence and raise their intercultural awareness and understanding.

- **Intercultural competence:**

By the integration of the cultural dimension in FL education, the objective of FL learning is no longer referred to as the acquisition of communicative competence only. Rather it is expressed also in regards to intercultural competence. This is defined by Meyer (1991: 138) as "the ability of a person to be adequately in a flexible manner when confronted with the actions, attitudes and perspectives of representatives of foreign cultures", [58].

According to Byram (1997: 42), successful interaction exceeds interchange of information to include "the ability to decentre and take up the other's perspective on their own culture, anticipating and where possible, resolving dysfunctions in communication and behavior" (ibid.). Byram goes on to provide an interdisciplinary model of intercultural communicative competence which comprises five factors: Knowledge, Attitudes, Skills of interpreting and relating, Skills of discovery and interaction and Political education including critical cultural awareness (Byram, 1997 in ibid). Possessing such an intercultural communicative competence learners, therefore, display a range of affective, behavioural and cognitive abilities (Byram, 2006: 22-26) [51]. These abilities are interpreted as follows:

➢ Attitudes / Affective capacities
- - Acknowledgement of the identities of others.
- - Respect for otherness.
- - Tolerance for ambiguity.
- - Empathy.
➢ Behaviour
- - Flexibility.

- Communicative awareness.

➢ Cognitive capacities.

- Knowledge.

- Knowledge discovery.

- Interpreting and relating.

- Critical cultural awareness. (Ibid.)

For his part, Gaston (1984:2) views the definition of intercultural competence as implying "the recognition that culture affects perception and that culture influences values, attitudes and behaviour", [46]. This, according to Gaston, would result in learners' intercultural awareness.

- **Intercultural awareness:**

Following Gaston, intercultural awareness comes as a result to the development of learners' intercultural competence. He defines it as "the capacity to understand that people's behaviour differs because they have different worldviews that have been influenced by their contextual reality and, therefore, their culture" (ibid.). In the same way Seelye (1981: 39) goes on to maintain that:

> "Foreign language learners should be aware of the cultural differences and develop the cultural understandings, attitudes and performance skills needed to function appropriately within a society of the target language and to communicate with the culture bearer." [59]

In this respect, it can be inferred that intercultural awareness implies knowledge, consciousness and comprehension of the relationship, which includes both similarities and differences, between learners' original world and that of the target community. Relevant to this, students should reveal a thorough understanding of their own culture and how others are looking at it. They should, on the other hand, be able to grasp the target culture from its people's perspective. In such a context, all cultures are normally expected to participate in realizing the objective of culture teaching / learning; i.e. expanding intercultural understanding between different human communities.

Thus, the fact that language cannot be learned without understanding its cultural context necessitates for foreign learners to become learners of the foreign culture. However, what is worth noting is that learners must be committed to their own culture. Hence, as stated by Byram& Morgan (1994), "learners cannot simply shake off their own culture and step into another . . . their culture is a part of themselves and created them as social beings", [47]. Moreover, Gee (1988: 220) argues that "the language teacher, in guiding the learner to new perspectives and new identities, is tampering with fundamentals of human identity", [60]. Therefore, as Chlopek emphasizes, the EFL teacher needs to integrate culture in FL study "in a tactful, skillful, and conscious way" (ibid.). Indeed, both teachers and learners should be cautious about the problems that can be caused by incorporating culture in the foreign language classroom.

2.1.4.3. Incorporating culture in FL classroom: teaching methods and materials:

It has been already asserted in this research project that culture cannot be separated from language teaching / learning. As claimed by Peck "without the study of culture, foreign language instruction is inaccurate and incomplete" [61]. In fact, the question that raises here is: how can we integrate culture into the foreign language classroom, and as suggested by Thanasoulas [54] "with a view to fostering cultural awareness and communication insight into the target civilization"? However, before solving this problem we should first answer the question: which culture to teach?

- **Which culture to teach?**

The question of which culture to teach is asked because any language community may comprise a large number of subcultures. Following Brown (2000), the culture that should be taught is the one whose social distance is the smallest in relation to the learner's native culture [46]. The concept of social distance used here is identified by Brown as "the cognitive and affective proximity of two cultures which come into contact within an individual" [2].

Brown's argument is based on Schumann's research on social distance which concludes that:

> "[T]he greater the social distance between two cultures, the greater the difficulty the learner will have in learning the second language, and conversely, the smaller the social distance (the greatest the social solidarity between two cultures), the better will be the language learning situation." [46]

What is worth noting is that it is very important to ponder attentively on the aspects of the target culture and try to find out what links this culture with the learners' native culture. This can be dealt with along the phase of syllabus design, i.e. learners' needs analysis (see Chapter 1). Thus working on the learners' sociocultural representations[5] of the 'Other', i.e. the target culture, and their culture is inescapable in this phase. The latter will not be explored with details in this research because it concerns mainly course content, which should be determined by policy-makers, rather than methodology which is the focus of our research. Nevertheless, that phase should be the platform for selecting and integrating the adequate cultural content in FL classroom. Once this is done, the next phase would deal with the identification of the suitable way of incorporating culture in FL classroom; i.e. teaching methods and materials.

- **Teaching methods and materials:**

Developments in linguistics and teaching approaches have recently acknowledged that culture can be used as an important element in foreign language classroom. Grammatical competence alone, as it was emphasized by traditional teaching methodologies like the Grammar Translation Method, is not enough for learners of a language to be competent in that language [62].

Thus, in order to achieve intercultural competence, it is strongly required that a learner should reveal in addition to linguistic competence, a communicative competence. The latter is the basis of the Communicative Language Teaching, (see Chapter 1), which "is one of the most popular teaching methodologies in use today" [5]. Then, CLT is highly recommended for teaching culture in foreign language classrooms as it focuses on group work and oral instruction where

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[5]See [16]

learners need to master some skills in culturally appropriate communication and behaviour of the target culture, [52].

Peck encourages active learning as he considers "learning activities which focus on active rather than passive learning are the best" to incorporate culture in the FL classroom where "the involvement of students' interest, attention, and active participation" should gain momentum [61]. For this end, Peck suggests some activities where students are "to feel, touch, smell, and see the foreign peoples and not just hear their language" (ibid.):

➢ **Cultural Islands**: Here teachers are expected to prepare a cultural island by helping students develop a mental image of the foreign culture through pictures, posters, maps, and different realia.

➢ **Celebrating Festivals**: In this activity students learn the foreign culture through celebrating foreign festivals by drawing posters, decorating the classroom, etc.

➢ **Kinesics and Body Language**: This kind of activity would give importance to learning about the use of gestures as a non-verbal form of communication since "culture is a network of verbal and non-verbal communication" (ibid: p04).

➢ **Culture Capsules**: It emphasizes teaching culture through comparison by illustrating differences between native culture and foreign culture.

➢ **Cultural Consciousness Raising**: This deals with clarifying and developing learners' attitudes towards the target culture which would lead to intercultural understanding.

Though these activities seem attractive on the surface, yet in deep they are more inclined to raise learners' psychological problems (see p 62). These problems are often due to learners' misrepresentations[6] or negative sociocultural representations that would widen the gap of cultural differences between the learners' native culture and that of the target language. Eliminating these problems would perhaps be impossible because their background exceeds the borders of the FL classroom. The origins of such problems are deeply rooted in the learners' social environment generally and their families particularly. This can undoubtedly open the way for a new debate that may put us out of the frontiers of our research.

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[6] For better understanding of "The role of representations in FL teaching/learning" see [16].

Rather from the perspective of our research, FL teachers are called to reduce the effect of such problems by using some classroom techniques. Relevant to this, Cullen (2000) proposes some communicative activities for foreign culture teaching for example: quizzes, reformulation, noticing, prediction, research, games, role play, reading activities, etc [63]. For the implementation of these activities Cullen calls teachers to pay attention to the following practical tips:

➢ Personalization, i.e. to allow students relate learnt issues to their own lives.

➢ Activities not just discussions

➢ Suitable level of difficulty

➢ Make it interesting

➢ Group work

➢ Do not try to cover everything; just "provide some pathways to enter into learning more about the culture".

➢ Learn your students' language and culture and understand your own cultural baggage; i.e. teachers should not "impose their own values without making attempts to understand their students' values." [63]. This can be reached through learners' needs analysis (see Chapter 1).

Certainly, all the techniques and activities provided above for teaching culture in FL classroom are very interesting since they underpin the principles of Communicative Language Teaching Method. Unlike traditional methods of teaching culture in the FL classroom which "have been focused on formal culture and passive learning" [61], CLT "emphasizes the importance of oral skills and group work and assumes the presence of a largely English social and cultural environment" [5]. However, an effective teaching method like CLT needs to be supported by authentic materials.

For Ariza, 'materials' is a "term used to refer to anything which is used by teachers or learners to facilitate the learning of a language" [47]. What is generally meant by authentic materials, as stated by Kilickaya, is "exposure to real language and its use in its own community" [64]. In the same way, Little, Devitt and Singleton (1989) define authentic materials as the "real language created by native speakers of the language in pursuit of communicative outcomes" [65].

The use of authentic materials is very important because (Philips and Shettlesworth 1978; Clark 1989; Peacock 1997) [25]:

- ➢ They have a positive effect on learner motivation.
- ➢ They provide authentic cultural information.
- ➢ They provide exposure to real language.
- ➢ They relate more closely to learners' needs.
- ➢ They support a more creative approach to teaching.

Moreover, as claimed by Byram (1997) and Kramsch (1998) authentic materials are "more likely to develop students' alternative perspectives to view the world, i.e. to make them intercultural speakers" [65].

Thus, it can be said that authentic materials make learners come close to the 'real' language. However, in spite of their importance, authentic materials can cause problems in foreign language classroom, especially when learners reveal both language and cultural weaknesses. This is the case of our present study and a reality that we have come in touch with through data collection. In respect to first year LMD students enrolled in the Department of English at USDB, the weak level of their linguistic competence prevents them from grasping the content of British Civilization course. This would cause students have a hard time decoding the meaning of the content, particularly when teachers show no efforts in adjusting their teaching methodology to the needs of their students, which would negatively affect the latter's learning achievements (see Appendix E, item 11).

Such pedagogical problems would become more difficult to be solved if we consider the course of British Civilization from another perspective which is that of culture teaching. A culture-based course like British Civilization subject can provoke psychological problems in the EFL classroom of first year LMD. Such problems must be taken into consideration throughout the teaching process in order to avoid students' demotivation and lack of interest in the British Civilization course. Some of these psychological problems are treated in the forthcoming sub-heading.

2.1.4.4. Psychological problems caused by culture teaching in FL classroom:

The process of culture language teaching entails a host of psychological problems that FL learners are likely to be acquainted with. The effects of such problems differ according to the extent learners are involved in the learning of the

target culture. For instance, the aspect of acculturation developed by Schumann (1978) and summarized by Johnson as "the more one acculturates the better one learns the language" [66], may cause entirely opposite effects.

On the one hand, acculturation which "involves the acquisition of a second identity" [2], can help the development of learners' language proficiency as it permits them to come nearer to the target community. On the other hand, acquiring a second identity because of acculturation could be seen as a threat to learners' own identity since "a person's world view, self-identity, and systems of thinking, acting, feeling and communicating can be disrupted by a contact with another culture" (ibid., 183).

From its part, this disruption may lead to other psychological problems like: misunderstanding and cultural shock. The former implies the misinterpretation of the values and beliefs of the target community. The latter is "associated with feelings of estrangement, anger, hostility . . . loneliness, homesickness and even physical illness" (ibid.) as the learner becomes torn between his own culture identity and the one of the target language. In such a case, course designers, mainly during the phase of determining course content, should count for learners' sociocultural representations along the stage of learners' needs analysis in order to diminish the effect of misunderstanding and cultural shock.

Eventually, stereotyping is another problem that can be raised by introducing culture teaching in foreign language classroom. For Brown a stereotype is "an oversimplification and blanket assumption. [It] assigns group characteristics to individuals purely on the basis of their cultural membership", [2]. Furthermore, a stereotype underpins a close-minded view of cross-cultural differences (ibid.). Relevant to this Berger (1997: 54) maintains that the use of stereotypes "is a part of our every day illogical and uncritical way of thinking" [67]. Thus, stereotypes may evolve and lead to misunderstanding and even conflicts when both learners and teachers do not perceive or understand cultural differences. However, culture teaching should be a way "to perceive those differences, appreciate them, and above all to respect and value the personhood of every human being" (ibid., 180).

Though generally language teachers cannot manipulate the undesirable outcomes of culture teaching, they can at least attempt to reduce their impact on the learners by adjusting their teaching methodology to their learners needs in order to enable learners to adjust to the target culture. It is often the teacher's methodology that may increase or decrease the effects of such psychological problems caused by teaching the target culture. The latter is embedded in British Civilization subject which is taught to first year LMD students enrolled in the department of English at USDB. The real context is depicted under the coming headings.

2.2. British civilization in first year LMD classes: department of English at USDB:

2.2.1. The cultural dimension of EFL education in first year LMD classes:

Recent teaching methodologies highly encourage indirect acquaintance with the grammatical structure of the foreign language through the introduction of content-based courses. This attitude corresponds to the assumption that second and foreign language acquisition occurred subconsciously as maintained by Krashen who considers that "fluency in second language performance is due to what we have acquired, not what we have learned" (1981a: 99) [2]. Moreover, the subconscious process helps the development of the learner's linguistic capacities as Littlewood posits "progress in [foreign language acquisition] also occurs as a result of spontaneous, subconscious mechanisms …" [1]

Accordingly, new elements like culture and literature are incorporated in the language classroom to develop learners' language proficiency "by teaching other material . . . through that language," (ibid., 92). Similarly, and adequately responding to such a kind of learning a culture-based course "*Initiation aux Cultures de la Langue*" is introduced in the curriculum (see Appendix C) of first year LMD students enrolled in the Department of English at USDB for an English Bachelor of Arts degree (Licence).

However, coming close to the spot, we have discovered that British Civilization subject is taught in first year LMD classes instead of "*Initiation aux Cultures de la Langue*" for reasons we still do not know. In fact, we do not intend to tackle this problem of syllabus design, chiefly in terms of content since our study

is limited to probing the adequacy of first year LMD teachers' methodology. The problem of teaching "*Initiation aux Cultures de la Langue*" or "British Civilization" is left to field specialists – course designers. For we believe that be it "*Initiation aux Cultures de la Langue*" or "British Civilization", the maximum benefit from any course can never be achieved unless an adequate teaching methodology is pursued which is not the case in first year LMD British Civilization classes in the department of English at USDB as the field work part of this research reveals (see Chapter 3).

2.2.2. British civilization course in first year LMD classes:

British Civilization subject is a one semester content-based course scheduled for first year LMD students enrolled in the department of English at USDB. The time allotted for this subject is one hour and a half per week. After three years of study (which equals six semesters) these students are expected to obtain a degree of a Bachelor of Arts in English language. Hence, as a course with a dual role British Civilization subject aims at enhancing students' linguistic capacities through a content-based instruction and by the same way provides students with a general view about the British community focusing mainly on the historical aspect (see syllabus contents, Appendix B) as we have been informed by first year LMD teachers of British Civilization (see Appendix E, item 17).

In fact, by examining the collected data from teachers' interview, we have discovered that there is not a predetermined British Civilization course design, particularly in terms of teaching methodology in the Department of English at USDB, to be applied by first year LMD teachers (see Appendix E, item 6). Put another way, teachers of British Civilization are provided with the needed content (see Appendix B) of the course to be taught, but never obliged by the administration to follow any imposed teaching methodology; i.e. teachers are free to choose the way of presenting the input of British Civilization course to their students.

However, through data collection we have found that most, if not all, teachers rely on theoretical lectures either by explaining, dictating or giving handouts to their students. Moreover, the use of the project work (see Chapter 1, p: 35), which is one of the elements of current teaching methodologies and more

importantly an essential component of students' assessment in the LMD system class, has lost its significance as the majority of students lack the required knowledge of effective processing of such extensive tasks (see Appendix E, item 19).

What is more controversial is that teachers seem not interested in clarifying course goals and establishing objectives (see Chapter 1, p: 40) to be reached by the end of British Civilization course. The fact which made first year LMD students perceive this very course as being a heavy burden, boring and without value. Moreover, the situation is worsened by an inadequate way of teaching which is obviously reflected in the students' disappointing performance in the subject of British Civilization exam. A consultation of students' exam papers, after a whole semester of studying British Civilization course, reveals students' language weaknesses and disability of grasping the content of the course (see Chapter 3, Analysis of Students' Exam Papers).

The field work part of the present research project will tackle the above problem more deeply through analysis of data collection (Chapter 3). Then, for the improvement of the situation we are concerned with, some suggestions and recommendations will be made at the end of our study in chapter four.

Conclusion:

Throughout the diverse, yet coherently related titles of this chapter, we have tried to give more insights on the nature as well as the value of British Civilization subject taught in first year LMD classes in the Department of English at USDB.

First, as a culture-based course, British Civilization subject should be treated carefully. It may raise students' intercultural awareness, develop their intercultural communicative competence, and help them to improve their English language proficiency through interaction in the target language, but it may also cause them psychological problems and affect their achievement in the British Civilization course if their teachers' classroom methodology does not help them to replace their negative sociocultural representations with positive ones.

Second, as a content-based course, British Civilization subject should be handled attentively by pondering on the appropriate methods and materials for

teaching it. If well designed, this very course would not only enrich students' cultural knowledge about the British community, but also boost forward their linguistic capacities by encouraging interactive communication in the British Civilization classroom.

Unfortunately, the prevailing way of teaching British Civilization in first year LMD classes in the Department of English at USDB does not seem to take into consideration any of the above cases. This fact pushed us towards investigating the situation earnestly and more critically through systematic data collection and statistical analysis which will be clearly displayed in the next chapter of this research.

CHAPTER 3

FIELD WORK

Introduction:

The field work chapter covers the practical part of the present study. It contains four sections. The first one deals with the research methodology design, mainly choice of the method, participants, research tools and the procedure of data analysis. The second section considers students' questionnaire from different dimensions: description, data analysis and interpretation of the results. Then, the third section unveils the presentation, data examination and findings of teachers' structured interview. The last section is devoted for the analysis of the students' British Civilization exam papers. Yet, the chapter ends with concluding remarks on the results obtained from the three instruments of research used.

3.1. Research methodology design:

3.1.1. Choice of the method:

Since the current study is targeted for describing a naturally existing situation, the descriptive method is what is found the most adequate method in this kind of research as stated by Seliger & Shohamy "descriptive research is used to establish the existence of phenomena by explicitly describing them." [68]. The situation we are concerned with is the way of teaching British Civilization course to first year LMD students enrolled in the Department of English at USDB for the academic year 2009/2010.

Relevant to this research method we have selected a case study approach. As cited in Johnson [66], Stake (1988: 258) defines the case study as follows "the case study is a study of a 'bounded system', emphasizing the unity and wholeness of that system, but confining the attention to those aspects that are relevant to the research problem at the time". From this definition, Johnson infers that the case (which can be an individual or other entity) "is studied in its naturally occurring state and environment" (ibid.). Guided by our research enquiry on the inadequacy of British Civilization teachers' methodology, we intend to study the case of first year LMD classes in the department of English at USDB, and those variables of

the context, for example teachers' and learners' perception of British Civilization course, that connect to this case and may enlighten our research question.

However, the descriptive method "involves a collection of techniques used to specify, delineate, or describe naturally occurring phenomena" (ibid., 124). Hence, using different analytical instruments of research, namely a questionnaire, a structured interview and students' exam papers (for the justification of using these research tools see sub-section: Data collecting tools, p: 71), data is collected and put under close scrutiny to accomplish the description of our situation and its thorough examination.

Thus, the descriptive method would help us to collect the data needed for the study under investigation and concretely find out the extent to which the prevailing teaching methodology of British Civilization course can be considered appropriate to enhance students' learning achievements. Particularly, the focus is made on testing the adequacy of teachers' methodology in regards to worth interpretation of British Civilization subject as a culture-based course as well as the development of their students' English language proficiency and the ability of those students to grasp the content knowledge of the course. It would even aid us to provide the necessary guidelines for future teaching of British Civilization subject.

3.1.2. Participants:

* Population:

According to Allwright and Bailey, population is defined as "the entire group of subjects of interest" [69]. Since the case under investigation in our research project involves first year LMD students and teachers in the Department of English at USDB, we will address both populations. The population of first year LMD students comprises 5 groups, the equivalent of approximately 230 students enrolled in the Department of English at USDB for the academic year 2009-2010. A questionnaire is designed for this population from which 50 responses are randomly selected for analysis. The questionnaire addressed to the population of students is aimed at getting closer with students' opinions and perceptions of British Civilization subject and the way it is taught to them, especially.

The researcher also considers the population of British Civilization teachers in first year LMD classes, which comprises 5 teachers only. With this population, it is reckoned that a structured interview would be useful as the number of teachers is small. However, the choice of using the questionnaire for students' population is due to the fact that it takes less time than most other tools of research for example interviews or observation to cover the large population of first year LMD students. In addition to students' questionnaire and teachers' interview, we intend to use students' British Civilization exam papers as another tool of research for the purpose of triangulation. The letter is aimed at "demonstrating the same findings through different sources" (ibid., 105), to guarantee the validity of our study.

*Students' sample:

Following Nunan, a sample is "a subset of individuals from a given population" [39]. In the same way Allwright and Bailey write "the 'sample' is that smaller group which is actually studied by the researcher." [69]. Indeed, we have adopted a stratified sampling procedure; i.e. we want to be "more in control of the sample by ensuring that different categories of [students' exam papers] are represented" [38].

Thus, unlike the questionnaire which is addressed to the whole population of first year LMD students and randomly sampled, we need a stratified sampling of students' exam papers in order to categorize students' scores into groups whose members share the same level. So that equal opportunity is given for all levels to be analyzed. This is meant to reinforce the worth of this procedure of research.

Accordingly, we will divide the exam papers of first year LMD students into five (5) groups. Each group should contain similar grades: very weak ($0 \rightarrow 4.75$), weak ($5 \rightarrow 8.75$), average ($9 \rightarrow 12.75$), good ($13 \rightarrow 16.75$) and very good ($17 \rightarrow 20$). Then, we will randomly select the same number of exam papers from each group to be analyzed. The consideration of students' exam papers will help us to investigate the extent to which teachers' methodology is relevant to foster students' achievements in British Civilization subject both in terms of their English language competence and their content knowledge understanding including the cultural component.

3.1.3. Data collecting tools:

We opted for using one questionnaire, one structured interview, and first year LMD students' British Civilization exam papers as data collecting tools. All these research instruments are designed to assure that a certain degree of triangulation is reached, so that to make sure of the reliability of our data findings.

However, in spite of its importance classroom observation is not opted for here for some reasons among which: our presence in the classroom may lead teachers to change their way of teaching, and even some teachers may not feel at ease if they are observed teaching. Indeed, we reckon that students can be good observers instead of us.

➢ Students' questionnaire:

A questionnaire is designed and meant to encompass the substantial population of first year LMD students enrolled in the department of English at USDB for the academic year 2009/2010. The questionnaire, as defined by Nunan, is "an instrument for the collection of data, usually in written form, consisting of open and/or closed questions and other probes requiring a response from subjects" [39] (For the types of questions used in our questionnaire, see sub-section: Description of the students' questionnaire). Questionnaires, as Johnson points out, "require less time, and therefore less expense, than do interviews or observations" [66]. Thus, the questionnaire is used in this research as the most important source of data collection because it is less time consuming and it can cover the large number of students' population under study. For the reliability and validity of data collection we plan to try-out students' questionnaire with a randomly selected sample of participant subjects (see 3.1.4.Piloting).

➢ Teachers' structured interview:

It is found useful to conduct an interview with the population of first year LMD British Civilization teachers instead of a questionnaire since this population consists of only 5 teachers, i.e. the number is small, hence time costless. Generally, interviews, as Seliger and Shohamy put it, "are personalized and therefore permit a level of in-depth information-gathering, free response, and

flexibility that cannot be obtained by other procedures." [68]. Indeed, the type of the interview selected here is structured. By the structured interview Wallace means the interview that has "a very tight structure, and in which the questions will probably be read from a carefully prepared *interview schedule* similar to a questionnaire but used orally" (author's italics) [38]. Furthermore, for Seliger and Shohamy the interview schedule in the structured interview is meant for "list[ing] the questions to be asked or the topics to be discussed, and provid[ing] space to record the information produced during the interview" [68]. Accordingly, for first year LMD British Civilization teachers a structured interview is designed and employed to elicit precise and concise data that relates to the context of this study and that would hopefully be informative to our research enquiry.

➢ First year LMD students' British Civilization exam papers:

These are deliberately used to triangulate students' questionnaire and teachers' interview so as to ensure that our study is soundly founded. As a reliable source of eliciting information, students' British Civilization exam papers will assist us to rationally scrutinize:

- The level of students' English linguistic productive capacities which emanates here from analyzing their writing skill going mainly over the kinds of errors and mistakes students make.

- Students' ability to understand exam questions which implies their capacity to grasp the content knowledge of British Civilization course; hence to elucidate students' English language perceptive abilities.

- Teachers' way of assessing their students; i.e. do they take into consideration language only, content only, or both of them. For teachers' way of assessing their students makes part of the evaluation of their teaching methodology (see Chapter 1, p: 44).

3.1.4. Piloting:

Piloting means trying-out the instrument of research with a small sample of subjects before being used [66]. According to Seliger & Shohamy, the aim of piloting is "to assess [the] quality [of the instrument] while it can still be revised and improved." [68]. Thus, before addressing students' questionnaire to the whole

population of first year LMD students we have found piloting helpful in order to do some corrections or modifications if necessary. A randomly chosen population of 17 first year LMD students participated in this piloting phase where the participants were requested to answer the following questions:

- Were the instructions clear and easy to follow?
- Were the questions clear?
- Were you able to answer all the questions?
- Did you find any of the questions:
  - embarrassing?
  - irrelevant?
  - patronizing?
  - boring?
- How long did the questionnaire take to complete?
- Add other comments if any. (Adapted from Wallace) [38]

The piloting stage was purposefully designed for ensuring the effectiveness of our questionnaire for the requirements of simplicity and explicitness. In fact, though the participant subjects revealed no complications in answering the questions, we have made some modifications on the students' questionnaire by adding other necessary questions in different sections of the questionnaire to elicit as much data as possible. Piloting the interview of teachers, however, was found needless since the population of teachers comprises five teachers only.

3.1.5. Data analysis procedure:

As the present research endeavours to achieve reliability and validity, 'a high-quality analysis' of data is an unavoidable prerequisite. In fact, our approach to data analysis is built upon Johnson's assumption that:

> "A high-quality analysis, whether quantitative, qualitative, or both, is one that (1) identifies important variables, issues, or themes; (2) discovers how these pattern and interrelate in the bounded system; (3) explains how these interrelationships influence the phenomenon under study; and (4) offers fresh new insights." [66]

Therefore, we plan to analyze the information obtained by identifying it in terms of different yet interrelated themes which in their turn are explained to show their effect(s) on the situation under study; so that new insights would hopefully be yielded. Furthermore, the paradigms of research we have chosen are both quantitative and qualitative as we intend to discuss the data qualitatively and quantitatively by interpreting the respondents' answers into numbers and percentages, i.e. statistical analysis. Then, all the data collated and examined will be taken into consideration and presented either in tables and graphs.

The coming section of this chapter will reveal students' questionnaire. It will attentively uncover the description of the questionnaire and deliberately display the interpretation of the results obtained after analyzing the collected data.

3.2. Students' questionnaire:

Introduction:

In order to find out first year LMD students' opinions, attitudes and perceptions of the way British Civilization course is taught to them mainly in terms of teachers' classroom methodology, a questionnaire is handed over to them to provide us with the needed data. On the other hand, this questionnaire considers students' expectations of the appropriate way British Civilization subject should be taught to them. These expectations will be given space in our suggestions and recommendations.

3.2.1. Description of the students' questionnaire:

The students' questionnaire contains 22 items preceded by an introductory paragraph that informs the participants about the purpose of the research. The 22 items are systematically ordered and thematically divided into 5 sections each one is arranged for a specific set of information. All items are in the form of different types of questions, namely closed questions, closed questions with a follow-up open question, and listing questions. The forthcoming examples will give more insights.

- **Closed questions:** In this type of questions participant subjects are required to select one answer from a predetermined range of conceivable responses.

  Example from students' questionnaire: (see Appendix D)

  Item 5: To what extent do you find British Civilisation course helpful to improve your English   language skill?

  Much ☐

  Somehow ☐

  Not at all ☐

- **Closed questions with a follow-up open question:** Some items are formed in both closed and open ended questions where respondents are expected to answer a closed question with a follow-up open question. As such the researcher could elicit as much as possible information from the

respondents and gain extra data that is not asked for directly in the questionnaire.

Example from students' questionnaire: (see Appendix D)

Item20: What do you expect from studying British Civilisation course?

Language proficiency ☐

Cultural knowledge ☐

Both ☐

Other: ……………………………………………………………………

- **Listingquestions**: In such questions respondents must choose only one suggestion from a limited list of suggestions.

  Example from students' questionnaire: (see Appendix D)

Item 18: Which of the following do you think your difficulties in British Civilisation are due to:

- Language weaknesses ☐
- Teacher's way of teaching ☐
- Content of the syllabus ☐
- All of the above ☐

Here is a brief description of each section of students' questionnaire:

<u>Section I</u>: Students' general information (Q1→ Q3).

This section presents three (3) questions which are mainly aimed at providing the researcher with general information mainly about the educational background of the students under study. This general information concerns: number of years students have been studying English, students' stream in the secondary school, and whether they passed their baccalaureate exam in the old educational system or the new educational system. Students' gender and age are not considered in our study since the research is much more based on teachers.

<u>Section II</u>: Students' perception of British Civilization course (Q4 → Q09).

This section contains six (6) items designed to get information about students' perceptions and attitudes towards British Civilization course. Q4 is asked to know if students are aware of the aim of studying British Civilization. Q5 may uncover the extent to which students like studying British Civilization, then whether

they feel motivated towards it or not (Q6). By Q7 we would like to know to what extent students find this course helpful to improve their English language skill. Q8 concerns students' perception of British Civilization subject in terms of difficulty, while Q9 asks students if they see the previously mentioned course as being theoretical only, practical only or both theoretical and practical.

Section III: Students' perception of their teachers' classroom methodology (Q10 → Q13).

Here four (4) questions are made to provide us with information on students' perceptions and opinions about their teachers' way of teaching British Civilization course. Relevant to this, Q10 will inform us whether teachers explained to their students the goal and/ or the objective(s) of British Civilization course at the beginning of the academic year. Q11 deals with the way teachers deliver British Civilization lessons. In addition, Q12 is designed to be aware whether teachers' methodology makes students understand lectures easily, with difficulty or not at all, and then students have to justify their answer in a follow-up question. And Q13 inquires if teachers' way of teaching encourages students to participate and use their English language to communicate in the classroom.

Section IV: Students' difficulties (Q14→ Q18).

This section contains five (5) questions which serve to give us data about students' difficulties encountered in the classroom because of their teachers' methodology and even during their exam which is the means teachers use to assess their students' achievements. Q14 asks students to mention the kind of difficulties they meet during British Civilization lectures. Q15 inquires whether students often rely on translation (into Arabic and/or French) when facing problems with understanding the content of their lectures. Then, Q16 asks students to reveal how they prepare for their exam, while Q17 focuses on the difficulties students encounter during their exam. Finally, Q18 requires students to indicate whether their difficulties are due to language weaknesses, teachers' way of teaching or syllabus content.

<u>Section V</u>: Students' expectations and suggestions (Q19→Q22).

The set of questions (4) designed in this section is aimed at finding out how first year LMD students would like the course of British Civilization to be taught to them, but before that we would like to know if students have made advantage(s) from studying British Civilization (Q19), and what they expect from studying it (Q20). They are also asked whether they prefer their teachers to teach them "what" or "how" to learn (Q21). As far as suggestions are concerned, students can select from a given list as they can provide their own (Q22). Furthermore, students' expectations and suggestions will be taken into consideration in our recommendations.

<u>3.2.2. Analysis of students' questionnaire:</u>

<u>Section I</u>: Students' General information (Q1 → Q3).

Item 1: How many years have you been studying English? ………….

Answer	N	٪
6 years	05	10
7 years	30	60
More than 7 years	15	30
Total	**50**	**100**

Table 4: Amount of English instruction students have been receiving throughout their studies

The above table reveals the amount of English instruction students have been receiving throughout their studies. Some students (10٪) have been studying English for 6 years. The majority of the students (60٪) have been learning English language for 7 years, while (30٪) received more than 7 years of English instruction.
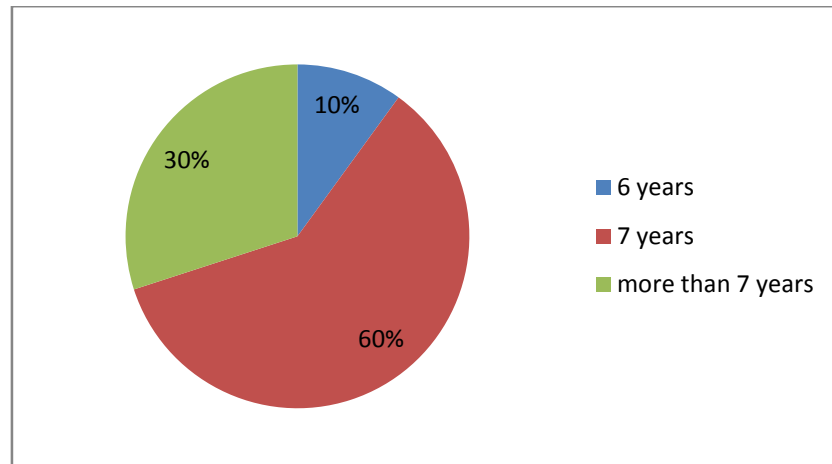
Graph 1: Amount of English instruction students have been receiving throughout their studies

The graph mentioned above represents, in a more clear way, the amount of English instruction students have been receiving throughout their studies.

Item 2: Your stream in the secondary school:

Literary ☐   Scientific☐   Technical   ☐

Answer	N	%
Literary	40	80
Scientific	10	20
Technical	00	00
Total	**50**	**100**

Table 5: Students' stream in the secondary school

Table 5 summarizes the results that concern students' stream in the secondary school. Thus, 80% of the students had pursued their studies in the literary stream of the secondary school. Moreover, 20% of the students had studied in the scientific stream, while no student (00%) is found in the technical stream.

Item 3: Did you pass your Baccalaureate exam in:

The old educational system ☐   The new educational system ☐

Answer	N	%
The old educational system	00	00
The new educational system	50	100

Total	**50**	**100**

Table 6: The educational system in which students passed their baccalaureate exam

According to the results displayed in table 6, all students (100٪) reveal that they passed their baccalaureate exam in the new educational system. It is worth mentioning that the new educational system supports the Competency-Based Approach to Language Teaching (see Chapter 1).

Section II: Students' perception of British Civilization course (Q4 → Q9).

Item 4: Do you know why you are studying British Civilisation?

Yes ☐   No   ☐

If yes, say why: …………………………………………………………………

Answer	**N**	**٪**
Yes	17	34
No	33	66
Total	**50**	**100**

Table 7: Students' awareness of the purpose of studying British Civilization

In table 7 the results that have been summed up concern students' awareness of the purpose of studying British Civilization. Accordingly, we can notice that (34٪) of the students seem aware of the reason British Civilization course is introduced in first year LMD classes; however, when asked to justify their answers students explain:

S1: "in order to be aware of what happened in the past"

S2: "in order to know how Britain was in the past"

Apparently, the scope of students' awareness of the purpose of studying British Civilization is too narrow. Moreover, it is worth noting that most of the students (66٪) do not know why they are learning British Civilization course. Undoubtedly, that would negatively affect their attitude towards this course.
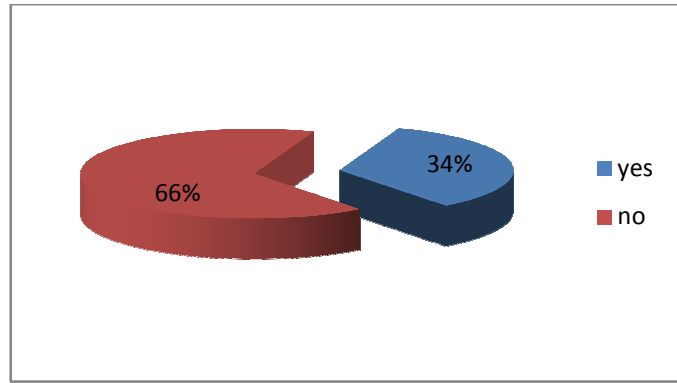
Graph 2: Students' awareness of the purpose of studying British Civilization

Item 5: To what extent do you like studying British Civilisation?

Much ☐   Little ☐   Not at all   ☐

Answer	N	٪
Much	11	22
Little	22	44
Not at all	17	34
Total	**50**	**100**

Table 8: The extent to which students like studying British Civilization

Table 8 shows the extent to which students in first year LMD classes like studying British Civilization subject. As it reads, only (22٪) of the whole population like British Civilization course much. Furthermore, (44٪) of the students appreciate it to a little extent, while 34٪ does not like it at all.

Item 6: Do you feel motivated towards your British Civilisation course?

Yes ☐   No ☐

If no, say why: ………………………………………………………………………

Answer	N	٪
Yes	11	22
No	39	78
Total	**50**	**100**

Table 9: Students' motivation towards British Civilization course

The above table indicates that the minority of the students (22٪) feel motivated towards their British Civilization course. On the other hand, 78٪ of the

students claim that they do not feel motivated to study British Civilization. Some of these students justify their demotivation as follows:

S1: "…because I do not like civilization module"

S2: "…because of the teachers' way of teaching"

S3: "I find it difficult and boring."
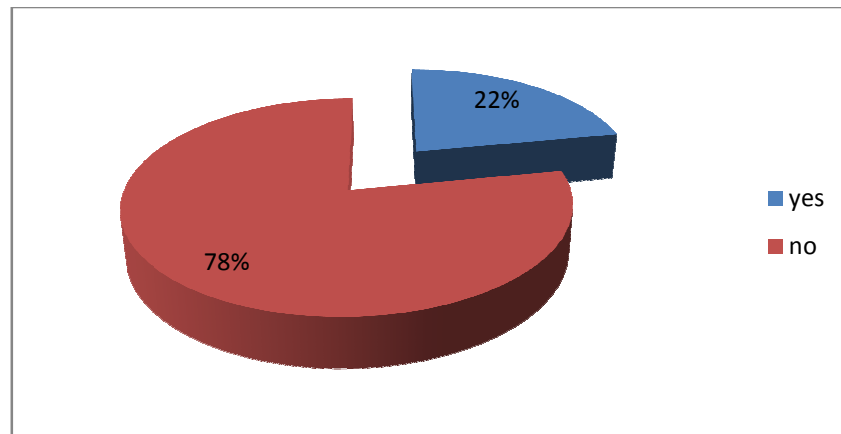
Graph 3: Students' motivation towards British Civilization course

Graph 3 is used as another clear presentation of students' motivation towards British Civilization course. It is obvious that the majority (78٪) does not feel motivated.

Item 7: To what extent do you find British Civilisation course helpful to improve your English language skill?

Much ☐   Somehow☐   Not at all   ☐

Answer	N	٪
Much	06	12
Somehow	25	50
Not at all	19	38
Total	**50**	**100**

Table 10: The extent to which students find British Civilization helpful to improve their English language skill

The results exposed in table 10 unveil the extent to which students find British Civilization helpful to improve their English language skill. We can observe

that 12٪ of the respondents opted for the first choice "much". In addition, half of the population concerned (50٪) finds British Civilization subject "somehow" helpful, whereas 19٪ claimed that it is not helpful at all.

Item 8: Do you perceive British Civilisation as being:

Easy ☐   Averag☐   Difficult ☐

Answer	N	٪
Easy	03	06
Average	18	36
Difficult	29	58
Total	**50**	**100**

Table 11: Students' perception of British Civilization course in terms of difficulty

Table 11 reveals the results obtained concerning students' perception of the British Civilization course mainly in terms of difficulty. Accordingly, we can note that only 6٪ of the students find British Civilization subject easy to study. On the other hand, 36٪ of the respondents describe it as average, while the majority of the students (58٪) perceive it as being difficult.
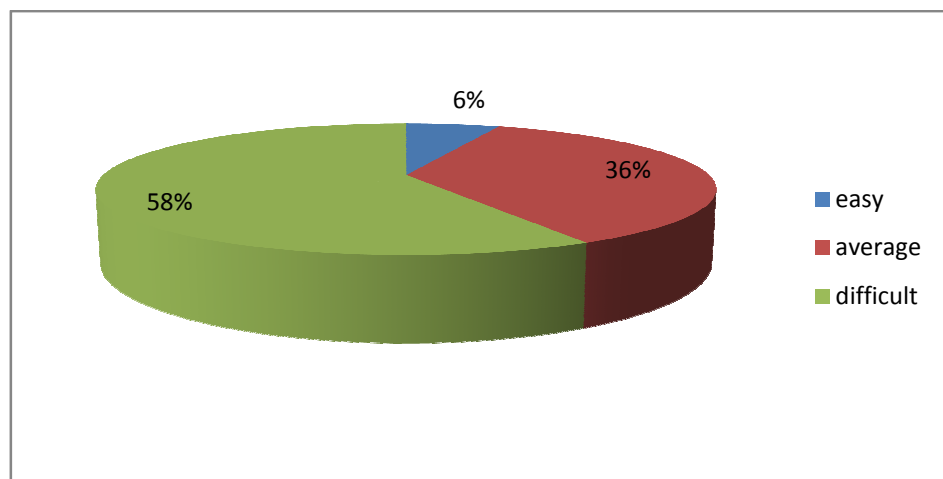
Graph 4: Students' perception of British Civilization course in terms of difficulty

The above graph visualizes very clearly Students' perception of British Civilization course in terms of difficulty. More than half of the students' population (58٪) finds it difficult.

Item 9: Do you see British Civilisation course as being:

Theoretical ☐   Practical ☐   Both ☐

Answer	N	٪
Theoretical	31	62
Practical	06	12
Both	13	26
Total	**50**	**100**

Table 12: Students' perception of British Civilization course in terms of practicality

As it can be detected in the above table, a great portion of the students' population (62٪) perceives the British Civilization course as being theoretical. Only 12٪ of the students find it practical, whereas the rest (26٪) look at it as both a practical as well as theoretical course.

Section III: Students' perception of their teachers' classroom methodology (Q10 → Q13).

Item 10: Did your teacher clearly explain to you the objectives of British Civilisation course at the beginning of the academic year?

Yes ☐   No   ☐

Answer	N	٪
Yes	04	8
No	46	92
Total	**50**	**100**

Table 13: Teachers' explanation of British Civilization course objectives to their students

The results displayed in table 13 treat teachers' explanation of the British Civilization course objectives to their first year LMD students. Approximately, all the students (92٪) concurred that their teachers did not mention to them any objective of studying British Civilization. Only few students (8٪) asserted that their teachers did explain to them the purpose of learning British Civilization.

Item 11: How does your teacher deliver British Civilisation lectures to you? Is it by:

a-Explaining ☐

b-Dictating ▢

c-Both of the above ▢

d-Giving handouts ▢

c-texts with activities ▢

Other:………………………………………………………………………………….

Answer	N	％
a-Explanation	17	34
b-Dictation	01	02
c-Both of the above	05	10
d-Giving handouts	04	08
e-Explanation, dictation and handouts	23	46
f-Text and activities	00	00
Total	**50**	**100**

Table 14: The way teachers deliver British Civilization lectures to their students

As far as teachers' way of delivering British Civilization lectures to their students is concerned, 34％ of the students confirmed that their teachers use explanation only, 2％ selected dictation only, while 10％ claimed that their teachers use both explanation and dictation. Furthermore, 8％ of the students maintained that their teachers give them handouts, whereas the largest part of the population concerned (46％) opted for the last choice, i.e. their teachers rely on both explanation and dictation besides giving handouts. Yet, texts with activities are not used at all (00％).

a:explanation
b:dictation
c:explanation+dictation
d:handouts
e:explanation+dictation+handouts
f: texts with activities
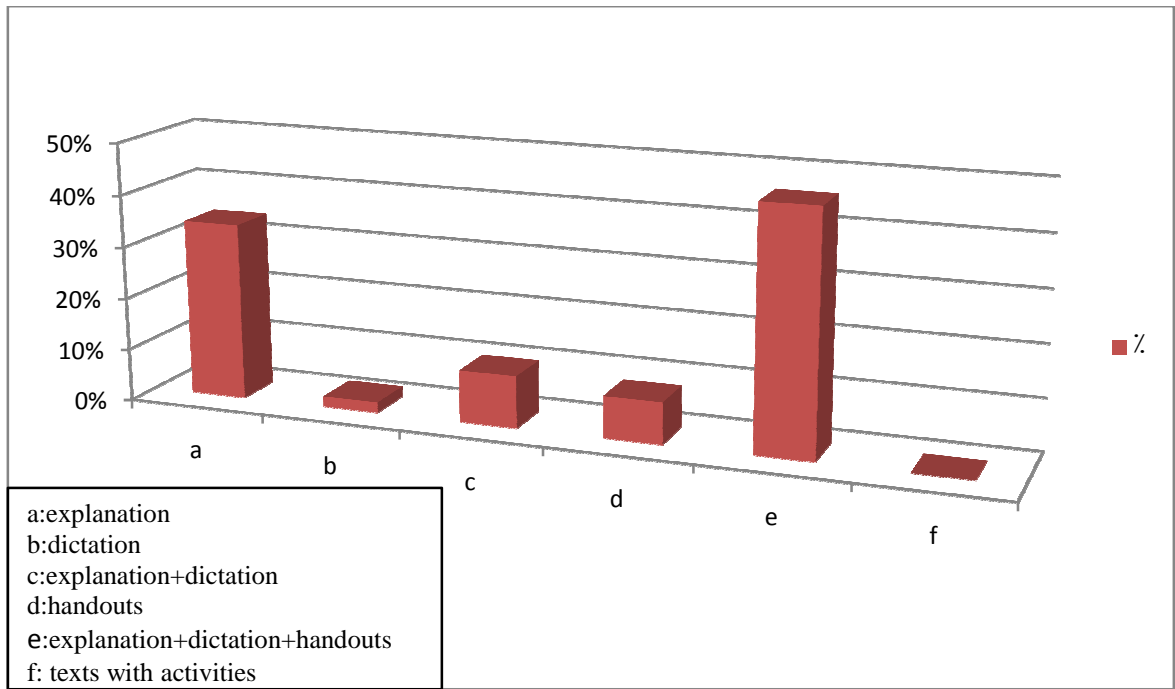
Graph 5: The way teachers deliver British Civilization lectures to their students

The graph presented above represents the way teachers deliver British Civilization course to their students. The letters on the graph refer to the options revealed in the above table.

Item 12: In respect to your teacher's way of teaching, do you understand British Civilisation lectures:

Easily ☐   With difficulty ☐   Not at all ☐

Say why: …………………………………………………………………………

Answer	N	％
Easily	10	20
With difficulty	28	56
Not at all	12	24
Total	**50**	**100**

Table 15: Students' ability to understand British Civilization lectures in respect to their teachers' classroom methodology

Table 15 displays the results obtained about students' ability to understand British Civilization lectures in regards to their teachers' classroom methodology. As the table reads, 20％ of the students claimed that their teachers' way of teaching is

helpful to understand British Civilization easily. However, for the majority of the students (56٪) teachers' classroom methodology makes British Civilization lectures difficult for them, while 24٪ uncover that their teachers' way of teaching does not help them grasp the content of the British Civilization lessons at all. Students provided the following justification for their attitude:

S1: "…because British Civilization is difficult and complicated"

S2: "problem of language"

S3: "…because the teachers' way of teaching is not good"

Item 13: Does your teacher's way of teaching encourage you to participate and use your English language to communicate in the classroom?

Yes ☐ No ☐

If no, say why: ………………………………………………………………….

Answer	N	٪
Yes	19	38
No	31	62
Total	**50**	**100**

Table 16: The efficiency of teachers' methodology in terms of encouraging students to participate and use their English in interactive communication

Item 13 is aimed at helping us to know whether students find their teachers' methodology encouraging enough to make them participate and use their English language to communicate in the classroom. The results acquired show that 38٪ of the students consider their teachers' way of teaching helpful, whereas 62٪ responded negatively as they view their teachers' way of teaching inefficient. They justify this in regards to:

S1: "our teachers' way of teaching is boring"

S2: "there are no questions and no comments in the classroom at all"

S3: "…because we do not have the opportunity to participate"

<u>Section IV:</u> Students' difficulties (Q14 → Q18).

Item 14: What kind of difficulties do you meet during British Civilisation lectures?

Asking questions ▢   Answering questio▢

Both of the above ▢

Add others, if any:……………………………………………………………

Answer	N	٪
Asking questions	10	20
Answering questions	14	28
Both of the above	26	52
Other	00	00
Total	**50**	**100**

Table 17: Kind of difficulties students meet during British Civilization lectures

Table 17 is devoted to the results that relate to the kind of difficulties students encounter during British Civilization lectures. Relevant to the results obtained, 20٪ of the respondents have difficulties of asking questions, 28٪ faces the difficulty of providing answers to teachers' questions, while the majority (52٪) suffers both difficulties of asking questions and providing answers. Moreover, students show no other difficulties.

Item 15: Do you often rely on translation (into Arabic and/or French) in order to understand the content of British Civilization lectures?

Yes ▢   No▢

Answer	N	٪
Yes	47	94
No	03	6
Total	**50**	**100**

Table 18: Students' use of translation (into Arabic and/or French) to understand British Civilization content

As revealed in the above table, 94٪ of the students rely on translation either into Arabic and/or French in order to better comprehend the content of British

Civilization lectures. Only 3 students (= 6⁒) claimed that they do not rely on translation at all.
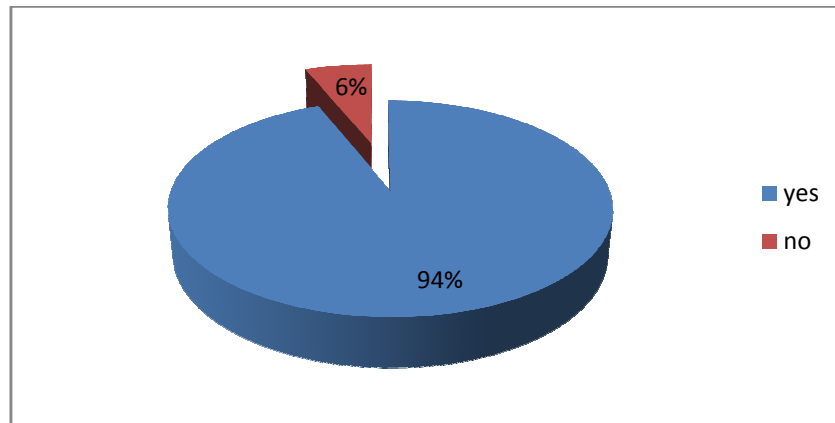
Graph 6: Students' use of translation (into Arabic and/or French) to understand British Civilization content

Graph 6 makes students' reliance on translation into Arabic and/or French to understand British Civilization content plain enough. As we can see almost all the students (94⁒) find translation an easy way to grasp the content of their British Civilization lectures, but does it help them improve their English language?

Item 16: How do you prepare for your British Civilisation exam?

Learning by heart ☐   Understanding ☐

Answer	N	⁒
Learning by heart	35	70
Understanding	15	30
Total	**50**	**100**

Table 19: The way students prepare for their British Civilization exam

This table deals with the way students prepare for their British Civilization exam, i.e. do they rely on learning the content by heart or just understanding it. The results concluded show that almost all the students (70⁒) count on rote learning as the best way to prepare for their British Civilization exam. Meanwhile, only 30⁒ considers understanding the content enough to prepare for the exam.

Item 17: What kind of difficulties do you meet during British Civilisation exam?

Understanding questions ▢ Answering questions ▢ The way of working out the answer▢

All of the above ▢

Answer	N	٪
Understanding questions	11	22
Answering questions	00	00
The way of working out the answer	25	50
All of the above	14	28
Total	**50**	**100**

Table 20: Kinds of difficulties students meet during British Civilization exam

Table 20 illustrates varying difficulties students meet during their British Civilization exam. We notice that 22٪ of the students find it difficult to understand exam questions, while no one (00٪) has problems with answering questions. However, most of the students (50٪) consider the way of working out the answer an acute obstacle during British Civilization exam, whereas 28٪ of the respondents suffer all the previously cited difficulties: understanding questions, answering questions and the way of working out the answer.

Item 18: Which of the following do you think your difficulties in British Civilisation are due to:

Language weaknesses▢ Teacher's way of teaching ▢ Content of the syllabus▢

All of the above ▢

Answer	N	٪
Language weaknesses	06	12
Teachers' way of teaching	21	42
Content of the syllabus	15	30
All of the above	08	16
Total	**50**	**100**

Table 21: Aspects students think their difficulties in British Civilization are due to

The results that have been summed up in table 21 concern the aspects that students think their difficulties in British Civilization are due to. Accordingly, we note that 12⁒ of the students think that the difficulties they encounter in British Civilization course are due to their language weaknesses. For 42⁒ of the respondents it is their teachers' way of teaching that makes it difficult for them to be able to deal with British Civilization, while 30⁒ of the students refer to the content of the syllabus. Only 16⁒ of the participants claimed that their difficulties are due to all the aforementioned aspects: language weaknesses, teachers' way of teaching as well as the content of the syllabus.

Lge: Language weaknesses
Tr: Teachers' way of teaching
C S: Content of the syllabus
All: All of the above
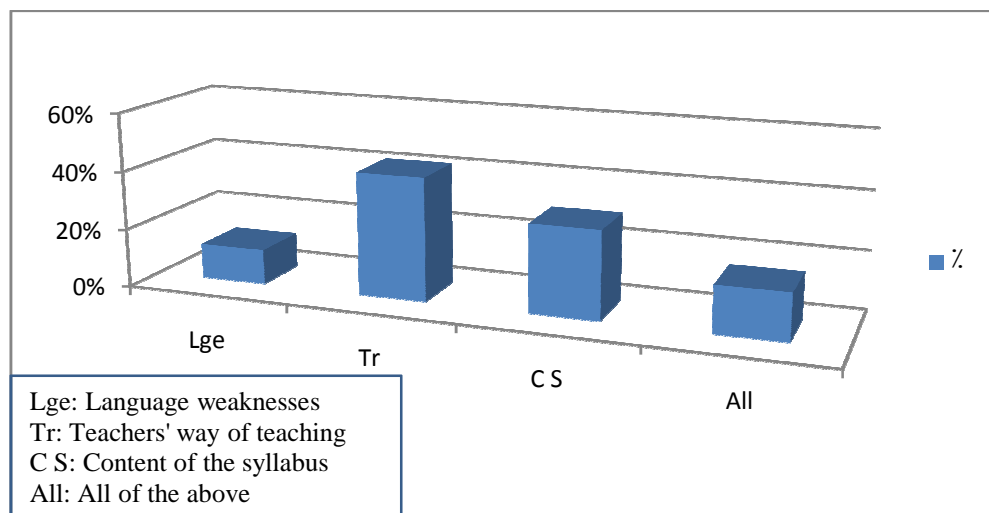
Graph 7: Aspects students think their difficulties in British Civilization are due to

The above graph provides a clear visualization of different aspect students think their difficulties in British Civilization are due to.

Section V: Students' suggestions and expectations (Q19 → Q22).

Item 19: As far as your English language improvement is concerned, have you really made advantage from studying British Civilisation as it is expected?

Yes ☐   No ☐
If no, say why: …………………………………………………………………

Answer	N	⁒
Yes	23	46
No	27	54

	50	100
Total	**50**	**100**

Table 22: Whether students have improved their English language thanks to British Civilization course or not

According to table 22, students' answers to whether they have improved their English language thanks to the British Civilization course or not vary considerably. Thus, 46٪ responded in a positive way asserting that the course of British Civilization helped them to improve their language. On the other hand, 27 students (= 54٪) agree on that British Civilization did not help them to progress their English language at all.

Item 20: What do you expect from studying British Civilisation course?

Language proficiency ☐   Cultural knowledge☐
Both of the above ☐
Other: ………………………………………………………………………………

Answer	**N**	**٪**
Language proficiency	00	00
Cultural knowledge	17	34
Both of the above	33	66
Total	**50**	**100**

Table 23: Students' expectations from studying British Civilization

As far as students' expectations from studying British Civilization is concerned, table 23 reveals that no student (00٪) expects to get language proficiency alone. Meanwhile, 34٪ of the students want to get cultural knowledge no more, whereas the majority of the respondents (66٪) expect the acquisition of both language proficiency and cultural knowledge.
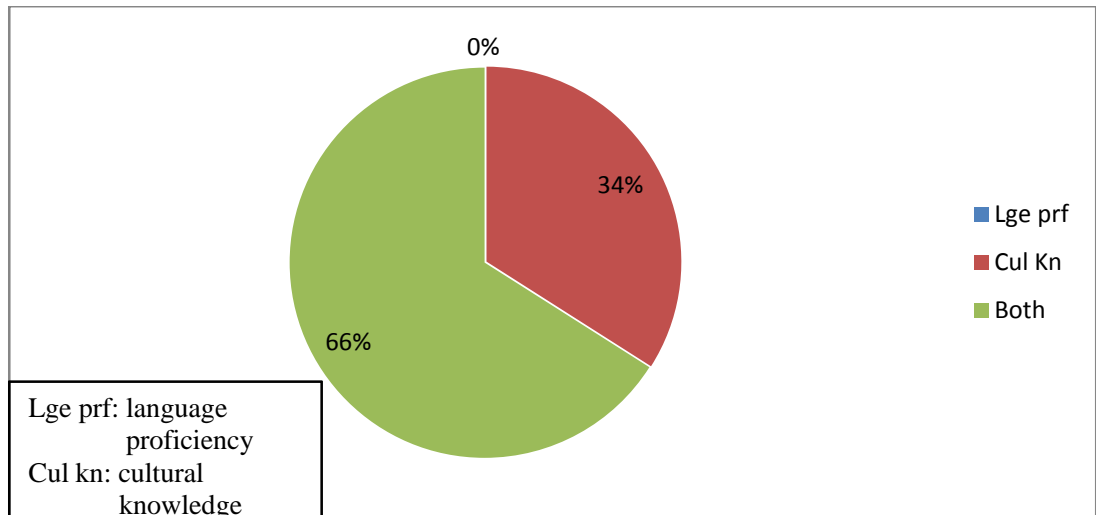
Graph 8: Students' expectations from studying British Civilization

Thisgraph represents students' expectations from studying British Civilization according to the results displayed in the above table.

Item 21: Do you prefer your teacher to teach you:

What to learn ☐   How to learn ☐
Both of the above ☐

Answer	N	٪
What to learn	02	04
How to learn	22	44
Both of the above	26	52
Total	**50**	**100**

Table 24: What students prefer their teachers to teach them

The recorded results in table 24 unveil the participants' answers to what they prefer their teachers to teach them. We observe that very few students (04٪) want their teachers to teach them "what" to learn rather than "how" to learn. For 44٪ of the respondents it is better to learn the "how" rather than the "what", while the majority (52٪) prefers teachers' consideration of both "what" and "how" to learn in first year LMD British Civilization classroom.

Item 22: What do you think is the best way to realize an easier understanding and best achievement of British Civilisation course? (You can tick more than one choice)

a- Study British Civilisation through texts and activities ☐

b- Participate in communicative activities ☐

c- Work in pairs and/or in groups ☐

d- Receive handouts from your teacher ☐

e- Focus on "how" to learn rather than "what" to learn ☐

Add others, if any: …..

Choice	N	%
a & b	03	06
a, b & c	14	28
a, b, c, d & e	03	06
a, b, d & e	10	20
b, c, d & e	09	18
d & e	11	22
Total	**50**	**100**

Table 25: Students' suggestions about the best way of teaching British Civilization in first year LMD classes

By using item 22 we want to share our suggestions for the improvement of the teaching methodology of British Civilization in first year LMD classes with the population concerned, i.e. first year LMD students. At the same time students are given space to provide their own suggestions in the follow-up question. Referring to the results exposed in table 25 we can read that 06% of the respondents opted for choices "a" and "b", 28% selected "a", "b" and "c". In addition, very few (06%) are those who preferred option "a", "b", "c", "d" and "e". Moreover, there are 10 students (= 20%) who chose "a", "b", "d" and "e", while 09 students (=18%) lean towards "b", "c", "d" and "e". The rest (11 students = 22%) consider the alternatives "d" and "e" as the best way to promote easier understanding and better achievements for students in British Civilization subject. Yet, some students added other suggestions:

S1: "study British Civilization through documentaries and movies"

S2: "study British Civilization through real photographs"

3.2.3. Interpretation of the results:

The results that have been detected after analyzing students' questionnaire are very interesting and can contribute a great deal to enrich our investigation into the way British Civilization course is taught in first year LMD classes in the Department of English at USDB. Moreover, all the results aforementioned in data analysis are interpreted hereinafter.

The data gathered in the first section which contains 3 questions (Q1 → Q3) concern students' general information, mainly their educational background. From Q1, we learn that most of the first year LMD students (60٪) have been studying English for 7 years, others (30٪) for more than 7 years and few students claimed that they have been receiving English instruction for 6 years only. Moreover, 80٪ of these students used to belong to the literary stream in the secondary school where time allotted for English instruction is much more than that of the scientific or the technical stream. Another interesting piece of information we have obtained thanks to Q3 is that all students (100٪) passed their baccalaureate exam in the new educational system which is based on the principles of the Competency-Based Approach. As such, first year LMD students are expected to be active learners with sufficient English language background to pursue university English language studies in the LMD system. So, can this perception of first year LMD students that has been inferred from their general information be taken for granted? The answer is found in the interpretation of the results of the forthcoming sections of the questionnaire.

Through section II we have come across significant information about students' perception of British Civilization course. The first item investigates students' awareness of the aim of studying British Civilization. More than half of the population (66٪) does not know why British Civilization is taught in first year LMD classes, and those who pretend to know (34٪) limited the reason to "to be aware of what happened in the past" or "to know how Britain was in the past". Can these aims be accounted for as being identical to the aspirations of a university EFL classroom?! We do not think so.

Then we opted for Q5 to see the extent to which students like studying British Civilization, the results are as follows: (22٪), (44٪) and (34٪) for options

"much", "little" and "not at all" respectively. Automatically, those who like British Civilization little or do not like it at all do not feel motivated towards this course as revealed by students' answers to item 6 (78℅ not motivated and only 22℅ motivated). Students justified their attitude on the grounds of either their teachers' way of teaching not being good or British Civilization course being difficult and boring. Accordingly, 50℅ of the students find British Civilization somehow helpful to improve their English, while 38℅ does not find it helpful at all (item 7). Therefore, most of the students (58℅) perceive British Civilization as being difficult, while 36℅ finds it average and only 06℅ considers it easy. Undoubtedly, what makes students regard British Civilization in such a way is the misconception of most of them (62℅) of this very course as being totally theoretical, i.e. it cannot be studied practically through activities for example. And very few (12℅) are those who perceive it practical or both theoretical and practical (26℅).

As for students' perception of their teachers' classroom methodology, four questions (Q10 → Q13) are devoted for that purpose in section three. In their answers to Q10, 92℅ of the students unveil that their teachers did not explain to them any objective that relate to British Civilization course at the beginning of the academic year, i.e. 92℅ of the students never come to know why they are studying British Civilization. In addition, for the way teachers deliver British Civilization lectures to their students, 34℅ of the respondents informed us that their teachers rely on explanation only, and 02℅ claimed that teachers use dictation only. Then, for 10℅ of the students, teachers make use of both explanation and dictation, while 08℅ asserted that their teachers give them handouts, and the majority (46℅) said that teachers use explanation, dictation and give handouts. So, we notice that as such, teachers' way of teaching helps creating a teacher-centered classroom. A way of teaching that contradicts the principles of the LMD classroom which should be based on current teaching methodologies (see Chapter 1). And it is not surprising that this teaching methodology will make it difficult for most students (56℅) to grasp the content of British Civilization lectures, and even others will not understand at all (24℅) because as one students said "the way of teaching is not good". Moreover, in respect to this way of teaching, the majority of the students (62℅) are discouraged to participate and use their English language to communicate in the classroom, the only available context for students to use

English. To justify, one student explained "our teachers' way of teaching is boring", another student added "we do not have the opportunity to participate". This situation needs to be treated carefully, indeed.

Coming to the forth section, five questions (Q14 → Q18) are designed to elicit information about students' difficulties. Starting with students' difficulties during British Civilization lectures, 20℅ of the respondents show that they have problems with asking questions, while 28℅ face obstacles when answering questions. The majority (52℅) claimed that they have troubles with both asking and answering questions. Also worth pointing out is that 94℅ of the students rely on translation into Arabic and/or French in order to understand British Civilization content which means that most students suffer serious language weaknesses. Concerning the way students prepare for their British Civilization exam, 70℅ of the students confirmed that they learn course content by heart, and a minority (30℅) relies on understanding only. In terms of difficulties students encounter during British Civilization exam, 22℅ of the participants have problems with comprehending exam questions, half of the population concerned (50℅) has difficulties with the way of working out the answer, whereas 28℅ of the students meet all kinds of problems, i.e. understanding questions, answering questions and the way of working out the answer. Furthermore, no student (00℅) has difficulty with answering questions alone. This can be interpreted in one way that is students' lack of procedural knowledge "know how" hinders their ability to concretely and effectively reformulate their declarative knowledge "know what" to fit the requirements of the exam questions. As such, students' declarative knowledge, though learnt by rote, becomes useless. As usual, the majority of the students (42℅) refer to their teachers' way of teaching as the salient reason behind their difficulties, others (12℅) blame their language weaknesses, and while 30℅ of the students disapprove of the syllabus content, 16℅ of the respondents mention all previously cited reasons, i.e. language weaknesses, teachers' way of teaching and content of the syllabus.

By the last section which contains four questions (Q19 → Q22), we intend to share our suggestions with the students and at the same time we want to know students' expectations and their own propositions for ameliorating the way of teaching British Civilization in first year LMD classes. However, before that we find

it important to be aware whether students feel that they have made advantage(s) from studying British Civilization, especially in terms of their English language progress. For this question the majority of the students (54٪) answered "no", whereas the minority (46٪) answered "yes". Concerning what students expect from studying British Civilization, no one (00٪) mentioned language proficiency alone, and 34٪ of the students expect developing cultural knowledge only, while the largest portion of the participants' population (66٪) aspires for acquiring both language proficiency and cultural knowledge. In regards to teachers' methodology (item 21), only 04٪ of the respondents want their teachers to focus on "what" to learn, whereas 44٪ expects teachers to emphasize "how" to learn while the majority (52٪) wants both the "what" and the "how". Through item 22, we aim at engaging students in making suggestions as far as the improvement of the teaching methodology of British Civilization in first year LMD classes is concerned. Students are supplied with a predetermined list of suggestions to select from as they can add their own in the follow-up question. Some students (06٪) opted for "a" & "b" choices, while 28٪ selected "a", "b" & "c". For other students (06٪) all alternatives "a", "b", "c", "d" & "e" are viewed good, whereas 20٪ of the respondents chose "a", "b", "d" & "e", and 18٪ preferred "b", "c", "d" & "e". The remaining 11 respondents (= 22٪) limited their option to "d" & "e" alternatives. Yet, some students added other propositions like the use of real photographs, documentaries and movies. Students' suggestions will be given room in our recommendations.

Conclusion:

Students' questionnaire has been used in this study as the most important instrument of research through which students proved to be good classroom observers instead of us. Yet, the information yielded by the students' questionnaire has enriched our research and enlightened our inquiry as far as teachers' methodology in first year LMD British Civilization classroom is concerned.

Throughout the various yet complementary sections of the questionnaire, we have come across pivotal data that contribute considerably to validate though partially our hypotheses. Therefore, thanks to the first section of the questionnaire we have obtained stimulating data about students' educational background

generally. Furthermore, with section two we have discovered how students perceive British Civilization course, predominantly in respect to the purpose of studying this course and the extent to which they like it and feel motivated towards it. We have been also able to unveil the tenets of British Civilization teachers' classroom methodology and how students look at it and whether they find it efficient to enhance their achievements as EFL students, in section three. Then the last two sections (four and five) were really informative about students' difficulties and their expectations and suggestions respectively.

Yet, alone the students' questionnaire would seem less effective to promote internal validity for our research in spite of its importance as a reliable research tool. Therefore, we would like to triangulate students' questionnaire with a structured interview for first year LMD teachers of British Civilization in the Department of English at USDB, besides students' British Civilization exam papers analysis. The coming section will deal with teachers' structured interview.

<u>3.3. Teachers' structured interview:</u>

<u>Introduction</u>

The population of first year LMD teachers of British Civilisation is addressed with a structured interview which is mainly meant to provide us with teachers' perception of British Civilisation course from different dimensions. So, we intend through this interview to find out how teachers deal with this course in regard to establishing course objectives, the teaching practices and materials used, the way they assess their students, then their difficulties and expectations. All these data are needed to enable us to examine the adequacy of British Civilization teachers' classroom methodology in first year LMD classes in the Department of English at USDB.

<u>3.3.1. Description of teachers' interview:</u>

As we intend to elicit precise information from our participants, we opted for a structured interview. Teachers' structured interview is designed in the form of a questionnaire. It contains 25 questions. These questions are divided into 7 theme-based sections. These themes are hopefully meant for enlightening our research questions set up at the beginning of this study.

Here is a brief description of each section.

<u>Section I</u>: Teachers' general information (Q1 → Q4)

The first section comprises 4 questions through which general information about first year LMD British Civilization teachers can be obtained. Relevant to this, we have formulated questions concerning teachers' degree (Q1), teaching experience of EFL generally (Q2) and British Civilization course particularly (Q3). The last question (Q4) is about teachers' attendance of any teacher training programme.

<u>Section II</u>: Teachers' perception of British Civilization course (Q5 → Q9)

This section counts 5 questions. The aim of the questions presented here is to know how teachers perceive British Civilisation course from different perspectives. The fifth question (Q5) requires teachers to mention what they perceive as the most important aim behind teaching British Civilization course in

first year LMD classes. Q6 inquires whether the syllabus of this course, in terms of both content and methodology, is imposed on teachers by the administration (Department of English at USDB). By Q7 we would like to know if teachers explained to their students at the beginning of the academic year the objectives that should be attained by the end of the course. What are these objectives (Q8), then in respect to these objectives do teachers view British Civilization course as being totally a theoretical course, practical or both (Q9). These data are very important to see to what extent teachers are aware of their course design, especially in terms of setting up objectives because it is one of the most important elements according to which teaching methodology should be determined.

Section III: Teachers' perception of their students'needs (Q10 → Q11)

The two questions designed in this section are meant to know if British Civilisation teachers in first year LMD classes care about the needs of their students (Q10), especially in terms of English language and culture weaknesses which would prevent them from grasping the content of the course. Also, we intend to know, here, if these needs are taken into consideration by teachers throughout the process of teaching British Civilisation (Q11).

Section IV: Teachers' classroom methodology (Q12 → Q16)

Through the five questions presented in this section, our aim is to investigate the very way of teaching British Civilisation in first year LMD classes, principally how lessons are delivered (Q12) and do teachers support their teaching methodology with any teaching materials (Q13). Then Q14 asks teachers whether they focus on group work in their classrooms. Yet, Q15 requires teachers to tell us if their teaching methodology is encouraging enough to make students participate and use their English language to communicate in the class, while Q16 inquires whether teachers stress the practice of the four skills in their classrooms. Indeed, these aspects are momentous in the process of EFL teaching/learning, and if they were neglected, the teaching process or teachers' methodology would negatively affect the students' learning achievements.

<u>Section V</u>: Teachers' and students' roles in the classroom (Q17 → Q18)

This section includes 2 questions which are intended to collect data about the roles of each of the students and teachers in the British Civilisation classroom. Thus, Q17 is about the role that teachers often find themselves acting in the classroom: provider of historical information, language advisor and facilitator, guide or other. Whereas Q18 asks teachers how they perceive their students: active participants, passive learners or other. This information would be helpful for us to find out if the first year LMD British Civilisation class is a traditional teacher-centered class or a modern learner-centered class.

<u>Section VI</u>: Teachers' assessment of their students' achievements and evaluation of course objectives (Q19 → Q23)

In this section five questions are designed to uncover how teachers assess their students' achievements by means of both project work and examination. As such, Q19 requires teachers to reveal whether they find their students good at accomplishing project work. Q20 would unveil the aspects teachers take into consideration while assessing their students' project work. Then, Q21 is asked for getting knowledge about elements teachers focus on while assessing their students' performance in the exam, and how they describe the scores of their students generally (Q22). The last question of the section (Q23) seeks answer(s) to whether teachers find themselves able to achieve course objectives, if any, by the end of the semester which is very significant in EFL teaching methodologies.

<u>Section VII</u>: Teachers' difficulties and expectations (Q24 → Q25)

In the last section we find it really interesting to devote two items for teachers' difficulties and expectations respectively. Thus, we want to know if teachers encounter difficulties while teaching (Q24) and if yes what are these difficulties. Moreover, we would like to be aware of teachers' suggestions about what they see as the best way to promote easier understanding of British Civilisation course for first year LMD students (Q25). Teachers may select suggestions from a readymade list as they may supply their own. These suggestions are hopefully meant to be helpful to make up the framework of our

recommendations. Yet, the next step we will deal with is data analysis of teachers' structured interview.

3.3.2. Data analysis:

Section I: Teachers' General Information (Q1 → Q4)

Item 1: Degree: Licence of English ☐　　　Magister☐　　　Doctorate☐

Degree	N	٪
Licence of English	04	80
Magister	01	20
Doctorate	00	00
Total	**05**	**100**

Table 26: Teachers' degree

The first table deals with teachers' degree. It shows that 80٪ of the British Civilization teachers (= 4 teachers) have got a Licence of English (Bachelor of Arts degree). Moreover, only one teacher (= 20٪) has got a Magister degree. However, there is no teacher (00٪) holding a Doctorate degree.

Item 2: Teaching experience (number of years): ………

Number of years	N	٪
1 → 2 years	02	40
3 → 4 years	02	40
5 → 6 years	00	00
7 years and more	01	20
Total	**05**	**100**

Table 27: Teachers' teaching experience

In the above table teachers' teaching experience in general is revealed. So, 40٪ of the teachers have an experience that ranges from 1 to 2 years. Teachers with 3 to 4 years of teaching experience make also 40٪ of the whole population, while 20٪ of the teachers have got an experience of 7 years and more.

Item 3: How many years have you been teaching British Civilization course?

Number of years	N	٪
1 → 2 years	02	40
3 → 4 years	02	40
5 → 6 years	01	20
7 years and more	00	00
Total	05	100

Table 28: Teachers' teaching experience of British Civilization course

As far as teachers' teaching experience of British Civilization course is concerned, the above table reads that 40٪ of the teachers have got an experience of 1 or 2 years. The same percentage goes for those with 3 to 4 years of experience, while the experience of the remaining population 20٪ goes from 5 to 6 years.
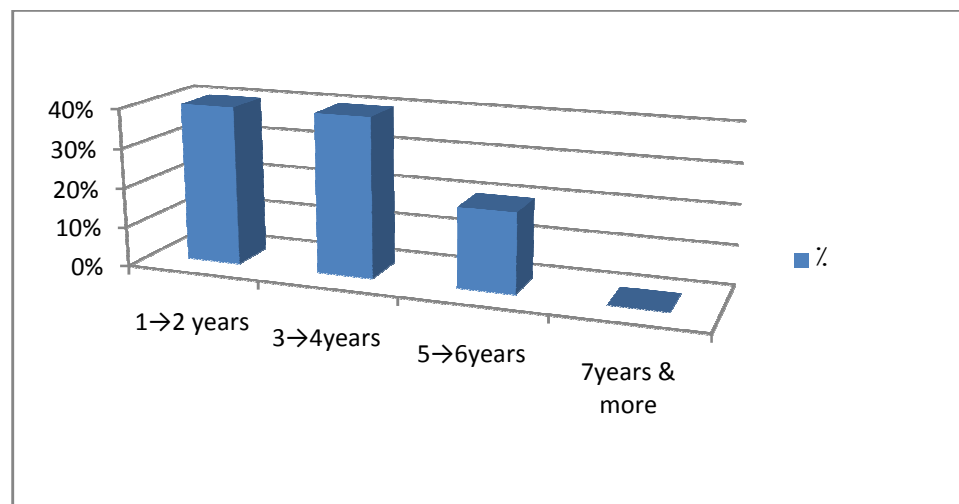
Graph 9: Teachers' teaching experience of British Civilization course

This graph represents teachers' teaching experience of British Civilization course in a more obvious way. Thus, the experience of the majority of the teachers ranges between 1 and 4 years.

Item4: Have you ever attended a teacher training programme?

Yes☐   No ☐

Answer	N	٪
Yes	02	40

No	03	60
Total	**05**	**100**

Table 29: Teachers' attendance of any teacher training programme

According to table 29 , we can read that 40% of the teachers had the opportunity to attend a teacher training programme, whereas most of the teachers that make 60% of the entire population have never attended any teacher training programme.
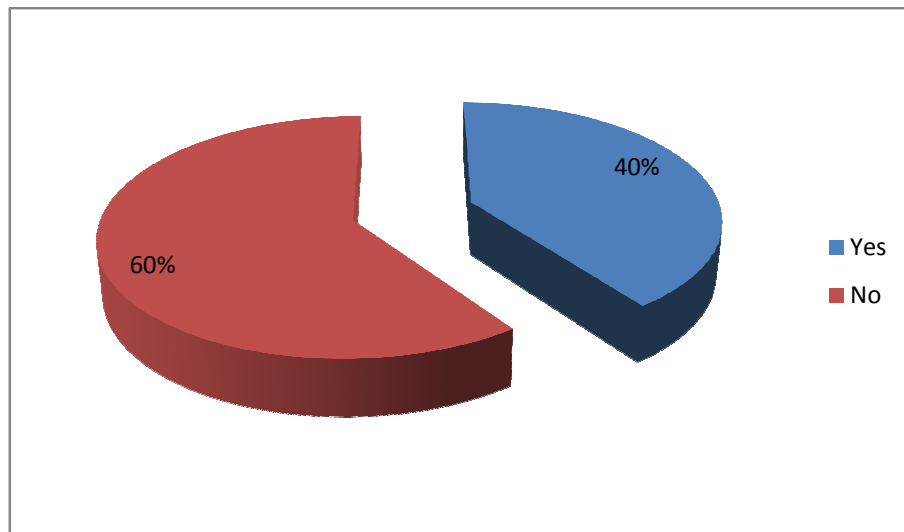
Graph 10: Teachers' attendance of any teacher training programme

Graph 10 visualizes more clearly the results revealed in the above table concerning teachers' attendance of any teacher training programme.

Section II: Teachers' perception of British Civilization course (Q5 → Q9)

Item 5: What do you perceive as the most important aim behind teaching British Civilisation course in first year LMD classrooms?

Language skill ▢
Cultural knowledge ▢
Both ▢
Other: ………………………………………………………………………

Choice	**N**	**%**
Language skill	0	00

Cultural knowledge	2	40
Both	3	60
Other	0	00
Total	**5**	**100**

Table 30: Teachers' perception of the most important aim of teaching British Civilization course in first year LMD classrooms

Table 30 illustrates teachers' perception of the most important aim of teaching British Civilization course in first year LMD classrooms. No teacher (00℅) views language skill as the only salient aim of teaching British Civilization in first year LMD classes. In addition, 40℅ of the teachers consider cultural knowledge as the only important aim while the majority of teachers (60℅) perceive both language skill and cultural knowledge equally significant in first year LMD British Civilization classroom.

Item 6: Is the syllabus of British Civilisation course, in terms of both content and methodology, imposed by the administration?

Yes ☐   No ☐

Answer	**N**	**℅**
Yes	00	00
No	05	100
Total	**5**	**100**

Table 31: Imposition of British Civilization syllabus (in terms of both content and methodology) on teachers

In table 31, 00℅ of the participants answered "yes" while 100℅ answered "no". That is to say all participants agree on that British Civilization syllabus in terms of both content and methodology is not imposed by the administration on first year LMD teachers.

If no, are you free to: a- set up course objectives? ☐

b- choose what to teach? ☐

c- use your own teaching method? ☐

d- introduce new materials? ☐

e- use classroom activities? ☐

Choice	N	٪
a	00	00
b	00	00
c	00	00
d	00	00
e	00	00
a b c d e	05	100
Total	**05**	**100**

Table 32: Teachers' freedom to select different elements of syllabus design

This table is complementary to the previous one. It informs about teachers' freedom to select different elements of British Civilization syllabus design since the latter is not imposed by the administration on first year LMD teachers neither in regards to content nor methodology. As such, all respondents (100٪) confirm that they are free to set up course objectives, choose what to teach, use their own teaching method, introduce new materials and use classroom activities.

Item 7: Have you clearly explained to your students any objective(s) to be achieved by the end of British Civilization course? (If no, skip to question 10)

Yes ☐   No ☐

Answer	N	٪
Yes	01	20
No	04	80
Total	**5**	**100**

Table 33: Teachers' explanation to their students of any objective(s) to be achieved by the end of British Civilization course

Table 33 indicates that only 20٪ of the teachers have clearly explained to their students the objective(s) to be achieved by the end of British Civilization course. On the other hand, almost all the teachers (= 80٪) affirm that they have not defined any objective(s) to their students as far as the British Civilization course is concerned.
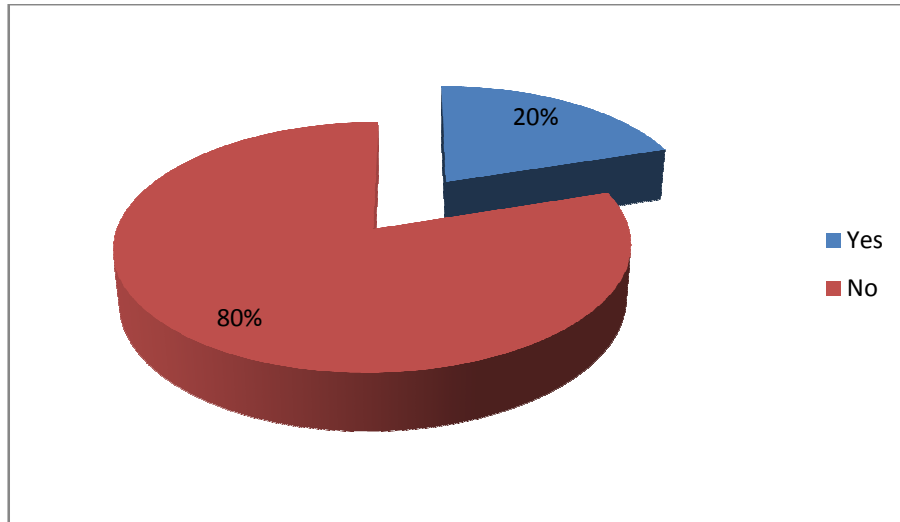
Graph 11: Teachers' explanation to their students of any objective(s) to be achieved by the end of British Civilization course

The graph mentioned above indicates plainly that almost all the teachers (80﹪) did not explain to their students any objectives to be achieved by the end of British Civilization course.

Item 8: What is/are the salient objective(s) you have established at the beginning of the course?

Focus on the content of the course ▢
Focus on the language of the instruction ▢
Both of the above ▢

Other: ……………………………………………………………………………………

Choice	N	﹪
Focus on the content of the course	00	00
Focus on the language of the instruction	00	00
Both of the above	01	20
Other	00	00
No answer	04	80
Total	**05**	**100**

Table 34: The salient objectives teachers established at the beginning of the British Civilization course

This table reads that only 20٪ of the teachers tend to establish objectives at the beginning of the British Civilization course which are: focus on the content of the course and focus on the language of the instruction. However, 80٪ of the respondents did not provide us with answers simply because they did not set up any kind of objective(s).

Item 9: In respect to the objectives you have established, do you perceive British Civilisation course as being:

Theoretical ☐
Practical ☐
Both of the above ☐

Choice	N	٪
Theoretical	04	80
Practical	01	20
Both of the above	00	00
Total	**05**	**100**

Table 35: Teachers' perception of the British Civilization course in respect to the objectives they have established.

Coming to the question that deals with teachers' perception of the British Civilization course, the above table shows that the majority of the teachers (80٪) perceive it as being theoretical while the minority (20٪) considers it as a practical subject.

Section III: Teachers' perception of their students' needs (Q10 → Q11)

Item 10: At the beginning of the academic year did you find the level of English of most of your first year LMD students:

Very weak ☐   Weak ☐   Average☐   Advanced ☐

Choice	N	٪
Very weak	00	00
Weak	05	100
Average	00	00
Advanced	00	00

Total	05	100

Table 36: Teachers' perception of their students' level of English language at the beginning of the academic year

Table 36 can be read on the principle of the absolute percentage (100٪) given to the second choice "weak". As such, all 5 interviewees witness that their students revealed a weak level of English language at the beginning of the academic year.

Item 11: In case your students reveal very weak or weak level of both English language and culture, do you take this into consideration while teaching?

Yes ☐   No ☐

If yes, how: …………………………………………………………………………………

Answer	N	٪
Yes	02	40
No	03	60
Total	**05**	**100**

Table 37: Teachers' consideration of their students' very weak/weak level of English language and culture

Concerning teachers' consideration of their students' very weak/weak level of English language and culture, we observe that the choice "no" has gained the largest part of the answers which is 60٪. The remaining answers opted for the "yes" choice. That is to say, only 40٪ of the teachers seem eager to take into consideration their students' very weak/weak level of English language and culture. According to the follow-up question, these teachers consider their students' level either by explaining the same point several times or reviewing basic knowledge in terms of both language and content.
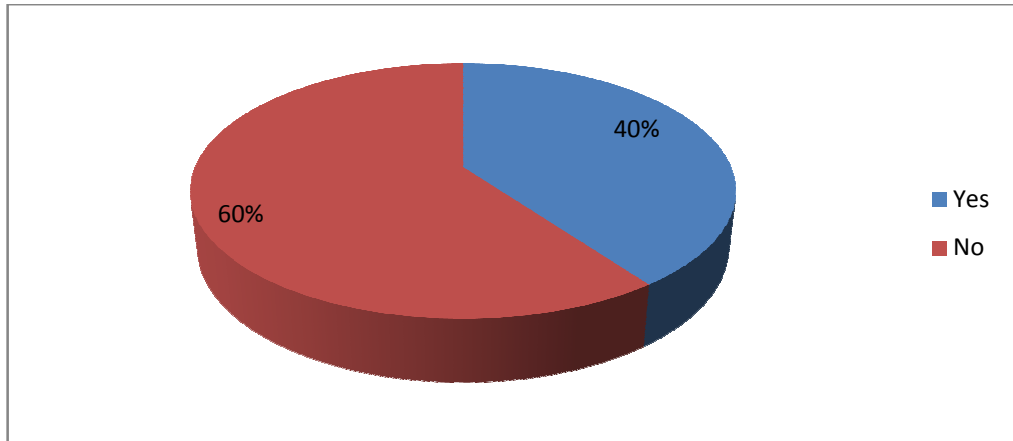
Graph 12: Teachers' consideration of their students' very weak/weak level of English language and culture

The graph presented above shows clearly how most of first year LMD British Civilization teachers (60﹪) do not take into consideration their students' needs in regards to their weak level of both English language and culture.

Section IV: Teachers' classroom methodology (Q12 → Q16)

Item 12: Do you prefer using: a- explanation only? ☐

           b- dictation only? ☐

           c- both of the above? ☐

           d- historical texts with activities? ☐

Other: …………………………………………………………………………

Choice		N	﹪
a- Explanation only		03	60
b- Dictation only		00	00
c- Both of the above		00	00
d- Historical texts with activities		00	00
a & d		01	20
c & d		01	20
Total		**05**	**100**
Other	Handouts	03	60
	Classroom discussion	01	20

	Oral presentations	01	20
Total		**05**	**100**

Table 38: Teachers' way of delivering the British Civilization course in first LMD classes

In table 38 we can read the results that have been summed up concerning teachers' way of delivering the British Civilization course in first year LMD classes. So, we notice that 60% of the teachers prefer using explanation only while no teacher (00%) seems to rely on dictation only, dictation with explanation, or historical texts with activities alone. However, 20% of the teachers favour explanation plus historical texts with activities, whereas the other 20% of the teachers would like to couple both explanation and dictation with historical texts and activities. When asked to mention other ways of delivering British Civilization course, 60% of the respondents lean towards the use of handouts. Yet, classroom discussion and oral presentations are also supported by 20% of the teachers for each.

Item 13: Do you support your teaching methodology with any teaching material(s) (e.g.: maps, videos, films and documentaries)?

Yes ☐   No ☐

If yes, precise:……………………………………………………………………………

Choice	**N**	**%**
Yes	04	80
No	01	20
Total	**05**	**100**

Table 39: Teachers' use of supporting materials

This table displays the results obtained about teachers' use of supporting materials like maps, videos, films and documentaries. It can be read in the table that 80% of the teachers have answered "yes", i.e. they back their methodology with teaching materials mainly maps as they have precised in the follow-up question. However, 20% of the participants do not use any supporting materials.

Item 14: Is group work one of the elements you focus on in your classroom?

Yes ☐   No ☐

If yes, is it for: motivating students to participate ☐

teaching students how to learn through co-operation ☐

Other: ………………………………………………………………………………

Choice		N	٪
Yes		02	40
No		03	60
Total		**05**	**100**
If yes is it for	Motivating students to participate	01	50
	Teaching students how to learn through co-operation	01	50
	Other	00	00
	Total	**02**	**100**

Table 40: Teachers' focus on group work

The results that have been recorded in table 40 show that 2 participants (= 40٪) answered "yes" confirming their stand for the focus on group work. Of the two participants, one (= 50٪) justifies this attitude in terms of motivating students to participate while the other one (= 50٪) finds it important to teach students how to learn through co-operation. Moreover, 60٪ of the teachers have chosen the "no" option affirming in such a way their disapproval of the focus on group work justifying their attitude in regards to large class size that would lead students to make noise rather than work.

Item 15: In respect to your way of teaching, do you find your students encouraged enough to participate and use their English language through interactive communication?

Yes ☐   No ☐

If no, say why: …………………………………………………………………………

Choice	No	٪
Yes	01	20
No	04	80

Total	**05**	**100**

Table 41: Efficiency of teachers' way of teaching to encourage students' participation and interactive communication

Table 41 deals with the efficiency of teachers' way of teaching, mainly in respect to the encouragement of the students' participation and interactive communication. The results registered show that the minority of the teachers (20٪) find their way of teaching relevant to make their students encouraged enough to participate and communicate in the classroom. On the other hand, the majority of the teachers (80٪) assert that their way of teaching could not push their students to take part in classroom interactive communication. Teachers explain this in regards to their students' insufficient linguistic competence that hinders their capacity to express themselves correctly and fluently.

Item 16: Do you focus on the practice of the four skills in your classroom?

Yes ☐

No ☐

If yes, how: ……………………………………………………………………………

Choice	**No**	**٪**
Yes	02	40
No	03	60
Total	**05**	**100**

Table 42: Teachers' focus on the practice of the four skills

The above table indicates that 40٪ of the respondents state that they focus on the practice of the four skills in their classrooms by means of assigning students to read documents, write short paragraphs, present orally and listen to the teacher. Yet, 60٪ of the teachers do not focus on the practice of the four skills. For them, it is possible to focus on speaking and listening, whereas writing and reading should be practiced outside the classroom.

 Section V: Teachers' and students' roles in the classroom (Q17 → Q18)

Item 17: While teaching, which role do you often find yourself acting in the classroom? Is it a: a- Provider of historical information ☐

b- Language adviser and facilitator   ⬜

    c- Guide ⬜

Other: …………………………………………………………………………

Choice	N	٪
a- Provider of historical information	03	60
b- Language adviser and facilitator	00	00
c- Guide	00	00
a & b	01	20
a & c	01	20
Total	**05**	**100**

Table 43: Teachers' perception of their role in first year LMD classroom

On the basis of the results exposed in the above table, we can note that 60٪ of the teachers view their role as providers of historical information. Moreover, 20٪ of the teachers perceive themselves as both providers of historical information and language advisers and facilitators, while the remaining 20٪ respondents act as providers of historical information and guides. No teacher (00٪) sees his/her role as a language adviser and facilitator alone or a guide alone.
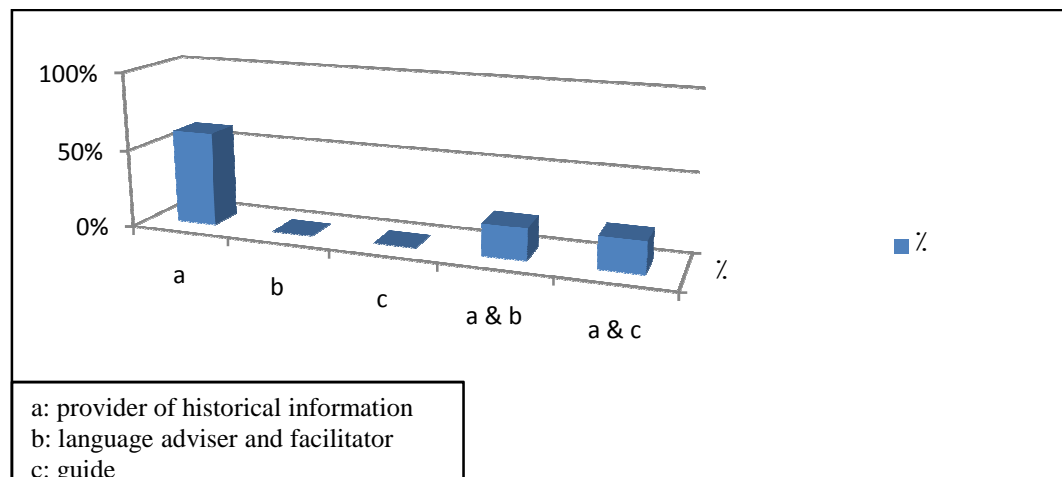
Graph 13: Teachers' perception of their role in first year LMD classroom

Graph 13 gives a clear presentation of teachers' perception of their role in first year LMD classroom. The majority of the teachers (60٪) perceive themselves as providers of historical information no more.

Item 18: How do you perceive most of your first year LMD students?

Active participants ☐

Passive learners ☐

Other: ………………………………………………………………………………

Choice	N	٪
Active participants	02	40
Passive learners	03	60
Other	00	00
Total	**05**	**100**

Table 44: Teachers' perception of their first year LMD students

Table 44 presents the results concerning teachers' perception of their first year LMD students. Most teachers (60٪) consider their students as passive learners. Only 40٪ of the teachers perceive their students as active participants.

Section VI: Teachers' assessment of their students' achievements and evaluation of course objectives (Q19 → Q23).

Item 19: In respect to the use of project work, which is one of the principles of LMD classroom, do you find your students good at accomplishing such work?

Yes ☐   No ☐

If no, is it because of: language weaknesses ☐

lack of procedural knowledge   ☐

both of the above   ☐

Other: …………………………………………………………………………….

Choice		N	٪
Yes		00	00
No		05	100
Total		**05**	**100**
If no, is it because	Language weaknesses	00	00
	Lack of procedural knowledge	00	00
	Both of the above	05	100

Total	05	100

Table 45: Teachers' assessment of their students in terms of accomplishing project work

This table deals with teachers' assessment of their students in terms of accomplishing project work. According to the results detected, all teachers (100٪) qualify their students as being unable to accomplish their project work and this is due to both language weaknesses and lack of procedural knowledge as the teachers unveil in their justification in the follow-up question.

Item 20: What aspects do you take into consideration as far as the project work mark is concerned?

Item 20 is aimed at finding out the different elements teachers take into consideration while assessing their students' project work. Though approximately the same aspects are mentioned by all the teachers, priority given to each aspect varies from one teacher to another. Answers as provided by the respondents are displayed in the table hereinafter.

Teacher 1	Content / Language / Methodology
Teacher 2	Content / Language / Originality of ideas
Teacher 3	Content / Oral presentation
Teacher 4	Content / Methodology / Language / Originality
Teacher 5	Content / Originality / Language / Ability to answer questions

Table 46: Aspects teachers take into consideration while assessing their students' project work.

As the above table reads, the recurring aspects teachers seem to consider can be summarized in terms of content, language, methodology and originality. Yet, in regards to priority content may be classified number one according to all teachers. Nevertheless, in spite of its great importance the aspect of language is given second priority by some teachers (1 & 2); sometimes, it is attributed third class, after methodology and originality, by others (4 & 5) while for some teachers like teacher (3) language is completely neglected. Other elements like oral presentation and students' ability to answer questions are also added (teachers 3 & 5).

Item 21: While assessing students' performance, especially in the exam, do you focus on?

Language ☐
Content ☐
Both ☐

Choice	N	٪
Language	00	00
Content	03	60
Both	02	40
Total	**05**	**100**

Table 47: Teachers' focus on language and/or content while assessing their students' performance in the exam

The results mentioned in the above table, uncovers the aspects (content/language) teachers focus on while assessing their students' performance in the exam. Thus, no teacher (00٪) seems to emphasize the aspect of language alone. However, 60٪ of the teachers assert that they focus on the aspect of content without language while 40٪ of the respondents treat both aspects of language and content on equal terms as far as the assessment of students' performance in the exam is concerned.

Item 22: How would you describe the scores of your students generally?

Very good ☐
Good ☐
Average ☐
Weak ☐
Very weak ☐

Choice	N	٪
Very good	00	00
Good	00	00
Average	04	80
Weak	01	20
Very weak	00	00

| Total | 05 | 100 |

Table 48: Teachers' perception of their students' scores

This table presents teachers' perception of their students' scores in the exam. Remarkably, the table reads that 80٪ of the teachers describe their students' scores as being average, whereas 20٪ of the teachers view the students' scores weak. Yet, no teacher (00٪) perceives his / her students' marks as being very good, good or very weak.
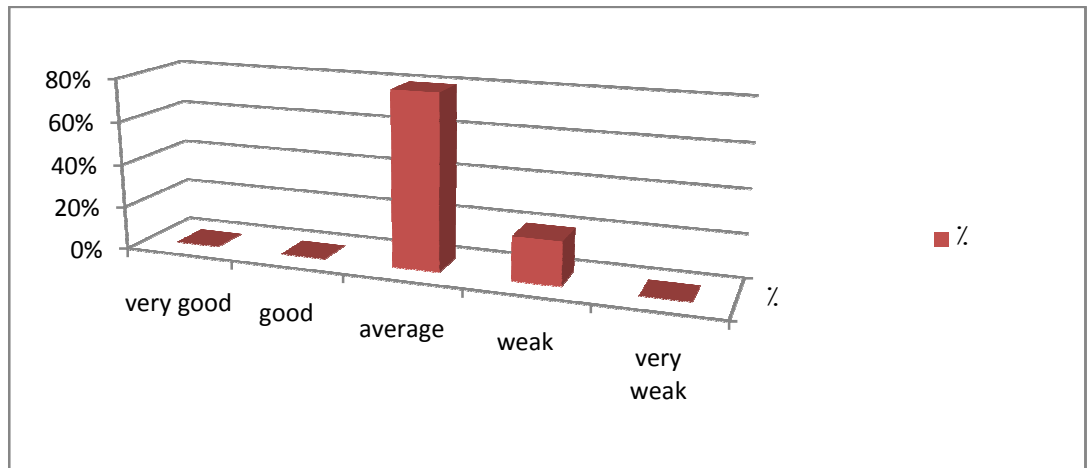
Graph 14: Teachers' perception of their students' scores

This graph presents a more obvious conceptualization of the results obtained concerning teachers' perception of their students' scores.

Item 23: At the end of the first semester do you find yourself able to achieve the objectives of the course you have established at the beginning?

Yes ▭
No ▭
If no, say why: …………………………………………………………………….

Choice	N	٪
Yes	01	20
No	04	80
Total	**05**	**100**

Table 49: Teacher's ability to achieve course objectives by the end of the first semester

As far as teachers' ability to achieve course objectives by the end of the first semester is concerned, only 20٪ of the teachers informed us that they were able to realize their objectives. When asked to explain more, the only teacher who was able to achieve course objectives added: "I was able to attain course objectives. I mean, I finished syllabus content, but for the students I do not know if they were able to achieve their objectives or not."?! On the other hand, almost all the teachers (80٪) find themselves unable to achieve any objective(s) simply because they did not set up any objective(s) at the beginning of the academic year as revealed in their answers to item 7.
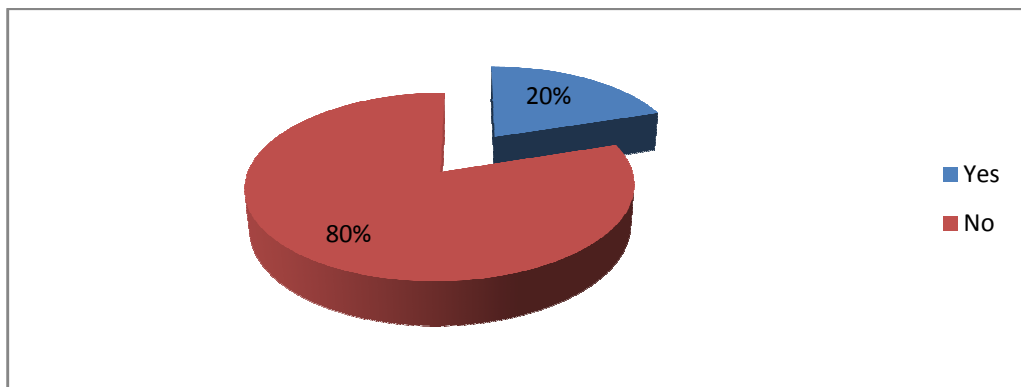
Graph 15: Teacher's ability to achieve course objectives by the end of the first semester

The graph mentioned above visualizes in a clear way that approximately all first year LMD British Civilization teachers (80٪) were unable to achieve any course objectives by the end of the first semester, simply because they did not establish any objective(s) at the start of the academic year (item 7).

Section VII: Teachers' difficulties and expectations (Q24 → Q25).

Item 24: Do you encounter difficulties while teaching?

Yes ☐   No☐

If yes, list down some:……………..

Choice	N	٪
Yes	04	80
No	01	20

Total	05	100

Table 50: Difficulties encountered by teachers while teaching

The results obtained from teachers' answers to item 24, which concerns the difficulties they met while teaching, are displayed in the above table. Approximately all the teachers (80٪) of British Civilization in first year LMD classes found difficulties while practicing their job. Among these difficulties teachers have mentioned the following: lack of teaching materials, most students are weak and passive, lack of collaboration among teachers of civilization, lack of teacher training programmes, and most seriously teachers' feelings of alienation and discouragement because of unclear status and irregular payment (especially among BA holders). Meanwhile, only 20٪ of the teachers claimed that they encounter no difficulties.

Item 25: What do you think is the most adequate way to realize an easier understanding and best achievement for learners of British Civilisation course? (You can tick more than one choice and/or add other)

- a- Study British Civilisation through texts and activities ▢
- b- Create communicative activities ▢
- c- Encourage co-operative learning through group work ▢
- d- Provide students with handouts ▢
- e- Focus on "how" to learn rather than "what" to learn ▢

Other:……………………………………………………………………………

Choice	N	٪
a, b & c	01	20
a, b, c, d & e	01	20
a, b, d & e	01	20
b, c, d & e	02	40
Total	**05**	**100**

Table 51: Teachers' suggestions about the best way of teaching British Civilization in first year LMD classes
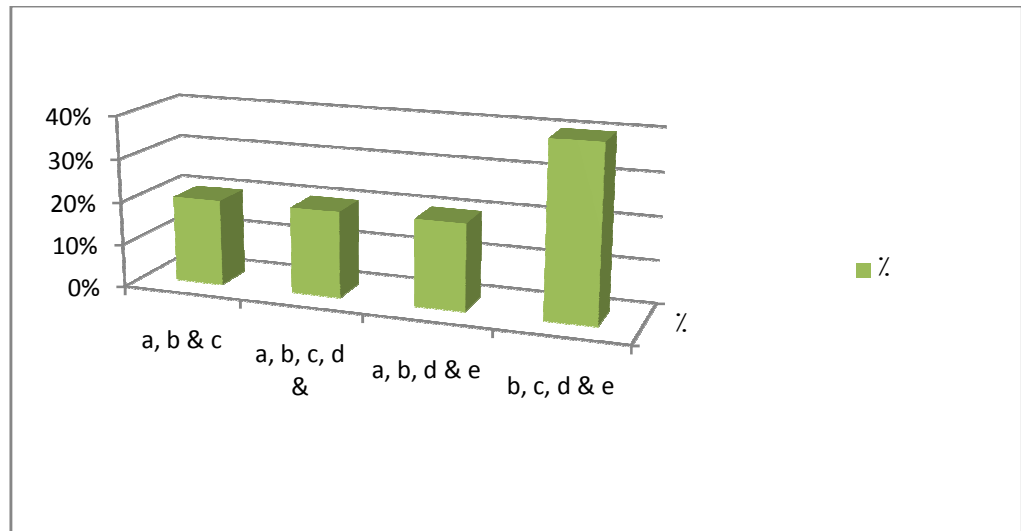
Graph 16: Teachers' suggestions about the best way of teaching British Civilization in first year LMD classes

Table 51 shows what teachers perceive as the most adequate way of teaching British Civilization course in first year LMD classes to realize an easier understanding and best achievement for the learners. As the instruction reads the teachers are allowed to tick more than one choice. Thus, 20٪ of the respondents opted for choices "a", "b" and "c". Another 20٪ selected options "a", "b", "c", "d" and "e". The same percentage of answers is given for choices "a", "b", "d" and "e"; whereas the highest percentage goes for the alternatives "b", "c", "d" and "e". Graph 16 is added for a better visualization of the different percentages of all choices made by teachers.

3.3.3. Interpretation of the results:

As a vital instrument of research, teachers' structured interview has been effective for us to collate precise informative data that correlate with our investigation into the teaching methodology of British Civilization in first year LMD classes in the Department of English at USDB. The findings that have been obtained from data analysis are interpreted hereafter according to the sections wherein they occur.

The questions (Q1 → Q4) in section one bring us closer to know 'who teaches British Civilization in first year LMD classes in the Department of English at USDB'. As such, the analysis of the first question unveils that 80٪ of the

teachers are BA holders, i.e. it is a degree that does not correspond with the standard qualifications of a university teacher. Furthermore, first year LMD teachers' teaching experience of English in general and British Civilization in particular seems modest as the majority shows an experience that ranges from 1 to 4 years maximum, while only one teacher has an experience of more than 7 years. The worst is that most of the teachers (60٪) have never had an opportunity to attend any teacher training programme. Therefore, our teachers' profile appears significant to identify the tenets that underpin their way of teaching. Relevant to this, the general information aforementioned can partly justify the inadequacy of the teaching methodology of British Civilization in first year LMD classes in the Department of English at USDB.

Moreover, the interpretation of the results in the second section (Q5 → Q9) centers around teachers' perception of British Civilization course from different dimensions. The answers provided for question 5 reveal that nearly all the teachers (60٪) view the salient aim of teaching British Civilization in first year LMD classes in both language skill and cultural knowledge, while 40٪ shapes British Civilization aim in terms of cultural knowledge only. Another important point is that all teachers (100٪) agree on that British Civilization syllabus, in respect of both content and methodology is not imposed by the administration (the Department of English at USDB) on teachers. That should be an advantage for teachers as they are allowed more freedom to determine various components of British Civilization syllabus design, especially in terms of methodology (the focus of our study) by establishing course objectives, introducing new teaching materials, and setting up classroom activities that respond to students' needs. In such a way, it is just feasible to manage a modern learner-centered classroom.

However, it seems that the concept of teacher's freedom does not fit in first year LMD British Civilization classroom. Here, only one teacher (= 20٪) of the whole population considers British Civilization as a practical subject and tends to establish course objectives focusing on the content of the course as well as the language of the instruction. This is very important in any EFL classroom, indeed. Yet, 80٪ of the teachers asserted that they did not define any objective(s) to their students as far as the British Civilization course is concerned, i.e. first year LMD students are not made aware of the purpose of studying British Civilization subject.

As such, the latter is viewed merely in terms of a content that should be taught theoretically (item 9) neglecting in such a way first year LMD students' needs as EFL learners, i.e. the need to master English as a foreign language.

The third section embraces 2 questions (Q10 & Q11) meant for yielding information about teachers' awareness of their students' needs. Question 10 deals with teachers' perception of their students' level of English language and culture at the beginning of the academic year. Responding to that question all teachers (100٪) concurred on that first year LMD students' level seemed weak at the start of the British Civilization classes. Unfortunately, a minority of the teachers (40٪) appears eager to take into consideration students' weak level of both English language and culture by reviewing and explaining essential parts of the course several times according to teachers' clarification. On the other hand, 60٪ of the teachers do not reflect on their students' weak level, i.e. they do not ponder on the needs of their students, and that contradicts the principles of EFL teaching methodologies, especially current ones (see Chapter 1).

In fact, more data about first year LMD British Civilization teachers' classroom methodology has been supplied by teachers' answers to the questions of the fourth section (Q12 → Q16). As far as the way of delivering British Civilization course, first year LMD teachers rely mainly on explanation of the content only (60٪). Other teachers (20٪) favour explanation plus historical texts with activities, while some of them (20٪) prefer using explanation, dictation and historical texts with activities. Surprisingly, the answer of the teachers here contradicts that of the students who claimed that their teachers do not use historical texts with activities (see students' questionnaire, item 11). Besides, teachers sometimes use handouts, classroom discussion and oral presentations. For the use of supporting materials, 20٪ of the teachers do not assist their teaching methodology with any materials. However, 80٪ of the teachers utilize maps as the only supporting material, but are maps still sufficiently effective at a high technology age. Furthermore, we have found that the majority of the teachers (60٪) stand against the focus on group work because of large class size as they have justified. Moreover, according to the fifteenth question 80٪ of the teachers admit that their way of teaching could not encourage the majority of their students to participate and use their English in interactive communication and this is mainly

due to the students' insufficient linguistic competence (see students' questionnaire, item 18 and students' exam papers analysis). Yet, students' linguistic competence may be developed by practicing the four skills in the British Civilization classroom. Unfortunately, 60⅟ of the respondents claim that it is possible to focus on listening and speaking, but writing and reading should be practiced outside the classroom. For us, even writing and reading can be practiced inside British Civilization classroom (see Chapter 4: suggested classroom activities).

In the fifth section, two questions (Q17 & Q18) are designed primarily to deal with teachers' and students' roles in first year LMD British Civilization classroom. Relevant to the answers of Q17, 60⅟ of the teachers perceive themselves as providers of historical information no more. Others (= 20⅟+ 20⅟) view themselves as language advisers and guides besides their role as providers of historical information. As such, it is evident that British Civilization teachers in first year LMD classes would not only misinterpret the nature of British Civilization course, which should be taught as a cultural aspect of EFL education, but even they would never help their students to realize that the aim behind learning such a subject transcends that of content memorization; it is the development of intercultural communicative competence (see Chapter 2). On the other hand, 40⅟ of the teachers find their first year LMD students active participants, whereas 60⅟ regard their students as passive learners. So, generally first year LMD British Civilization classroom centers around the teacher's role as a manipulator of a redundant transmission of historical content to merely passive recipients. That would undoubtedly have hard effect on first year LMD students' learning achievements in British Civilization course as revealed in section six.

Questions in section six (Q19 → Q23) are predominantly informative about teachers' assessment of their students' achievements and evaluation of British Civilization course objectives. As such, item 19 considers teachers' judgment of their students' ability to accomplish a given project work. All teachers (100⅟) agree on that their students do not succeed in their project work, as often as not, because of language weaknesses and lack of procedural knowledge as revealed by teachers' justification. In fact, according to item 20 we can notice that students' failure to accomplish their project work is reinforced by their teachers' way of

assessment where content is prioritized over language and methodology among other aspects of project work. Therefore, students would never mind "how to do" (procedural knowledge) a project work, but rather "what to do" (declarative knowledge) in a project work. The same can be said for the assessment of the exam (item 21) as only few teachers (40%) treat both language and content equally, while the majority (60%) emphasizes correct content rather than correct language; but can we get correct content without correct language? Yet, 80% of the teachers qualify their students' exam scores as being average and only one teacher considers them weak.

Concerning teachers' ability to arrive at their course objectives by the end of the first semester (item 23), 80% of the responses were negative merely because no objective was set up at the beginning of the academic year (see item 7). The only teacher whose answer was positive views course objectives in terms of finishing syllabus content no more. Really, this situation needs deep reflection from our part as British Civilization teachers.

Last but not least, section seven is devoted to teachers' difficulties and expectations (Q24 & Q25). Given space to express obstacles they often encounter while teaching, 80% of the teachers make a long list which includes: lack of teaching materials, students' weak level, lack of collaboration among teachers of British Civilization, no teacher training programmes; and most seriously is that some teachers -mainly BA holders- feel discouraged and alienated because of their unclear status according to their claims.

On the other hand, by item 25 we want to share our suggestions with first year LMD British Civilization teachers to further the most adequate way in order to promote an easier understanding and best achievement for learners of British Civilization course. Thus, most teachers prefer teaching British Civilization through texts and activities, encouraging co-operative learning through group work, and focus on both "how" to learn and "what" to learn among other suggestions. Moreover, some teachers would like to add watching films and documentaries besides well performed oral presentations and classroom debates. For our part we consider these suggestions as a first step towards fostering collaborative teaching among first year LMD teachers of British Civilization (see Chapter 4).

Conclusion:

The analysis of teachers' structured interview has really enlightened our investigation into the teaching methodology of British Civilization course in first year LMD classes in the Department of English at USDB. The data collated are thoughtfully informative to various dimensions of teachers' classroom methodology like establishing course objectives, considering students' needs, teachers' assessment of their students' performance in both project work and exam, teachers' and students' roles, and the use of supporting materials among others.

Perhaps the most crucial part we come across in teachers' interview is the last one which highlights teachers' difficulties and expectations. For the first issue - teachers' difficulties- we would like to call for further research to be devoted for that. The second issue which deals with teachers' expectations and suggestions is highly appreciated and will be given room in our recommendations.

Yet, added to the students' questionnaire, the teachers' structured interview contributes strong evidence to validate our hypotheses. However, and in order to be built on sound grounds the validity of our hypotheses will not be confirmed before triangulating students' questionnaire and teachers' interview with the analysis of students' exam papers. The latter is dealt with in the forthcoming section.

<u>3.4. Students' exam papers analysis:</u>

<u>Introduction</u>

This section deals with the analysis of first year LMD students' exam papers of British Civilisation course in the Department of English at USDB. Only first semester exam papers are taken into consideration because British Civilization course is introduced as a one semester subject in first year LMD classes in the Department of English at USDB.

The analysis of students' exam papers is targeted at finding out to what extent teachers' classroom methodology is adequate and beneficial for students to show good command of English language, better understanding of exam questions which implies understanding course content, and students' learning achievements in British Civilization course revealed by means of scoring measurement.

Relevant to this, the analysis will help us scrutinize students' perceptive as well as productive abilities mainly their writing skill as this makes the basis of their British Civilization exam. So, a focus is made on students' perceptive capacities uncovered through their ability to comprehend exam questions; hence their ability to grasp course content knowledge. Yet, guided by Byram and Fleming's (1998: 120) claim that "learning a language can be analysed as being fundamentally concerned with mastery of knowledge of grammar and vocabulary" this analysis emphasizes students' errors of grammar and vocabulary in addition to spelling mistakes. Furthermore, the analysis can even unveil teachers' way of assessing their students: Do they focus on language, content or both, since students' assessment makes part of teachers' methodology evaluation (see p 36).

Thus, the use of students' exam papers as an instrument of research will not only allow us triangulate teachers' interview and students' questionnaire, but even reach the aforementioned aims. In what follows a description of students' exam questions will precede data analysis of students' exam papers.

3.4.1. Description of students' exam questions:

The British Civilization course is presented as a one semester subject in first year LMD classes in the Department of English at USDB. In terms of syllabus content, this subject contains mainly successive historical events which make up a part of British history stretching from the prehistoric times to the Stuarts era (see Appendix A). Guided by such content, British Civilization teachers agreed to design British Civilization exam questions for first year LMD students enrolled for the academic year (2009-2010).

As far as the structure of the exam questions is concerned, three sections can be distinguished. The first section deals with definitions as students are required to define four given concepts or names either of persons or events (e.g. King Alfred). The second section comprises four statements where students should say whether the statements are true or false and correct the false ones. Then in the last section, students are asked to write a short paragraph on only one of three optional topics which deal essentially with historical events (see Appendix E). Moreover, except for the instructions of the questions, the exam subject contains no extra instructions as to catch the student's eye to for instance the importance of correct language use or correct content (e.g. Both form and content must be taken into consideration).

In terms of assessment, students' exam answers are measured by means of a scoring scale that goes as follows: the first section of definitions is marked over 6; the second section of true / false statements is marked over 4; whereas paragraph writing in the last section is given 10 points divided as such: 2 points for language, 2 points for punctuation and capitalization, 1 point for paragraph form, and 5 points for content. Thus, the answers of the exam questions as a whole are marked out of 20. Yet, more insights are provided in the presentation of data analysis, but not before considering the procedure according to which students' exam papers are sampled to be analyzed.

3.4.2. Stratified sampling procedure for students' exam papers:

The exam papers analysed belong to the same population of students that participated in answering the questionnaire. The whole number of students' exam

papers of the first semester of the academic year (2009-2010) is 222. Unlike the questionnaire, however, we need a stratified sampling of students' exam papers.

Accordingly, the 222 exam papers are divided into five (5) groups. Each group contains similar grades category. As such, students' exam papers are categorized according to students' grades as follows:

- (0 → 4.75) very weak
- (5 → 8.75) weak
- (9 → 12.75) average
- (13 → 16.75) good
- (17 → 20) very good.

After classification, we have obtained the following numbers of exam papers in each category:

- Very weak → 58 exam papers (=26.126%)
- Weak → 72 exam papers (=32.432%)
- Average → 62 exam papers (=27.929%)
- Good → 30 exam papers (=13.513%)
- Very good → no exam paper (0%)
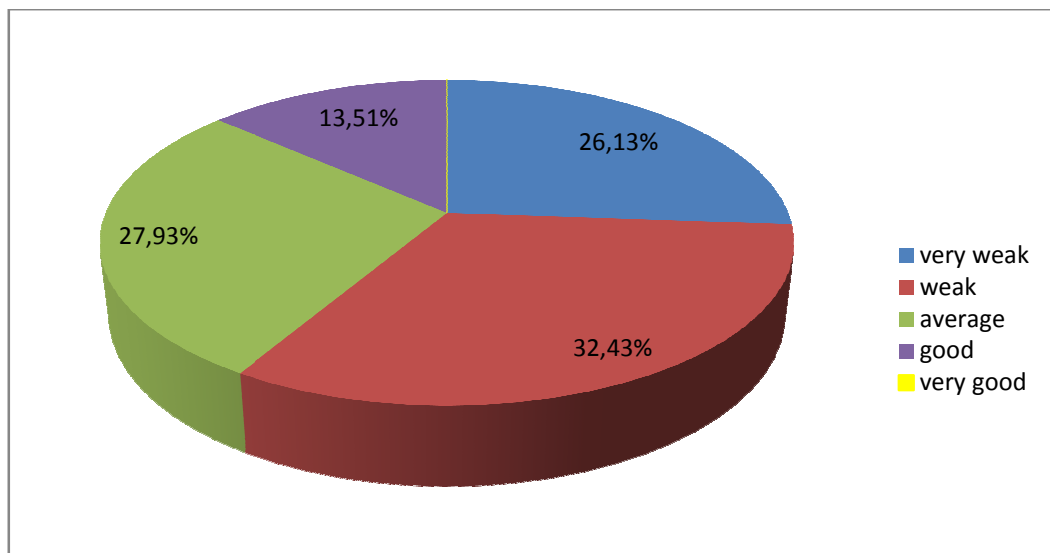
Graph 17: Presentation of students' exam papers categorization

Then, we have randomly selected the same number of exam papers, which is four, from each category; so that all categories are given equal opportunity of representation and analysis. The latter is displayed hereafter.

3.4.3. Data analysis:

We intend to treat the results of each category in a separate table which is followed by a comment on the results. Data in each category is going to be organized according to students' grades from the lowest to the highest. Hence, for the sake of confidentiality students' names will not be revealed, instead students' exam papers are referred to by letters in alphabetical order. Moreover, the abbreviation used in the tables can be read as follows:

Ex. paper = exam papers

Ans. Per. = answering percentage

mist. & err. = mistakes and errors

Corr. = correction

First category analysis: very weak (0→4.75)

Ex. paper	Scores /20	Ans. Per.	Spelling mistakes		Grammatical mist. & err.		Vocabulary errors	
			Example	Corr.	Example	Corr.	Example	Corr.
A	0.5	1.1٪	/	/	/	/	/	/
B	01	11.1٪	*-Jhon* *-defanded*	-John -defended	/	/	/	/

ex. paper	Scores /20	Ans. Perc.						
C	02	22.2٪	-*quin* -*wafe* -*rechard* -*goverment* -*roman* -*cetts* -*quetion* -*feudism* -*Britian* -*adoped*	-Queen -wife -Richard -government -Roman -Celts -question -feudalism -Britain -adopted	-for *arrived* -he *known great* -for *exploit* -*it* is *wafe*of *rechard*	-for arriving -he was known as the Great -for exploiting -she is Richard's wife	-what is *rule* of church	-what is the role of the church
D	04	33.3٪	-she *reduce* -*Jown* -*confirme* -*william*	-she reduces -John -confirm -William	/	/	/	/

Table 52: Analysis of the first category of students' exam papers (very weak: 0 → 4.75)

The above table displays the results obtained from the analysis of the first category of students' exam papers which scores go from 0 to 4.75. As the table reads, most cells are empty; this is not because students' mistakes are few, but because students' exam papers are almost devoid of answers. Furthermore, this category which represents students of very weak level counts 58 exam papers out of 222 (= 26.12٪). This is a significant percentage if we consider that first year LMD students are studying EFL as a specialty rather than an additional subject.

Second category analysis: weak (5 → 8.75)

ex. paper	Scores /20	Ans. Perc.	Spelling mistakes		Grammatical mist. & err.		Vocabulary errors	
			Example.	**Corr.**	**Example.**	**Corr.**	**Example.**	**Corr.**
E	05	33.3	-*rool*	-rule	-he *die*	-he died	-his *rool*	-his

		%						
		%	-*france* -king of *Anglo-saxon* -*Greate* -*Fuedalism* -*ownd*	-France -king of the Anglo-Saxons -Great -Feudalism -owned	-there many problems -they *were* settled -he *make* -Fuedalism is a system *had been use*	-there were many problems -they settled -he made -Feudalism is a system that had been used	was *injustice* -*were all land ownd to the king*	rule was unjust -where all the land is owned by the King
F	06	50%	-*writen* by *king* -*Bouddicawas* revolted -*romankingdoom* -*england* -*countrie* -*Barran* -the *celts*	-written by the King -Bouddica revolted -the Roman Kingdom -England -country -Barons -the Celts	-to *invaded* -are *owner* by the *king* -*the all land* -revolted *to* the *roman kingdom*	-to invade -are owned by the King -all the lands -revolted against the Roman Kingdom	-the Feudal is… -the *kinglouer* this land	-the Feudal system is… -the King rents this land
G	07	55.5%	-*papure* -*siend/saynd* -*writen* by the *cherch* -*wan't* -*faiet* -*kild* -*prefair* -*defai*	-paper -signed -written by the church -want -fight -killed -prefer -defy -Britain	-to *saynd* -she *wan't* -she *prefair* -he *wait* -she *prefair* to die,*to take* asslave	-to sign -she wanted -she preferred -he waited for -she preferred to die than to be taken as	-he *wait* respect and protection's	-he expected respect and protection

ex. paper	Scores /20	Ans. Perc.	Spelling Example	Spelling Corr.	Grammatical Example	Grammatical Corr.	Vocabulary Example	Vocabulary Corr.
			-*Briten* - they *whereposhing* -*sorgers* -*besaied* -*cheaf*	-they were pushing -soldiers -beside -chief		a slave		
H	08	27.7%	-*devended* -*villense* -*kniegh* -*Retchard* -*politicaly*	-defended -villains -knight -Richard -politically	-Henry *have* -the *Roman was invaded* -to *did*	-Henry had -the Romans invaded -to do	-Henry *have it to do it as a politicaly* system	-Henry adopted it as a political system

Table 53: Analysis of the second category of students' exam papers (5 → 8.75)

This table shows the analysis of students' exam papers classified in the weak category. Students' scores in this category are between (5 → 8.75); so, the largest portion of students' exam papers is found in this category that counts 72 exam papers, the equivalent of 32.432%. What is worth noting here is that the answering percentage goes higher than that revealed in the very weak category. However, students' responses expose serious spelling mistakes besides grammar and vocabulary errors.

Third category analysis: average (9 → 12.75)

ex. paper	Scores /20	Ans. Perc.	Spelling mistakes		Grammatical mistakes		Vocabulary mistakes	
			Example	Corr.	Example	Corr.	Example	Corr.
I	09.5	50%	-*cheif* -*england* -*siver* -*colled* -*provoque*	-chief -England -severe -called -provoke	-it *wrote* by -it *given* -to *built*	-it was written -it gave -to build -it was	-he was a *cheif* of *england* -Feudalism is social	-he was the King of

			-*succed* -*sepecialy* -*frensh*	-succeed -especially -French	-*it produced by* -feudalism *was collapsed* and not *suceed*	produced by -Feudalism collapsed and did not succeed	*economical* system -the majority of people has *nothings* and the minority has *allthings*	England -Feudalism is a socio-political system -the majority of people has nothing
J	10	55.5٪	-*ist* -*wich* -*devided* -*duity* -*germanie*	-it is -which -divided -duty -Germany	-*wrote* by -because *they vikings has* -they *was* -he *was stand* -*the foods*	-written by -because the Vikings had -they were -he stood -food	-he was *injustice* -Vikings *has more forced* -they *was* very *stronger* -a *forced* army -*a later*	-he was unfair -the Vikings had more force -they were very strong

								-a strong army -later on
K	11.5	44.4%	-*efective* -*charactiristic* -*soldries*	-effective -characteristic -soldiers	-he *encourage* -to *Built* -*kingdoms Anglo-saxons* -the *Britain* isles -it was *dawn* up	-he encouraged -to build -the Anglo-Saxon Kingdoms -the British isles -it was done up	-they provided *military to*	-they provided military force to
L	12.5	55.5%	-*doucument* -*Bairons* -*signe* -*faight* -*prisonner* -*invision* -*stoped* -*befor* -*sutisfied*	-document - the Barons -sign -fight -prisoner -invasion -stopped -before -satisfied	-*wrote* by -the woman who *faight* -to *defended*	-written by -the woman who fought -to defend	-their *raiders*	-their raids

Table 54: Analysis of the third category of students' exam papers (average: 9 → 12.75)

The third category of students' exam papers as displayed in the above table represents average scores that range between 9 and 12.75. This category contains 62 exam papers (= 27.929℅). Apparently, from the table it can be read

that the answering percentage does not differ too much from that of the weak category. Moreover, most students in the average category show more difficulties with vocabulary rather than spelling mistakes.

Fourth category analysis: good (13 → 16.75)

ex. paper	Scores /20	Ans. Perc	Spelling mistakes		Grammatical mist. & err.		Vocabulary errors	
			Example	**Corr.**	**Example**	**Corr.**	**Example**	**Corr.**
M	13	66.6 ٪	-*witch* -*parlument* -*jhon* -*sighn* -*anglo-saxon* -*frence* -*britain* -*exepted* -*krismas* -*scools*	-which -parliament -John -sign -Anglo-Saxon -France -Britain -accepted -Christmas -schools	-*mans* -she was *wedoweswo men*	-men -she was a widow	-his *unjust against* the people -she was very *strength* -she *earn* the battle -*empire* Hadrian -and *acoss* the channel	-his unjust acts against the people -she was very strong -she won the battle -the Emperor Hadrian -and crossed the channel

N	14.5	100%	-*opportonity* -*risisted* -*devide* -*rilegious*	-opportunity -resisted -divide -religious	-he could *unified* -to *built* -persons *claims* -he said that Edward swore to *me*	-he could unify -to build -persons claim -he said that Edward swore to him	-he was *very despot in his govern* -*it is the Battle of Hastings* in 1066	-he was an enlightened despot -the Battle of Hastings took place in 1066
O	15	100%	-*ducement* -*Jhon* -*trib* -*attecked* -*guid* -*normans* -*invided* -*a grop* -*villeins*	-document -John -tribe -attacked -guide -Normans -invaded -a group -villains	-*wrote* by -*do* by -is the *women* who -he *pushing* -he *translate* -they *Brought with him* -he *grant* -*a knights* -stop the *tyrant of the king Jhon* -*the service military*	-written by -done by -is the woman who -he pushed -he translated -they brought with them -he granted -a knight/ knights -stop the tyranny of King John -military service	-the feudalism system -the Britain people	-the feudal system -the British society
P	16	100%	-*that's way*	-that is why	-to *invaded* -to *breath*	-to invade -to breathe	-*political* said	-politici

			-*Est* -*devided* -*the anglo-saxons*	-East -divided -the Anglo-Saxons	-*viking* were -to *limits* -one of *anglo-saxons kingdoms* -*devided to* two parts	-the Vikings were -to limit -one of the Anglo-Saxon Kingoms -divided into two parts	-the most part of England -Alfred Blocked them -*in where*	ans said -the largest part of England -Alfred blocked their path -wherein

Table 55: Analysis of the fourth category of students' exam papers (good: 13 → 16.75)

The above table unveils the results discerned after analyzing the fourth category of students' exam papers. Out of 222 exam papers only 30 papers (= 13.513٪) are qualified as good. The answering percentage in most of the exam papers in this category is 100٪. However, though classed as good according to their scores, students in this category still reveal approximately the same types of mistakes and errors as in the aforementioned categories.

All the categories of students' exam papers have been treated in the above tables, only the fifth category (very good: 17 → 20) does not appear simply because no exam paper is classified in that category. Now, we move on to the interpretation of the results obtained.

<u>3.4.4. Interpretation of the results:</u>

Among the objectives we have established to reach by means of analyzing students' exam papers is the possibility to elicit information concerning students' ability to comprehend exam questions as well as their capacity to produce correct

written answers to these questions. Accordingly, the findings discerned from data analysis are interpreted in terms of two aspects: students' perceptive abilities (understanding questions), and students' productive abilities (mainly their writing skill).

> Students' perceptive abilities (understanding questions):

By students' perceptive abilities is meant here students' capacity to understand the meaning of exam questions in order to be able to provide correct written answers. Moreover, lack of understanding a given question can be identified through either presenting a wrong answer to the question or leaving the given question unanswered. Yet, it is the second case that we have encountered much while analyzing first year LMD students' British Civilization exam papers.

In the first category (very weak: 0 → 4.75) students' answering percentage ranges from 1.1% to 33.3%. For example, papers with 1.1% as paper (A) contain one, two or three words no more. Thus, it can be inferred that students' perceptive abilities, here, cannot act in any way appropriately to enable students respond positively to the given questions. As such, students' disability to perceive their exam questions logically results from their disability to grasp the content knowledge of the British Civilization course that most students' found difficult as revealed in their answers to the questionnaire (item 6 & 8).

Coming to the weak category (5 → 8.75) which represents the largest part of students' exam papers with a percentage of 32.432% (= 72 exam papers), students' perception of exam questions increases. The same can be said for the third category (average: 9 → 12.75) where students' answering percentages are rated higher than that of the weak category. Relevant to this, the percentage of answering in both weak and average categories varies from 33.3% and 44.4% to 50% and 55.5%.

As indicated in the last table above, a full percentage (100%) of answering is found only in some of the fourth category exam papers (good: 13→16.75). In spite of their good perceptive abilities students always encounter obstacles while trying to interpret the efficiency of their perceptive abilities concretely via correct written answers. Hence, the role of students' writing skill is fundamental to permit effective

communication of British Civilization content knowledge between students and teachers through correct language use by students while answering exam questions. However, this is not the case of first year LMD students' exam papers analysed in this research. Further details of the results are interpreted below.

➢ <u>Students' ability to produce correct written answers (writing skill):</u>

The analysis of students' exam papers uncovers that students' writing errors are acute and can by no means correlate with the level of first year LMD students who have been studying English language for seven years and sometimes more (see students' questionnaire: item 1). Then, according to the findings shown in the above tables, serious problems seem to affect students' writing skill performance. The latter is spoiled by students' errors that can be sorted by type: spelling mistakes, grammatical and vocabulary errors. Thus, students' mistakes can be simple like the omission of capitalization as they can be very critical like the misuse of grammatical rules and vocabulary meaningfully. Yet, details are dealt with hereinafter.

Apparently, the first kind of mistakes that may attract our attention is the neglect of punctuation. Of 16 exam papers analysed, 11 papers (= 68.76٪) reveal complete absence of punctuation; whereas in the remaining 5 exam papers (= 31.25٪) punctuation is remarkably misused.

Spelling mistakes of all kinds, on the other hand, constitute the greatest part of students' writing errors. Students may forget the use of capitalization as they can abuse its use, e.g. *france* (France), *he Blocked* (he blocked). In other cases, students reveal total ignorance of the way a word should be written, e.g. *siend*, *papure*, *faiet* (instead of signed, paper and fight respectively). Some other spelling mistakes unveil the fact that while taking notes, students sometimes write utterances the way they are pronounced even if they are heard in a wrong way, e.g. *sorgers* (soldiers), *besaied* (beside).

Grammar in its turn seems to be a real problem for most, if not all, first year LMD students enrolled in the Department of English at USDB. Students' grammatical errors are various:

-misuse of articles: e.g. *aknights* (knights / a knight)

-misuse of tenses, especially the past simple of irregular verbs: e.g. *it given* (it gave)

-infinitive form: e.g. *to built*, *to invaded* (to build, to invade)

-passive form: e.g. *wrote by*, *do by* (written by, done by)

-use of the noun and its pronoun at the same time: e.g. *Vikings they*; and misuse of possessive pronouns, e.g. *they brought with him* (they → them)

-syntax: disordering of parts of speech in sentences, e.g. *what does mean feudalism*? (What does feudalism mean?)

In addition to these errors students fail to recognize the right form of paragraph writing in that most of them write isolated sentences or fragments of sentences.

Last but not least, vocabulary errors are also noticeable in students' exam papers. Here, the concept of vocabulary is used to serve the meaning that students should know how to provide correct written answers via meaningful sentences where every word used should fit the right meaning of its context. However, for first year LMD students in the Department of English at USDB, vocabulary errors still handicap their writing skill. Among these errors we can identify the misuse of the right word in its corresponding context, e.g. *she earns thebattle* (she won the battle). Also, students' failure to find the suitable word to express the intended meaning, e.g. *he was very despot in his govern* (he was an enlightened despot). So how can we expect our students to enhance their achievements (i.e. understand course content, do well in the exam and achieve good scores) if the only means available (i.e. the English language) for that is spoiled?

Conclusion:

Evidently, from students' exam papers analysis and principally the interpretation of the results, it is remarkable that first year LMD students' language competence can by no means reflect their level as university students of English. Even students' experience of studying English for seven years, (four years in the middle school and three years in the secondary school) and sometimes more,

could not help them overcome the problems they encounter in their British Civilization course.

Moreover, the analysis of students' exam papers permits us to find out that students' language weaknesses overestimate their understanding weaknesses of the content. In other words, students fail to know how to answer rather than what to answer even though exam questions were very clear and direct (e.g. definitions). Consequently, students' misuse of English language causes them lose mastery of both language and content.

Yet, it is worthwhile noting that in spite of their students' language weaknesses, first year LMD British Civilization teachers seem reluctant to consider language on equal terms with content. Thus, we can find an exam paper marked 16 out of 20 though it contains serious linguistic errors, simply because teachers are more concerned with right answers in regard to content; so British Civilization is taught for its own sake. As such, teachers forget their prime role as EFL teachers, i.e. teaching British Civilization to improve students' English language and help them understand the real nature of this subject as a cultural component of the EFL education to be able to develop their intercultural communicative competence.

Next section will reveal concluding remarks on the results obtained from all the instruments of research used in this study.

3.5 <u>Concluding remarks:</u>

The analysis of the students' questionnaire, teachers' interview and students' exam papers has brought to light the confirmation of our assumptions. Then, coupled with all that has been reviewed in the literature the three instruments of research bear witness to the validity of the hypotheses formulated as a first step in our investigation into the teaching methodology of British Civilization course in first year LMD classes in the Department of English at USDB.

Throughout a careful examination of the data collated we have been able to diagnose the tenets of British Civilization teachers' methodology in first year LMD classes. Both students and teachers confirmed that no objectives were established at the beginning of the academic year to be achieved by the end of the British Civilization course. In addition, the answers of both populations concerned by this study testify to teachers' reliance on explanation, dictation and handouts in terms of the way they deliver the course to their students. The latter, in turn, take translation for granted in order to understand the content they have been taught and would learn by heart while preparing for their British Civilization exam.

Yet, considering what has been reviewed in the literature about foreign language teaching methodologies, the teaching methodology of British Civilization in first year LMD classes falls into the stream of traditional teaching methodologies like Traditional Grammar whose main concern is rote learning for good memorization of the content, i.e. prioritization of the "what" over the "how". Therefore, as we have assumed the way of teaching British Civilization in first year LMD classes in the Department of English at USDB is inadequate and far from being reflective of current EFL teaching methodologies like the Communicative Language Teaching method.

Furthermore, first year LMD students are university EFL learners and should reveal sufficient English language commend to be able to grasp the content of British Civilization course. Meanwhile, as a cultural content-based course, British Civilization should be aimed not only at sharpening students' English language skills, but even at enhancing their intercultural communicative competence providing that the syllabus content is well designed and teachers classroom methodology is well adjusted to meet students needs. However, this

does not seem to be the case in first year LMD classes as teachers are more inclined to overestimate course content in spite of the language weaknesses students often reveal. As such, instead of taking into consideration their students' needs by being language advisors and facilitators they prefer to be providers of historical information that most students find difficult and boring (students' questionnaire: items 6 & 8). Evidently, and as we have postulated, British Civilization teachers' methodology in first year LMD classes is inappropriate in respect to the development of students' language proficiency, especially as the latter is the only tool available for students to meet the difficulties of the course content; hence students would never come to discover the real value of British Civilization as a cultural component of EFL education. If well treated this subject will not only help students to progress their English language capacities, but even push them forward into a more advanced stage to develop their intercultural communicative competence (see Chapter 2).

Perhaps, what matters much more with first year LMD students in the British Civilization classroom is the last stage wherein students' academic achievements are subject to their teachers' assessment by means of an exam held at the end of the first semester (British Civilization is introduced as a one semester subject in first year LMD classes). By scrutinizing students' exam papers, we have been able to cast light on how teachers assess their students and to what extent students were successful in their British Civilization subject. On the evidence of the results obtained, almost all the students have made no advantage from studying this subject; hence no progress has been attained, i.e. students came with a weak level (teachers' interview: item 10) and ended with a weak level (students' exam papers analysis). Moreover, the way teachers assess their students does not reflect their role as EFL teachers, i.e. they seem to teach British Civilization for its own sake rather than for the sake of developing students' English language. The same can be said for the assessment of the project work where the content is overestimated at the expense of language among other aspects (teachers' interview, item 20). So, this way of assessing students underpins a teaching methodology built on shaky grounds and this hinders students' achievements in the subject of British Civilization. As such, the assumption of our third hypothesis is confirmed.

It seems that the real research has started just now. Yet, as teachers of EFL in general and EFL civilization in particular there still is a long track in front of us to realize the true role we have been assigned, especially in respect to our teaching methodology. In fact, after diagnosing the situation under study, we would like to modestly attempt to make some suggestions and recommendations that all British Civilization teachers are called to take consideration of.

Conclusion:

This chapter reveals the research paradigm of the present study. In its first section, it deals with the research methodology design in terms of the choice of the method, population, students' sample, data collecting tools and data analysis procedure. The second section presents students' questionnaire and the way it is designed and analysed. In the third section, teachers' structured interview is described and analysed. The fourth section is devoted for students' British Civilization exam papers analysis in terms of both of declarative and procedural knowledge besides the way of assessment teachers adopted. All the results are interpreted in their corresponding section wherein they are revealed. Also worth noting is that both first year LMD teachers and students are given the opportunity to express their suggestions for what they consider as the best way of teaching British Civilisation. The chapter ends with some concluding remarks and comments on what has been obtained from the analysis of the three instruments of research. These remarks and comments are found helpful for working out the recommendations we intend to provide later on in chapter four.

CHAPTER 4

SUGGESTIONS AND RECOMMENDATIONS

Introduction:

Now that a clear image of foreign language teaching methodologies is drawn (chapter 1), an awareness of the nature of British Civilization course predominantly as a cultural aspect of EFL education is developed (chapter 2), and a plain visualization of an inadequate British Civilization teaching methodology in first year LMD classes is presented (chapter 3), a logical driving perspective of this chapter is to supply some suggestions and recommendations. These are hopefully aimed at improving the teaching methodology of British Civilization course in first year LMD classes in the Department of English at USDB.

Sustained by the literature reviewed in the first two chapters and on the light of the results obtained and interpreted in the field work part, our suggestions are designed to primarily fit teachers and students' needs, opinions and expectations. Furthermore, our recommendations are addressed to teachers, students, and even decision-makers and administrators for we believe that educational improvements require the engagement of every active agent in the educational field.

4.1. Recommendations to decision-makers and administrators:

4.1.1. Need for balance between policy and practice:

Throughout the process of our research we have encountered many contradicting realities which reflect a wide gap that still exist between what is designed by policy-makers and what is applied by practitioners in the educational field. For example, British Civilization is taught in first year LMD classes instead of *"Initiation aux Cultures de la Langue"* –the presupposed course to be taught to first year LMD students. Also, teachers methodology contradicts the principles of the LMD system that stem from current teaching methodologies mainly CBA (see Chapter 1). As such, teacher-centered classes still prevail instead of student-

centered classes. This would undoubtedly throw away the constructive efforts intended by introducing the LMD system as a reform to the Algerian higher educational system. Therefore, we recommend both policy-makers and practitioners to work in harmony by creating a balance between policy and practice to ensure getting the maximum benefit of any intended reform in the educational field.

4.1.2. Amelioration of teaching conditions:

When asked about difficulties they often encounter while teaching, many first year LMD British Civilization teachers have mentioned different obstacles. Teachers complained about large classroom size where sometimes students' number exceeds that of the seats available. Teachers are also handicapped by the shortage and/or the no-existence at all of essential teaching materials. Some teachers expressed their need to attend teacher training development programmes like teaching workshops to learn more about classroom teaching practices and improve their way of teaching. For that, and in order to cope with modern technology nearly all teachers - be they full-time or part-time teachers - should be aware of e-learning/teaching development programmes.

Yet, other first year LMD British Civilization teachers, especially BA holders, went beyond these material difficulties to reveal even psychological problems like alienation, which is perhaps due to the lack of collaborative teaching, and despair because of their unclear status, delaying payment …etc., as teachers confirmed. In fact, all these difficulties and problems fall within the scope of bad teaching conditions that need to be ameliorated as soon as possible in order to further the way of teaching EFL generally and British Civilization in first year LMD classes particularly.

4.1.3. Reconsideration of course content:

As it is aforementioned, among the findings we have come across throughout our research is that what is supposed to be taught in first year LMD classes is something "*Initiation aux Cultures de la Langue*" and what is actually taught is something else "British Civilization". The former subject seems to exist only in terms of a title and some preliminary notions like *history of ideas* and

history of cultural airs (Histoires des Idées / Histoires des Aires Culturelles) (see Appendix C). Thus, there is no clear conceptualization of this course mainly in regards to content. The fact that perhaps makes the latter subject –British Civilization (primarily designed for classical system classes) - still be considered as one of the fundamental teaching units in the curriculum of first year LMD classes in the Department of English at USDB.

Furthermore, what has been depicted in first year LMD classes unveils another fact which stems from teachers' misconception of British Civilization course. Put another way, British Civilization is misinterpreted as being identical to British history that stretches from the prehistoric times to the Stuarts era and that constructs the British Civilization syllabus content in first year LMD classes. As such, the nature of British Civilization course as a cultural aspect of EFL education is neglected though culture and language are, more often than not, considered as inseparable components of foreign language teaching / learning process which aim should transcend the development of the learners' communicative competence to include intercultural communicative competence (see Chapter 2).

Therefore, we would like to urgently call course designers to reconsider British Civilization content and enlarge its scope beyond that of the historical dimension that most, if not all, students find difficult, boring and de-motivating. As a cultural element of EFL education, British Civilization subject should cover other cultural components like: beliefs, concepts, and representations, to mention only a few. Otherwise, the supposed cultural course of LMD classes "*Initiation aux Cultures de la Langue*" must be well explained and developed to fit students' needs and expectations.

In fact, an attempt was made by the researcher Atamna, E. (2008) to design a cultural syllabus built on an ethnography-based culture integrated approach to teaching English at the University. The researcher suggested the following cultural syllabus which is made up of nine principal constructs or themes:

1- Experiencing a foreign society (ethnographic conception of society)
2- Experiencing a foreign society (language and culture)
3- Explaining cultural differences
4- Conversational styles

5- Attitudinal issues

6- Stereotypes (nature and danger)

7- Non verbal communication in native and target culture

8- Attitudes of openness, curiosity, empathy and non-judgmental thinking

9- The acculturation process [55]

These basic constructs are further divided into sub-constructs. For example the first construct includes (ibid.):

➢ Social identity and groups

➢ Groups social stratification and occupations

➢ Family (as a concept, role, activities, relationships, concepts of home and house, parenthood …etc.)

➢ Food and drinks, clothes, family meals

➢ Analyzing the symbols of national identity

➢ Social security, social welfare, healthcare …

However, in spite of its richness as it includes various cultural topics that may enhance students' intercultural communicative competence, Atamna's syllabus seems incomplete to a certain extent, for example in construct number 4 he mentions cultural differences and neglects similarities. He also neglects to incorporate what determines these cultural topics. He neglects to include religion and the distinct philosophical trends that constitute the driving force of the Other's as well as our representations of the world in terms of ideas, concepts, beliefs …etc. These would later on shape any society's construction and its constituent parts. Yet, in order to preserve cultural identity and avoid clashes and conflicts to a certain extent, we think that we should deal with the core (religion and philosophical trends) then its dependent elements (society, identity, family, food, clothes … etc.). From this perspective we would like British Civilization course content to be designed. Once this is accomplished, course designers can move on to establish course goals.

4.1.4. Establishing course goals:

As it has been clarified earlier (see Chapter 1, p: 40), the concept of "goals" should not be confused with the concept of "objectives" in the sense that the term

"goals" is more general and it is often the task of decision-makers to establish course goals. Whereas, the term "objectives" is more specific and it is left for teachers to deal with in the language classroom. Notwithstanding, referring to the results of our research, the British Civilization course is taught to first year LMD students without any predetermined goals; i.e. students do not know the purpose of studying British Civilization (see students' questionnaire: item 4) and those who pretend to be aware they see its goal in, for example, knowing "how Britain was in the past".

Certainly, the lack of clear goals for the British Civilization course would fuel teachers' reluctance to establish specific course objectives derived from these goals. As such, students' motivation would certainly diminish and their lack of interest in British Civilization would increase, and logically, the result is often bad scores (see students' exam papers analysis) that may lead to academic failure.

To avoid the repetition of such a vicious cycle we would recommend policy-makers to clearly set up and publicly explain the underlying goals of teaching British Civilization or any other cultural course designed for first year LMD students. As such, both teachers and students could easily come to realize the starting point of their classroom objectives; both teachers and students would get motivated towards this course; and then both would be able to gain the maximum benefit from such a culture-based course. For our part, we would like to put forward the following goals:

- ➢ Know the "Other" in order to know the "Self"
- ➢ Enhance students' English language proficiency
- ➢ Develop students' intercultural communicative competence

Then it is for teachers to derive classroom specific objectives. However, the task needs well rounded teachers whose skills can be best developed through teacher training development programmes, another point in our recommendations indeed.

4.1.5. Teacher training development:

On the light of the findings of our study, we have discovered that most of first year LMD students perceive their British Civilization teachers' classroom methodology as being not good and boring. Moreover, this way of teaching makes

it difficult for students to understand British Civilization course. Undoubtedly, students' perception may reflect the fact that the majority of first year LMD British Civilization teachers have never attended any teacher training programme.

Therefore, teacher training development programmes are highly recommended. Teachers need to be trained for dealing with content-based courses like British Civilization. Relevant to this, teachers may become considerably committed to interpreting the real value of British Civilization course as a cultural component of EFL education in first year LMD classes that can be aimed not only to develop students' cultural knowledge but even to boost forward their intercultural communicative competence.

Yet, teacher training is a very important stage in any EFL teacher's career as well as in the process of educational development. It requires to be attached more significance both through pre-service and in-service courses, seminars, teaching workshops and study days that should be programmed at the tertiary level regularly rather than occasionally.

4.2. Recommendations to teachers:

As active agents in the educational field generally and the case of our study particularly, teachers are addressed with some recommendations that may be helpful to improve their way of teaching. In fact, we consider these recommendations to be useful to all teachers regardless of the educational field they belong to.

4.2.1. Teacher self-development:

It is taken for granted that teacher development is the task of established institutions, especially during the pre-service stage. Yet, once in service most teachers do not often have the opportunity to take part in teacher training development programmes (see teachers' interview, item 4). So what should teachers do if such programmes are few or do not exist at all as in the case of our present study where the majority of first year LMD teachers asserted that they have never attended any teacher training programme? Perhaps the only solution available in such cases is that teachers should take the initiative towards self-

development, through for instance reading and searching, instead of waiting for teacher development programmes which are organized once in a while.

Therefore, first year LMD British Civilization teachers are recommended to become active agents of their own development. They should transcend the conceptualization of their role as perceptive practitioners to that of reflective practitioners. Put another way, teachers are required to ponder on their beliefs, perceptions, practices and understandings of EFL teaching in general and British Civilization course in particular. Then, what can be achieved in self-development experiences, teachers ought to share it with their colleagues through collaborative teaching.

4.2.2. Collaborative teaching:

The lack of collaborative teaching was referred to by some teachers addressed in our study as one of the obstacles that hinders their teaching performance. Collaborative teaching, in fact, requires teachers to come together and exchange their teaching experiences and construct new experiences with one another. That is why teachers should look at collaborative teaching as a means to enhance their professional learning. Relevant to this, it can be considered as another way to promoting teacher training development.

Notwithstanding, what is worth pointing out is that the collaborative teaching we would like to recommend here is the one that should be encouraged not only among teachers who teach the same subject, in our case British Civilization in first year LMD classes, but even among teachers of different subjects. Thus, all teachers are called to cooperate regardless of the subject they are assigned to teach. For instance, first year LMD British Civilization and Research Methodology teachers can collaborate to enable students apply what they learn in Research Methodology class in preparing their British Civilization project work. In the same way, collaboration can be promoted among British Civilization and Reading Comprehension teachers to reinforce students' reading skills of historical texts that may be provided in the British Civilization class.

Certainly, performing in such a community sense environment where teachers are principally concerned with working towards a common goal would

lead every teacher to enquire the means of his/her best classroom performance. Perhaps, this enquiry may construct the first step of building teachers' interest in classroom research.

4.2.3. Classroom research:

Among the realities that the present research has unveiled is that teachers in first year LMD classes in the Department of English at USDB still view their role as being limited to delivering lessons and assessing students. Yet, students' bad performance may stir teachers' complaints no more. Indeed, we would like to require teachers to turn these complaints into research questions. Teachers should ask themselves for example: Why their students did not perform well? What are the reasons and consequences of students' bad performance? Then what solutions can be brought in?

Such researchable questions may engage teachers into classroom research. This, following Allwright and Bailey (1991: xiv), "investigates the processes of teaching and learning as they occur in language classrooms" [69]. Accordingly, teachers are called to break down the routine of being solely agents of transmitting knowledge. Rather, they should be dynamic agents of developing the best way of transmitting this knowledge; hence to assure the progress of their classroom practices that should reflect current teaching approaches and perspectives.

4.3. Pedagogical suggestions:

4.3.1. Classroom practices:

By classroom practices is meant here all kinds of activities and behaviours we would like to suggest for both teachers and students in first year LMD British Civilization classes to be engaged in. In fact, we opted for suggesting some classroom practices rather than a predetermined teaching methodology as the ones reviewed in chapter one because we believe in adaptation rather than adoption. In other words, besides the fact that no teaching methodology proved to be perfect we would rather be shortsighted if we recommended any given teaching methodology to be applied in first year LMD British Civilization classroom. Instead, we have selected some classroom practices and activities from different teaching

methodologies, predominantly current ones, and we expect that teachers, in turn, would be selective and eager to adapt rather than adopt.

Moreover, what is worth mentioning is that the classroom practices chosen here are not logically ordered or sequenced according to any given parameter. However, their sequence is left for teachers as ordering classroom practices is, more often than not, subject to students' needs and expectations. There are other factors that can determine the way classroom practices should be ordered among which we can mention classroom size and availability of teaching materials. So what we are going to present are only some suggested elements that we consider very important in first year LMD British Civilization classes and that should be given momentum in order to promote an adequate way of teaching this subject to first year LMD students.

Nevertheless, before having access to these classroom practices we prefer drawing teachers' attention to two crucial elements: flexible planning and course introduction in the first meeting session. After that teachers may opt for any of the teaching techniques and tips provided later on.

❖ Flexible planning:

Planning our courses ahead not only helps us be well organized teachers but even be able to achieve established course goals and objectives. The concept of planning used in this context, may concern the division of syllabus content or lessons over the sessions available throughout the whole academic semester or year, then the components of each lesson over the time allotted in each session. However, as our teaching is subject to more than one condition, our planning should be flexible and feasible to be adapted to the teaching/learning changing circumstances by breaking down routines and avoiding boredom. What is worth noting is that teachers should make course planning explicit for their students from the beginning of the academic year, exactly in the first meeting session.

❖ Importance of first meeting session/course introduction:

The first meeting session is often viewed as a protocol where everyone should make himself / herself known –teacher to students and students to teacher …etc. After doing the protocol, some teachers prefer dictating the content of the

syllabus on their students, perhaps without even explaining to their students what is this course, what are its goal(s) and/or objective(s) as in the case of our study where neither the teachers nor the students are aware of the purpose of introducing British Civilization course in first year LMD classes. Thus, we find it very important to remind ourselves of the vital significance of the first meeting session.

In fact, it is more than a meeting session. It is the session where both teachers and students should help each other putting the cornerstone of the building they are expected to construct by the end of the academic semester or year, in its right place. It is here that teachers should make everything explicit to their students as far as British Civilization course is concerned. They ought to define the course in a brief description, clarify its goal(s) and objective(s), and make it clear how they are going to deliver the lessons and the kind of activities and homework they intend to assign their students. Moreover, they should inform their students how they are going to be assessed in terms of both project work and exam. Yet, teachers should not forget to mention to their students how they are expected to behave in the British Civilization classroom so that to avoid any kind of misbehaviour or misunderstanding that may lead to spoiling the natural course of the teaching / learning process.

However, teachers need to be cautious of their students being frustrated by a lot of things being imposed upon them. For that teachers should present British Civilization course as a contract that both students and teachers have to agree on its rules before being signed. That is to say, teachers should negotiate every tiny idea they have about the course with their students. Being taken into consideration to a great extent in deciding the way of solving the puzzle of British Civilization course together with their teachers, students would undoubtedly be highly motivated and remarkably interested not only in the course but also in how to get the best achievement out of it.

Therefore, teachers need to be aware of their students' needs, motivations, and even problems which can be checked in the first meeting session by means of, for instance, a questionnaire or an interview. Examples of questions teachers may ask their students are:

➢ How would you like lessons to be delivered to you?

➢ What sort of activities did you like best in your previous classes?

➢ Do you prefer individual, pair and/or group work?

➢ What do you expect to learn from British Civilization course? (adapted from Hedge, 2000) [31]

Perhaps teachers would plan before meeting their students and being aware of their needs, this should not be viewed as a problem as soon as teachers are adopting a flexible plan to their course (see flexible planning).

Yet, a sample of British Civilization course introduction is provided in Appendix A. The sample is based on the content of the syllabus currently taught in first year LMD classes in the Department of English at USDB and is perceived as being mainly historical. It is worth indicating that each student should keep a copy of the course introduction so as to be easily reminded of the course requirements. That would certainly facilitate for both teachers and students going through the different components of British Civilization course especially during classroom practices.

4.3.1.1. Suggested classroom activities:

Now that everything is hopefully expected to be clear for both teachers and students, we want to move on to suggest some classroom activities. These are divided into three phases: pre-lesson delivery phase, lesson delivery phase and post-lesson delivery phase. As the allotted time for each British Civilization session is one hour and a half, we propose the following distribution of time over the three phases suggested: quarter an hour for each of the first and the last phases and one hour for the second phase. Yet, each phase is composed of a set of tasks and activities some of which are suggested for classroom practice while others are expected to be assigned as homework.

4.3.1.1.a. Pre-lesson delivery phase:

At this initial stage, we suggest three essential elements to be taken into consideration: students' preparation, brainstorming and outlining.

❖ <u>Students' preparation:</u>

The task of lesson preparation can be assigned as homework. This is meant for making students preparing the lesson before coming to the classroom. In such a way, students would not only help themselves understand the lesson easily, but even make it easier for their teacher to put into effect classroom activities. This would also permit for the students to be familiar with the content they are dealing with. Moreover, when it comes to brainstorming ideas as the first step to deal with the lesson in the classroom, students will get through it in a simple way.

❖ <u>Brainstorming:</u>

This activity can be made as the first stage before carrying out the delivery of British Civilization lesson in the classroom. It can be done individually, in pairs or groups. It is a way of externalizing students' ideas about the lesson before dealing with its details.

In fact, it is taken for granted that brainstorming is the practice of jotting down all what one can reveal as prior knowledge about a given topic, i.e. what one already knows about a given topic. Nevertheless, in the brainstorming activity we propose we would like students to jot down ideas not only about what they know, but even about what they do not know and what they would like to know. The activity may be instructed in the form of a table as such:

What you know about the topic	What you do not know and you want to know
- -	- -

Table 56: Brainstorming activity

(Adapted from a British Council teaching workshop, 2011)

What is noteworthy is that teachers should avoid criticizing some students' silly ideas. Instead, teachers are expected to encourage all students to learn how to spell out their ideas to the whole classroom, then how to refine these ideas by keeping what is relevant and omitting what is irrelevant through outlining.

❖ <u>Outlining:</u>

After finishing brainstorming ideas about the topic, teachers with students can move on to outlining their lesson. This activity is aimed at helping students be selective by keeping what is needed and necessary and eliminating what is redundant and irrelevant. Moreover, outlining would aid students learn how to define the scope of a given topic and avoid being out of topic.

<u>4.3.1.1.b. Lesson delivery phase:</u>

For the accomplishment of this phase, some types of tasks and activities are proposed for first year LMD British Civilization classroom. However, teachers are expected to be selective as to what correlates to their students' needs, i.e. to be adaptors rather than adopters. These activities are divided into two groups according to what they can be aimed to:

❖ <u>To enhance students' communicative competence</u>
  ➢ Oral presentations (project work)
  ➢ Classroom debates
  ➢ Texts with activities
  ➢ Role play
  ➢ Short video analysis
❖ <u>To enhance students' intercultural communicative competence</u>
  ➢ Cultural islands
  ➢ Celebrating festivals
  ➢ Kinesics and body language
  ➢ Cultural capsules
  ➢ Cultural consciousness raising

Details about these intercultural communicative activities are given in chapter II (p 54-55). In fact, we would like to emphasize again that teachers are required to adapt these activities to the teaching / learning circumstances they are involved in, including of course their students' needs and aspirations.

<u>4.3.1.1.c. Post-lesson delivery phase:</u>

The post- lesson delivery phase is purposefully suggested to be devoted for developing students' writing skill as far as British Civilization course is concerned. Our present suggestion is built on the fact that British Civilization exam is based on the writing skill; yet the majority of first year LMD students fail in their British Civilization exam because of their very limited writing capacities as the analysis of their British Civilization exam papers has revealed. Thus, in the fifteen minutes of the post-lesson delivery phase teachers may assign their students to write a paragraph in which they summarize what they have learnt from the lesson. While students are writing, the teacher is expected to pass, check and correct focusing on language first then on content. When time is not available, this task may be given as homework.

Yet, to assure the desired accomplishment of the proposed classroom practices we would like to remind teachers of their role and that of their students too. For that some suggestions are further provided.

<u>4.3.2. Teachers' and students' roles:</u>

As we are stressing that teachers' way of teaching should correspond to current teaching approaches, mainly CLT and its branches (see chapter I), teachers' and students' roles also ought to be changed accordingly. In that teachers are required to stop dominating the classroom scene and holding the floor alone.

Therefore, as in any other EFL classroom, in first year LMD British Civilization classroom teachers should act as facilitators, guides, and monitors of students' classroom performance instead of transmitters of historical information. Moreover, students are expected to be reflective and active participants rather than passive recipients of transmitted knowledge. All in all, first year LMD British Civilization classroom needs to be changed from a teacher-centered to student-centered classroom. Yet, teachers can check the adequacy of their way of teaching by means of evaluation, mainly through students' feedback on classroom practices.

4.3.3. Students' feedback on classroom practices:

The notion of students' feedback is proposed here to evaluate classroom practices. We recommend teachers to go beyond the traditional way of evaluating their course outcomes that is often accomplished by means of an exam held at the end of the semester. Teachers should integrate their students in the evaluation of the teaching / learning process. Therefore, students' feedback on classroom practices, mainly their teachers' classroom methodology is suggested as an effective way to improve the way of teaching British Civilization course in first year LMD classes so as to respond adequately to students' needs and expectations as EFL learners.

To sum up, all that has been suggested builds up our perspective of what we regard as the most adequate way of teaching British Civilization course as a cultural component of EFL education in first year LMD classes in the Department of English at USDB. Indeed, our suggestions are only some notions that we would like teachers to adapt for rather than adopt to their classes circumstances and conditions, their learners' needs and the teaching materials available.

4.3. Need for further research:

The study in hand tried to diagnose the way of teaching British Civilization course in first year LMD classes in the Department of English at USDB. The study proved that this way of teaching is inadequate and non-convergent with current teaching methodologies. This inadequate teaching methodology constitutes a serious variable that hinders students' achievements in first LMD British Civilization subject. However, besides this variable other variables have been discovered along this research among which British Civilization course content and teaching conditions. Thus, we would like to make a call for further research that would ponder on such variables which we consider to be worth of investigation.

Conclusion:

Throughout this chapter, we attempted to yield some suggestions and recommendations to improve the way of teaching British Civilization course in first

year LMD classes in the Department of English at USDB. Our recommendations are addressed to every active agent in the educational field.

Therefore, we recommended policy-makers and administrators to reflect on the creation of balance between policy and practice, amelioration of teaching conditions, reconsideration of course content, establishment of course goals, and focus on teacher training development. Then, for teachers we proposed teacher self-development, collaborative teaching, and classroom research.

Yet, coming to the British Civilization classroom, we find it very important to draw both teachers' and students' attention to reconsider their classroom practices. For that we suggested some key teaching techniques and tips like: flexible planning, course introduction, besides some tasks and activities to help deliver British Civilization lessons. Then, we proposed consideration of students' feedback as a good way to evaluate the adequacy of teachers' methodology. At the end we raised the need for further research.

CONCLUSION

English has long been established as a global language imposing itself as a means of survival, especially for the 21st world nations, and Algeria is no exception. Though EFL education in the Algerian University is increasingly gaining momentum, its achievements are still qualitatively and quantitatively far from being reflective of current EFL teaching / learning developments. A microcosm of such a phenomenon is tackled in this research project which investigates the teaching methodology of British Civilization course in first year LMD classes in the Department of English at USDB. The problem in hand has been approached from both a theoretical and practical perspectives.

For the theoretical perspective two chapters have been devoted to review the literature that relates to our study. Relevant to this, the first chapter considers the evolution of FL teaching methodologies starting by so-called traditional methodologies like Grammar Translation Method and ending by current teaching methodologies, i.e. CLT and its branches: CBA, CBI and TBLT. It also gives room for course design and its different components like establishing course goals and objectives, teachers' and students' roles, and teaching materials to mention only a few. In fact, this chapter helped us to partially confirm our assumption that the way of teaching British Civilization course in first year LMD classes does not cope with current EFL teaching methodologies.

Usually in the scope of the literature review the second chapter comes to decipher the puzzle of the nature of British Civilization course. The latter is discovered to be a cultural component of EFL education. As such, it should be dealt with carefully in the foreign language classroom. Yet, first year LMD teachers' misconception of this course as being mainly historical made their teaching methodology inadequate to interpret the real value of teaching this course as a cultural-based subject in first year LMD classes. This assumption has been further confirmed through field investigation.

Then, the field investigation that is displayed in chapter three was conducted by means of three research tools that address both teachers and

students of first year LMD classes in the Department of English at USDB. Data was obtained from students' questionnaire, teachers' structured interview and students' British Civilization exam papers analysis. As anticipated, the results came to validate our hypotheses that the teaching methodology of British Civilization is inadequate; it does not cope with current teaching methodologies to enhance students' language proficiency; it is inappropriate to interpret the cultural value of British Civilization subject so as to help develop students' intercultural communicative competence; then it hinders students' achievements in British Civilization subject.

Yet, on the light of the literature reviewed and the results yielded in the field investigation we tried to provide some suggestions and recommendations in chapter four. Our suggestions and recommendations were oriented to decision-makers, administrators, teachers and students for the sake of making every active agent in the EFL educational field take part in improving the situation under study.

Therefore, the improvement and progress of EFL education generally and in the case of first year LMD classes particularly is the responsibility of everyone involved in this context. For that, learners' opinions, attitudes, preferences and expectations must be taken into consideration. Teachers' development through training programmes is highly required in order to cope with the changes of EFL world; so that, their teaching methodologies are likely designed to fit their roles as EFL teachers and to meet their learners' needs. In our case study, teachers are urged more often than not to be aware of the nature of British Civilization subject as a culture as well as a content-based course in order to adopt, adapt or create the most adequate classroom teaching practices. Thus, students can be able to improve their English language proficiency, grasp the content knowledge of the course, and even develop intercultural communicative competence.

Last but not least, we would like to call everyone involved in the Algerian EFL educational realm to work hand in hand with great commitment to boost EFL education in Algeria in general and in the Department of English at USDB in particular.

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APPENDIX A

SAMPLE OF COURSE INTRODUCTION

University of SAAD DAHLEB -Blida   2010/2011

Department of English

1st year L.M.D classes/ Groups: …..   Teacher in charge: ……………………

British Civilization Course Introduction

Brief course description:

(Here, teachers should identify the course through a short description.)

Example: This course deals with different events of ancient British civilization that stretch from the prehistoric times to the Stuarts era. The syllabus may well focus on: Iron Age Britain, Celtic Britain…etc. Of course, this will depend on both collective and individual work.

Goals and objectives:

(Here, the purpose of studying the course should be well clarified through established goals and objectives.)

Examples:

Goals: by the end of the course students should:

> ➤ Know the "Other" in order to know the "Self"
> ➤ Enhance their English language proficiency
> ➤ Develop intercultural communicative competence

Objectives: by the end of the course students should be able to:

> ➤ Read and analyze historical texts.
> ➤ Engage in constructive classroom debates.
> ➤ Interpret and analyze historical short videos.
> ➤ Develop critical thinking.
> ➤ Compare between target civilization and native civilization.
> ➤ Review different historical facts of ancient British civilization in written form.

Assessment:

(Hereteachers should state plainly how they are going to assess their students both in terms of continuous assessment and exam.)

Example: You are assessed as follows:

a. Continuous assessment:

1/- Weekly oral presentations

 2/- Homework

- To assure students' seriousness, especially for doing homework, teachers can make remarks like this:

Note: Students are expected to turn in all work on time. Any work submitted late will be either marked **down 10 points** or rejected.

b. Exam: During the exam of British civilization you will be asked to analyze historical documents. Both form and content must be taken into consideration. Student's analytical   ability is highly required.

Attendance:

(Attendance requirements ought to be clearly mentioned, too.)

Example: Students are expected to attend all classes. If you accumulate 3 unjustified or 5 justified absences, you may be excluded from the course.

Late comers may not be allowed to attend.

Please note: (teachers may add notes about classroom behaviour)

Examples:

1- Respect is highly required during class discussions.

2- Disruptive behaviour of any kind will not be tolerated [e.g.: Cell phone use (your phone must be switched off and hidden during class performance), chewing gum, performing tasks unrelated to lesson, rude noises…etc]

3- Hard work and constructive dialogue are strongly encouraged while deconstructive dialogue is strongly discouraged.

Syllabus content: (teachers must supply students with syllabus content)

1- The prehistoric times.
   - Iron Age Britain
   - Celtic Britain
2- The Roman Invasion.
3- The Anglo-Saxons
4- The Viking Invasion.
5- The Middle Ages:
   - The Normans
   - Feudalism,
   - The Plantagenet Dynasty
   - The War of the Two Roses
6- The Tudors
7- The Stuarts

Bibliography: (this is best required for intensive reading)

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APPENDIX B

BRITISH CIVILIZATION SYLLABUS FOR FIRST YEAR LMD CLASSES

8- The prehistoric times.
  - Iron Age Britain
  - Celtic Britain
9- The Roman Invasion.
10- The Anglo-Saxons
11- The Viking Invasion.
12- The Middle Ages:
  - The Normans
  - Feudalism,
  - The Plantagenet Dynasty
  - The War of the Two Roses
13- The Tudors
14- The Stuarts

APPENDIX C

FIRST YEAR LMD CURRICULUM

CONTENUS DES CURSUS
DES LICENCES EN LANGUES ETRANGERES

PREMIER SEMESTRE

Unités d'enseignements UE	COMPOSANTES	MATIERES
Unité d'enseignements **Fondamentaux** **1** *16 h hebdo*	**UE 1.1** **Pratiques de la Langue Etrangère 1**	**Ecrit : Compréhension et Expression** - Accent mis sur les textes modernes et contemporains (compréhension) - Texte comme support : grammaire et techniques de l'écriture - Apprentissage des techniques de l'écrit et l'étude des différents types de textes mis à la portée des étudiants, comme par exemple : le narratif, descriptif, argumentatif, prescriptif.
		Oral : Compréhension et Expression - Phonétique (apprentissage des sons/ Laboratoire). - Construction de phrases orales à partir d'un thème défini. - Contextes d'utilisation du langage. - Productions langagières en situation de discours.
	UE 1.2 **Description et Fonctionnement de la Langue**	**Origine et Evolution de la Langue**
		Morphosyntaxe (Théorie et Pratique)
	UE 1.3 **Initiation à la Linguistique Générale**	**Courants et Concepts linguistiques** – Définition de la linguistique en tant que science du langage; – Objectifs de la linguistique; – Linguistique et sciences connexes: philosophie, psychologie, sociologie…; – Linguistique et les sous systèmes de la langue: phonétique, phonologie, morphosyntaxe, sémantique, pragmatique …; – Concepts linguistiques: théorie de la communication, théorie du langage, signe linguistique, double articulation, relations syntagmatique et paradigmatique, diachronie et synchronie

	UE 1.4 Phonétique de la Langue	Phonétique (Théorie et Pratique)
	UE 1.5 Initiation aux Cultures de la Langue	**Histoire des Idées** – Les grandes étapes historiques : Idées et évolutions, études multidimensionnelles des différents mouvements de pensée et leur impact sur les sociétés.
		Histoires des Aires Culturelles - Histoire des aires culturelles comme génératrice des phases historiques: Idées et mouvements correspondant aux différentes étapes historiques.
	UE 1.6 Initiation à la Littérature	**Les Genres Littéraires** - Introduction aux textes littéraires: traditions des genres littéraires : Initiation. - Identification des genres littéraires par le texte d'une manière graduée.
		Histoire des Formes d'Expression Artistique - Textes littéraires et formes d'expressions artistiques. - Introduction des différentes formes artistiques et leurs formes correspondantes en littérature (Lecture sémiologique)

UE de découverte 2 *3 h hebdo*	UE 2 Initiation aux Langues de Spécialité	Typologie des discours disciplinaires
		Langues de Spécialité – Communautés discursives ; la langue des affaires ; la langue de la médecine, la langue des sciences, la langue du journalisme

UE de méthodologie 3	UE 3 Méthodologie du travail Universitaire	Stratégies d'interactions et de transactions

3 h hebdo		

UE Transversale 4 *3 h hebdo*	**UE 4.1** **Langue Etrangère 2**	**Expression Ecrite et Orale** (Obligatoire après choix parmi l'allemand, l'espagnol, le russe, l'italien …)
	UE 4.2 **Sciences Humaines et Sociales** (option)	*Choix de 2 options sur 3*
	UE 4.3 **T.I.C.E** (option)	
	UE 4.4 **Initiation aux Arts** (option)	

Source (Prof. Miliani)

APPENDIX D

STUDENTS' QUESTIONNAIRE

Dearstudents,

This questionnaire is designed for the purpose of providing data for a research aiming at investigating the teaching methods of British Civilisation course in first year LMD classes in the Department of English at Blida University. We will really appreciate your contribution in our research project by answering the following questionnaire honestly.

Section I: General information

1- How many years have you been studying English?…………..
2- Your stream in the secondary school:

Literary ☐

Scientific ☐

Technical ☐

3- Did you pass your Baccalaureate exam in:

The old educational system ☐

The new educational system ☐

Section I: Students' perception of British Civilization course.

4- Do you know why you are studying British Civilisation?

Yes ☐

No ☐

If yes, say why: …………………………………………………………

5- To what extent do you like studying British Civilisation?

Much ☐

Little ☐

Not at all ☐

6- Do you feel motivated towards your British Civilisation course?

Yes ☐

No ☐

If no, say why: ……………………………………………………………

7- To what extent do you find British Civilisation course helpful to improve your English language skill?

Much ☐

Somehow ☐

Not at all ☐

8- Do you perceive British Civilisation as being:

Easy ☐

Average ☐

Difficult ☐

9- Do you see British Civilisation course as being:

Theoretical ☐

Practical ☐

Both ☐

Section II: Students' perception of their teachers' classroom methodology.

10- Did your teacher clearly explain to you the goal and/or objectives of British Civilisation course at the beginning of the academic year?

Yes ☐

No ☐

11- How does your teacher deliver British Civilisation lectures to you? Is it by:

Explaining ☐

Dictating ☐

Both of the above ☐

Giving handouts ☐

12- In respect to your teacher's way of teaching, do you understand British Civilisation lectures:

Easily ☐

With difficulty ☐

Not at all ☐

Say why: ……………………………………………………………………………

13- Does your teacher's way of teaching encourage you to participate and use your English language to communicate in the classroom?

Yes ☐

No ☐

If no, say why: ………………………………………………………………………

Section III: Students' difficulties

14- What kind of difficulties do you meet during British Civilisation lectures?

Asking questions☐

Answering question☐

Both ☐

Add others, if any:………………………………………………………………

15- Do you often rely on translation (to Arabic or French) in order to understand the content of British Civilization lectures?

Yes ☐   No ☐

16- How do you prepare to your British Civilisation exam?

Learning by heart ☐

Understanding ☐

17- What kind of difficulties do you meet during British Civilisation exams?

Understanding questions ☐

Answering questions ☐

The way of working out the answer ☐

All of the above ☐

18- Which of the following do you think your difficulties in British Civilisation are due to:

Language weaknesses ☐

Teacher's way of teaching ☐

Content of the syllabus ☐

All of the above☐

Section IV: Students' suggestions and expectations.

19- As far as your English language improvement is concerned, have you really made advantage from studying British Civilisation as it is expected?

Yes☐

No ☐

If no, say why: ………………………………………………………………………

20- What do you expect from studying British Civilisation course?

Language proficiency ☐

Cultural knowledge ☐

Both ☐

Other: ……………………………………………………………………………

21- Do you prefer your teacher to teach you:

What to learn ☐

How to learn ☐

Both ☐

22- What do you think is the best way to realize an easier understanding and best achievement of British Civilisation course? (You can tick more than one choice)

f- Study British Civilisation through texts and activities ☐

g- Participate in communicative activities ☐

h- Work in pairs and/or in groups ☐

i- Receive handouts from your teacher ☐

j- Focus on "how" to learn rather than "what" to learn ☐

Add others, if any: …………………………………….................................

Thanks!

APPENDIX E

TEACHERS' SRTUCTURED INTERVIEW

Section I: **General information**

1- Grade: BA ☐   MA ☐   PhD ☐

2- Teaching experience (number of years): ………..

3- How many years have you been teaching British Civilization course? …………..

4- Have you ever attended a teacher training programme?

Yes ☐   No ☐

Section II: Teachers' perception of British Civilization course

5- What do you perceive as the most important aim behind teaching British Civilisation course in first year LMD classrooms?

Language skill ☐

Cultural knowledge ☐

Both ☐

Other: …………………………………………………………………………

6- Is the syllabus of British Civilisation course, in terms of both content and methodology, imposed by the administration?

Yes ☐

No ☐

If no, are you free to: a- set up course objectives? ☐

f- choose what to teach? ☐

g- use your own teaching method? ☐

h- introduce new materials? ☐

i- use classroom activities? ☐

7- Have you clearly explained to your students any goal(s) / objective(s) to be achieved by the end of British Civilization course? (If no, skip to question 10)

Yes ☐   No ☐

8- What is/are the salient objective(s) you have established at the beginning of the course?

Focus on the content of the course ☐

Focus on the language of the instruction ⬚

Both ⬚

Other: ………………………………………………………………………………

9- In respect to the objective(s) you have established, do you perceive British Civilisation course as being:

Theoretical ⬚

Practical ⬚

Both ⬚

Section III: Teachers' perception of their students' needs

10- At the beginning of the academic year did you find the level of English of most of your first year LMD students: very weak ⬚

weak ⬚

average ⬚

advanced ⬚

11- In case your students reveal very weak or weak level of both English language and culture, do you take this into consideration while teaching?

Yes ⬚

No ⬚

If yes, how: ………………………………………………………………………

Section IV: Teachers' classroom methodology

12- Do you prefer using: explanation only ⬚

dictation only ⬚

both of the above ⬚

historical texts with activities ⬚

Other: ………………………………………………………………………………

13- Do you support your teaching methodology with any teaching material(s) (e.g.: maps, videos…etc)?

Yes ⬚   Precise: …………………………………

No ⬚

14- Is group work one of the elements you focus on in your classroom?

Yes ⬚

No ⬚

If yes, is it for: motivating students to participate ▢

teaching students how to learn through co-operation   ▢

Other: ………………………………………………………………………..

15- In respect to your way of teaching, do you find your students encouraged enough to participate and use their English language through interactive communication?

Yes ▢

No ▢

If no, say why: ……………………………………………………………………

16- Do you focus on the practice of the four skills in your classroom?

Yes ▢

No ▢

If yes, how: ……………………………………………………………………………

Section V: Teachers' and students' roles in the classroom

17- While teaching, which role do you often find yourself acting in the classroom?

Is it a:

Provider of historical information ▢

Language adviser and facilitator ▢

Guide ▢

Other: …………………………………………………………………………

18- How do you perceive most of your first year LMD students:

Active participants ▢

Passive learners ▢

Other: …………………………………………………………………………

Section VI: Teachers' assessment of their students' achievements and evaluation of course objectives

19- In respect to the use of project work, which is one of the principles of LMD classroom, do you find your students good at accomplishing such work?

Yes ▢

No ▢

If no, is it because of: language weaknesses ▢

lack of procedural knowledge ☐

both ☐

Other: ………………………………………………………………………….………

20- What aspects do you take into consideration as far as the project mark is concerned?

-.………………………………………………………………………………………

-.………………………………………………………………………………………

-.………………………………………………………………………………………

-.………………………………………………………………………………………

21- While assessing students' performance, especially in the exam, do you focus on?

Language ☐

Content ☐

Both ☐

22- How would you describe the scores of your students generally?

Very good ☐

Good ☐

Average ☐

Weak ☐

Very weak ☐

23- At the end of the first semester do you find yourself able to achieve the objectives of the course you have established at the beginning?

Yes ☐

No ☐

If no, say why: …………………………………………………………………………

Section VII: Teachers' difficulties and expectations

24- Do you encounter difficulties while teaching?

Yes ☐

No ☐

If yes, list down some:………………………...

………………………………………………………………………………………………

………………………………………………………………………………………………

………………

25- What do you think is the most adequate way to realize an easier understanding and best achievement for learners of British Civilisation course? (You can tick more than one choice and/or add other)

Study British Civilisation through texts and activities ☐

Create communicative activities ☐

Encourage co-operative learning through group work ☐

Provide students with handouts ☐

Focus on "how" to learn rather than "what" to learn ☐

Other:…………………………………………………………………………………
………………………………………………………………………………...

APPENDIX F

STUDENTS' BRITISH CIVILIZATION EXAM QUESTIONS

Department of English   February 2nd, 2010

British Civilization   1st year LMD

First Term Exam

I- Give a brief definition to each of the following:

   a- Magna Carta:

   b- Boadicea's revolt:

   c- King Alfred (Alfred the Great) :

   d- Druidism (Druids)

II- Say whether the following statements are true or false. If false give the correct answer.

1) The Celts are people who invaded Britain when the Roman soldiers left.

2) The religion of the Celts is based on worshiping heathen gods and goddesses through sacrifice.

3) The Romans called their capital in England Londinium, which is known today as London.

4) Julius Caesar ordered his soldiers to build Hadrian's Wall to protect Roman Britain from raids by Picts and Scots.

III- Write a short paragraph on ONE of the following topics

Topic One: Alfred the Great, king of the Anglo-Saxons defended England from Viking invaders by unifying the politically divided Anglo-Saxon kingdoms. Write a short paragraph explaining the agreement of peace that both the Anglo-Saxons and the Vikings reached.

Topic Two: Following the death of Edward the Confessor, William Duke of Normandy and his invading force of Normans conquered England and fought the famous Battle of Hastings in 1066. Why did William the conqueror invade England?

Topic Three: The Normans adopted feudalism as a socio-political system. Discuss the characteristics of this system.