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**Aspects of Teaching Civilization and Literature in
The Algerian High School**
Case Study: 3rd Year Literary Stream High School - Laghouat

*Dissertation Submitted to the Department of English as a Partial
Fulfillment for a Master Degree in Literature and Civilization*

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Dedication

This work is dedicated to:

My dear parents for their endless love and support.

*My husband and his family for their encouragement in moments of
difficulty and stress*

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First of all, I would like to express my deepest gratitude to my supervisor Mr Ben Redda Djamel for his guidance and advice.

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I must express my gratitude to the members of jury for reading and evaluating my work.

Abstract

The present study aims at examining the position of civilization and literature in the Algerian syllable of teaching English in secondary school in the NEW OROSPECTS textbook, third year literature and philosophy in one hand and literature and languages in the other hand. First, it offers an analysis of civilization and literature content of textbook, and deals with the teachers and the students' questionnaire to ensure more accurate facts. It proposed to investigate teachers and students awareness of the importance of teaching and learning civilization and literature. In addition to assesses the civilization and literature content, to see if it presents enough civilization and literature knowledge or not?. It is concluded that the content of the textbook NEW PROSPECTS is not sufficient to teach literature and civilization because it is considered as a unique source of the two fields. The teachers and the students faced difficulties in both fields. The lack of background knowledge made the students understanding both fields as it is considered a major difficulty facing the students in one hand; and the teachers in the other hand. Both teachers and students are aware of the importance of civilization and literature in this branch.

المخلص

تهدف هذه المذكرة لدراسة وضع الأدب والحضارة في برنامج كتاب الانجليزية للطور الثانوي الخاص بشعبي الأدب و الفلسفة من جهة ,الأدب واللغات من جهة أخرى. أولا : تم تقديم تحليل حول محتوى الكتاب بالنسبة لمجالي الأدب والحضارة، وللتقرب أكثر من الحقيقة حول معرفة مدى أهمية الأدب والحضارة واما إذا كان الكتاب يقدم معلومات كافية حولهما أو لا . تم طرح استبيان على التلاميذ و الأساتذة ، وتوصلت هذه المذكرة إلى أن محتوى New Prospects غير كاف لتدريس الأدب و الحضارة خاصة أنه يعد المصدر الوحيد لهما: حيث ان الأساتذة والتلاميذ واجهوا صعوبات في كلا المجالين الأدب و الحضارة أبرزهم نقص في معرفة خلفيات المسائل المطروحة، كما أن كل من الأساتذة والتلاميذ يعرف مدى أهمية الأدب و الحضارة و خاصة في هذه المرحلة من الدراسة و هذه الشعبة تحديدا .

List of Abbreviations:

- S L: Second language
- F L: Foreign language
- E F L: English foreign language
- Fr L: French language
- E L: English language
- Q: question
- N: Number of teachers and students

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General Introduction

Background of study

Language is considered as a means of exchanging information between persons. There are several methods of teaching and learning language. English is one of the languages that depend on the suitable ways in its teaching, however, most teachers focus on the grammar, while other teachers include fields like literature and civilization in their teaching of English. In Algeria; English is considered as a foreign language and provides in its textbooks different fields to develop the student's level and facilitating the communication skills. Civilization and literature are two fields used in the textbook to contribute in raising the level of the students as they are important fields and have a strong relationship with language as Ardem(2015) stated in his work: "there is a close relationship between language and literature. Literature is produced from language"(p.47). about the civilization field, Batchelor(2017) asserts in his journal that: "each text set (ancient civilization)serves as background information"(p.14). These works can explain more the relationship between literature, civilization and language.

The aim of the study

Introducing literature and civilization fields in EFL text books is a big challenge between the three principal sides: between teachers, Learners and textbook designers. However, this study aims at examining and evaluates the literature and civilization content that are presents in the Algeria high school English textbook. It is important to know whether the text book "NEW PROSPECTS" offers enough information about both fields literature and civilization or not in order to check the real level of the third year students of literary branch, and to know the importance of these fields from authors of the textbook, teachers of the secondary school and students of the third year literary stream.

Statement of the problem

The strong relationship between F L and textbook nominated the textbook to be the significance and the primitive material in teaching a foreign language. Textbooks are the suitable source for different information as it is the basic material in teaching learning process in most

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countries. "...no teaching-learning process, it seems, is complete until it has its relevant textbook"(Huchinson and torres,1994,p.315).

English in the Algerian high school is taught as a second foreign language .Therefore ,textbook material is the only source for both teachers and learners to get knowledge about SFL ,the textbook is also considered as the first and the effective means in getting a successful classroom with an effective interaction between students and teachers .The third year literary stream students need to learn the FL more than any branch .They must tackle the important issues including literature and civilization fields .This study is proposed to evaluate the literature and civilization content that is used in the third year literary stream secondary school English textbook. First ,it describes the literature and civilization content in the textbook .Second ,it discusses and tries to examine the literature and civilization content in terms of developing the learners level then it clarifying to what extent the students and the teachers are aware of the importance of teaching civilization and literature.

Research Questions

Like any study, in order to defend or argue on the aim of this study, there is a set of questions presented below:

- 1 /-Does the text book offer enough knowledge about literature and civilization? How can it contribute in developing student's level?
- 2/-Are the teachers and the learners aware of the importance of the literature and civilization?
- 3/-What are the major difficulties facing learner and teachers in these two fields?

Research Hypotheses

From the aim of this study and the questions proposed above, this research suggests the following hypotheses:

- 1/-New Prospects book does not offer enough civilization and literature knowledge that can help the students to develop their level.
- 2/-the selected of the hard words and the lack of the student's background considered as a major difficulty concerning teachers and students.

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3/-the teachers and the learners are aware of the importance of the civilization and literature fields and feel the unbalanced content between the two fields

Review of Literature

Recently, many researches dealt in teaching English and how to teach English by different fields. This research focuses on the ear of teaching civilization and literature in particular. The Algerian textbooks of high school include different issues with different fields but this study mainly sheds light on the textbook and the two fields civilization and literature .

There are many teachers and students dealing with the aspects of teaching civilization and literature starting with the major reasons behind teaching literature in the classroom such as Collie and Salter(1987) in his book titled “literature in the language classroom” ,Harmy wrote about the textbook in his book “How to teach English” ;while Danial,Tew(2014) deals in his thesis “pedagogy of teaching history: comparing chronological and thematic approaches” deals with the approaches of teaching civilization.

Methodology and techniques

This thesis like any other theses, it analyzes and evaluates the New Prospects English book third year. This investigation depends on two main tools: the description tool which is describing the literature and civilization content in the textbook in addition to the teacher’s and students’ questionnaire tool. The teachers’ questionnaire is distributed on fifteen secondary school English teachers from four different schools in Laghouat. While the students’ questionnaire is distributed on thirty literary stream students from both branches the literature and philosophy in one hand and the literature and languages in the other hand.

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The Research Structure

This research consists of three chapters. The first chapter is a theoretical part; it is concerned with the state of English language and how we can teach through literature and civilization. It shows the reasons and the methods behind teaching both literature and civilization, in addition to giving an over view about the importance of the textbook.

The second chapter is entitled the research design and methodology deals with the methodology chosen in this study to carry out. It detailed the tools and the procedures of data collection: the evaluation and description of the textbook and the teacher's and the students' questionnaire.

The third chapter presents the results of the tools of data collection in this study. It deals first by the examination, analysis and discussing of the literature and civilization content in the textbook than; and it gathering the results of the teachers and students' questionnaire.

Chapter One: Teaching English Through Literature And Civilization

1-1-Introduction:

Chapter one tries to shed light on the relationship between teaching English as a foreign language and the literature and civilization as a part of it, by giving the main reasons behind teaching them. It shows the importance of each one of these fields .Also, it brings what the scholars people have to say about the language and its spread around the world. Throughout this chapter, we high light on the major approaches and methods of both of literature and civilization fields.

1-2- Language:

Language is considered as a means of communication through which human beings express and share their ideas and feelings. This interaction between two or more groups happens either by speaking or by writing. Each country in the world has a specific language which makes the differences in all sides from one society to another. So, the aim of every language is to convey and exchange information by sending and receiving messages between people. There are many tools of transmission the language in addition to the spoken and written tools such as : gestures and symbols any non-speaker human beings can do some movements that symbolized to specific item by this way can translate each non-verbal action, as it defined in the oxford dictionary (2008) :

" (it) system of communication in speech and writing used by people of a particular country .The use by humans of a system of sounds and words to communicate. Particular style of speaking or writing Way of expressing ideas and feeling using movements , symbols and sounds " (p ,247).

In the world there are many countries that have different languages for example in USA, they speak English as a foreign language, in Algeria speak Arabic, Spain speak Spanish, Egypt speak Arabic.etc. .

1-2-1- English as an International Language:

English is one of the languages that becomes as international language as it has a particular awareness in all most important domains as it is very known language in the world .It is taught nearly in all educational system as a first, second or foreign language, so it has a large number of

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speakers as it spread in around seventy countries. Sandra lee Mackay confirms that: "an international language is equated with language that has a large number of native speakers". The English language has a power in all or most important fields such as politics, economics and technology. Mackay asserts that: "*a language of wider communication both among individuals from one country .In this way English is an international language in both global and local sense*". While David Crystal (1997-2003) highlights: "*a language achieves a genuinely global status when it develops a special role that is recognized in every country*" (p.3). It means every language can be global when it is the first language in many important countries in the world.

1-2-2-The Spread of English:

English become the most language in the world as it is spoken in a large number of countries especially the dominant countries, It is considered as the first language nearly in important countries such as: USA ,Britain, Canada , Australia, New Zealand, Ireland ,South Africa in addition to several Caribbean countries and it is a second language in over than seventy countries in the world such as: Ghana, Nigeria, India.....etc. Other countries consider English as a foreign language including the colonized countries like: Jordan, Egypt, Algeria.....etc.

To be clear more, Braj Kachru (1988-1992) has represented a model for the spread of English language in the world (qtd in Crystal,p.60-61). This model is based on three common centers circles contains the several situations of the current English language uses in the world (Crystal,1997- 2003 p60-61).

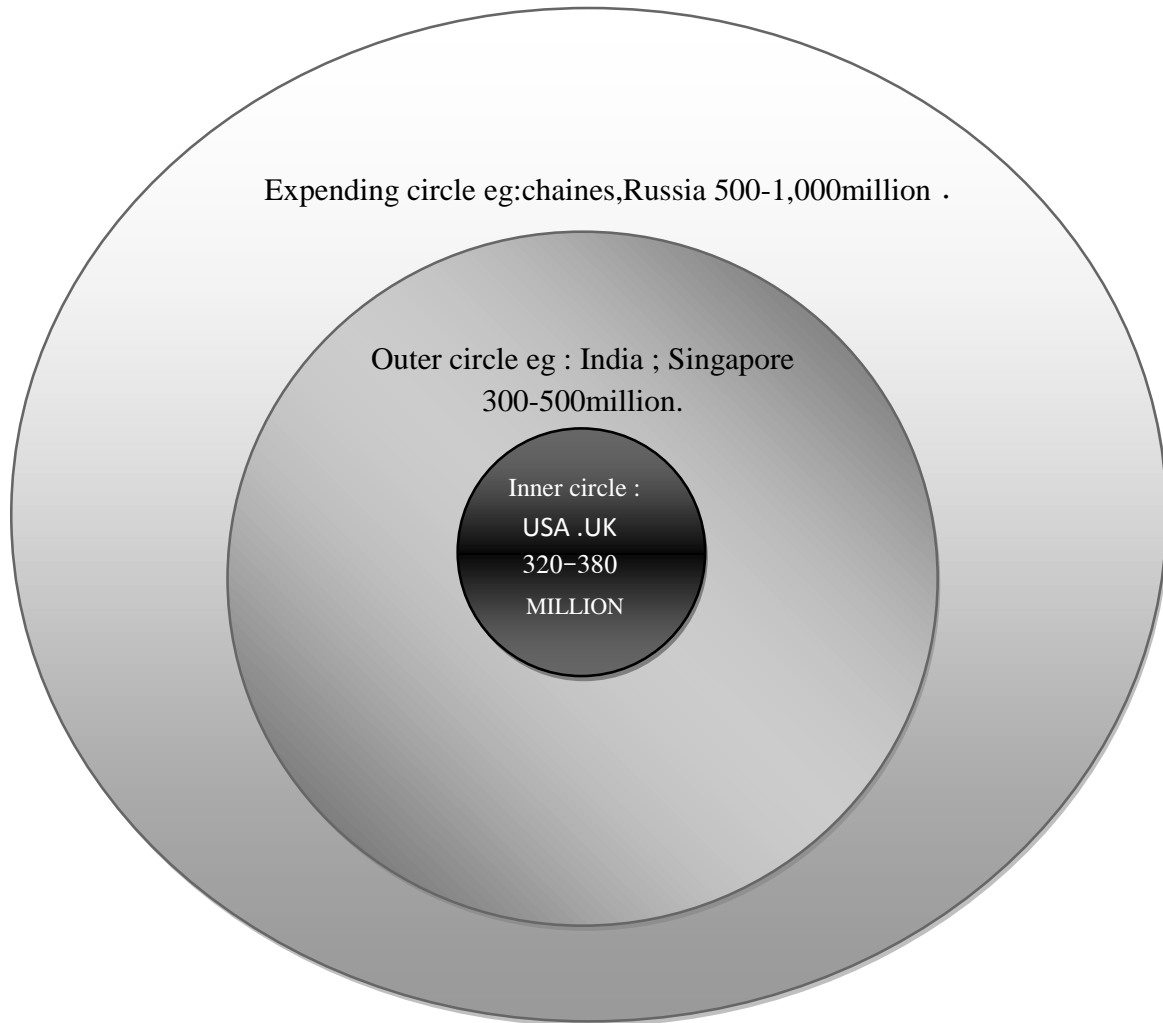


Figure 1-1: The three "circles" of English(Crystal,p.60-61)

The model contains: Expanding circle Outer circle and inner circle. We started by the inner circle which refers to the countries where English is the mother language i.e. native speakers of the English language that involve countries like: USA,UK, CANADA, IRLANDA and NEW ZELANDA. The outer circle includes countries where English is spoken as a second language which is adopted by colonialism such as India, Singapore, and Malawi.....etc.

The expanding circle has got countries that considers English as a foreign language which is recognized as an international language this circle involves a large number of countries like: China, Indonesia, Japan, and our country Algeria in addition to many other countries.

Chapter One: Teaching English Through Literature And Civilization

All this spread of English is caused by the political and the economic power of the USA which make it the first language in the whole world .It is used in many important fields such as air transportation, technology and technology of telecommunication like :the telephone, the fax, the internet, the satellite, TVs. This fields contributes by force in the expansion of the English and is considered as a global language (Outemzabet Belkacem,2011-2012).

1-2-3-English in Algeria :

After the independence ,the English language moved starting as a SL than becoming a FL later on , only between 1993-2003 gained the position of the F F L to go to its originally position as a S L in 2004 .In Algerian academic schools pupils studied English seven years: four years in the middle school and three years in the high school besides the French language that is taught in all levels around ten years ,but most pupils nowadays like learning English rather than French language (outemzabet).The replacement of Fr L by E L use actually another path to describe Fr L interference as presented by Miliani :

“In a situation where the French language has lost most of its ground in the socio-cultural and educational environments of country ;the Introduction of English is being heralded as the magic solution to all Possible ills including economic; technological and educational ones “

.(Miliani 2000,P.13 cited in Outemzabet p,16).

Today, English language in Algeria has a specific awareness by this generation because of they spend most of the time in front of what is called the social media such as :face book, twitterand so on ; most of these applications woke in English.

1-3-Aspects of teaching literature:

There are many literary writers dealing with the importance of literature and its aspects .Literature has a large number of issues since it is a rich source of information. The following section deals with its benefits, reasons behind teaching it and the main models.

1-3-1-Literature and the Benefits:

Literature is one of the pillars of teaching English as a foreign language as it has many important elements which help the teacher to send their messages in one hand and helping students in their receipted information in other hand; literature can be defined as a kind of stories, poems ,novels and plays which have values as an art .It has a greatest role in teaching foreign language specially for non –native learners , because it contributes to develop the four basic

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skills(listening ,writing, speaking and reading).each one of these skills improves the level of the learner (Hismanoglou.2005,p54) .

Literature provides the student with the double competence in developing their level it deals in its literary works with some important literary times including different styles ,figures of speech which add to the reader a kind of interest .Literature can be described as a sun that shed the light on culture ,history ,tradition and customs of different societies.(Giuria perspective 2015 p1).

1-3-2-Reasons behind Teaching Literature:

Many researchers dealt with the major reasons behind teaching literature. According to Collie and Salter (1987), there are four main reasons in teaching literature in the classroom, these reasons are: valuable authentic material, cultural enrichment, language enrichment and personal involvement.

1-3-2-1-valuable Authentic Materials:

It includes any information is taken from written work that have a great value .Literary work is an authentic material because it has a great value before any other works, it has got a historical information which means most literary works are not presented for the specific purpose of teaching a language as collie and Salter (1987)said :"*Literature is authentic material .By that we simply mean that most works of literature are not fashioned for the specific purpose of teaching language.*"(p;3).

There are many authentic samples of language such as: newspapers, magazines and articles. Literature is valuable because in classroom context, learners learn language from real life like setting, they also acquire many different linguistic to be familiar with irony, exposition, narration argument and so on.

1-3-2-2-Cultural Enrichment:

Since literature deals with novels, stories, plays and so on ,by this literary works literature can show the outside of the world ,it can create a real life image about the other foreign territory "*A reader can discover their thoughts, feeling, customs (...) believe in, fear, enjoy; how they speak and believe closed doors*"(p. 4).

Literature is the best way to enrich your culture. It deals with the main issues such as: traditions, customs, religions, languages. Those issues have different cultures that can enrich the cultural knowledge of the reader.

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1-3-2-3-language enrichment:

Literary works deals with different languages which encourage students to learn it and being familiar with some language and its structure as collie and Salter introduced:

"Reading literary works exposes the student to many function of the written language

.....
literature provides a rich context in which individual lexical or syntactic items are made more memorable"(p 45).

Literature can help the students to develop their basic skills of language and the figures of speech.

1-3-2-4-Personal involvement:

Through reading a literary text the reader can imagine the story and feel that s/he closer to one of the character that mentioned in this literary work(novel, short story ,play....)so there is a strong relationship between the reader and the literary work.*"Above all, literature can be helpful in the language learning process because of the personal involvement "(Collie and Salter,1987, p 5).*

1-4-Models of Teaching Literature:

There are many approach in teaching literary work at EFL classroom .carter and long (1991) exposed three major important approaches too teaching literature in EFL classroom.

1-4-1-The cultural model:

The cultural model is considered as an old approach which provides a source of information to the target culture .It examines the historical, political and social background of the text which encourage students to discover and analyses that elements .The role of the teacher in this approach is to reveal some important thoughts and prospective to be familiar with different cultures and ideologies.(carter and long,1991).

1-4-2-The language model:

This model is characterized by learner-centered approach which helps them to examine the text and paying attention to the way language is used (direct, indirect speech) in one hand ;but in the other hand the teacher-centered because s/he focuses on either general grammar or stylistic analysis (study of linguistic features of the text)so this model focuses on the linguistic features rather than literature it was named as "language -based approach "(long and carter 1991qtd in Hismanoglou).

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1-4-3-Personal growth model:

It is an active model which encourages students to draw on their own opinions, emotions and personal experience i.e. students growth in terms of language by making connection between themes and issues with their personal lives. Carter and Long (1991)making an analytical look about the three models mentioned ,they suggested that the language and personal growth model complement and are interdependent on each other(qtd in Hwang and Enbi).

1-5-Literary Text:

There are many writers who define the literary text .Alderson (2000,p :65)one of those writers who affirms that: "*any discussion of text types is incomplete without at least some consideration of the distinction popularly made between literary and non-literary texts*". Before this it must be know types of the text Lucas (1990:27) divided text into two main types :

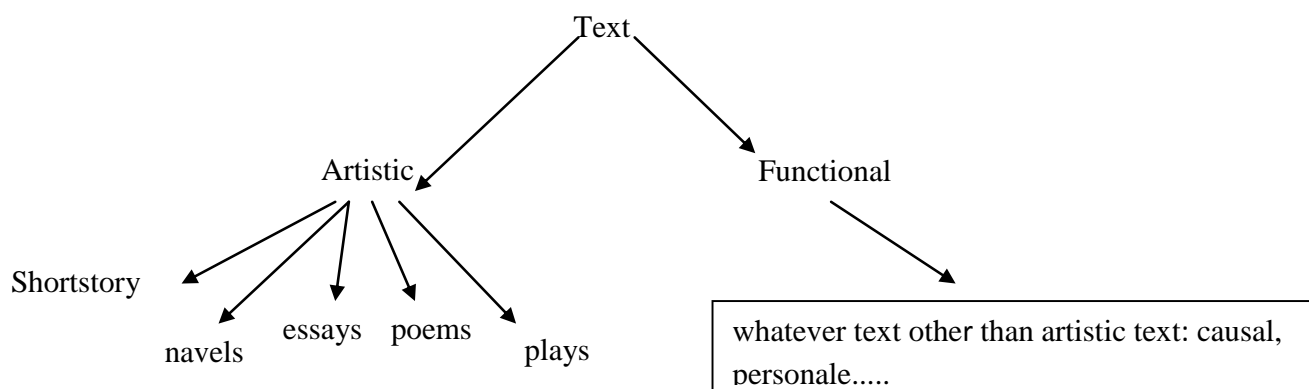


Figure 1-2 : Classification of texte

From this definition of the diagram above, it conclude that the literary text is an artistic text which characterized by the main genres of literature such as: novels, short stories, plays, essays, poems.

1-6-Aspects of Teaching Civilization:

Many educators deals with civilization and its aspects, but there was a conflict between them ;some of these researchers classified civilization as a highest level ,whereas ;others put it in the same rank with culture .Kroeber present some aspects of history that follow with civilization.

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Civilization is a series of events which produce a reality .It is full of developed characters and its way of life.

1-6-1-Definition /Description of the word "civilization":

Many of researchers prefer to give a description of the word "civilization" rather than a definition according to Kroeber and Kluckhohn(1952) "the term civilization is divided from the Latin word "civilis" which means "citizen" and "civis ",giving rise to civitas that means "city" or" state" in which citizen lived in an organized state .(p 11).The distinction between civilization and culture has always confusing matter, because both of this terms deal with the same common subjects such as :memory ,tradition, customs ,and geography. Some other researchers defined civilization as" a way of life " it means what people did or do in daily life their actions ,believes, customs, traditionsand so on, by this actions they will have memory and culture in their history or background The British anthropologist EdwardB. Taylor in his work "primitive cultures ",provided a comprehensive concept about culture and civilization as:

*"culture or civilization takes in its broad ethnographic sense ,
Is that complex whole which includes knowledge ,belief, art,
Morals, law, custom and any other capabilities and habits*

acquired by man as a member of society.(qtd in kroeber and klucklon,p: 120).

so, the anthropologist Edward B.Taylor give the tow different terms (culture and civilization)in the same rank since they deal with the same issue. In contrast ,there are some anthropologist like Barrudel (1994) and Philip Bagby(1963) who classified civilization in highest stage of human achievement ; whereas ,culture in the lower stage as one stage in the evolution of human being .(kroeber and klucklon).

1-6-2-Reasons behind Teaching Civilization:

Teaching civilization basically provides a historical insight and awareness it helps students to learn about and understand who we really are ,while teaching civilization ,teachers deals with culture which promotes language fluency ,therefore ;the aim of teaching civilization is to enhance the communicative competence and acquiring or rich vocabulary.

1-6-3-Major Approaches in Teaching Civilization:

Many different educators have proposed a number of different approaches in teaching civilization ,according to Baker(1995) there are two main important approaches that provide a

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good teaching .The chronological-based approach and the thematic –based approach ,these two approaches contribute effectively in teaching civilization pedagogically.

1-6-3-1-The Chronological-Based Approach:

It focuses on the time ,which is the major factor in teaching history ,it allowed to teach history with a clear beginning and ending ,it offers a logical sequence of events ,while the text book often align with the chronological approach, in this approach can be seen as a very teacher-focused .

Baker(1995) stated that :

*« chronology is the single most important unifying factor of history
.As used in this context. The term is intended to mean not
Lists of meaningless names ,dates or events to be memorized,
But the study of a frame work for the period or subject under
Consideration in the classroom »(baker,1995,p.26).*

1-6-3-2-The Thematic-Based Approach:

In this approach students study history by analyzing the six dimensions of culture which included politics, religion, economics, intellectual development and social relations in a given time or place .Thematic more open-ended.in addition to this traditional approaches there are a new approaches in teaching civilization.

1-7-Methods in Teaching Civilization:

The Algerian teacher of civilization Dr .Nadia Louahala proposed some important methods that help teachers in teaching history:

1-7-1-Postholing:

Postholing according to Louahala means an in-depth study or an evaluation of chosen historical events. This method provides to the students an open overview of historical information by using textbooks. It provides the students the capacity to understand a broad range of historical events. To be clear more, it help the students to have a range of important historical background in a short time.

1-7-2-Coverage (depth):

This method similar to the traditional approach the chronological-based approach .it characterized by covering any historical event .It also used the textbook in giving the information

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to the students but tries to provide the historical events in a chronological order in order to make the students understanding history event by event.

1-7-3-Memorazation:

The teachers ask the students to memorize events, lists of facts, dates and names of some important places. This operation needs repetition in order to memorize the events very well specially to the students that have a short memorization and they forget rapidly what they are memorized as it depends on the mental process. The best method can help the students to memorize is to analyses.(nadia.2017)

1-7-4-Analysis:

Analyses are the best method that can go in hand with memorization in order to fix the historical events. The teacher must engage their learners into analysis activities, this process allowing them to analyze important historical issues and remember it later on. These two important process pushed the students to develop “the historical habits of mind”(p.190).

1-8-Text-Books:

The suitable and the available material in teaching such foreign language is the textbook. Textbooks are a key component in most language programs ,it introduce learners to variety of themes and topics through which they deal with different issues such as: social, technology, art, religious, belief, tradition, history ...and so on. Textbooks saves time ,give direction to lessons, guide discussion, facilitate in giving home work, making teaching easier specially new teachers, better organized ,however ;English is taught as a foreign language. That is, textbooks provide students with the first interaction with the target language .As a result; textbook introduce learners to gain and acquire the linguistic elements and the literature and civilization knowledge .Bell and Gower(1998 :117)stated that :

*« Course books fulfill a wide range of practical needs ,particularly
In contexts where English is being taught in non-English speaking
Environment and where teachers either lack training or sufficient time
To analyze each group’s needs » (qtd.in Rubdy,2003 :39).*

Chapter One: Teaching English Through Literature And Civilization

1-9-Conclusion:

This chapter has discussed a set of important titles that highlighted teaching civilization and literature in English foreign language classroom. First, it highlighted the definition of language and the position of English language in the world and in Algeria in particular. Than; it presented a major aspects of teaching literature and civilization including their benefits and reasons .This chapter tried to bring out all the methods and the approaches that can help teachers in teaching civilization and literature effectively in EFL classroom ,in addition ; it tried to show the importance of the textbook as it the primary source in our country .

2-1-Introduction:

Like any study, this chapter highlights the research design and the chosen methodology in this investigation. This part mainly shows the details about the instrumentation and procedures of data collection, it starts with the research methods and methodology as they are different terms, moving to the quantitative and the qualitative methods, however; this chapter is also concerned with the description of the New Prospects book and presents the structure of the content in the other hand; it discusses the text book advantages and disadvantages, although, it is also concerned with the evaluation and analysis of the text book as the main goal in this study.

2-2- Method and Methodology:

This research, like any other research is based on the process of gathering information and analyzing it in order to solve a set of problems and give answers to those questions that are stated in the general introductions. This operation of collecting these data, actually, is based technically on a research methodology and method which go hand by hand.

There are some researchers who use both terms method and methodology in the same rank, but; there is a difference to distinguish between them. *“Research Methods may be understood as all those methods / technique that are used for conduction of research”* (C. R Kothari P, 6). whereas *“research methodology is a way to systematically solve the research problem”* in other words. *“Research methodology has many dimensions and research methods do constitute a part of the research methodology. The scope of research methodology is wider than that of research methods”*.

2-2-1-Quantative and Qualitative:

There are two most suitable methods in any research process concerning education study which are the qualitative and quantitative methods. Nearly; in the field of foreign language education, the researcher prefers to choose in their process of collecting data the quantitative and qualitative methodologies, or only choose one of them. But usually, they are used as a one method. However, each one of these methods has a specific issue.

Quantitative contains the numerical data which is analyzed by the statistical methods: *“quantitative research is based on the measurement of quantity or amount. It is applicable to phenomena that can be expressed in terms of quantity”*. (C. R Kothari 2004 p, 3). so, quantitative based on an objective measurement and numbers whereas;

Qualitative uses the natural language to gather and understand qualitative. It is also a collection of data among naturalistic setting and associated with interviews; focuses on groups to generate the data. It does not involve numbers and mathematical methods in the analyzing part.

2-2-2-The Overlap between them:

The main differences between the qualitative and the quantitative are in the number of any phenomenon .Punch (1998) defined the quantitative research as : “ *an empirical research where the data are in the form of numbers*” . So , this make it an objective measurement ,in contrast ,the qualitative “*an empirical research where the data are not in the form of numbers*” (p.4) .The qualitative research based on such procedures as : “*assessment of attitudes , opinion and behavior*” ,and observation ; interview or descriptive of the study those procedures make it an objective measurement (Kothari 2004 ;p.4).

This research is based on evaluating literature and civilization content in the new prospects English book concerned the third year literary stream .In order to evaluate this book, it has to shed the light only of the units that contains of the literature and civilization topics ,however ,this process getting through a descriptive study which needed to analyze every image, text, short story in the book in terms of literature and civilization information .This study is used both of them in collecting data.

2-3-Tools and Procedures of data collection:

Similar to any study ,this research is select the main procedures to carry on this study as Byrd's(2001)stated : “ *...educators(researchers) seek to use materials and methods appropriate to their particular context*” however ,this part discusses on the data gathering tools in evaluating the New Prospects text book concerned the literary stream. It deals with the teachers and the students ‘questionnaire in one hand and the evaluation of the literature and civilization context used in the textbook in other hand, this evaluation based on a descriptive analytical process.

2-3-1-Text book:

As mentioned in the previous chapter, text book is considered as the primarily and fundamental material in all most educational setting .It is the link between the teacher and the learners.

a -Advantages of the text book:

Text book is the first valuable authentic materials in any information, it is a kind of managing lessons for the teacher , it saves times and guide teachers in doing their jobs in addition it helps the learner to organize their learning insides the classroom and outside it ,however, it is considered as a frame work or a system which guide them .It is a combination between the lessons and the activities also , it is the central source of grammar ,vocabulary and pronunciation .

b-Disadvantages of the text book:

Textbook is the only source in teaching a FL this means the teachers and the learners must follow the textbook only even if it has not enough information that can help them in their career It also limits their critical thinking with no research

2-3-1-1-Text book evaluation:

It is a difficult responsibility to evaluate any teaching material such as text book which is very complex task .It may provide different issues that you have to evaluate some of them could the learners deals with and some are not . Like Harwood (2014) argues that: “*the obvious way for teachers and researchers to begin an investigation into a text book is to determine and evaluate the subject matter which is included and omitted*” (p,2). so ; the term evaluation itself means the process of making a judgment. In this content Hutchinsion (1987) stated that : “*evaluating any material for a particular purpose is means to making a judgment of it*”.

Teaching literature and civilization requires appropriate factors to be more contextually taught language ,because the learners should comprehensive their different aspects ,that is why both of teachers and learners need more materials in the classroom that going in hand with the text book materials as : videos ,maps ,dictionaries , e-mailsand so on .

2-3-1-2-Evaluation and Analyses:

Evaluation and analysis are two different terms, it usually deals with them as one term but; they are two different tools must distinguish between them, while; the only key distinction between them it to define each one of these processes and showing the aim of every one. Evaluation usually concerned with measuring the materials and using the quantitative and the qualitative tools, going in hand with the descriptive materials than making judgment about the final findings. As Tomlinson (2003) point out: “ *...(evaluation) involves making judgments about the effect of the materials (textbook)on the people using them*”(p.15). Whereas, analysis process is focuses more on the material itself .It usually include a set of questions and analyses their answers .(Ibid) “*Analysis is often controlled by pre-set checklists*”.

In addition to, the check list processes which provide the researchers with an existing tool for evaluating textbook in EFL classroom .The check list is a set of questions or what is known as questionnaire .

2-3-1-3-The Description of the textbook “NEW PROSPECTS”:

Textbook is typically the suitable material in teaching foreign language; it links between the teacher and the learners at the classroom as it is effective way in this relationship .This part of study provides the description of the textbook in New Prospects third year literary stream.

* **Layout and Design:**

New prospects secondary school, third year is the official English book designed by the Ministry of National Education in 2007. It is written by a team of authorship refers to:

- S.A ARAB

- B.RICHE

- M.BENSEMMANE

And published by the National Authority for School Publications.

In its form , New prospects is made up of 270 pages .It opens with a preface written by the authors to the teachers and the students untitled ‘FOREWORD’ which provides details about the syllabus of the book, it is a kind of direction to show the general structure and design of the book ,than it has four pages about ‘BOOK MAP’ from 8 till 13 ,it presented the six units in the book which addressed different contexts about each unit, while each unit have two parts : ‘ Language outcome ’ that includes :Function, Grammar ,Vocabulary and Sound system this in one hand ,in the other hand ,the second part ‘ Skills and Strategies outcomes ‘which involve ‘Listening and Speaking’ ‘Reading and Writing ‘.

Additionally, ‘learner’s outcomes ’and ‘intercultural outcomes ‘and finally the project outcome in each unit (see appendix) .The book started by pictures and a map in the first unit ‘EXPLORING THE PAST’ which selected to evaluate.

The learners are considered to learn only five units rather than six units because there are some unites concerned the literary stream in both branches Literary and philosophy in one hand ,Literary and languages in the other hand .Unites such as safety first it is provided for the scientific branches such as science, mathematics economy

New prospects book content:

This book contains six unites but it will deal only with the unites concerned the literary stream .

*Unit one: Exploring the past

*Unit two: Ethics in business

*Unit three: Education

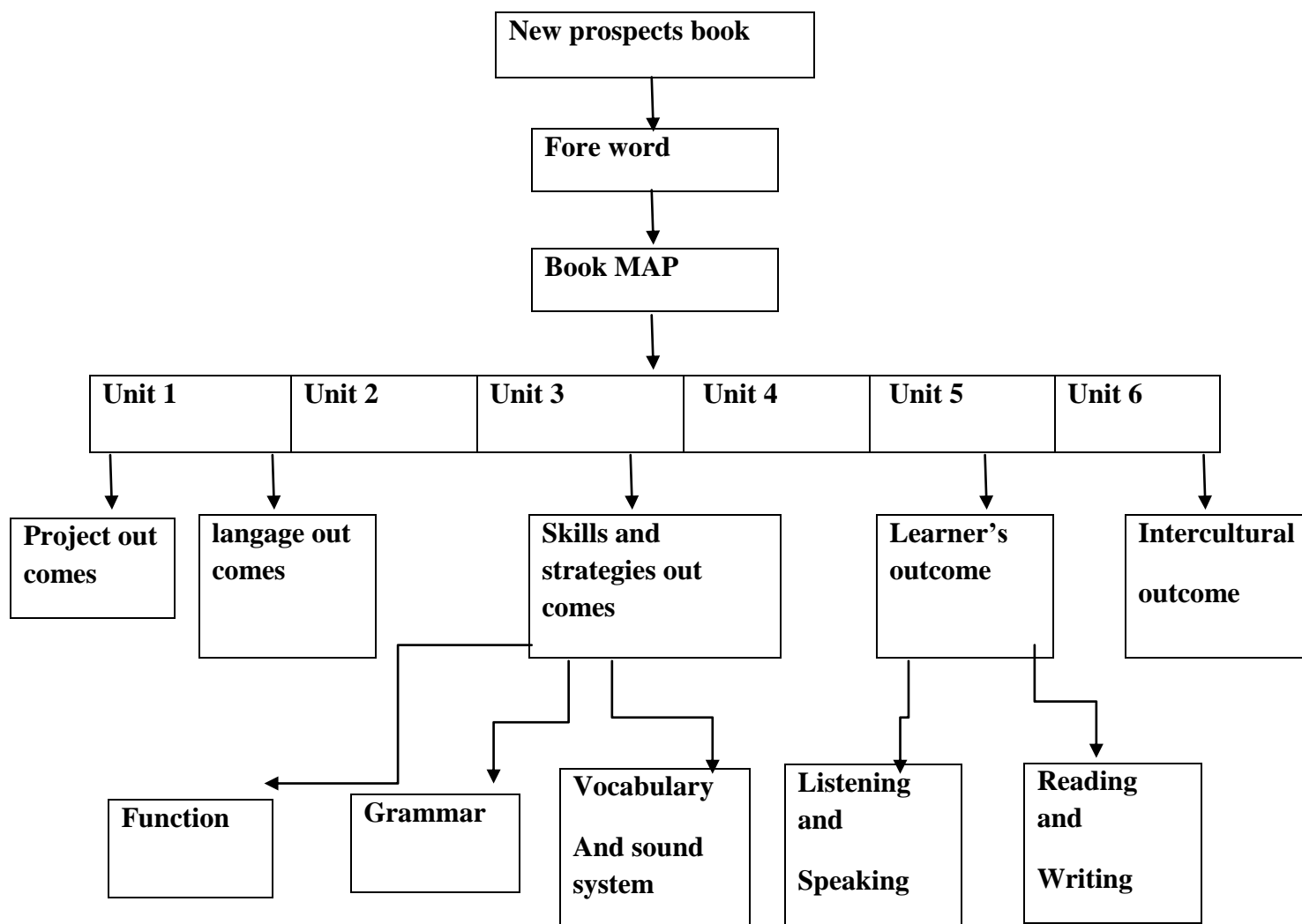
*Unit four: Fillings & Emotions

Each unit made of four section: Listen &consider, Read &consider, Listening &speaking, reading &writing. and each section has rubrics : “Getting started / Let’s hear it “ , Grammar explorer , vocabulary explorer Pronunciation & spelling , Think pair & share this concerned Listen & Consider , while read & consider involve Getting started /taking a closer book , vocabulary explorer , pronunciations & spelling , think pair & share

Listening & speaking: before you listening / as you listen, after listening, asking for / given opinions, saying it in writing

Reading & writing: before reading / as you read, after reading

New Prospects Unit Structure



2-4 Teachers' Questionnaire and Students' Questionnaire :

This part involves the most important instrument in any educational investigation to collecting data which is the Questionnaires tool. This tool addressed to a number of Algerian secondary school English teachers who have been still using New Prospect English book.

The Questionnaire is the suitable procedures of gathering information in most study, it provides different opinions and attitudes, and therefore, it used as a tool of collecting data it consists of: different Questions, three open-ended Questions which allows the writers to answers in a less restricted way. Whereas, the closed Question which allows the participants with a specific / limited answers.

***Students 'Questionnaire:**

This part is an addition work for gathering information about the content of new prospects book concerning literature and civilization topics, it will be more legible and relevant to ask the students themselves about the used content which includes literature and civilization topics .This questionnaire consists twelve questions with two different types of questions which are: closed ended questions (10questions), and only two open-ended questions at the end of the Questionnaire.

2-4-1-The aim of Questionnaire:

The questionnaire proposed in this study , aims at collecting information about the situation of both fields literature and civilization in the third year secondary school E F L classroom , Literary stream specifically. This tool tries to describe both opinions teachers opinions and students opinions about the importance of teaching literature and civilization and their approaches and methods to teach them effectively .In addition it examine the link between them and the text book new prospects .

2-4-2 Population and Sample:

This study took place in Laghouat in the academic year 2018/2019. The population targeted for this investigation involves high school teachers of English and students of the third year high school, who have used new prospects book of English .this target population concerned the literary stream with its branches: Literature & philosophy in one hand, and literature & languages in other hand while; the sample deals with the persons' or the selected participant in questionnaire tool concerned the study. In order to make this investigation legible and statistical, this questionnaire made to a sample of participant which involved about twenty English teachers' of secondary school who have been or still using new prospects book of the third year secondary school (literary stream) . It is about four different high schools in Laghouat , however, each school have about 04 to 06 English teachers .But only fifteen teachers answered this questionnaire i.e. five teachers did not answer the questionnaire .

2-4-3 The description of the teachers' Questionnaire:

The teachers' questionnaire is composed of eighteen different questions .it grouped under four different sections. it consists three questions where the teachers are free to express their ideas which is an open-ended questions the rest questions are closed ended questions where it suggested question and they select the appropriate answer .

***Section one: personal information**

It is a set of questions composed of six questions, it deals with the teachers and their experience like the degree teaching experience, hours of teaching per a week which linked it with their back ground of literature and civilization it asked if they have background about literature and civilization and if they reading books about the ancient civilization, in addition , if they have received any training to teach literature and civilization.

***Section two: teaching civilization and literature**

This section consists of a series of questions , it is longest section , it has six different questions .it is about teaching civilization and literature in New Prospects book , it started with an open-ended question defining literature and civilization although , it asked about the importance of literature and civilization of this level Q 08, in addition to the difficulties of both fields it also deals with the appropriate approaches and methods in teaching both literature and civilization so, this section provide to what extent teachers are aware of literature and civilization topics .

***Section three: about the text book**

This section the shortest section , it consisted of three questions , here, the teacher are asked about literature and civilization content in the text book if it is enough or not and if the literature and civilization topics suitable or not / difficult or easy .This section is provide the researcher to make a judgment about the content of the text book.

***Section four: about the students**

The teacher here are asked a set of questions about their students in one hand, and evaluating their students in the other hand such as : Q16,Q17.This questions are closed ended questions .

***Section five: teachers' suggestions**

At the end of the questionnaire, there is a teachers' suggestions section which concerned the material aids in facilitating literature and civilization.

2-4-4 The Description of Students' questionnaire:

The students' questionnaire is involved twelve questions .ten questions are closed ended questions while only two questions are open ended questions which provide students to

suggest learning aids to facilitating learning literature and civilization courses and expressing their ideas.

Nearly, all the questions are about the literature and civilization content, it divided into three sections started by choosing one of the tow literary branches ,than it began with questions about literature and their issues and difficulties only .It asked also about watching movies like Harry Potter the aim of this question is to make statistic about science fiction that deals with in brief in New Prospects book. The second section is about civilization topics in New Prospects book. Finally section three is about both fields including learning suggestions.

2-5-Rational of the study:

As mentioned before, text book is the significant element in teaching EFL ,as well as ,text book is required as the first material in teaching any FL particular EFL .The main process of this investigation is to evaluating the text book “New Prospects” while this evaluation required what known as “text book evaluation checklist”. The checklist process is provides researchers with an existing tool for evaluating text book in EFL classroom. So, the checklist is a set of questions or what is known as the questionnaire .This checklist was also constructed using elements of Byrd’s (2001)and Skiero’s(1991) checklist “...educators seek to use materials and methods appropriate to their particular context .” That’s why ,most studies blame the educational text book as they are the first reason in any failure or insufficient result.

The learners considered the text book of any FL as the primitive and a guide material at the study ,so the significant of this study is the selection of the literature and civilization topics at New Prospects book in addition ,to examining the literature and civilization content and showing whether the New Prospects book develop students literature and civilization understanding ,however this study also highlighted the way of English teachers followed in presenting literature and civilization topics in their classroom .

2-6-the limitation of the study:

Like any other study, this study has a specific limitations which make it legible and relevant. While this investigation has three main limitations

*The first one is concerned with the literature and civilization topics that the only literary stream deals with.

*The second one is that this study deals with twenty English teachers of secondary school who have been or still using New Prospects book ;but there are five teachers did not answer because they are new teachers and they have not any idea about third year specially literary stream .So this study concerned only fifteen English teachers .

*The third one is the results of this study concerned students’ questionnaire are obtained from thirty mixed students (gender) in both literary branches.

2-7-conclusion:

This chapter nearly deals with the methodology and the instruments that will be used in this investigation .It shed the light on the procedures of data collection involving quantitative and qualitative techniques, in addition to using both tools the teacher's and the students' questionnaires moving to the descriptive analytical study of the text book New Prospects .It highlighted also the link between this investigation and the selected procedures that carries out this study.

3-1-Introduction:

This chapter is based on the practical part of this study .It is divided into two section ; while each section related with the tools that selected in the previous chapter in order to collecting data .First of all ,it describe with a deeply way the literature and civilization content in the NEW PROSPECTS book .After that ; it presents the two results concerned the teachers' questionnaire and the students' questionnaire .Also this chapter proposed a discussions and the analysis of the data collected by the means chosen.

3-2 –Literature and Civilization in New Prospects book:

The third year textbook literary stream secondary school offers some literature and civilization issues in their content this part tries to evaluate the two important fields in their unites.

3-2-1-Civilization content:**UNIT ONE : Exploring the past**

This unit entitled' Exploring the past' and it is mainly concerned with the ancient civilizations ' .It started with 'Listen & Consider' the first page mainly about Bring Storming concerned the ancient civilization .It presented a map in page 15,while the aim of this map is to test the students and include them in the lesson .The map and its questions are giving the general overview about the ancient civilization for the learner which making them think about the theme of the unit .In this page there is a set of questions such as what ancient civilizations are represented in the map ? which civilization is the oldest ?and what is your definition of civilization ? all these questions need only hypothesis made by the students to make the lesson more interested and objective .

The following page 16 Let's hear it .In this page the students fixed their information about the previous page in the map .While ,the part of Let's hear it gives the student the right answers about their hypothesis because ,it provides a set of activities from the 16 till 19 page the first activity presented a table which contains a lists of ancient civilization and the learner asked to provide how long ago each one of them .It provides five ancient civilization, the students will answer after hearing the first part of the radio interview about the ancient civilization between Dr victor skipp a historian and the radio brood cast page 196 .

From this interview, the learner will benefit a lot of historical events such as: the whole number of civilizations and the oldest civilization and the duration of different five ancient civilizations such as: the oldest civilization is Samarian about 5.500 year ago, Egyptian civilization 5.000years ago ,Indus valley civilization about 4500years ago and chains 4.200 year ago than the youngest civilization is the ancient Greek cv 4000year ago in addition to the Maya the Aztec and the Inca.

The second part of a radio interview; includes the rest activities; while the third activity is to put true or false or not mentioned in the right box and complete the dialogue between two classmates .

The second part of a radio interview aims to show the important issues such as the importance of peace for development refinement in the arts, agriculture and the raw materials. these information is adopted from Victor Skipp , out of the ancient world (197) . The following task entitled ‘around the text ‘ it proposed a short paragraph full of articles it deals with civilization as refinement in architecture law , and life style . From this paragraph the student can understand the meaning of civilization in page 18 and 19 . The civilization presented two different tasks , in form of a short paragraphs . first paragraph concerned grammar explorer 02 it talked about the native Americans ; its origin and its historical, while , the second task p 18 19 . paragraph about the history of Maya civilization spread , developed , flourished and declined .

The short paragraph is presented civilization in appropriate way ,it used effective words in descriptive the ancient Maya civilization in the new world as it lists of the youngest ancient civ with 2000 BC with the Aztec and Inca civilization . task 03 page 19 deals with ancient Egyptian civilization .

“Pronunciation and spelling” proposed a short dialogue about Christophe Columbus it give to the student an over view about his personal life such as his born and origin .

‘‘ Read and consider ‘‘ sequences from 21-29 page it is about a fact finding , here the student asked to situated the seven Algeria world heritage . this general information provides students awareness of their cultural heritage and its values.

In the next page (22) there is a text entitled : ‘Algeria at the crossroads of civilizations ‘ it adopted from *Africana : the Encyclopedia of African and African American Experience* ,p.69) .This text presented the local civilization ,however it addressed the main seven historical sites that is marked as public property of Algeria the text presented three paragraphs about the monument of Algeria such as: Tipaza , Djemila ,Tassili n’Ajjjer ,Timgad, M’zab vally ,The Banu Hammad and The Casbah of Algiers.

This text show the important pillar in Algeria around the world as it represent the ancient civilization that flourished in the Mediterranean in big picture presented the Tassili civilization.

While, in the “Vocabulary Explore” part task 02 page 26 there is a short text about the ancient Egyptian civilization and how the ancient civilization interfere the Greek civilization and rich each one another. It is a useful text, however, it shows how the Egyptian civilization spread and borrowed by the Greek civilization in their scientific and culture. It also, shows how the Arab civilization carrying out on the Roman touch of civilization (arts & science).

The student, here, able to get an over view about the spread and interference of some ancient civilization issues such as culture and arts & science. In addition, to task 03 page 27 which is mentioned a short text composed by seven lines, it contains in its content the decline of Aztec and Maya civilizations.

“Aztec civilization disintegrated as a result of the Spanish conquest”

Maya civilization disintegrated due to the spread of epidemics about the deregulation of the climate. Task 05 page 27 presented a short text with a picture about the archeologist civilization in the eastern Island how it kept and disappeared.

“Pronunciation and spelling” page 28 task 01 Presented a short paragraph about Jean Francois Champollion as an Egyptian hieroglyphic . The text was useful, but it uses a difficult words, the learner misunderstand some words such as: decipher (decode), Coptic language Rosetta stone.

“Listening and speaking” page 32 & 33 there is a map which represented the Phoenician civilization this map followed by some questions, while this question will be answered by the student after listening to the text reading by the teacher. The text is written in the page 198 it is untitled test adopted from John Victor Skipp, out of the ancient world. The text is composed by five paragraphs it talks about the Phoenicians civilization and its origin with the spread in the Mediterranean; it also shows the history of trades and named some countries with their old names such as: Phoenicia (Lebanon), Carthage (Tunisia), Icosium (Algiers), Hippo (Annaba). The text also provides the invention of human civilization. The “alphabetic writing”. Like any information received in listening sequence the student have to recognize and sequence the main ideas, they should concentrate with key words in order to be able to follow the lesson. “After listening” page 34 this part focuses on the chronological order of each historical event. It presented sentences and asked to reorder them chronologically.

“saying it in writing” page 34 and 35 presented the timelines about historical account of the development of western civilization .It started by the Antiquity which involve the largest Greek Island in the eastern Mediterranean sea .This civilization was called Minoans in Crete civilization (king Minos),than ancient Greece started about 100A.D follows it the Golden Age of Rome .In addition to the Middle Age ,the Renaissance ,the Enlightenment and the Industrial Revolution .All these important historical events under titled “THE NINETEENTH AND TWENTIETH CENTURIES”. The timelines aims to make students aware about the major historical events around the world.

The next page titled “Reading and Writing” sequence .This sequence opened with three pictures about the monument or the major symbols in ancient Egyptian civilization such as :picture 01 represented one of the three pyramids at Giza ,picture 02 represented a Mummy of an Egyptian Pharaoh and Horus, picture 03 represented Mask of the pharaoh.

In page 37, there is untitled text about the ancient Egyptian civilization .This text is adopted from Victor Skipp, out of the Ancient World, (Penguin, p.61.).The text is composed by six paragraphs, the text deals with the development of ancient Egyptian civilization and the believes of pharaoh as a strong government at that time, the text also highlighted his contribution in the decline of ancient Egyptian civilization .By this text the students were able to pick out the main events happened in the ancient Egyptian civilization in chronological order.

“Writing development” each unit contains this part at the end of the unit, while the part of “EXPLORING THE PAST” provides six different pictures and asked the students some questions related to them in addition to re-order them chronologically .

As an assessment procedures, the teacher is supposed to choose a suitable text from the four text proposed at the end of the book in the “RESOURCES PORTFOLIO” page 240 till page244.

TEXT ONE titled: The Spread of Civilization in the Maghrib and its Impact on Western Civilization .The text adopted from the General History of Africa,UNISCO,1997,Vol.IV,pp.24-28.It consists four paragraphs deals with Maghrib civilization.

TEXT TOW titled : Did the West Begin on the Banks of the Nile?(By Sharon Begly).It adopted from Newsweek ,September 23 ,1991 ,pp.45-46.It has four paragraphs .

TEXT THREE titled :How Societies Choose to Fail or Survive .Adopted from The Financial Times ,January 22-23,2005,p.26.It composed by five paragraphs.

TEXT FOUR titled : Lest We Forget Our History !. It adopted from Carina Ray ,in the New Africa ,N° 469, January 2008.It is the longest text which composed by nine paragraphs.

3-2-2-Literature content:

Literature is not available in this book, it does not deal with the main aspects of literature .It is mentioned only in tow different units :A sort story in Feeling and Emotion unit ,Science fiction in astronomy and Solar system unit five (concerned scientific branches only).

Unit six Feeling and Emotions :in “Reading and Writing” p188-189 it asked students about the Mythical beasts where it founded also it provides a short story entitled “The Unicorn in the Garden” .It composed by three paragraphs written by James Thurber ,it is a suitable story .

3-2-3 DISSCUSSION:

In the first unit “exploring the past” ,the authors emphasis on the ancient civilizations in all the sequences even in the tasks and activities .The civilization is mentioned by force in this unit from the beginning of till the end ,it presented as a text and pictures ;however it deals with the general and the local civilization .The students and the teachers can benefit a lot of things and learn different events with their places .

The texts presented are somehow difficult to understand; it used some hard terms in addition to; the untitled texts which make the comprehension of the learner’s hard and ambiguous .They faced difficulties to pick out the key words that is why the classroom lacks interaction in some civilization topics.

While, literature in New Prospects secondary education, third year literary stream is insufficient ,it presented only in tow different states :as a short story and as science fiction . It presented a short story about the mythical beasts where literature is existing in style of writing ,using elements of literature and giving information about the author .The short story is more active in presenting literature it also supported by pictures related to the content .

In generally ;literature in this book is poor and insufficient as they are third year students in one hand; and literary stream in the other hand .So the writers’ of New Prospects book unbalanced between literature content and civilization content.

3-3-Teachers’ questionnaire :

3-3-1-The results:

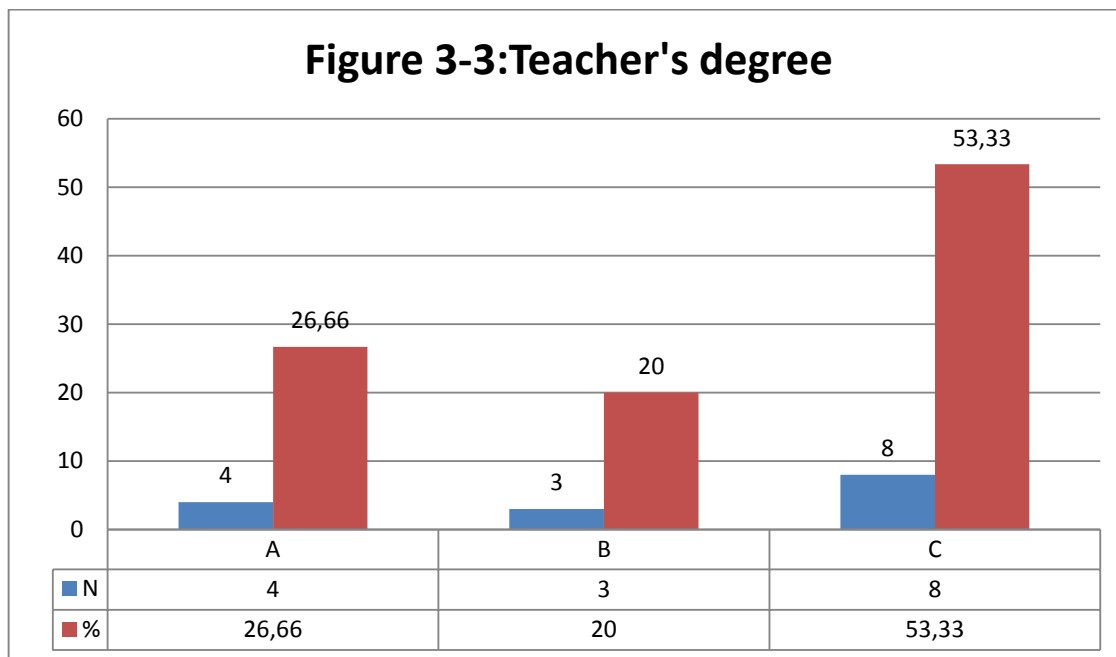
***Section one: personal information**

Q1-What is your degree?

A-High school

B-Master

C-Licence



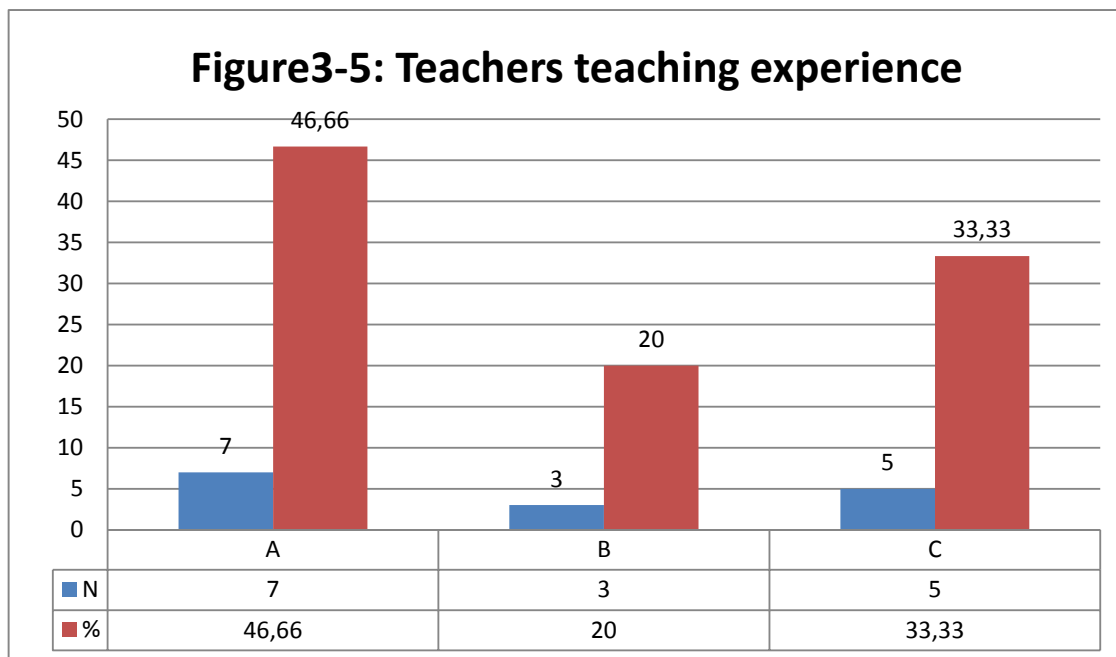
The diagram3.3 shows that the most teachers 53.33%in this study have a licence degree, it means they have been studying English in university between three or four years for that classic system. Than we observe that 20% of teachers have master degree it means that they have five years study in the university however, 26.66%have a high school degree with also five year study. We notes that the majority of the teachers have a licence degree the question here; is this degree enough to teach at this level?

Q2-How long have you been teaching English?

A-Less than 0 5years

B-Between 05 to 10 years

C-More than 10years



This diagram shows that the majority of the teachers have not teaching English in a long time as they have no experience this fact can show the situation of the teaching at secondary school however only 05out of 15 teachers have experience and they can answer the questionnaire about the textbook very well, whereas only 03teachers have experience between 05to10

Q3-How many hours you teach English per a week?

A-Less than 18 hours

B-18 hours

C-More than 18 hours

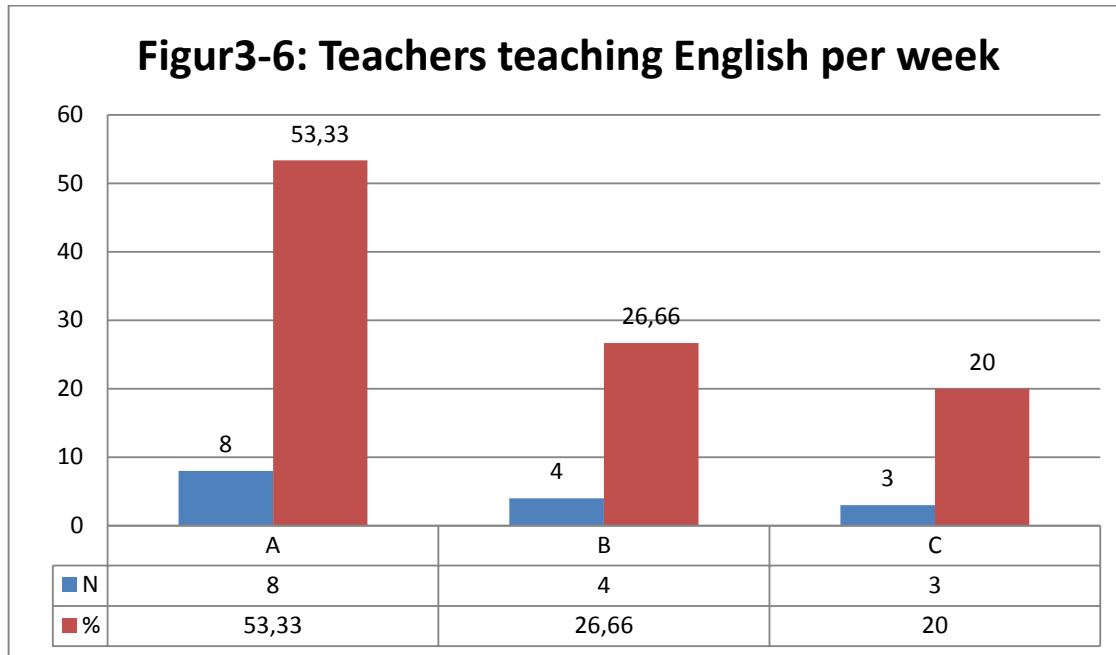
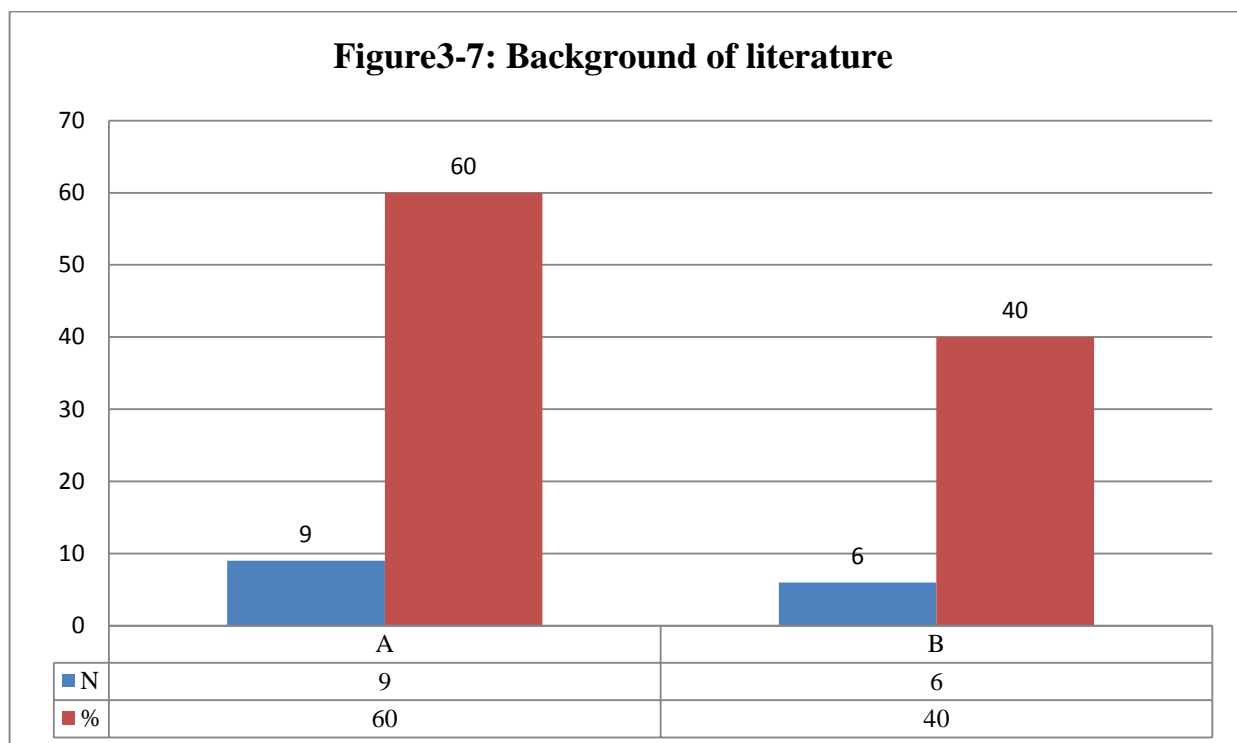


Figure 3.6 about 53.33% teachers have been teaching English per a week i.e. half of the teachers spend less than 18 hours in teaching English this conclude that they are either new teachers with no experience or an old teachers with a large experience ; while only four teachers teaching English 18 hours per a week In addition ;three teachers are teaching more than 18 hours because they are a few teachers in their school.

Q4: Do you read books about literature and literary works (background about literature)?

a - Yes

b -No



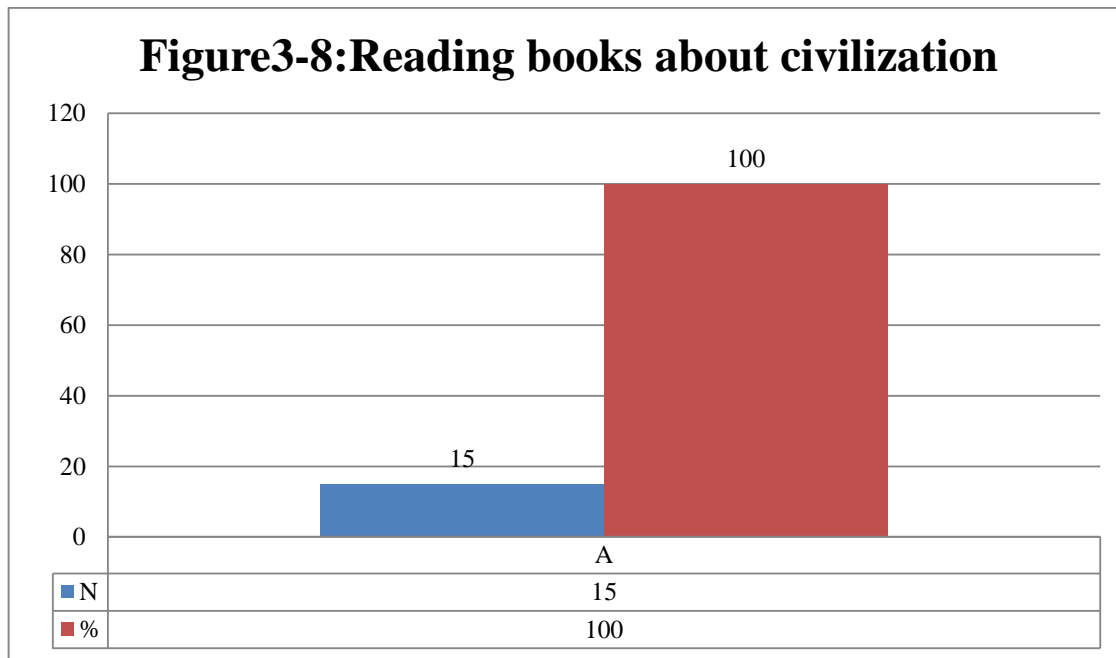
the majority of the teachers 60% have a background about literature ,this is a positive things in teaching English as a SL at this level specially literary stream .Only forty 40% teachers have background about literature and this can reflect to the students level into a lower level because the teacher have to know at list the general over view about literature.

Q5: Do you like reading books about the ancient civilization?

A-yes

B-no

If yes, how can these books help you in teaching at high school?



All the teachers answered(yes) 100%. They like reading books about ancient civilization because they justify as: they have different goals in reading book about a civilization as in the table below. Teachers’ answered are grouped

GROUP1 03teachers	It helps teachers to facilitating explanation to their students.
GROUP2 08teachers	The teacher should have knowledge about ancient civilization because students deals with unit ancient civilization
GROUP3 02teachers	Acquiring background about civilization and helps the teacher to order the events chronologically.
GROUP4 02teachers	To know more about ancient civilization and their development

TABLE 3-1:Reading Books about Civilization

Q6 ; Have you received any trying to teach civilization and literature ?

A-yes

B-no

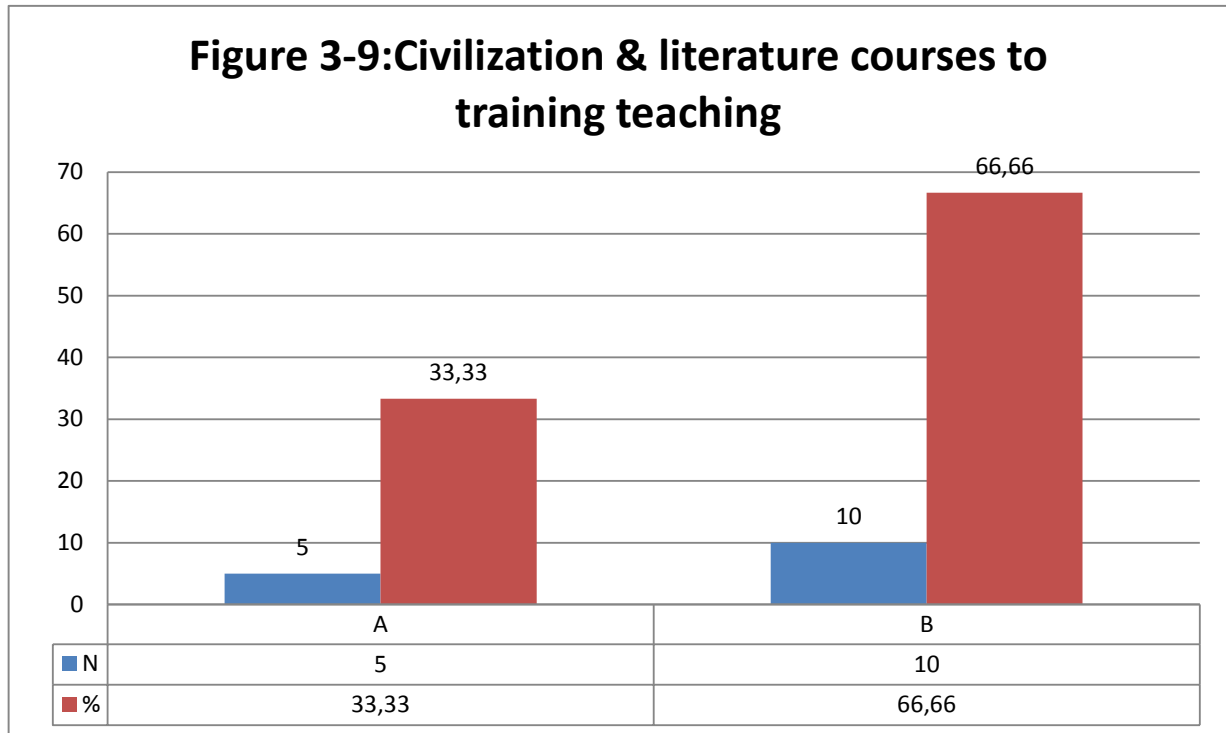


Figure 3.9 represents that the majority of the participants 66.66% have not received any training to teach literature and civilization , only five teachers (33, 33) have been received training to teach litterateur and civilization , these training offer teachers an opportunity to getting better knowledge and back ground about literature and civilization.

Section tow: teaching civilization and literature

Q 7/-How do you define literature and civilization?

We have mentioned that there is no one definition of literature and civilization , so , this question is proposed for testing teachers views about both terms literature and civilization. Nearly half of the participants (seven teachers) did not answer this question.

The following table grouped the definitions provided by the offer eight teachers (53, 33%).

Gourp1 Teachers 1-2-3	Civilization: is the art of living in cities Literature : is a written piece such as: novels ,poems ,plays ,short stories..
Gourp2 Teachers 1-2	Civilization is a the state of human social development and organization. Literature : is a group of works of art produced in words
Gourp3 Teachers 1-1	Civilization is a process through which a society becomes advanced (economy, politically, socially and culturally). Literature: is a creative writing of an artistic value.
Group 4 Teachers 1-1	Civilization : is the development of the societies in different fields (economic, architecture culture, education, agriculture... etc). Literature: is a artistic written work.

Table3.2: Definitions of Literature and Civilization

The table indicates that the majority of the teachers are aware about literature and civilization

Q8: Do you think that teaching literature and civilization are important in teaching English at his level ?

A-yes

B-No

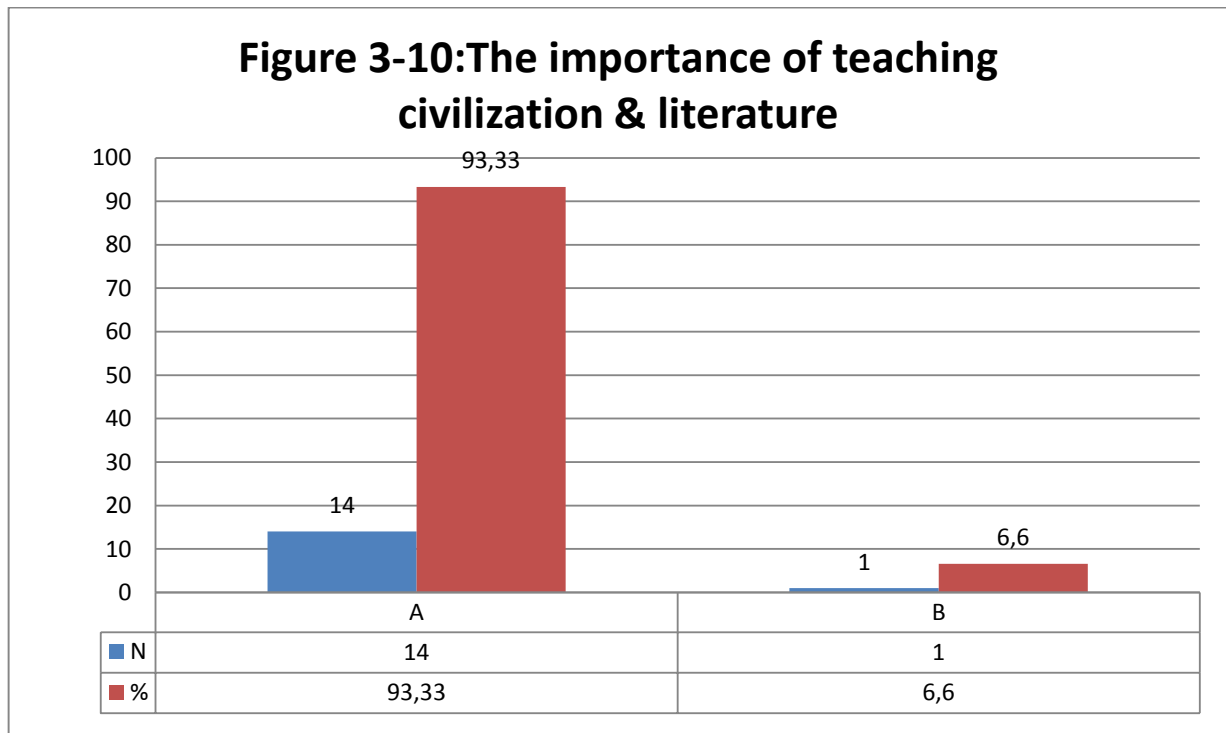
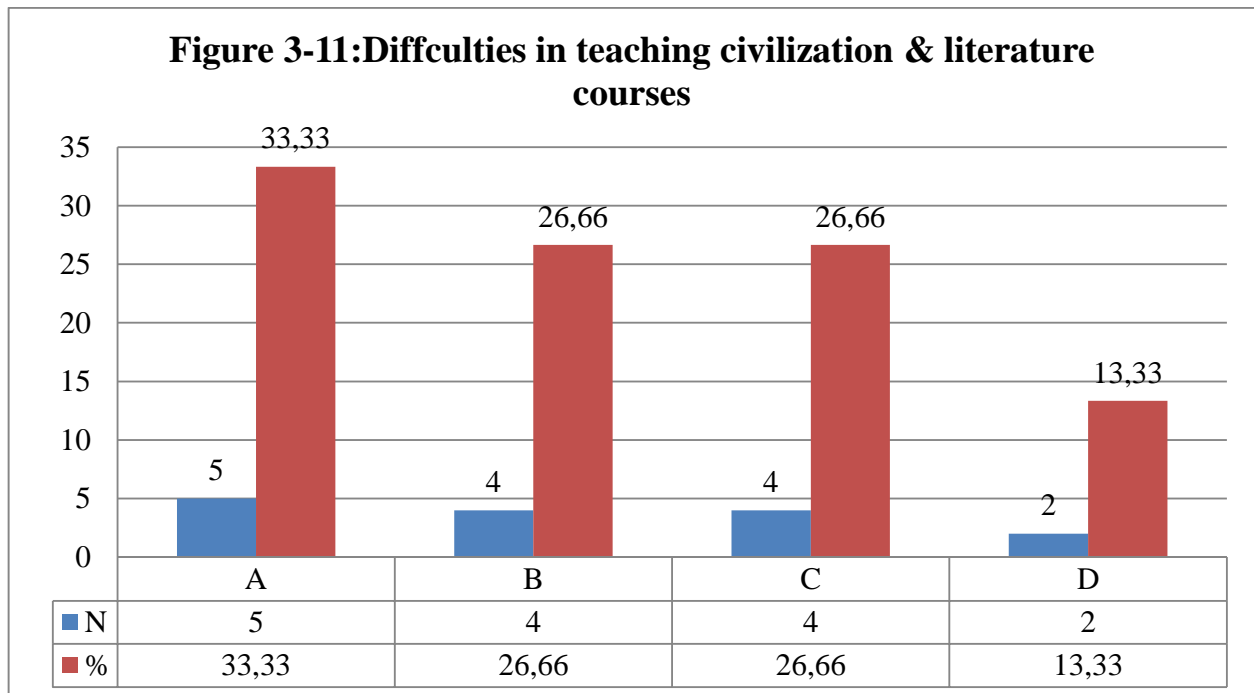


Figure 3.10 shows that the majority(93.33%) i.e 14 teachers answered that teaching literature and civilization are important (yes)at his level it means that the teachers aware that the students at this level need courses about literature and civilization as it important lessons whereas only one teacher disagree that literature and civilization are not important at this level.

Q9- Do you face difficulties in teaching civilization and literature courses ?

- A-no difficulties
- B-only in civilization
- C-only in lit
- D-both of them



As shown in figure3.11 ; 05 teaches are not faced difficulties in teaching both literature and civilization ;whereas 04 teachers faced difficulties in teaching literature and four other teachers faced difficulties in teaching civilization and the last 02 teachers faced difficulties in both fields literature and civilization in their classes. These results can compared with the results obtained in Q4 and Q5that shows that the majority of teachers have a background about literature and civilization. It means the difficulties faced results also by Q2about the teacher experience and Q6 the received training teaching literature and civilization.

Q10/- what are the major difficulties?

This question is an open ended question but the answers are grouped in the table below (only 11 teachers said that there are some difficulties in teaching literature and civilization)

Group 1 Teacher 1	Student s' lack of interest in Civilization topics.
Group 2 Teacher 1	Student s' lack of interest in Literature topics.
Group 3 Teacher 1	-Student s' lack of interest in both civilization and literature.
Group 4 Teacher 1	-Pupils find difficulties is analyzing the literary text.
Group 5 Teacher 1	-Lack of background of literature and civilization.
Group 6 Teacher 1-2	- Students have not a background about the author and their attitudes in literary text.
Group 7 Teacher 1	-The unsuitability of literature topics.
Teacher 1-2	-difficult vocabularies.
Teacher 1	-The use of some tough terms related to civilization.

TABLE 3. 3: The Major Difficulties (students)

Table3.3 contains the major difficulties that faced teachers in teaching literature and civilization it shows that 04 teachers are faced difficulties in civilization only whereas the other 04 teachers faced difficulties in lit only but there are 02 other teachers faced difficulties in both fields literature and civilization in their teaching inside the classroom and this results can go hand by hand with the results obtained in the previous Q (Q9) which are results also by Q2and Q6.

Q11/- What are the appropriate method in teaching literature?

A-cultural-model

B-the language model

C-personal- growth model

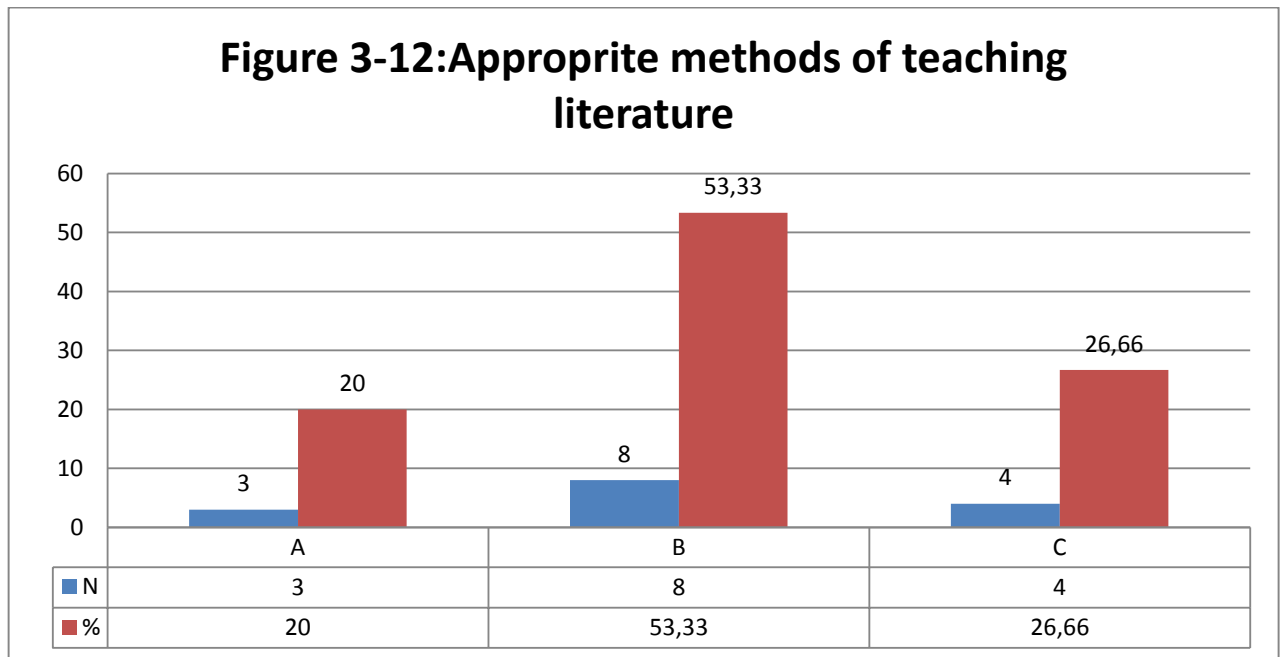


Figure3.12 shows that half of the participants are using language model about 53.33% i.e eight teachers’ deals with this method whereas; 04 teachers used personal-Growth model in their teaching literature about 26,66%.Than the three other teachers using cultural model i.e 20 % .

Q12- what is the suitable approach in teaching civilization?

A-Chronological –based approach

B-Thematic- based approach

C-Both of them

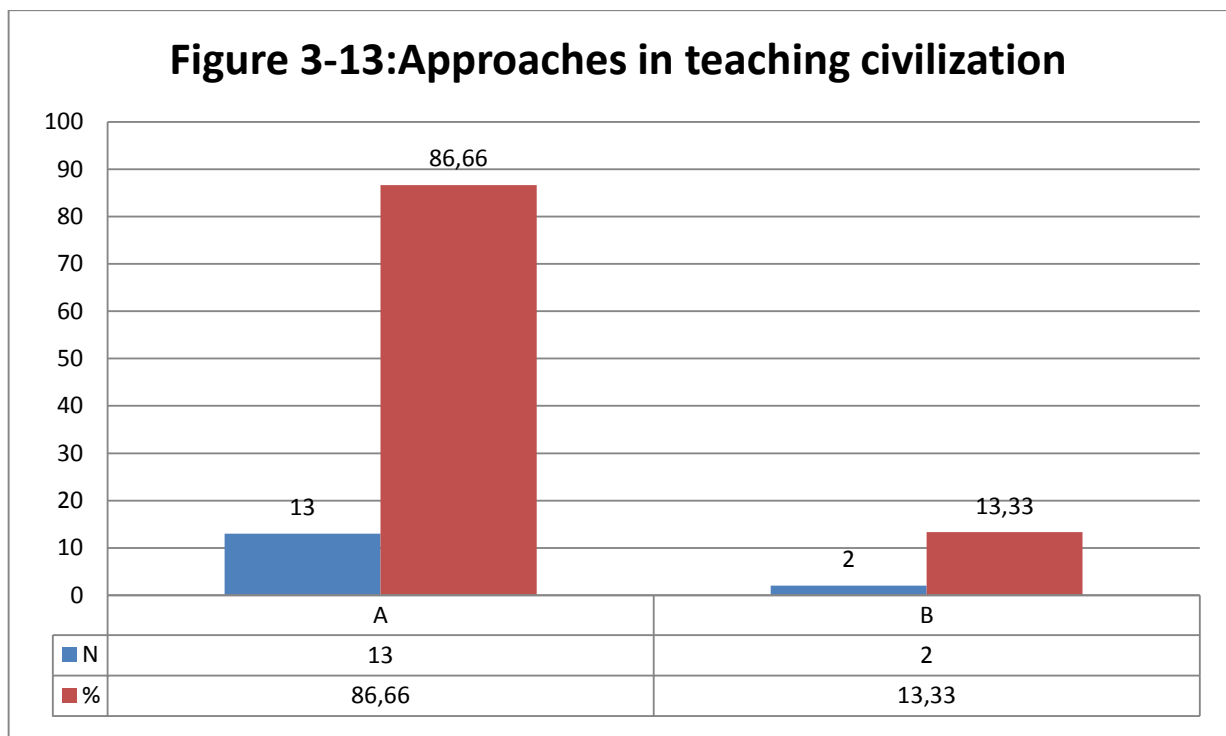


Figure3.13 it is clear that the majority of the participant (11) used the chronological based approach in teaching civilization in their classes because of the ministry of education provide the lessons with chronological order, while, 02 teachers follow the thematic based approach as they teaching civilization with its analysis related to culture ,politics, social, economic...etc.

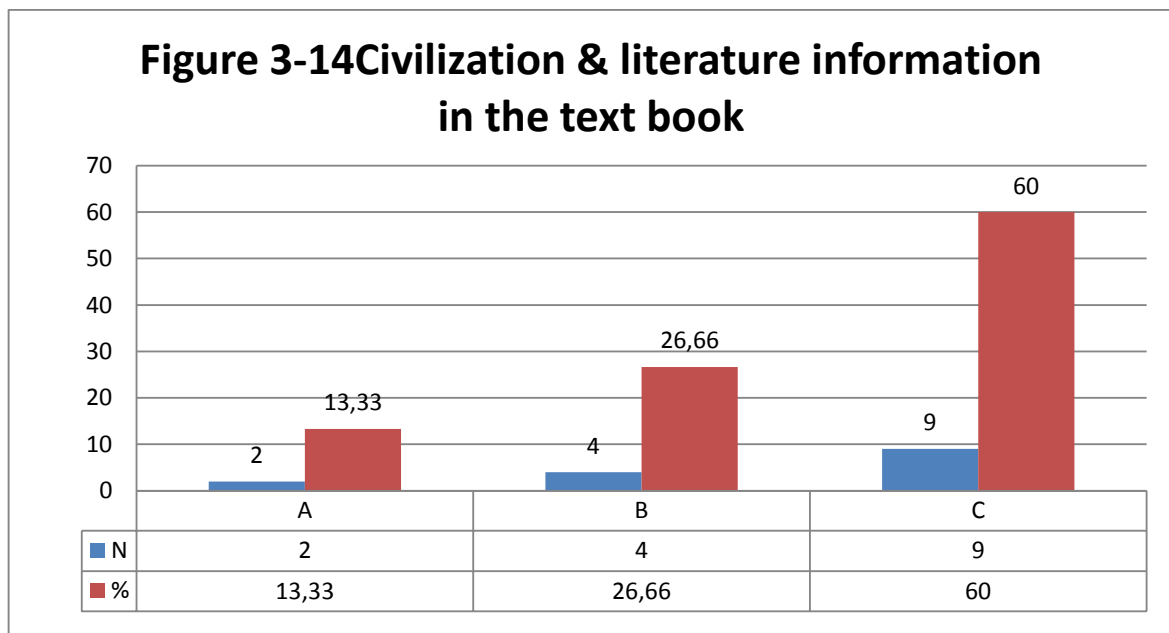
Section03: about the text book

Q13: Does the text book offer enough knowledge about civilization and literature?

A-Yes, more than enough

B-Enough

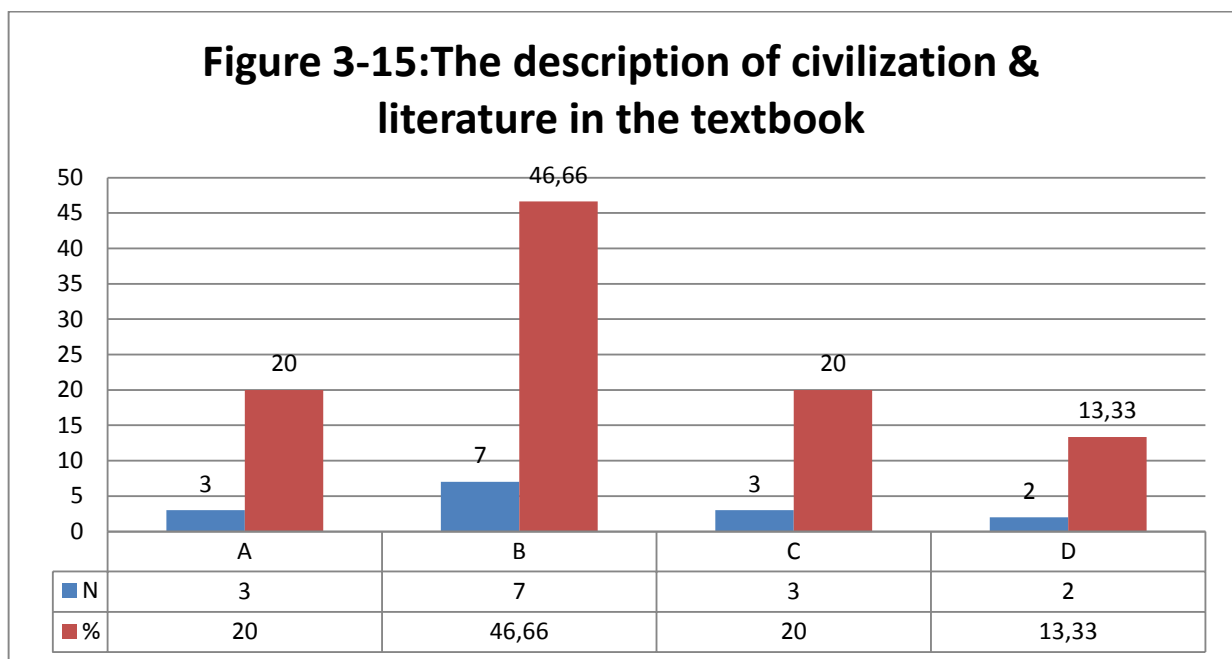
C-Insufficient



It indicates that most of the participants answered (c) Insufficient with 60%, that is mean, nine teachers agree that the text book does not offer enough knowledge about civilization and literature; while four out of fifteen answered that the text book enough to deal with literature and civilization. Only tow teachers think that the textbook deals with civilization and literature topics more than enough. These results can be related to results of Q10 as it one of the difficulties that faced teaching literature and civilization effectively

Q14- How do you describe the literature and the civilization contents in the textbook in terms of the selection of the topics and the words?

- A-Suitable
- B-Unsuitable
- C-Difficult words
- D-Easy to understand

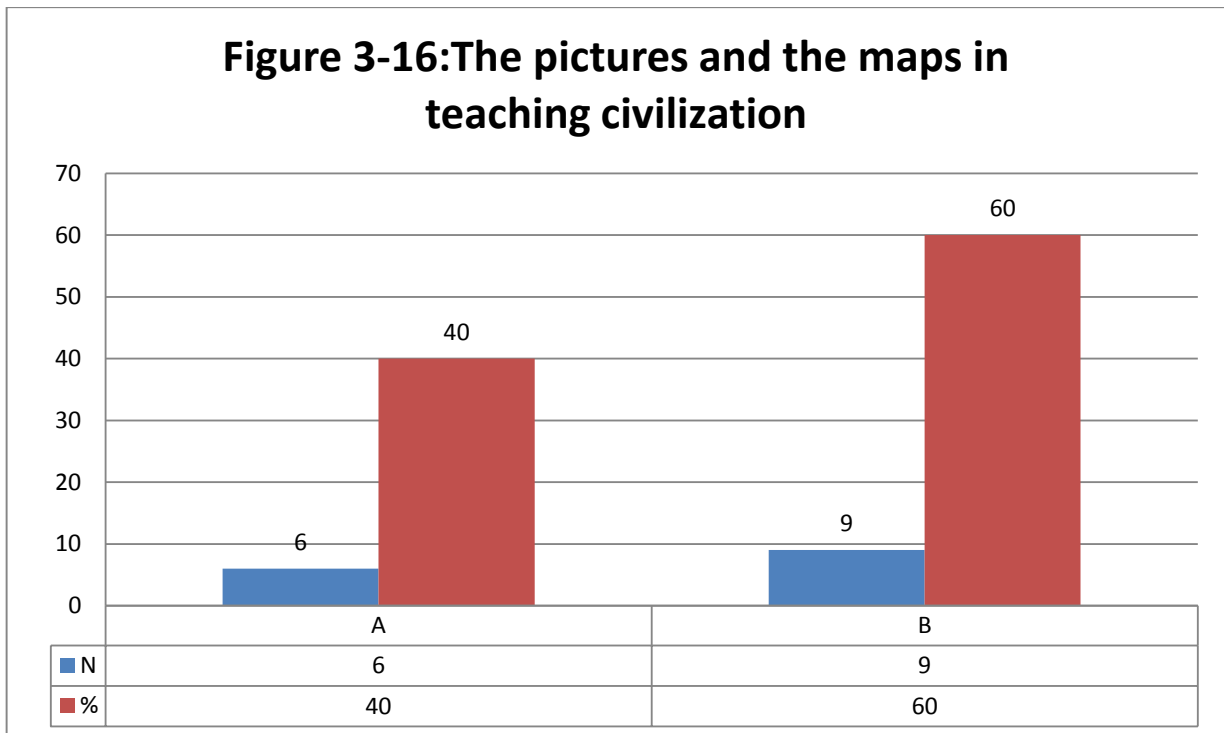


According to teachers answers that shown in figure3.4.13; 07 teachers are dissatisfied with Literature and civilization content that used in textbook while 03 other teachers answered that literature and civilization contents are using difficult words. Other 03 teachers think that the literature and civilization contents in the textbook are suitable it means they help students to acquire knowledge about them. Only 02 teachers are agree that the literature and civilization content in the textbook are easy to understand. This result can compared with Q2 and the teacher experience. So, the two last teachers answers Q13and Q14 show that the New Prospects book Insufficient, as it does not offer enough information about literature and civilization integral and literary stream in particular.

Q15- Do you think that the pictures and the maps presented in the textbook are useful in teaching civilization?

A-Yes

B-No



As shown in the figure3.16, some teachers answered that the maps and pictures presented in the textbook are useful in teaching civilization while the majority of teachers (9) about 60 % answered that the pictures and the maps presented in the textbook are not useful in teaching civilization these result can compared with Q13,Q14.

Section 04: About the students:

Q16-What the students prefer?

A-Literature

B-Civilization

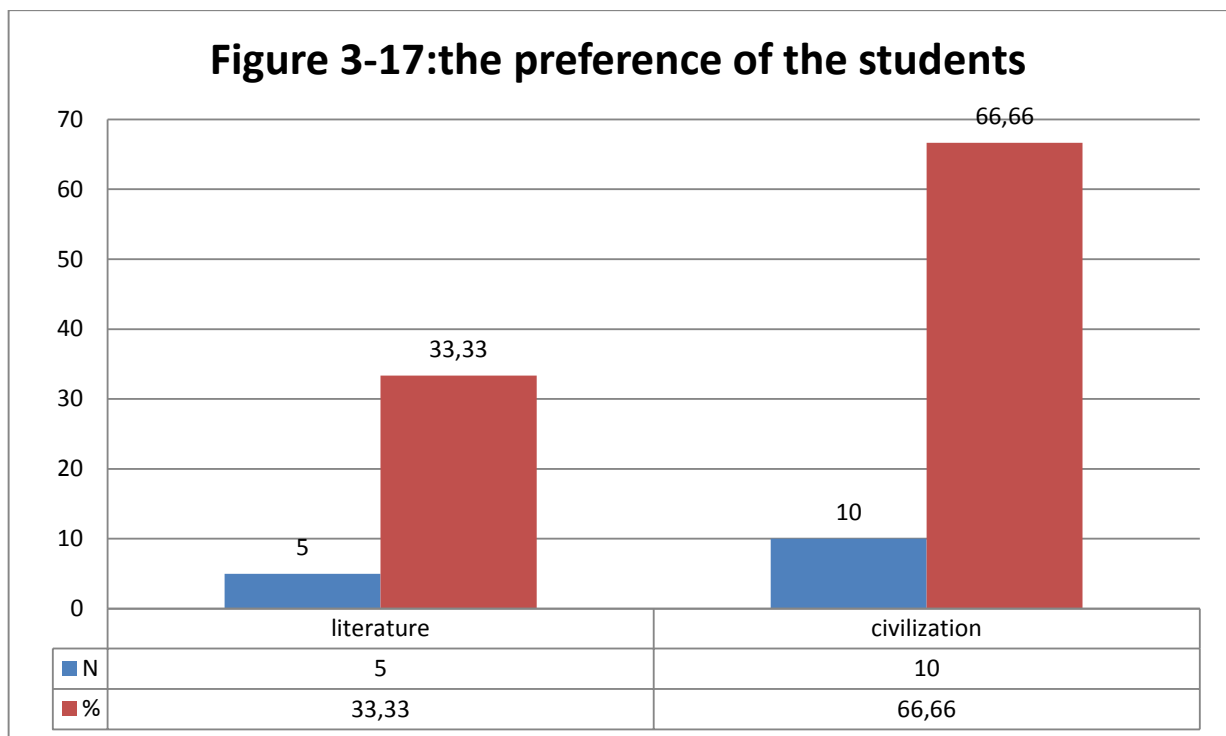


Figure3.17 shows that the majority of the students prefer studying civilization lessons from teachers point of view about 10 teacher agree with this results, 5 teachers answers that student prefer Literature courses.

Q17- Are the student motivated to learn literature and civilization?

A-Yes

B-No

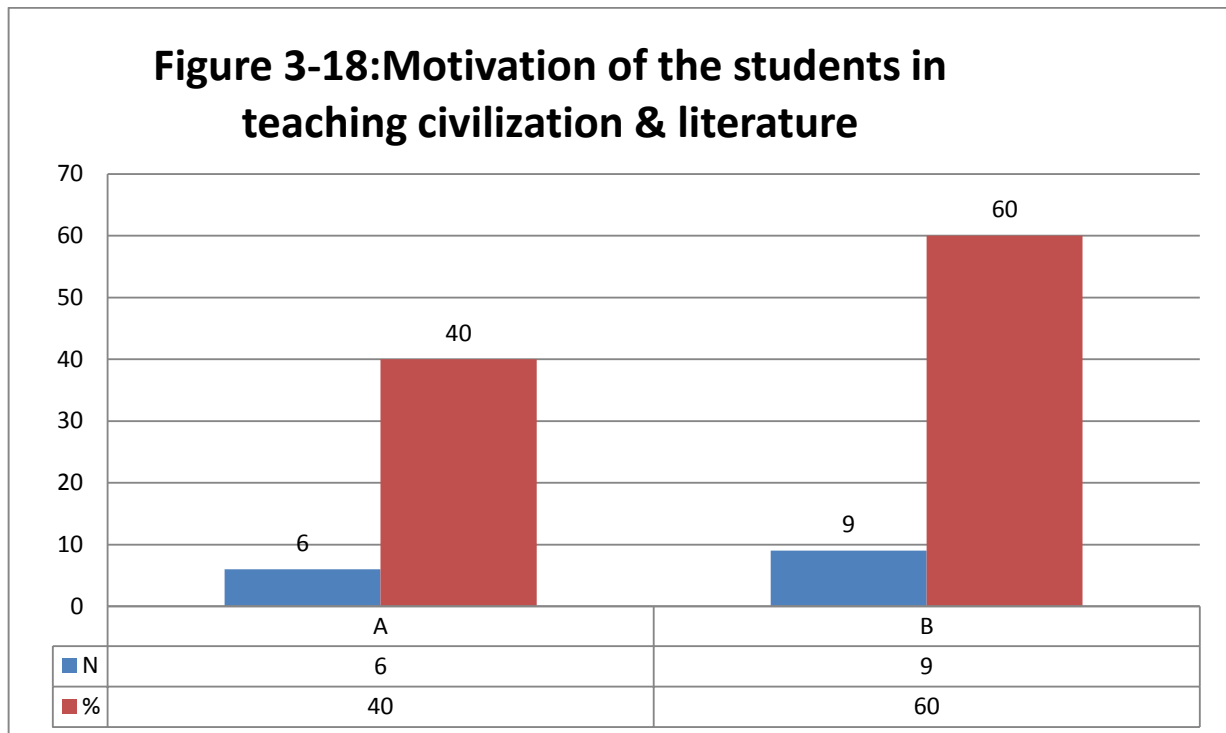


Figure3.18 According to teacher answers that most student are not motivated to learn literature and civilization about 9 teachers agree that they are not motivated, but 6 teacher think that the students motivated to learn literature and civilization .

Q18/- Teacher suggestion: which materials aids do teachers suggest facilitating learning literature and civilization?

This question an open ended question which the teachers can express their ideas and provide their suggestions to facilitating Literature and civilization teaching and learning. The table below are grouped teachers' suggestions

Group 1 4-Teachers	- Provide the school library with literary books and their criticism.
Group 2 2-Teachers	- Train teachers to teach civilization and Literature.
Group 3 4-Teachers	- Provide visual aids -CD maps- power point the use of data show in presenting civilization and literature. - Using videos, movies, and documentaries.
Group 4 2-Teachers	- Provide a good topics and subjects in textbook third year.
Group 5 2-Teachers	- -Provide short stories in literature in textbook and provide unites about literature only novel, poems, plays...
Group 6 1-Teacher	- Organize trips for third year students to discover the ruins of ancient civilization in Algeria.

Table3. 4 : Teachers' suggestions

3-4--Students ‘questionnaire

3-4-1-Results:

Q1- What is your branch?

A-Literature and philosophy

B- literature and languages

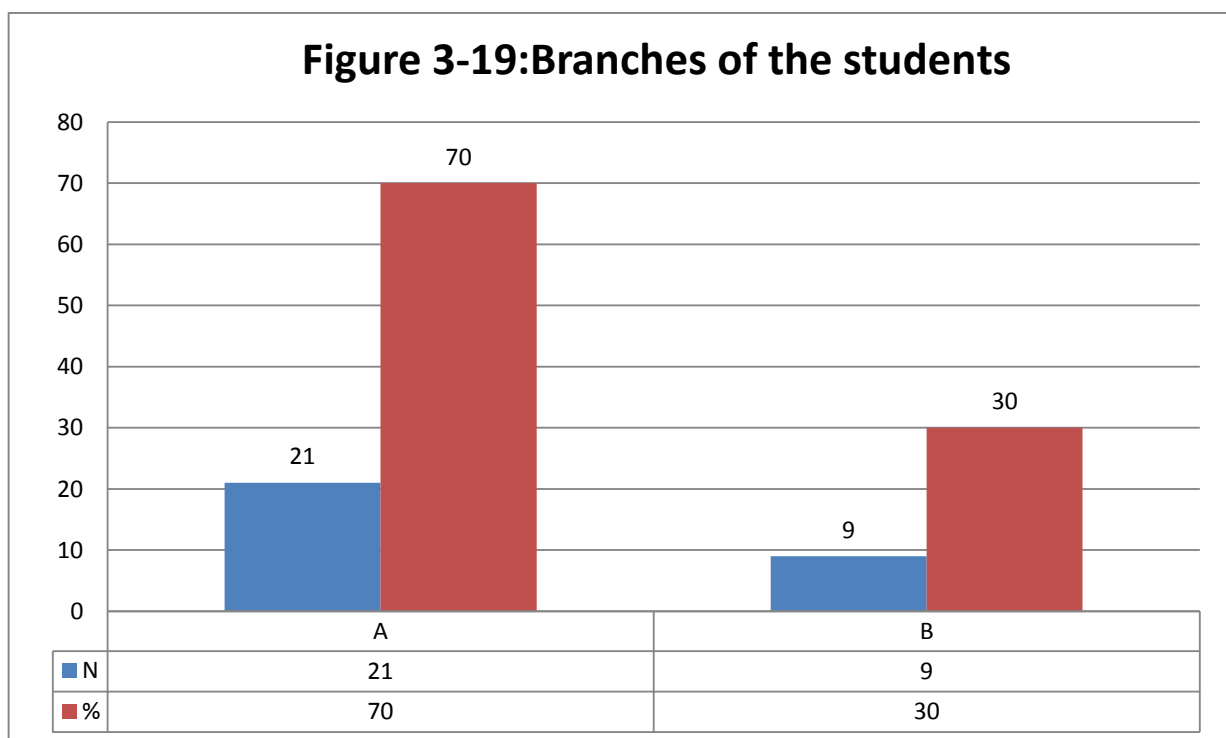


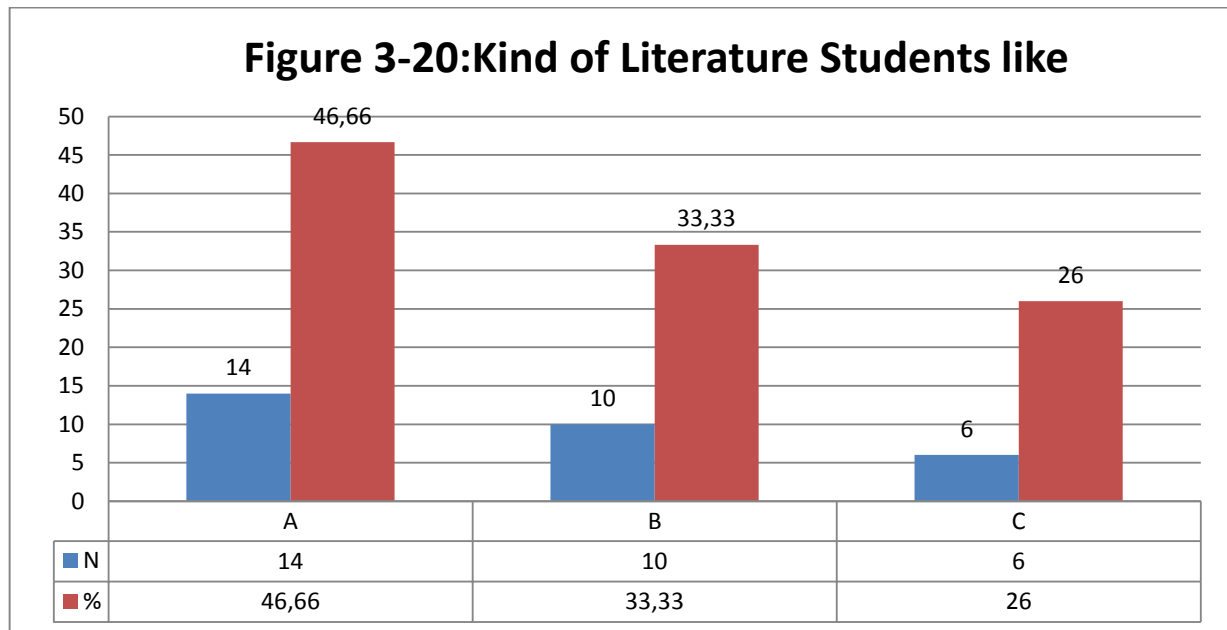
Figure3.19 shows that most of the participants are belonging to literature and philosophy branch about 70%, while , only, nine (9) students studying literature and languages branch as they are a few students compared with literature and philosophy branch.

Q2- As a literary student, which kind of literature do you like?

A-Short stories

B- poems

C- science fictions



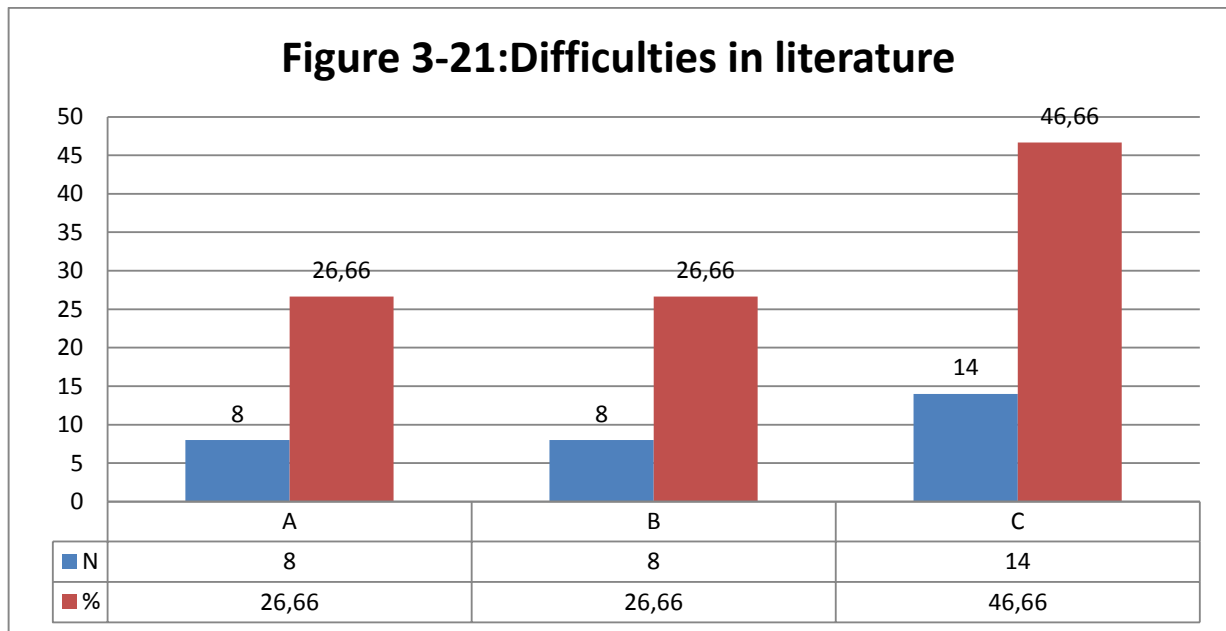
According to figure3.20, there are fourteen students choose learning a short stories in literature field, while, ten student prefer poems to study in literature, but only six students answer science fiction to deal with.

Q3- What are the difficulties faced you in literature topics?

A-In the vocabulary

B- background of the students

C- both of them



As shows in figure3.21 the majority of the students agree that the difficulties faced them in acquiring literature are both the vocabulary that they have and the students also lack background about literature, while, eight students selected problem (a) the vocabulary and the other eight students have problems in background of literature .

Q4- What do you think about the new words that used in the literature lessons?

A-Easy to understand

B- Difficult to understand

C-Ambiguous words

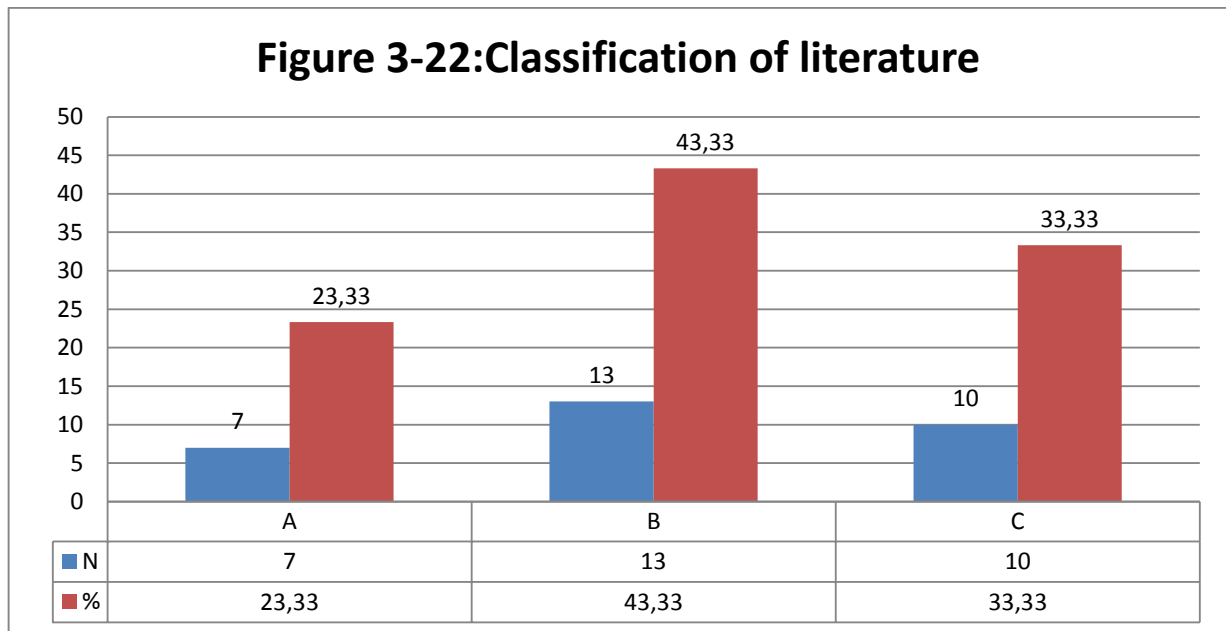
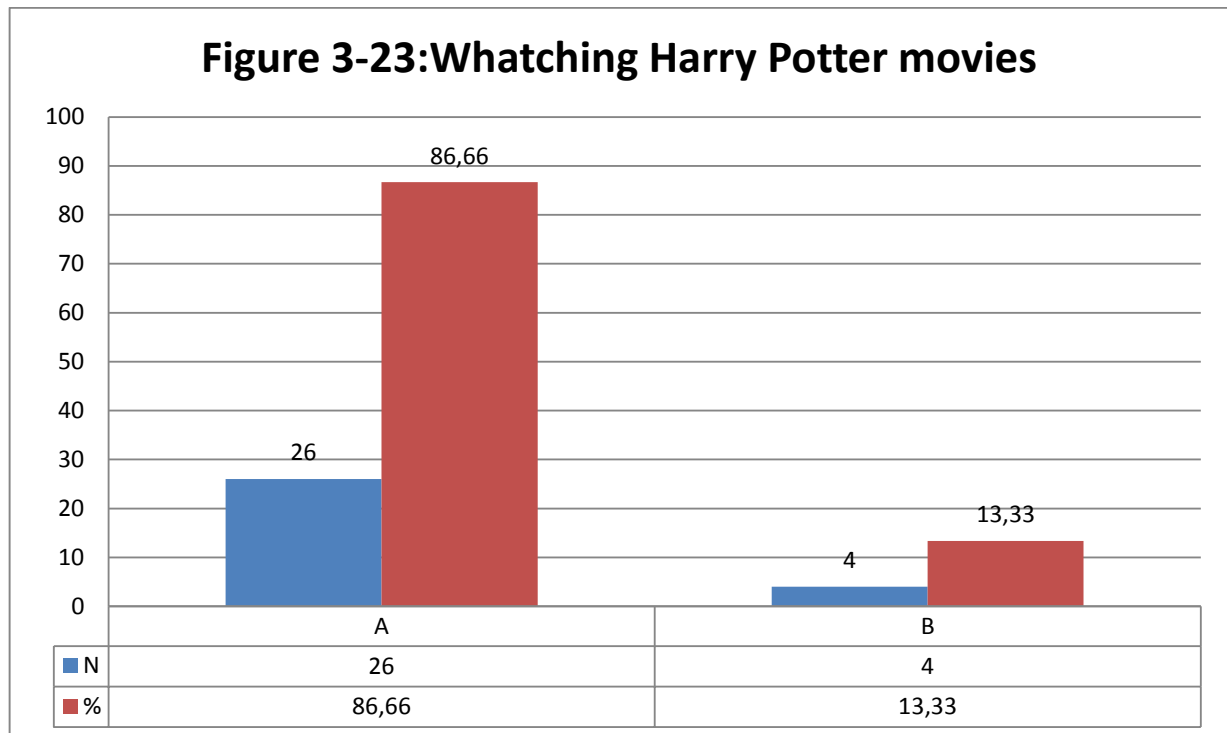


Figure.3.22: as it is clear that most of the participant thirteen i.e. 43,33% answered that the New words that provides in literature lessons difficult to understood, while, ten students categorized new words as ambiguous words but only seven students i.e.23,33% received the new words as an easy words to understood .

Q5- Do You Watch movies about science-fiction like Harry Potter?

A-Yes

B- No

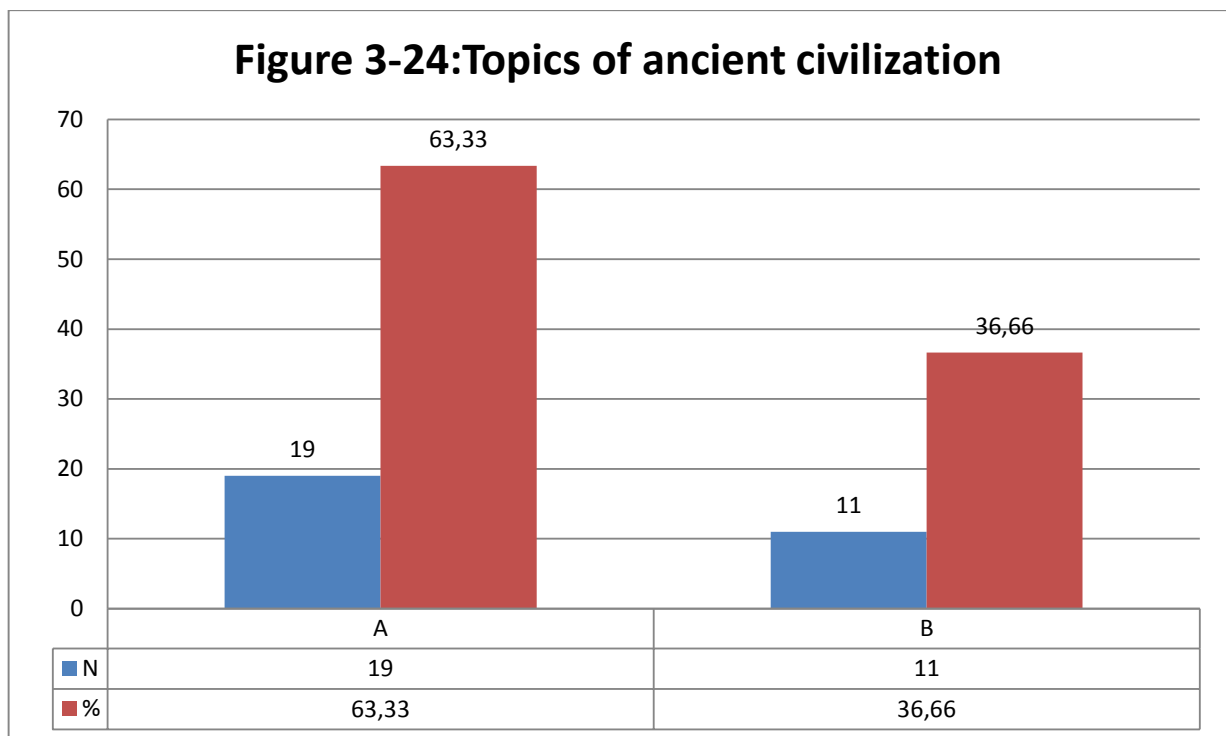


According to figure3.23 the majority of the students86,66% are watching movies about science-fiction like Harry potter but the textbook did not offer enough information about science-fiction while only 04 students out of 30 answered that they do not Watch movies about science-fiction.

Q6- Do You like civilization topics as exploring the past (ancient civilization)?

A-Yes

B- No

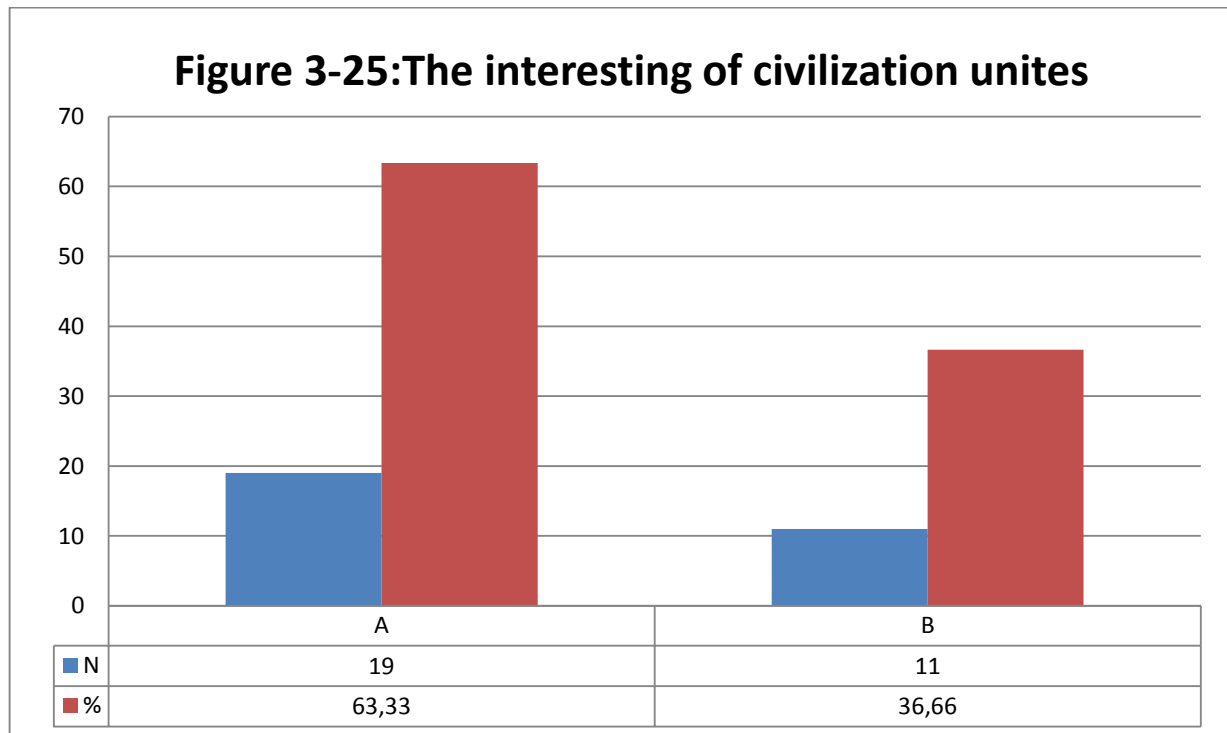


As Figure3.24 shows that nineteen out of thirty students are like civilization topics as ancient civilization topics this results show that the civilization content in the textbook are useful and enough to develop the students level.

Q7-What do you think about the unit of ancient civilization?

A-Interested

B-uninterested



It is clear that the students interested with the ancient civilization unit because the majority of the students agree with it i.e. 63, 33% answered yes while the rest answered no these results can be compared with the previous results Q6.

Q8- Do You have any difficulties in learning civilization lessons?

A-yes

B-no

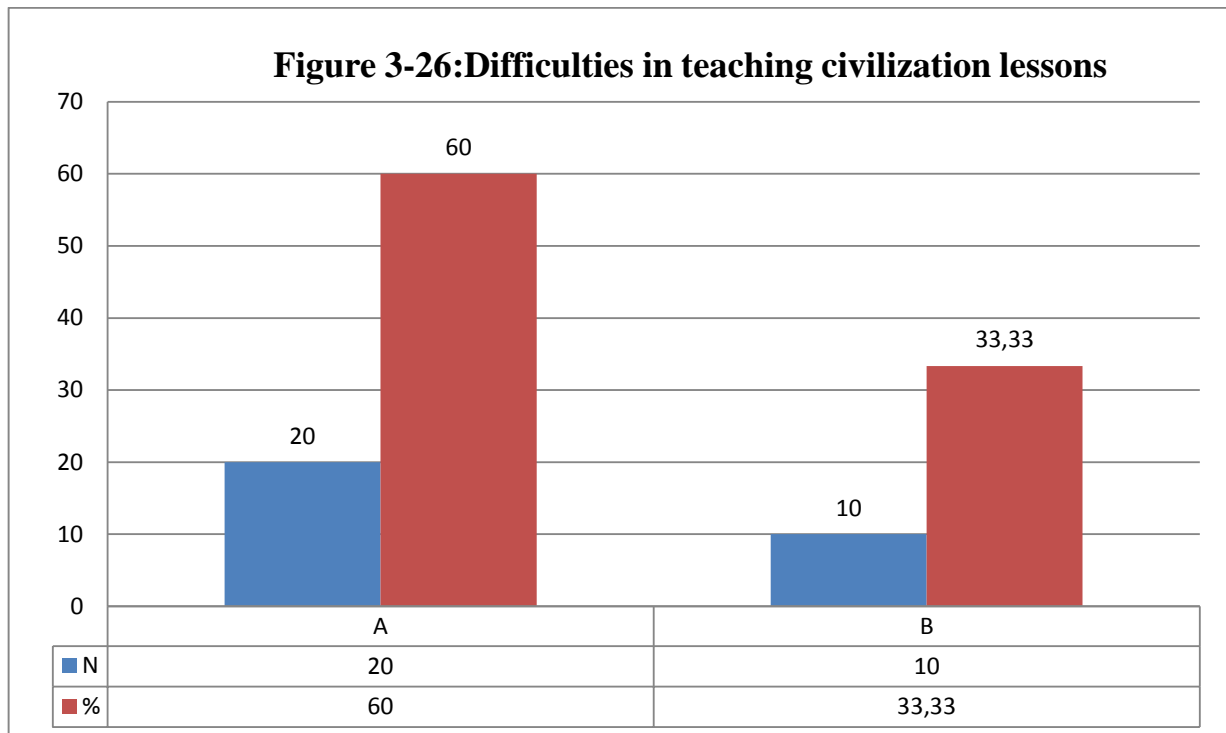


Figure3.26 shows the difficulties in learning civilization lessons. It has got two different opinions provides by the students, the first Group which contains 20 participants that answered no i.e they have not difficulties in learning civilization lessons while; 33.33% answered (Yes) they have difficulties in learning civilization lessons.Q9-What are the major difficulties in this field(civilization)?

Since the most students have not difficulties in learning civilization lessons as resulted in Q8. So there are only ten students answered this question.

So, the student s' answers can grouped in the table below.

Group 3students	Difficult to understand civilization topics
Group 4students	The use of new hard words
Group 3students	The lack of back ground about civilization topes

Table 3.5 : Major difficulties faced students.

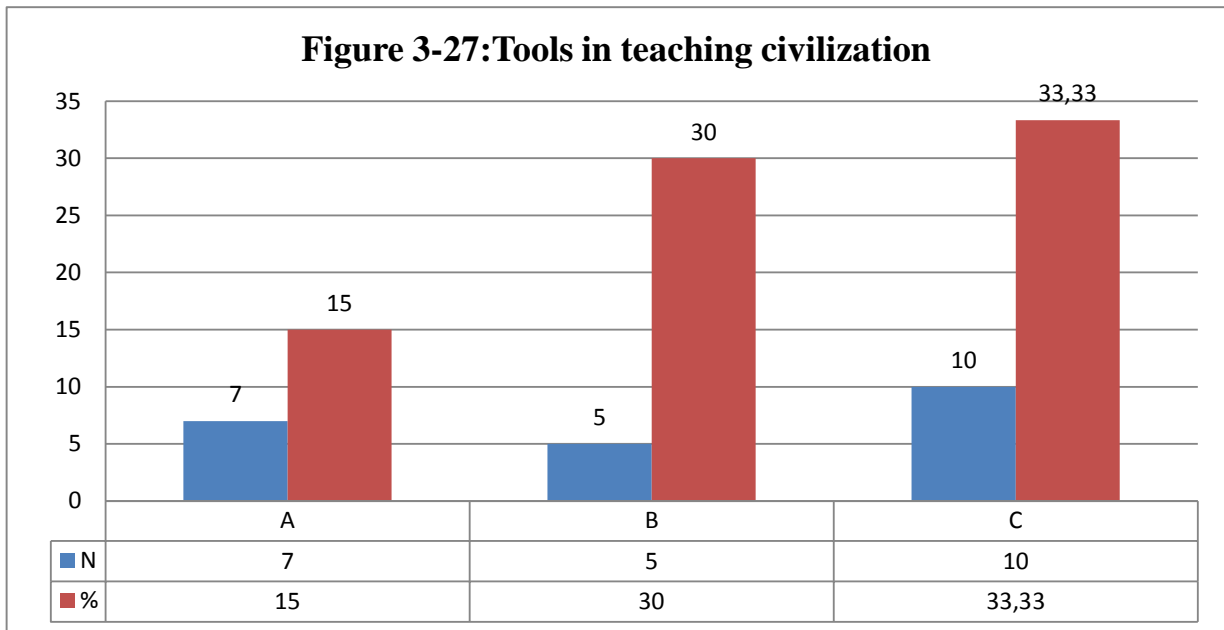
The table shows the major difficulties that faced learners in studying civilization It contains 03 groups with different problems wheras;group2 composed by four students whom suffering from the use of new hard words but, 03students answered that the difficulties are founded in understanding the civilization topics in addition to three other students found that the difficulties in getting civilization courses and understanding it because of, the students lacks background about it .

Q9- which tools do you prefers to choose in learning civilization courses?

A-Videos

B- Mops

C-Textbook



Figur3.27 shows that half of the students prefer learning civilization courses by videos shown by about fifteen students while, ten students prefer textbook in learning civilization but other five students like maps in learning civilization courses.

Q10-As you are a third year students, what you learn from literature and civilization courses?

This question provide students to express their learning background so, the students' answers are grouped in the table below.

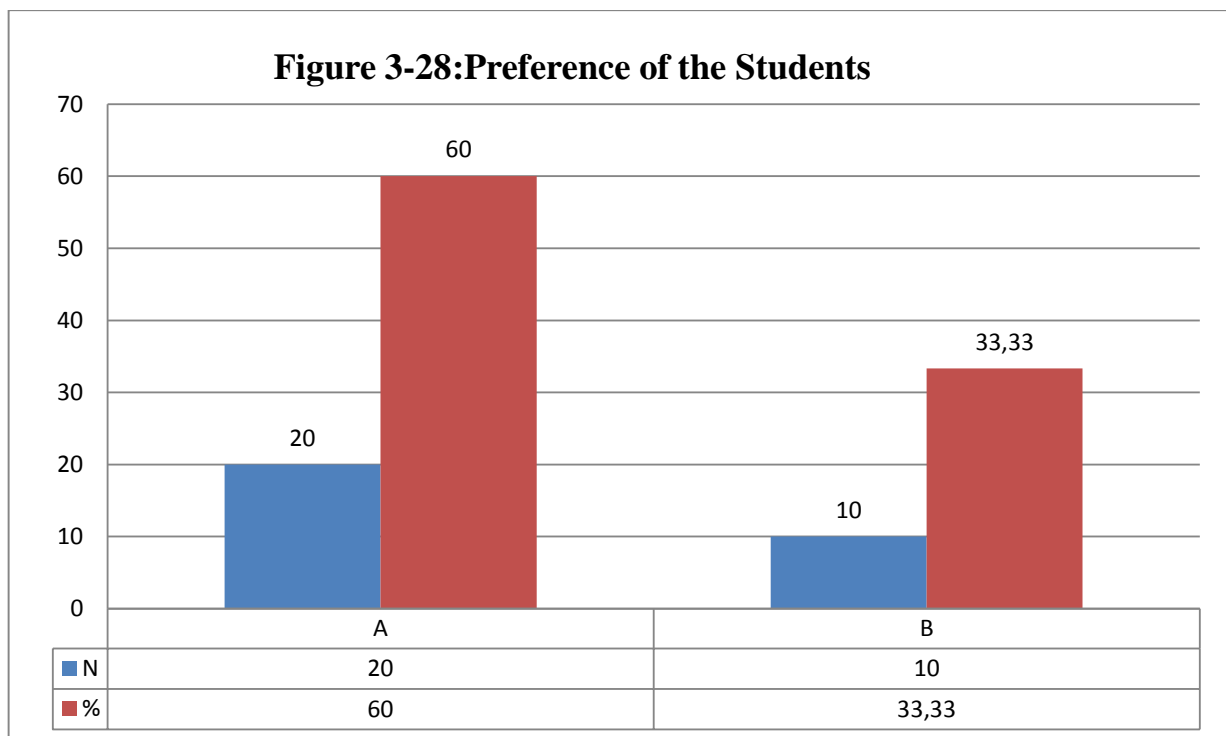
Group1 08students	-New information about literature and civilization.
Group2 03students	-Discover ancient civilizations.
Gruop3 04students	-Acquire background about literature and civilization.
Group4 15students	-Discovering deferent paces in the maps. -Learning new vocabulary.

Table3.6:benefits of literature and civilization

Q11-What do you prefer?

A- Civilization courses

B- Literature courses



As figure3.28 shown the majority of the students twenty students are prefer civilization courses while only ten students prefer literature .This results can compared by the results founded in Q6 and Q7.

Q12/-What learning aids do you suggest to facilitate literature and civilization?

Group1 05 students	-Using specific maps
Group2 10 students	-Using videos and data show
Group3 07students	-Using gestures and presenting movies in civilization
Group4 03 students	-Provide students with short stories
Group5 05 students	-More topics about literature -Using simple words

Table3.7: students' suggestions

3-5 DISCUSSION:

The two procedures of the teachers and the students' questionnaire proposed in this study to investigate about whether the textbook New Prospects presented enough information about the literature and civilization and if they giving attention about the two fields in the classroom or not. Their answers about the importance of teaching literature and civilization and all what is related to them will solve the problematic of this study.

The analysis of the teachers' questionnaire results that the majority of the teachers are aware about the importance of the two fields by 93.33% while most of them have experience less than five years and teaching English less than 18hours per a week in addition they have not received any training to teach literature and civilization but they are classified the textbook as unsuitable book and insufficient because they are reading books about civilization and literature that is why 60% answer insufficient in addition; they are faced difficulties in teaching both important fields in the classroom. The major difficulties are the background of both fields and the unsuitability of the topics that used in the textbook.

However, the students' answers reveals that the majority of the student prefers the civilization lessons rather than literature this results shows the fact of the content of both fields .They prefer civilization because it presented in one unit. while literature is insufficient .the students like a short stories in literature but they faced difficulties in the background and vocabularies and it used difficult words cannot understand it .they also asked about watching Harry Potter and they answers yes 86.66% in the unit astronomy and solar system there is a section about science fiction but the literary students are not concerned with.

They also asked about ancient civilization and the majority of the students are satisfied from civilization side only they faced difficulties with the new words.

From these results we can conclude that the teachers and the students are dissatisfied of the literature and the civilization content and the textbook does not offer enough knowledge about the two important fields at this level and as a literary student.

Also this views can shows the unbalance between civilization field and literature field in the textbook of the New Prospects book.

3-6- Conclusion:

This chapter gives detailed the two procedures used in this study. It started with the description of both tools the evaluations of the literature and the civilization contents in the textbook moving to the teachers and the students' questionnaires. The two instruments contributed to solve the problematic proposed in the general introduction. After gathering this information and discussing it, we observe that the majority of the teachers and the students are aware about civilization and literature as they are important fields in that level. And the textbook does not offer enough information that can develop the student's level.

General conclusion

This thesis deals with the civilization and literature fields in teaching English as a Foreign language. It tackles with the importance of teaching them in the third year secondary school level especially literary stream. Therefore, the civilization and literature are playing a big role in raising student's level and developing their critical thinking by going back to history and memorization. This study also tries to motivate the students and teachers to raising their awareness about the two important fields. It shows the suitable methods and approaches in teaching them effectively.

This investigation proposes to know if the students and the teachers are aware of the two fields at this level in that branch. This study also tries to examine and evaluate the textbook only with what is concerned the civilization and literature content in literary branch. While this examination deals with the two important instruments in gathering information first; it starts with textbook evaluation and description in addition to the teachers and the students' questionnaire that followed by a discussion and analysis of both results while it presents in the third chapter.

The results of this examination about the textbook revealed that the textbook does not offer enough knowledge about civilization and literature also it is unbalanced textbook if the literature content compared with the civilization content, it offers information about ancient civilization in a whole unit but literature is presented only in a short story; but generally the textbook was poor from the two fields as they contributed in developing the students level at that level and as they are literary branch.

In addition this research mentioned that the textbook is the primarily and the significant material in teaching F.L but it does not solve their problems in getting enough information about civilization and literature fields it shows in the teachers' answers and the students' answers that the majority of the teachers and students dissatisfy about the civilization and literature content in New Prospects book as they are know the importance of these two field. Both teachers and students faced difficulties in the authentic materials such as: video, map, poems...

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Appendix A

Teachers' Questionnaire

Dear teacher,

This questionnaire aims at collecting data concerning teaching literature and civilization in English foreign language classroom at secondary school level. It is a kind of a research work entitled “ Aspects of teaching literature and civilization in Algerian high school” which evaluates literature and civilization content in EFL text book. This questionnaire is the suitable way to evaluate these two important fields (literature and civilization) inside the Algerian high school in general and the third year (scientific stream) level in particular.

I will be very glad if you could answer the questions below.

Answer the question through putting a cross (x) in the appropriate box if needed.

SECTION ONE: PERSONAL INFORMATION

1-What is your degree?

A-High school B -Master C -License

2-How long have you been teaching English ?

A-less than 05 years B - Between 05and10 years C - More than 10 years

3-How many hours you teach English per a week ?

A-less than 18 hours B -18 hours C- more than 18 hours

4-Do you read books about literature and literary works(have a good background about literature)?

A-Yes B -no

5-Do you like reading books about the ancient civilization ?

A-yes B-no

If yes, how can these books help you in teaching at high school ?

.....
.....

6-Have received any training to teach civilization and literature?

A-yes B -no

SECTION TWO: TEACHING CIVILIZATION AND LITERATURE:

7-How do you define literature and civilization?

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

8-Do you think that teaching civilization and literature are important in teaching English at this level ?

A-Yes B -no

9-Do you face difficulties in teaching civilization and literature courses?

A-No difficulties C-Only in civilization

B-Only in literature D -Both of them

10-What are the major difficulties?

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

11-What is the appropriate method in teaching literature?

A-Cultural model

B-The language model

C-Personal-growth model

12-What is the suitable approach in teaching civilization?

A-Chronological based approach

B-Thematic based approach

C-Both of them

SECTION 03: ABOUT THE TEXT BOOK

13-Does the text book offer enough knowledge about civilization and literature?

A-Yes, more than enough

B-Enough

C-Insufficient

14-How do you describe the literature and the civilization contents in the text book in terms of the selection of the topics and the words?

A-Suitable

B-Unsuitable

C-Difficult words

D -Easy to understand

15-Do you think that the pictures and the maps presented in the text book are useful in teaching civilization

A-Yes

B -no

.what can it add?

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

SECTION 04: ABOUT THE STUDENTS:

16-What the students prefer?

A-Literature lessons

B -Civilization lessons

17-Are the students motivated to learn civilization and literature?

A-Yes

B-No

18-Which material aids do students and teachers suggest facilitating learning literature and civilization?

.....
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.....

Thank you for your Contribution

Appendix B

Students' Questionnaire

Dear student,

In order to gather information and make statistics about literature and civilization topics in the third year high school level .this questionnaire concerned the literary stream with its both branches literature & philosophy in one hand ;and literature & languages in the other hand.

I will be glade if you could answer the questions below.

Put a cross (x) in the appropriate box.

1/-What is your branch?

A-Literature and Philosophy B -Literature and languages

2/-As a literary student, which kind of literature do you like ?

A-Short stories B -Poems C -Science fiction

3/-what are the major difficulties faced you in literature topics?

A-In the vocabulary B -background of the students C -both of them.

4/-What do you think about the new words that used in the literature lessons ?

A-Easy to understand B - difficult to understand C- ambiguous words

5/- Do you watch movies about science fiction like Harry Potter ?

-Yes -No

6/-Do you like civilization topics as exploring the past (ancient civilization) ?

-Yes -No

7/- What do you think about the unit of ancient civilization ?

-Interested -Uninterested

8/-Do you have any difficulties in learning civilization lessons ?

-Yes -No

If yes, what are the major difficulties in this field (civilization) ?

.....
.....

9/-Which do tool you prefer to choose in learning civilization courses ?

 1

A-Videos

B-Maps

C-textbooks

10/-As you are a third year student ,what you learn from literature and civilization ?

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

11/-What do you prefer ?

A-Literature courses

B -Civilization courses

12/-What learning aids do you suggest to facilitate literature and civilization ?

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

Thanks

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التربية الوطنية

New Prospects



السنة الثالثة من التعليم الثانوي
SECONDARY EDUCATION, YEAR THREE

BOOK MAP

Unit	Topic	Language outcomes			
		Functions	Grammar	Vocabulary and sound system	
1	EXPLORING THE PAST ANCIENT CIVILIZATIONS	<ul style="list-style-type: none"> informing narrating expressing concession comparing 	<ul style="list-style-type: none"> past simple of be questions with ago past perfect with when, as soon as, until, after ... Use of articles used to had to was/were able to though, although, in spite of the fact that, despite the fact that the comparatives and the superlatives of quantifiers : much-more-the most , little-less- the least, etc. articles : use + omission before abstract nouns well+past participle E.g. well-preserved 	<ul style="list-style-type: none"> adjectives + preposition E.g. good at, dependent on verb + preposition E.g. believe in negative prefixes: dis- and de- suffixes: -tion, -ment, -ed, -able, -ic and -ty 	<ul style="list-style-type: none"> weak forms of was and were pronunciation of final ed and ch stress shift E.g. civilize, civilization) spelling rules Eg. doubling of consonants, begin, beginning
		<ul style="list-style-type: none"> describing advising expressing obligation and necessity expressing cause and effect expressing condition expressing opinion expressing wish and regret 	<ul style="list-style-type: none"> present simple and present continuous passive should, ought to, had better+bare infinitive must, mustn't have to, due to, for, as, since, so+adjective+that, such+adjective+noun+ that, so, as a result, consequently, thus as long as, provided that, providing that if-conditional (type 2) verbs for expressing opinion (think, believe...) I wish, it's high time+subject + past simple and past perfect 	<ul style="list-style-type: none"> suffix -ty : E.g. honest - honesty, responsible, responsibility prefixes dis- il- E.g. legal - illegal, honest - dishonest , approve - disapprove 	<ul style="list-style-type: none"> Stress shift E.g. economy-economic pronunciation of words ending in -cs E.g. economics, politics
2	ILL - GOTTEN GAINS NEVER PROSPER. ETHICS IN BUSINESS: FIGHTING FRAUD AND CORRUPTION				

BOOK MAP

Unit	Topic	Language outcomes			
		Functions	Grammar	Vocabulary and sound system	
				Word building	Pronunciation
3	SCHOOLS: DIFFERENT AND ALIKE EDUCATION IN THE WORLD: COMPARING EDUCATIONAL SYSTEMS	<ul style="list-style-type: none"> describing a process expressing condition expressing warnings expressing obligation and necessity asking for and giving advice expressing desire and wish comparing and contrasting expressing quantity 	<ul style="list-style-type: none"> present simple passive If-conditional: type 1, 2 and 3 unless must/ mustn't have to, should / ought to if I were you would + have/+be E.g. My ideal school would have/be ... I wish I had similar to, different from, unlike while, whereas... comparatives of adjectives quantifiers: most, all, etc. 	<ul style="list-style-type: none"> forming adjectives with -al and -ive E.g. educational, reflexive, innovative, responsive, constructive, effective... forming nouns: verb+ing E.g. teaching, learning, training) forming nouns with -tion E.g. education - completion Collocation: schoolmate 	<ul style="list-style-type: none"> pronouncing the final s weak forms of: would, should and ought to syllable stress E.g. educate education
4	SAFETY FIRST ADVERTISING, CONSUMERS AND SAFETY	<ul style="list-style-type: none"> describing expressing cause and effect expressing probability expressing possibility expressing concession expressing condition deducing expressing quantity prescribing 	<ul style="list-style-type: none"> present simple the gerund because of, due to, owing to, as, for so, as a result, that's why, as a consequence may, might, can, could though, although, admittedly, etc. if-conditional: type 1, 2 and 3 might have, must have too much, too many, not ... at all, a large amount of a large number of, enough+noun 	<ul style="list-style-type: none"> verb+ preposition E.g. accused X of Y - complain about X to Y, - protect X from Y - provide X with - suffer from X forming adjectives with -y E.g. - greed - greedy - speed - speedy - milk - milky 	<ul style="list-style-type: none"> reduced forms of - might have - could have word stress and sentence stress

BOOK MAP

Skills and strategies outcomes		Learner's outcomes	Intercultural outcomes	Project outcome: Designing an educational prospectus
Listening and speaking	Reading and writing			
<ul style="list-style-type: none"> ● reciting a poem ● predicting ● note taking ● summarizing ● responding to a text ● speaking from notes ● making a speech about one's ideal school 	<ul style="list-style-type: none"> ● skimming ● paragraphing ideas ● scanning ● making logical links between sentences and paragraphs ● writing a descriptive essay ● writing an expository article 	<ul style="list-style-type: none"> ● raising awareness about issues related to education, the choice of careers, dedication to science, citizenship, economic and social development 	<ul style="list-style-type: none"> ● comparing educational systems : past and present ● raising awareness about the similarities and differences between today's educational systems in the world 	
<ul style="list-style-type: none"> ● predicting the content of a text ● listening for gist ● listening for detail ● summarizing /synthesizing information ● debating (arguing by making concessions) ● Making a speech 	<ul style="list-style-type: none"> ● persuading ● skimming ● scanning ● analysing and making a synthesis ● writing a letter of complaint ● writing an advertisement 	<ul style="list-style-type: none"> ● discussing issues related to the effects of advertising on people ● raising awareness about safety and consumption ● developing a sense of salesmanship 	<ul style="list-style-type: none"> ● raising awareness about the effects of advertising on different cultures and societies ● understanding the importance of integrating cultural features of a society into advertising 	Project outcome: Conducting a survey on the impact of advertising

BOOK MAP

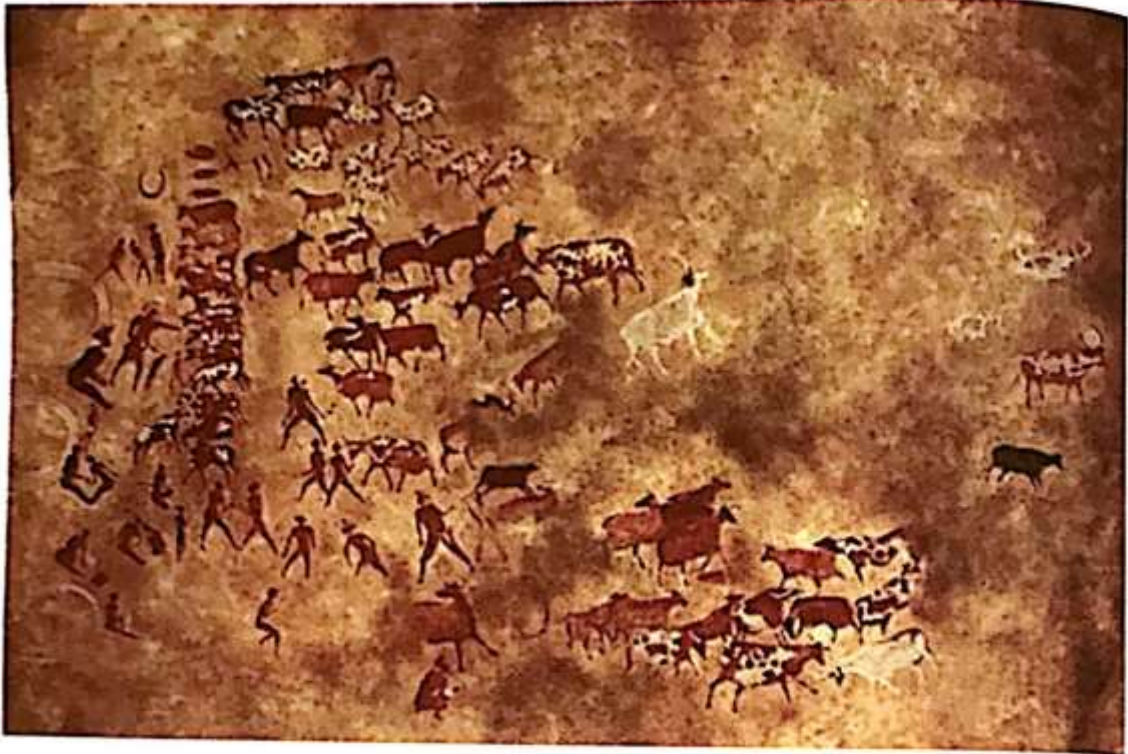
Unit	Topic	Language outcomes			
		Functions	Grammar	Vocabulary and sound system	
5 IT'S A GIANT LEAP FOR MANKIND.	ASTRONOMY AND THE SOLAR SYSTEM	<ul style="list-style-type: none"> ● describing ● questioning ● making supposition ● comparing and contrasting ● expressing condition ● reading figures 	<ul style="list-style-type: none"> ● present simple with non- conclusive verbs E.g. see, believe, know, suppose ... ● What is it used for? - used for+verb+ing - How far/how big ? ● think so, suppose so ● May+stem , might +stem ● comparatives with short and long words : - adjective+er+than - more+adjective+than - less + adj+than - as+adj+as - while, whereas - like, unlike, in contrast to ● if-conditional 	<p>word building</p> <ul style="list-style-type: none"> ● forming nouns from nouns: E.g. science - scientist - astronomy - astronomer ● forming nouns from verbs and adjectives : E.g. weigh (v) weight (n) - hot (adj.) - heat (v and n) ● forming singular and plural nouns from verbs: E.g. believe (v) - belief (n. sing) - beliefs (n.pl.) 	<p>Pronunciation</p> <ul style="list-style-type: none"> ● pronouncing the final s ● stress shift increase (n.) increase (v.) ● stress in two-syllable verbs: begin , believe, reduce, occur etc.
		6 WE ARE A FAMILY!	FEELINGS, EMOTIONS, HUMOUR AND RELATED TOPICS	<ul style="list-style-type: none"> ● describing ● expressing likes and dislikes ● expressing preferences ● asking for and giving advice ● narrating 	<ul style="list-style-type: none"> ● present simple ● enjoy/like/dislike+ verb+ing (gerund) - avoid + verb+ ing ● I'd rather do X, I'd rather do X than Y, I'd prefer X to Y ● should, ought to, if I were you ● past simple, past perfect ● articles : omission before abstract nouns E.g anger, humour ● quantifiers: a lot of, a great deal of, few, little, some of us, all of us ... ● each other, one another

BOOK MAP

Skills and strategies outcomes		Learner's outcomes	Intercultural outcomes	
Listening and speaking <ul style="list-style-type: none"> ● making inferences ● responding to an oral text ● agreeing and disagreeing ● making suppositions and hypotheses ● Making an oral presentation ● making a speech in defence of an opinion 	Reading and writing <ul style="list-style-type: none"> ● predicting the content of a text ● identifying types of discourse ● making inferences ● distinguishing between different types of reasoning in argumentative texts ● Writing an expository article ● writing an argumentative essay 	<ul style="list-style-type: none"> ● developing awareness of the importance of satellites for present -day societies ● raising awareness about man's place in the universe through the exploration of the theme of astronomy 	<ul style="list-style-type: none"> ● developing interest in outer-space exploration ● discussing the change of mentalities brought about by the advances in astronomy ● raising awareness about the contributions that various peoples have made to astronomy 	Project outcome: Designing an astronomy booklet
<ul style="list-style-type: none"> ● listening for gist ● recognizing the structure of a lecture ● predicting the sequencing of ideas ● making inferences ● responding to a text ● making a coherent formal speech 	<ul style="list-style-type: none"> ● making inferences ● distinguishing between fact and opinion ● demonstrating critical thinking and judgement ● responding to a text (seeking support and feedback) ● discussing the organisational pattern of a text ● writing a letter of advice ● writing a newspaper article ● Writing a book/ film review article 	<ul style="list-style-type: none"> ● raising awareness about the importance of emotions/ feelings for the development of the individual ● exploring the concepts of friendship, love, patriotism, generosity, courage 	<ul style="list-style-type: none"> ● developing understanding of the expression of feelings across different cultures and societies ● raising awareness of others' thoughts and feelings 	Project outcome: Writing a booklet of tips for coping with strong emotions

Appendix D

Algeria at the Crossroads of Civilizations



No country in North Africa has as much access to the Mediterranean and the Sahara as Algeria. Its privileged geographic position has made it open to many of the ancient civilizations that flourished in the Mediterranean Basin and to those that prospered in Africa south of the Sahara. Today few countries in the region can boast of as many World Heritage Sites as our country. Tipaza, Djemila, Tassili n' Ajjer, Timgad, the M'Zab Valley, The Qalaa of the Banu Hammad, and the Casbah of Algiers are standing witnesses both to its civilizational genius and to its enriching contacts with other civilizations. (§1)

Of all the sites of Southern Algeria, the Tassili n' Ajjer has the most prestige. It has more rock paintings and engravings than any other prehistoric Saharan sites, and it contains the most beautiful remains of the prehistoric civilizations of the Sahara. These rock paintings, engravings and remains have yielded as much information as we need in order for us to have a clear picture of what life used to be like in the Sahara in prehistoric times. They show clearly that the Algerian Sahara was one of the cradles of civilization. The Tassili n' Ajjer seems to have had as few exchanges with the Phoenecian and Roman civilizations as the other Saharan sites of our country. Archaeologists are still undecided about which of these Saharan sites contains the

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Appendix E

The Unicorn in the Garden

Once upon a sunny morning, a man who sat at his breakfast table looked from the window and saw a white unicorn with a golden horn quietly cropping the roses in the garden. The man went up to the bedroom where his wife was still asleep and awoke her. "There's a unicorn in the garden," he said, "eating roses." She opened one unfriendly eye and looked at him. "The unicorn is a mythical beast," she said, and turned her back on him. The man walked slowly downstairs and out into the garden. The unicorn was still there; he was now browsing among the tulips. "Here, unicorn," said the man, and he pulled up a lily and gave it to him. The unicorn ate it gravely. With a high heart, because there was a unicorn in his garden, the man went upstairs

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and roused his wife again. "The unicorn," he said, "ate a lily". His wife sat up in bed and looked at him coldly. "You are crazy," she said "and I am going to have you put in a mental institution." The man, who had never liked the words "crazy" and "mental institution," and who liked them even less on a shining morning when there was a unicorn in the garden, thought for a moment. "We'll see about that," he said. He walked over to the door. "He has a golden horn in the middle of his forehead," he told her. Then he went back to the garden to watch the unicorn; but the unicorn had gone away. The man sat down among the roses and went to sleep. (§1)

As soon as the husband had gone out of the house, the wife got up and dressed as fast as she could. She was very excited and there was a glint in her eye. She telephoned the police and she telephoned a psychiatrist; she told them to hurry to her house and bring a straight-jacket. When the policemen and the psychiatrist arrived, they sat down in chairs and looked at her, with great interest. "My husband," she said, "saw a unicorn this morning". The policemen looked at the psychiatrist, and the psychiatrist looked at the policemen. "He told me he ate a lily," she said. "He told me he had a golden horn in the middle of his forehead," she said. At a solemn signal from the psychiatrist, the policemen leaped from their chairs and seized the wife. They had a hard time subduing her, for she put up a terrific struggle, but they finally subdued her. Just as they got her into the straight-jacket, the husband came back into the house. (§2)

"Did you tell your wife you saw a unicorn?" asked the police. "Of course not," said the husband. "The unicorn is a mythical beast." "That's all I wanted to know," said the psychiatrist. "Take her away. I'm sorry, sir, but your wife is as crazy as a jaybird." So they took her away, cursing, and screaming and shut her up in an institution. The husband lived happily ever after. (§3)

(Adapted from James Thurber, *Fables of our Time*)

► After reading

① With your partner, compare your answers to the questions in the As-you-read rubric on the previous page. Then discuss the questions on the next page.

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