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**Surveying Civilization Teachers'  
Methods and Techniques: case study  
of Master one Students\_ Department  
of English - Laghouat University**

**A Dissertation Submitted to the Department of English in  
Partial Fulfillment of the Requirement for the  
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# Dedication

*I dedicate this research to my beloved parents who supported me in all the stages of life as well as to my sisters Iman and Rima and brothers Abedlwahab, Saad , Abedlbaset ,and Mohamed Islam. To all the members of my family especially my grandmother , uncles and aunts . I want to thank all my friends especially my beloved twin M.K*

*I would like to thank all my teachers in the department of English at Laghouat university especially Dr. Mustapha GASMI.*

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*I acknowledge, with great respect, the members of teachers of the department of English at Laghouat University.*

## LIST OF ABBRIVIATIONS

<b>EFL</b>	English as a foreign language
<b>FL</b>	Foreign language
<b>SL</b>	Second language
<b>M1</b>	Master one

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# General Introduction

## General Introduction

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### General Introduction

Teaching civilization has become one of the main important programs in foreign language teaching and learning at the Algerian Universities. After realizing the importance of teaching civilization courses to EFL learners, in which civilization course offers the learners with the main information and the aspects of life according to its historical background and events in order to improve their communicative competence, to develop their cultural awareness towards the target language native speakers because learning any foreign language cannot be achieved without having knowledge about the history of mother country of the language learning.

The conventional views of historical faction, and the exploration of the main cultural aspects are the main important points that civilization courses are focus on. Therefore, the problem is concerned to find out the objectives of teaching culture based courses to EFL learners , also to investigate how civilization courses can be taught across the history of teaching foreign languages. The main problem of this research is to find out what methods and techniques are used to teach civilization in the Department of English at Laghouat University.

The research is consulted in order to investigate if the teachers of civilization are making use of teaching methods and techniques in the department of English at laghouat University. Also, it aims at finding out the methods that can be used for teaching civilization to EFL learners.

In this vein, civilization courses are one of the main important syllabus in teaching English as a foreign language in the Department of English at Laghouat University, most of the students are learning these courses without considering the objectives of teaching and learning it , and how is it taught.

Therefore, and after considering this problem , An investigation is carried out to find out how civilization courses are taught to Master one students, who are specialized in the field of civilization and literary studies at the Department of English at Laghouat University. In order to find answers, the following questions are formulated:

I.What methods and techniques are used to teach civilization in the Department of English at Laghouat University?

## General Introduction

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1. What are the objectives of teaching civilization in foreign language teaching and learning?
2. What are the main methods and techniques that can be used to teach civilization?
3. Are the teachers of civilization in the department of English at Laghouat University make use of the appropriate methods and techniques of teaching civilization.

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

- The objectives behind teaching civilization and using it as one of the main syllabus in teaching English as a foreign language is to make the learners familiar with the target culture , and to enhance the students' communicative competence, also develop their critical thinking.
- Teaching civilization implies a variety of different methods and techniques that can be the appropriate and effective ways as: lecture method, project method, and techniques such as: narrative, question answer techniques.
- The teachers of civilization in the department of English at Laghouat University are acquainted with methods and techniques to teach civilization courses.

This research aimed at investigating if teachers of British and American civilization make use of different methods and techniques to teach civilization to Master One students at the department of English at Laghouat University. It aimed at find out the methods and techniques that can be used to teach civilization. This research also minor objectives, which first to know the objectives of teaching civilization courses in foreign language teaching.

This research is divided into three chapters. The first chapter provides the origin of the term civilization, and the notion of the concept civilization and from different perspectives , it provides the key elements of civilization, this chapter also deals with the relation between civilization and language, then it investigate the aims and the objectives of civilization teaching including the objectives of foreign language teaching .

The second chapter deals with the ways of teaching civilization it first started with the approaches that can be used to teach civilization, then it provides the main common methods

## **General Introduction**

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of teaching civilization , and finally it investigated the techniques that can be used to address civilization courses to foreign language's learners.

The third chapter focuses on presenting and discussing the data collection, it attempts on to describe and analyze the quantitative and qualitative results from the students questionnaire.

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# **Chapter One**

## **The Aims and Objectives of Civilization Teaching**

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### **Introduction**

**The historical background of the term “Civilization”**

**The notion of the Concept Civilization**

**The key Elements of Civilization**

**Civilization and Language Teaching**

**Language and Civilization**

**Civilization Teaching and Objectives**

**Goals of Teaching Foreign Language**

**Aims and Objectives of Teaching Civilization**

**Conclusion**

## 1.1 Introduction

This chapter deals with the objectives of teaching civilization to English as foreign language learners. It provides the historical background of the term civilization from different perspectives; it also discusses the relation between civilization and English language teaching from a historical account.

This chapter sheds light on the relationship between language and civilization in order to regard the importance of civilization in the curriculum of English as a foreign language teaching, and the main objectives of including civilization in education.

## 1.2 The Historical Background of the Term "civilization"

According to Kroeber and Kluckhohn(1952), the term civilization is originated from the Latin word "**civilis**", which means citizen. an organized state in which citizen are lived in. .the word civilization can be considered as a French term as Kroeber and Kluckhohn stated that was derived from the French verb *civiliser* : "probably French and derived from the verb "civiliser" ,meaning to achieve or impart refined manners ,urbanization ,and improvement".(Kroeber and kluckhohn :145)

## 1.3 The Notion of the Concept "civilization":

The concept of civilization is an equally problematic term, in which this term differs from the usage in English, French, and the usage in German .This confusion is due to the historical use of the term.

The term civilization is derived from the Latin word *civilis* and probably a French term which is taken from the verb *civiliser* as Kroeber and Kluckhohn pointed out before ,at the same time Kroeber and Kluckhohn(1952) stated that the term *kultur* which means culture against the French term civilization during the post 1750 in order to present the high moral cultivation of humans in German language .while in English the term civilization is still used and associated with referring to civilize others .(Mehdaoui: 12)

By the nineteenth century the west began to classify civilization according to race as an excuse to colonize other nation to bring them "civilization", in this sense civilization is associated with good manners and intellectuality.

Anthropologists prefer to give description rather than a definition of what civilization is.

Civilization can be considered as a dynamic concept and way of life, as Chang claimed : "in its traditional sense . a civilization is a ...way of life ,it is a spatio \_temporal continuum and long term dynamic structure."( 1982:365.) And Weber described civilization as a way of life controlling nature in adynamic structure by controlling the technical means. In the same vein Braudel (1994) claimed that civilization as term is referring to the advanced achievement in literature, art, music, and legal system, social, political and military institutions.

The American anthropologists such as Philip Baby (1963) stated that civilization is characterized by the urban system or the urbanism system which led to understand that civilization can be found in cities.

Therefore, in the modern context some scholars are argued that the term culture can be used as a near synonym civilization, thus civilization and culture can be used synonymously.

Taylor pointed out that:

"Culture or civilization, takes in its broad ethnographic sense ,is that complex whole which includes knowledge, belief ,art, morals ,law ,custom ,and any other capabilities and habit acquired by man as a member of society"(quoted in Kroeber and Kluckhohn 1952:120).

This means that civilization or culture are the same, and both of them are explaining the human habits.

#### **1.4 The key Elements of Civilization**

As it mentioned above about the notion of the term civilization reached out that civilization as unit is made up of different components.

Civilization is considered as existing at a variety of different levels. There are explicit products and behaviours. Below, there are values and norms that explain those meaning given

to those products and behaviours. Beneath there are heading assumptions which form the basis for what a civilization community accept as true and reasonable.

### **1.4.1 Culture**

Culture is a vague concept which covers different aspects of human's civilization and life; as Kaplan and Manners (1972) points that: "culture is admittedly an omnibus term."(cited in Byram :63). Culture is considered as a particular way of life, either of people, period, group, or humanity in general. In which it describes works and practices of intellectual, especially artistic activity such as, literature, theatre, and music.

### **1.4. 2 Assumptions**

According to Shaules Profound assumptions from the concealed structure alternately establishment looking into which standards and qualities would built .deep assumptions are regularly underestimated .also, infrequently doubled .they incorporate assumptions around hierarchy also equity, degree from claiming sexual orientation detachment, the fact that freedom, and with goal on. Case in point, the Japanese bow the teacher when he enters, such a norm is based on equality of difference, respect the rest upon the supposition that progressive relationship are typical, what's more if include regard furthermore more caretaking. (Shaules:242)

### **1.4.3 Attitudes**

According to Roger and Steinfatt (1999) attitudes are an enthusiastic response to questions, plans, and individuals. a large number attitudes are learned chorally through immediate background with those objects in the attitudes at one's class, employment , church ... etc., and so forth attitudes would scholarly concerning illustration an aftereffect of the transfer about socialization and cooperation with parts from claiming one's going social gathering and companions. attitudes would essentially those conclusion for one manifestations regarding a provided for person ,or group , consequently they are critical in the Constitution

of stereotypes ,for example a lot of people non-Muslims constitute negative attitudes towards Muslims , regarding Muslim's religious sacrifices likewise savage polishes .

#### **1.4.4 Norms**

Norms are the established behaviour models to parts of a social framework .They work as An aide of the proper sort of conduct, Roger and Steinfatt(1999) claimed If a social norm is disobeyed, the individual will be socially rebuffed to not satisfying the desires of the framework. Tromopenaars, Also Hampder\_Turner, allude to standards similarly as the "mutual sense of a group has of what is "right" and "wrong". There would be formal standards such as the distinctive traditions identifying with the way of shaking hands or eating food (cited in Shaules:07).

Shaules(2007) recognize the differences between the explicit and the implicit norms, explicit norms allude by large talking to laws, formal tenets what' s more manners from claiming pop culture. They include customary decides concerning illustration movement standards, for example the British drive on the exited side. Explicit norms are also involving explicit behavioural expectations like taking one's shoes off before entering a home. Explicit standards are unambiguous and clearly understood as require no more than following the set rules. There would be a matter about 'do's' or 'don' its' for instance Muslims don't consume with the left hand.

Implicit norms are the implicit desires viewing separate offers about self-destructive considerations and conduct , Furthermore are frequently and unspoken expectations , They incorporate for example the use of time , as arriving late during an event for social occasion might make acknowledged Likewise inconsiderate On a some societies.

#### **1.4.5 Values**

Values are behaviours of what a parts of a given community, or culture regard strongly as good or bad. Values are characterized by having an evaluative dimension. Cultural values entail judgements, they indicate what is good or bad behaviour, and are normative; they state

what should be done and how it should be done, for example, personal freedom is a prominent value in most European cultures that are agreeable on it across history.

An important source of a community's set beliefs and values in its religion which is defined by Durkheim as the setting \_up of a frontier between the sacred and profane "the setting up of a frontier between the scared and the profane"(cited in Bourdieu1993). For example saying the truth is regarded as a fundamental value in Muslim societies because lying is forbidden by Islamic religion.

### **1.4.6 Artifacts**

Artifacts in such civilization , or culture are basically the achievement of a given member of state , artifacts entails all the concrete elements that can be touched , heard , or seen for instance architecture , monuments , language , and technological and artistic inventions. Also, artifacts can be a group's clothing, hair style and type of food. Roman theatres, the pyramids of the Pharaohs', and the Indian sari are examples of artefacts in different cultures and civilizations.

## **1.5 Civilization and language teaching**

In English as a foreign language teaching, civilization is treated as one of the main important topics in the curriculum.

Learning any language needs to emphasize on its historical background and its origins, as a result civilization courses became an important part of programmes in the system of education of teaching and learning foreign languages to achieve many purposes.

communication is one of the main important skills that learners of foreign language are expected to achieve and develop , whether communicating with native speakers of the language that they are learning , or with those who use it as a second language (SL) , or those who use it as a foreign language (FL).

A successful communication of a foreign language needs to have an idea about the history and culture of people who give birth to this language, because language is a part of

social context as Hymes (1971) stated that without learning civilization and past of this language the learner would be quite unable to communicate. in the same vein Cook also pointed out that without learning about the native speakers of the learnt language there would be a kind of " *social monster producing grammatical sentences unconnected to the situation in which they occur* "(2003:42).

### 1.5.1 Language and civilization

As it has been mentioned before , civilization is considered as a dynamic concept and way of life that is characterized by the advanced achievements in literature , art , music , architecture , legal system , political and military institutions of society that distinguish them from the others . In addition, civilization ranged to the cultural products, in which civilization and culture are used synonymously. In order to understand the relationship between language and society, it should be requires the knowledge of language and civilization as well. In this regard, the interrelation of language and civilization is brought under this section.

Language's relationship with civilization has been long at the heart of many discussions. Language is an important mean that made the growth of civilization possible. Language is social by nature, hence it is unable to be separated from people who are the creators and the users of it because language arises and develops with the growth of society and characterize people from other societies due to the differences such as the cultural differences.

The applied linguist Cook(2003) furnished a great illustration that demonstrate that language may be social action ,in which he assisted that the use of language is determined by a set of several factors for example ,place Furthermore occasion when ,the tone sonnet ,facial expressions , the relationship between speakers ,their age ,sex ,and their economic wellbeing , and the setting. In this case Cook(2003) implies that when people talk ,they would conveying messages and communicating through the use of expressions according to the context , for example they are using their forms , waving hands , touching people , settling on eye contact , What's more utilizing tone sonnet. And the people who share can be thought

as belonging to same community, Like wise having a place of the same, particular social order, the same society, and the same civilization.

As it stated by Byram et al(1994) foreign language teaching instructing ,learners requirement not best on procure , Furthermore improve their semantic ability, At they should secure the information of the private utilization of language.

Crystal (2003) asserts that nowadays, English language is regarded as the joint result of the spread of British colonial power and emergence of the economic power of the world the United States. Thus, people brought the Anglo Saxon civilization and culture with the expansion of English language in the world.

Teaching and learning any foreign language , like English language as a second language (SL) , or as a foreign language( FL) might not be possible without learning about the history of its people ,their way of life , customs , traditions , achievements across the history , and the development of language .

In a nutshell , dependably there need aid particular circumstances in a specific spot Also specific culture that aggravate whatever language could make exist. In this return, intimates that educating language will be show its human's civilization, society's development, and culture.

Consequently civilization will be acknowledged concerning illustration a paramount part in the educational module from claiming educating helps to remote language, as it stated by the different diverse perspectives of researchers and scholars in the field of teaching foreign language.

### **1.6 Civilization teaching and objectives**

most of teachers and learners of civilization in foreign language classroom ,such as English as a foreign language considered that the main objective through teaching and learning civilization is to get an overview about people's history who gives birth to this language, however scholars and researchers in this field of foreign language education

claimed that civilization is more than having information and knowledge about the history of the native speakers of this language ,but there are other objectives which are expected to reach out it.

Before stating the aims and objectives of teaching civilization to foreign language learners, it might a chance to be better should sheds the light initially on the major objectives for teaching foreign languages.

### **1.6.1 Goals of Teaching Foreign Language:**

Developing the learners' the communicative competence has always been the main goal that foreign language teaching tends to help learners to master it.

The term communicative competence is first acquainted by Hymes(1971) who characterizes it Likewise the capacity for applying the grammatical guidelines and rules of language and understanding ,where ,and should whom are the sentences used in a proper way . In the other hand Lovedy(1982) contends that the primary variable about constructing meaning is the common indicative competence; though the council of Europe stated that the needs of communication is grew across the boundaries which resulted from the increasing mobility and immigration of persons .

### **1.6.2 Aims and objectives of civilization teaching**

Civilization teaching has a member of different aims and objectives, though it's important to sheds the light on the differences the two terms aims and objectives.

Nunan (1994) states that aims are broad and general statements of educational intent presenting the whole purpose of the programme. While the objectives are specific than aims, and deals with the ability of the learners to achieve upon a successful competition of the course. Teaching civilization has the following aims:

- Understanding the culture of people of whose language is learnt.
- Making scholars see all the political, budgetary, and social improvement of people whose language is learnt.

- Improving students' language skills by helping them to get new vocabularies that the native speakers of the language are using in their communication.
- Getting state of mind and the capacity to examine, and criticise rationally the recorded Realities and facts.
- To enhance the patriotic spirit by understanding the others culture and make differences between the targets one's and the students' own culture.
- To make the learners familiar with laws and regulations of the country that gives birth to the language learning.

Other specific and important objectives that help learners to develop and equip their needs .in this regard , Ekaterina Babamova et al (2004) argue that through civilization courses not just the aims of educating civilization are figured it out , as well as widespread human, national and ethic qualities would advertised. Likewise it has been said recently , the objectives are concerned with learners ability to achieve and attain the courses . The objective of teaching civilization is to help the learners to be acquainted with all technical otherness that differentiate the country where the target language is spoken. That separate the organizations in the nation the place the target dialect may be spoken. Furthermore help the understudies will create the capacity to assess, to evaluate, to criticise, and refine generalization about the target culture in the term of supporting evidence. Also Ekaterina Babamova et al pointed out that students through civilization are exposed to the elements. Of civilization and culture of the countries of the target language in order to:

"be acquainted with characteristics of the countries and people whose language they study so as to be able to understand linguistic and cultural messages, develop a feeling of tolerance towards cultures , and critically evaluate the information gained" (quoted in Mahdaoui :49\_50)

This means that through civilization students are presented to the main features of civilization. Furthermore having a basic knowledge about the society of the nations of the language and being familiar with aspects of the nations , and its people whose language they learn , also develop their capacities of understanding linguistic and semantic , Furthermore social messages , create awareness of tolerance towards societies ,and critically evaluate the majority of the data and information which are gained .

Also , it's contended that enriching the social information is one of the main objectives amongst the fundamental destinations of teaching civilization , Also, making the learners create an acceptable Comprehension of the certainty of people that constantly show the culturally \_conditioned practices. What's more, building learner's consciousness towards the societies from claiming others, as Zerate (2008) states that the reason that the mentality of the learners towards the target culture over his owns society and its culture so as to have the capacity on attaining an autonomous perusing of the foreign culture.

### **Conclusion**

This chapter introduced a large portion of the aspects related to the historical background of civilization teaching and its objectives , Furthermore it is expects a destinations ,after pointing out the origin of the concept "civilization" ,it offered a short demonstration of the term civilization , and its definitions starting with distinctive perspectives across history ,it directed that the term civilization might be replaced Eventually perusing the term "culture" as a near synonym , also this Section furnished the main key elements of civilization. It's argued that civilization teaching is important topic for teaching foreign languages, as it associated by many scholars and foreign language theorists by presenting the main aims and objectives of teaching civilization which are expected to be taken into consideration in order to integrate a better teaching of civilization courses.

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# Chapter Two

## Methods and Techniques of Teaching Civilization

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### Introduction

Ways of teaching civilization

Approaches of Teaching Civilization.

The chronological \_Based Approach

The Thematic Based Approach

The topic \_Based Approach

The task \_Oriented Approach

Methods of Teaching Civilization

The Lecture Method

The Demonstration Method

The Project Method

The Discussion Method

Techniques of Teaching Civilization

The Narrative Technique

The Question\_ Answer Technique

Group \_ Work Technique

Noticing Technique

Role Play Drama Technique

Conclusion

## 2.1 Introduction

The first chapter of this dissertation dealt with the most aspect of civilization teaching, it included the notion of civilization across history , and the relationship between civilization and foreign language teaching , therefore the focal point was the main aims and objectives of civilization teaching to EFL learners . This part of the research deals with the methods and techniques of teaching civilization to EFL learners .

It first provides the approaches of teaching civilization courses in the field of teaching foreign languages across history; it moves to tackle the methods that can be used by teachers of civilization to deliver the courses to their learners. And finally, it provides the most common techniques that may be helpful to achieve learners’

## 2.2 Ways of teaching civilization

Integrating civilization courses in foreign language classrooms have to work with topics that should be presented, approaches and methods to be used, and appropriate techniques that contribute a better teaching of civilization and fulfillment of the needs and expectations of learners .

### 2.2.1 Approaches of Teaching Civilization.

In the recent decades researches in English as a foreign language provided a variety of different approaches that can be used to teach civilization courses to EFL learners in order to equip them with as much knowledge as possible about the target civilization of people who give birth to the language that they are learning.

#### 2.2.1.1 The chronological \_Based Approach

The chronological based approach is one of the most useful approaches in teaching civilization courses in which civilization is taught according to “time, thus time is a major factor in teaching history , therefore the teacher must have a clear beginning and ending of his lesson . As a consequence the chronological approach offers a logical sequence of events. In this vein Baker argues that the chronological actually have clear learning objectives.

“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 framework for the period or subject under consideration in the classroom”(Baker:26).

### **2.1.2.2The Thematic Based Approach**

This approach lacks many cultural aspects, hence the student learn civilization by analyzing all dimensions of culture such as politics, religion, aesthetics, intellectual development, economics, and social relations in a specific time or place, as Baker pointed out that this approach should has the opportunity to consider that is changed in history and events depends on a specific time and place. (Baker:25)

The thematic based approach affects the learners’ point of view towards civilization courses by giving them each time the opportunity to present some cultural themes such as religion, family, ethnicity. This approach is considered as a powerful means of integrating the courses of eliminating the reductionist nature of teaching.

### **2.1.2.3The Topic \_Based Approach**

This approach is based on general topics which involve cultural issues, it is emphasized upon key elements of the life of people for instance, class, education, health, arts within a series of contexts which brings a more holistic view of the target civilization.

### **2.1.2.4 The Task \_Oriented Approach**

It is an approach that is based on students in which the is the centered, according to this approach students are going to make researches by themselves on a common tasks, and selecting information from media, books and internet in which they have to work in pairs, or small groups by sharing their findings under the supervision of their teacher, in this case the teacher is going to give remarks and improve the right answers and declines the wrong ones.

## 2.2.2 Methods of Teaching Civilization

### 1.2.2.1 The Lecture Method

This method is defined as an oral presentation of information and ideas by the professor or the teacher. Berry(2008) pointed out that the lecture method is used to present a large amount of information and ideas to the learner in a short period of time. It is considered as the oldest or the classical method that is still applied in educational institution especially at universities. The role of teacher in this method is centeredness while the learners are involved just as audience and sometimes pen down some notes if it is necessary during the lecture.(Berry: 149\_153)

The lecture method has points of strengths such as:

- Using the lecture method gives the opportunity to cover a large amount of topics in a single class period, and it serves as a model of good English expression.
- Using this method exclude the use of any equipment, and learning material is not required.
- The lecture method helps to develop the learners listening skills.
- It involves logical arrangement of the materials in order to present it orally.

In the other hands, the lecture method has some negative points and weaknesses for instance, it omitted the importance of individual differences, in which the teacher delivers the same lecture to all students without recognizing their individual differences, because individuals are not the same. In addition it is not adequate for teaching some concepts, attitudes, and skills.

### 2.2.2.2 The Demonstration Method

Demonstration method is a traditional way of teaching that can be used to teach civilization courses to EFL learners. According to Mckee et al (2007) the demonstration

method is regarded as a useful and effective way of teaching that enhance the retention and comprehension of the learner.

The demonstration method is given in three main steps which are :

- a) **Introduction:** the introduction is the first step to state the objectives of the lesson. The teacher shows the task that is expected to be developed to the students.
- b) **Integration:** at this point, the teacher integrates the students' finding after that the tasks are revised and evaluated.

### 2.2.2.3The Project Method :

The project method of teaching has evolved from the philosophy of pragmatists. It is experience\_ centered approach related to life situation. This method focuses on socialization of the learner, and achieving cognitive affective and psychomotor objectives.

As it has been mentioned above the project method is student\_ centered approach that helps the learner to investigate real through regular methods. Blumenfeld et al (1991)demonstrate that the project\_ based learning method is considered as an active mean in which it gives the learner the opportunity to play an active role and find solutions to the authentic problems through several investigations. These investigations according to Morgan led the learners to acquire new concepts and terms. In addition it helps them to build new knowledge. Furthermore, the learner will be able to solve problems based on the knowledge that they have acquired.

Bransford et al (2000)states that the capacities of the learners to acquire new understanding are developed when they grasp a clear comprehension to the problem solving tasks, also when they are helped to realize when, why and how the acquired knowledge are relevant.

“Connected to meaningful problem\_ solving activities, and when students are helped to understand why, when and how those facts and skills are relevant”(Bransford:23).

There are several reasons to believe that the problem solving method is advantageous. First of all it is regarded as a student\_ centered approach, it enhances the students' participation in the learning process, And they are passed to play an active role in the learning process instead of being just a receiver of information. As a result of the centeredness of the learners in the learning process they will be responsible for their learning.

Project based learning enhances the improvement of communicative and collaborative skills because this method gives the learner a chance to discuss different topics. Blumenfeld et al(1991) pointed out that the project method raised the critical thinking of the students when they share out with problems\_ solving tasks, and they will have the ability to assess and evaluate their findings.

However, there are some problems related to the use of project\_ based learning which are regarded as disadvantageous, for instance the preference of the classical methods of teaching make the students passive learners and it will be hard to change their attitude to the active learning. The project method is not economical from the point of time \_ consuming.

In order to solve the problems that have been mentioned above concerning the project method's negative points Blumenfeld et al(1991) suggest some key solutions that should be taken into consideration so as to use the method in an effective way, first of all the project method should be interested for the learners, also the teacher should use the appropriate kinds of the project method according to the level of competence of all students.( cited in Mehdaoui 2012/2013)

#### **2.2.2.4The Discussion Method ;**

According to Harris (1997)The discussion method is an effective method for most of learners in which it develops their conceptual framework. This method can be considered as a teacher\_ centered approach in which the teacher gives questions and the student may answer him or not, or it can be considered as a learner\_ centered approach by which the learner poses

questions to his classmates and the teacher guides the discussion toward important points in order to give the opportunity to the learners to find solution to many problems.

The discussion method is based on give and take techniques that develop the critical thinking of the learners, and learn to explain many points of the lesson by using their own words, in this return they will develop their language proficiency.

### **2.2.3 Techniques of Teaching Civilization :**

Teaching techniques are considered as the main concerned materials that reflect the learners' interest. In this vein there are various of different techniques that can be useful to teach the Anglo\_ Saxon civilization to EFL learners.

#### **2.2.3.1 The Narrative Technique**

The narrative technique is one of the main techniques that validate the students' experience. It also called the storytelling technique that is used by the teacher to deliver his courses throughout narrating in which this technique can be effective when it used to teach civilization, history, or culture. It is beneficial technique that allows the learners to control their behaviors, actions and thoughts. Storytelling technique can change the learners' perspectives. This technique is regarded as a helpful tool of teaching that develops the students' morals and enhances their verbal communication, in addition to that the narrative technique helps the students to apply the learning concepts in their live and develop their critical thinking. livo and Reitz(1986) describe the importance of the narrative technique in teaching and they state:

...storytelling connects the disconnections of human experience and gives something whole and meaningful to it. Storytelling is a vehicle for binding one together with the past, present and future...inside stories we can accept pain, find justice and experience elation...it connects the disconnections of human experience and gives something whole and meaningful

to it...we joins others emotionally and intellectually and develop a sense of rightness and belonging ...stories also offer us insight and understanding into ourselves” (1986:05).

This means that the narrative technique allow the students to see themselves from different perspectives and experiences by doing their works emotionally, in this case they are making a balance of their sense of life, place and time.

### 2.2.3.2 The Question\_ Answer Technique

The question \_ answer technique is regarded as an old technique of teaching; it was developed by the famous philosopher Socrate. This technique is defined as instructional a stimulus that guides the learners to the main expected points of the lesson. There are many objectives that classified this technique as one of the main useful techniques of teaching civilization in foreign language teaching such as:

- To review the comprehension of the previous lesson.
- To involve the learners in the lesson and make them active.
- To develop their critical thinking skills when they express their points of view through their answers.
- To encourage the independent learning.
- To evaluate the student preparation.

Scholars and educators have classified the question \_ answer technique’s types according to Bloom’s Taxonomy that is contained six categories in which each category represent a type of Question\_ answer technique:

- **Knowledge:** recalling information.
- **Comprehension:** understanding the meaning
- **Application:** use concept in new situation.
- **Analysis:** separate concepts into parts.
- **Synthesis:** combine parts to form new meaning.
- **Evaluation:** make judgment about the value of ideas.

One of the main focus of the question\_ answer technique is the cognitive objectives achievements and bringing knowledge to the conscious level because the higher cognitive question guide to high quality of answer, in addition it developed the learning and successful achievements.

### **2.2.3.3 Group \_ Work Technique**

Group work technique is considered as an effective useful tool of teaching because students can learn autonomously more in the group work. The learners should be autonomous in which they have to decide their partner in the work, the topic and materials. Throughout the group work technique the students of group member stimulate each other, in addition this technique helps the student to interact more than in individual work because each one had decided his role that make the members of the group share the sense of responsibility. in group working the students each one takes a part from then he is going to present it. As a result of the work the group work during their presentation they will improve their communication skills, also they involve the whole class. The group\_ working members can present their topic by using different methods such as: lecturing, debating, or short plays. Least and not the last each group work should evaluate their presentation by comparing it to their actual performance with what they have prepared, and their classmates give them their feedback, tell them their strengths and weaknesses points. Finally there will be the teacher's role to sum up the main points of the group's work and presentation.

### **2.2.3.4 Noticing Technique**

The noticing technique is obtained as an effective tool of teaching civilization. This technique based on the use of technology such as visual aids as an example, the students watched a video about a such topic, then they are asked to notice a specific features or elements and note both similarities and differences that they may find.( cited in Mehdaoui: 30)

**2.2.3.5 Role Play Drama Technique**

According to Isbell(1999) Role play technique is regarded as an effective technique of teaching civilization that can be improve the communicative skills of the learners of foreign language such as English language learning, this technique is an important in developing the learners' communicative abilities.( cited in Mehdaoui:30)

The role play technique helps the students to develop their capacities of comprehension, achieving a better learning of language and civilization more than other techniques in many situations.

**Conclusion**

This chapter provided the most common approaches, methods, and techniques of teaching civilization that can enhance the learners' skills of achieving language proficiency. It first explained the most useful approach that had been recommended by researchers.

This chapter also described the benefits of the major methods that can be relied on them to teach civilization courses. In addition this chapter dealt with techniques that can attract the learners' interest for a better achievement of their needs and expectations.

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# **Chapter Three**

## **Data Collection, Result and Analysis**

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**Introduction**

**Methodology**

**The aim of the research**

**The participants**

**Context**

**Research instrument**

**Data analysis**

**Results of the study**

**Students' questionnaire**

**Discussion of the results**

**Conclusion**

### 3.1 Introduction

This chapter focuses on presenting and discussing the data collection, the obtained data and results will help the researcher to find out if the teachers of civilization in the Department of English at Laghouat University make use the appropriate methods and techniques of teaching civilization, and what methods and techniques are the most common useful by them. It attempts to describe and analyze the qualitative and quantitative findings from the students' questionnaire about the methods and techniques of teaching civilization for Master one student at laghouat University.

### 3.2 Methodology:

The next step of any research design is to move to something more practical. The researcher will do so by giving the rationale behind the use of the case of study and discuss the importance of the combination methods such as, qualitative and quantitative approaches, in which these two approaches( qualitative and quantitative) are regarded as effective method that bring a clear understanding of the study. In the practical side these methods are considered as the appropriate ways to investigate the research.

The present research work is based on a descriptive method using a questionnaire that involves EFL learners of Amar Thelidji University. According to Patton(2002) the questionnaire is important in any study because it gives the opportunity to collect both the quantitative and qualitative information, also the use of open and closed questions.

### 3.3 Aim of the research

This research is aimed at investigating what methods and techniques that the teachers of civilization in the Department of English at laghouat University are make use to address their courses of civilization to the students. The gathered information from the collected data from the questionnaire that is delivered to Master one students aimed at finding out the following:

- a) What are the objectives of learning civilization from the learners' point of views?

b) Whether the teachers of civilization make use the methods and techniques to teach civilization to English as a foreign language of teaching and learning.

### **3.4 The participants**

The target students of this study were Master one student at the Department of English at Laghouat University (Appendix2). The students were those who were specialized in the field of literature and civilization studies. For the sampling of this study, 1/10 of the total students who represents 197, 56 of them are males and about 141 are females this means that 20 students are chosen to participate in the questionnaire. They were required to complete a questionnaire to see their opinions about the objectives of teaching and learning civilization in terms of teaching methods and techniques.

### **3.5 The context:**

The practical part of this dissertation was in the Department of English language at Amar Thelidji University of Laghouat. The researcher deals with M1 students as a sample population( Appendix 2) during the second semester of the academic year 2017/2018 on Tuesday 27<sup>th</sup>, April 2018.

This research aims at to investigate the methods and techniques that are used by the teachers of civilization at the Department of English of Laghouat University .

### **3.6 Research instrument**

Based on multimethod approach, which requires different resources of data collection, the researcher has designed the present study. Furthermore, the gathered information is based on the students' questionnaire as the main instrument.

### **3.7 Student questionnaire**

Students' questionnaire was used to gather data, in which the findings are either quantitative or qualitative.

Master one students were given a questionnaire in order to provide information about their opinions about the objectives of learning civilization in English as a foreign language learning, and to check the main methods and techniques that are used by their teachers of civilization courses in the Department of English at Laghouat University.

The questionnaire (appendix 1) is divided into two main parts:

- The first part (questions 1,2, 3and 4): students were asked to give their opinions about the objectives of learning civilization, and their attitude towards learning civilization courses.
- The second part (5,6,7and 8): students were further asked to express their opinion about the methods that their teachers of civilization use to teach civilization , and they were asked to express their attitude towards the way of the teaching, in addition in this part they were asked to identify which techniques are used by the civilization teachers' .

### **3.8 Data analysis**

According to Patton (2002) the research is based upon qualitative and quantitative methods which are the most appropriate ways to carry out the research by analyzing the gathered information that was based on specific instrument which is the students' questionnaire. This method has been appreciated because it is a strategy that produces better results in the term of quality and quantity.

### **3.9 Results of the study**

The questionnaire (Appendix 1) was distributed to 20 students of Master one student who were aged between 22and 30 years old, they were specialized in the field of literature and civilization studies at Laghouat University. This questionnaire aimed at find out: the students' points of view towards the objectives of learning civilization, also to identify what methods and techniques that teachers of civilization in the Department of English at laghouat University are used to teach British and American civilization. It includes 8 questions that

were analyzed one by one using the percentage by using the Microsoft Excel that were presented in tables and graphs.

### **Part 1**

The first part (Q1, 2, 3 and 4) deals with the students' opinions about the objectives of learning civilization and their attitude towards learning civilization courses.

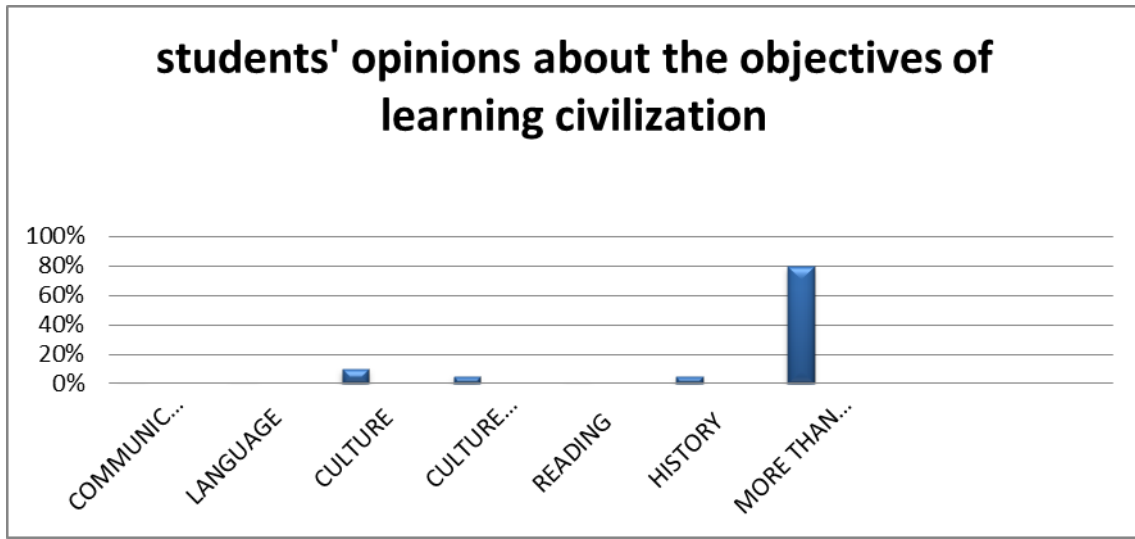
#### **□ Question 1: students' opinions about the objectives of learning civilization.**

The students can learn in a good way when they have decided the objectives of learning a particular topic. They were asked to highlight the main objectives of learning civilization.

The result showed that 10% reported for culture, 5% to history, and 5% responded for cultural differences, while 80% identified more than one objective which were mostly about understanding history and being acquainted with culture of the native speakers whose language is learned (table 3.1, and graph 3.1).

Objectives of learning civilization	Communication	Language	culture	Cultural differences	reading	history	More than one objective	Total
Students' number	0	0	2	1	0	1	16	20/20
percentage	0%	0%	10%	5%	0%	5%	80%	100%

Table 3.1: students' opinions about the objective of learning civilization



Graph 3.1: students’ opinions about the objectives\_of learning civilization\_

□ **Question 2:** students’ attitude towards learning civilization.

In order to know the students’ attitude towards learning civilization, they were asked if they enjoyed learning civilization. 55% responded by “yes”, 35% by “a little”, and 10% never

	Yes	A little	Never	Total
Students’ number	11	7	2	20
Percentage	55%	35%	10%	100%

Table 3.2: students’ attitude towards learning civilization

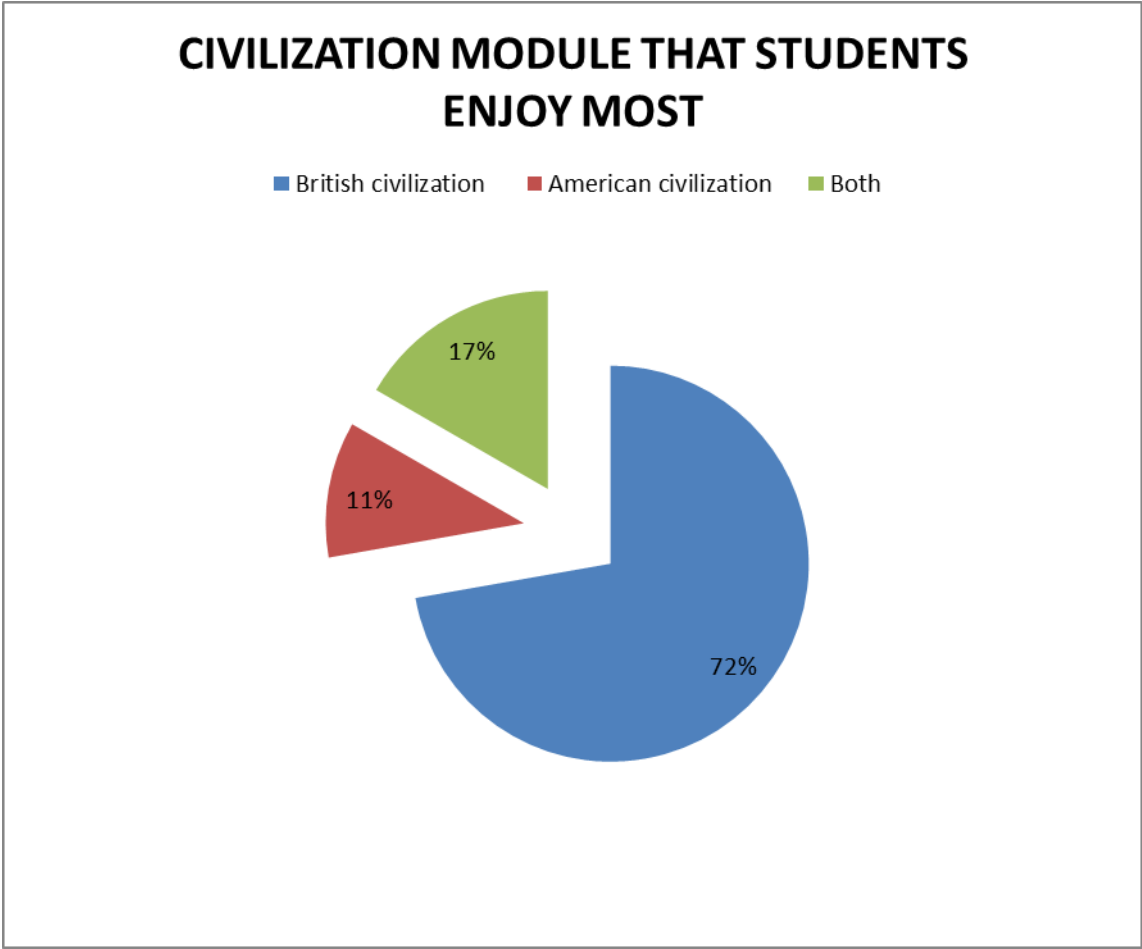
Question 3: the civilization module that students enjoy most.

This question is complementing to question 2. students who answered “yes” and “a little” were 18, and they were asked again to identify what civilization module they enjoyed most. 72,22% said The British civilization, 11,11% American civilization, While 16,66% responded by both.

Module	British civilization	American civilization	Both	Total
Students' number	13	2	3	18/20

table3.3: civilization module that students enjoy most

**Graph 3.3**



- **Question4:** students' reasons for lack enjoyment of learning civilization.

The students who responded “never” were 2, and they were also asked to report their reasons for lack of enjoyment of learning civilization. It can be noticed from the table 3.4 that 100% responded that there are other reasons for the lack of enjoyment. (table 3.4)

reasons	Ways of teaching	Teaching materials	Other reasons	total
Students' number	0	0	2	2/20
percentage	0%	0%	100%	100%

\_Table3.4 Students' reasons for lack of enjoyment

## Part 2

The second part (Q 5, 6, 7,8) deals with the methods and techniques that are used by the civilization teachers', and the students attitude towards these methods and techniques.

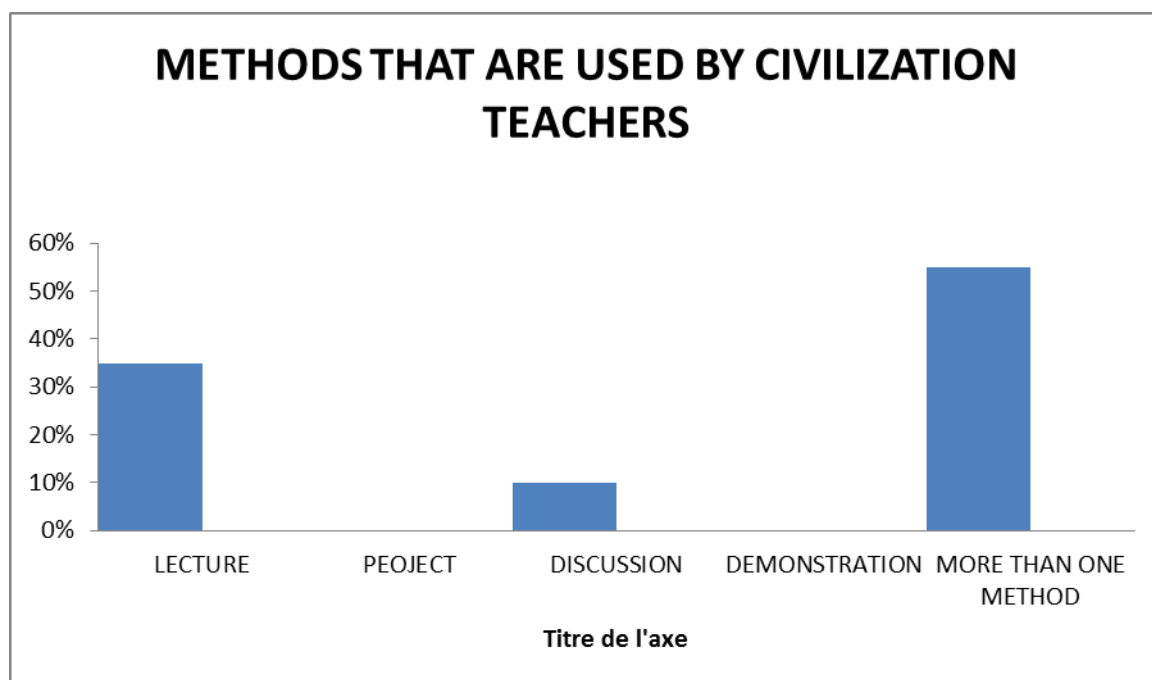
- **Question5: the methods that are used by the teachers of civilization.**

The purpose of this question was to know which methods of teaching that teachers are making use, 35% of the students said the lecture method, 10% identified the discussion method, and 55% said that they used more than one method.(table3.5 , and graph 3.5)

methods	lecture	project	discussion	demonstration	More than one	Total
Students' number	7	0	2	0	11	20
percentage	35%	0%	10%	0%	55%	100%

Table3.5 Methods that are used by teachers of civilization.

Graph3.5



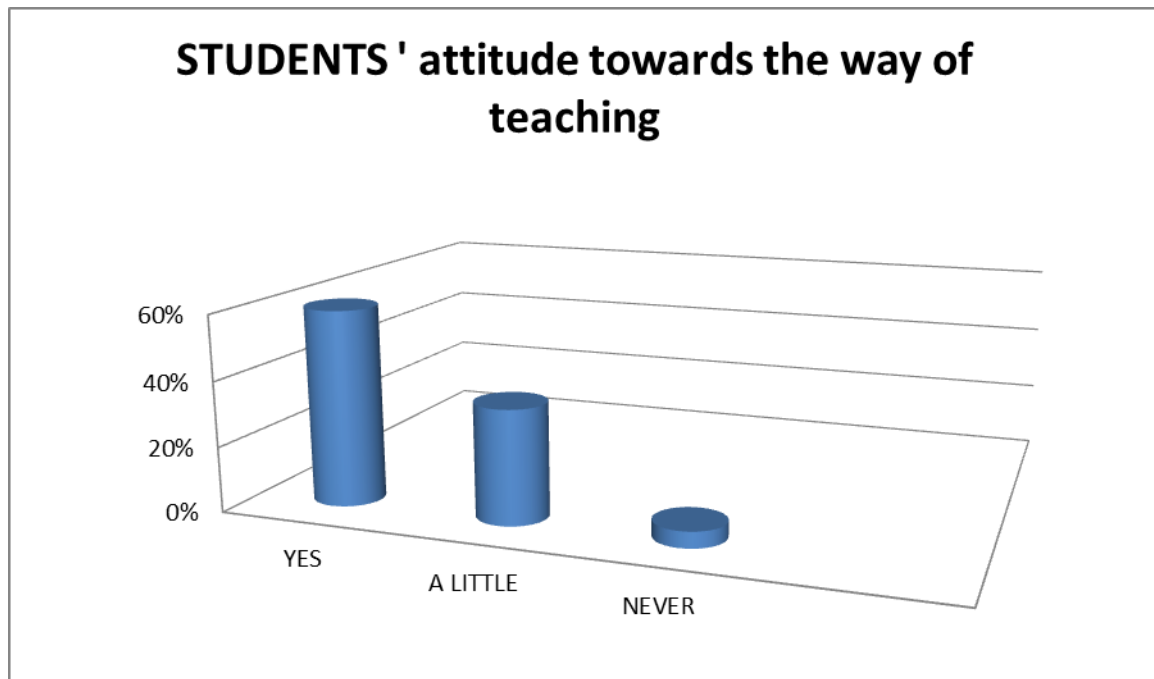
#### QUESTION 6: students' attitude towards the way of teaching .

The aim of this question was to know the students' views about the way of teaching if it helps them to understand the courses. 60% answered "yes", 35% responded " a little", and only 5% said "never".( table 3.6, and graph 3.6)

	Yes	A little	Never	Total
Students' number	12	7	1	20
percentage	60%	35%	5%	100%

Table 3.6: students' attitude towards the ways of teaching civilization.

Graph 3.6



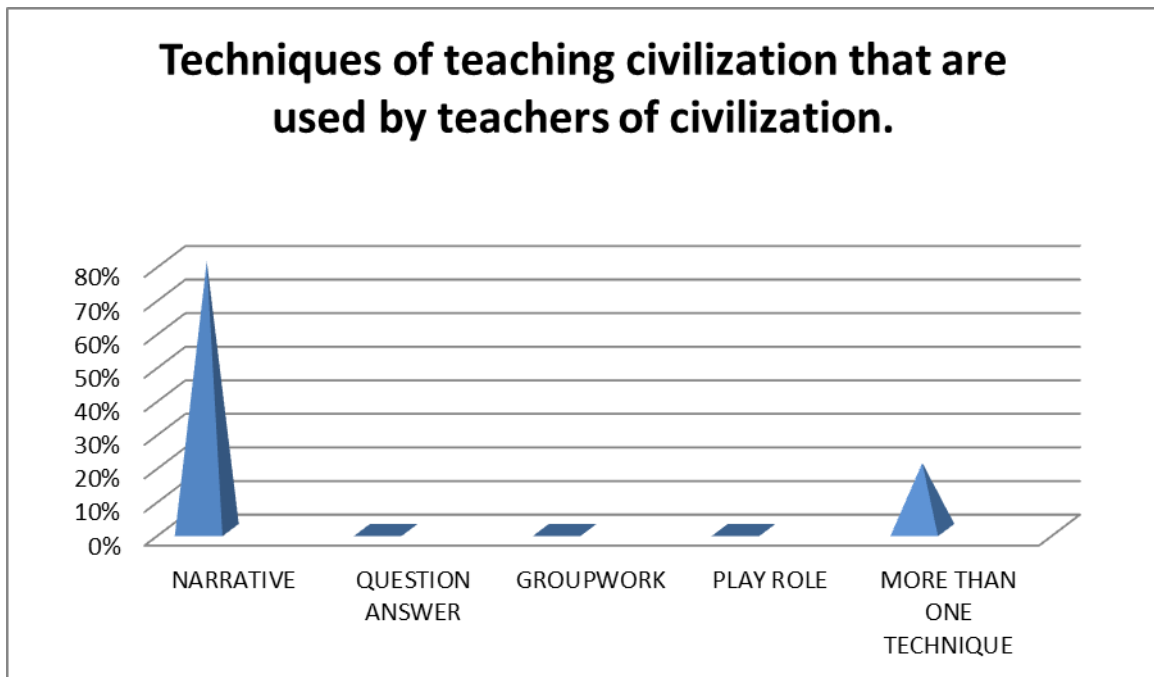
**Question7:** techniques that civilization teachers used to teach civilization.

The purpose of this question is to find out the techniques that civilization teachers' are used most. In which 80% of the students said "the narrative technique", 20% answered by more than one technique. (table3.7 , and graph 3.7)

technique	narrative	Question answer	Group work	Play role	More than one technique	total
Students' number	16	0	0	0	4	20
percentage	80%	0%	0%	0%	20%	100%

Table 3.7: techniques of teaching civilization that are used by teachers.

Graph 3.7



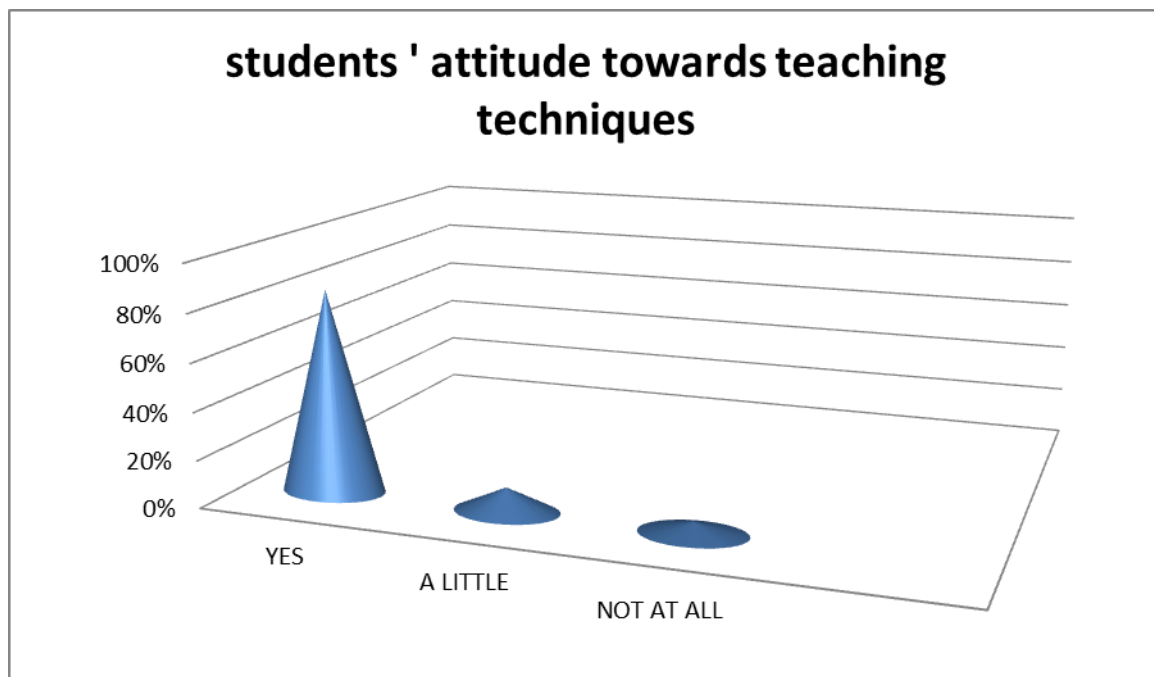
➤ **Question 8:** students’ opinions and attitude towards the techniques that are used by their teachers of civilization.

The question aimed at knowing the attitude of the students about the teaching techniques by their teachers of civilization, and if these techniques are helpful for them to understand the courses. 85% of them answered “yes”, 10% “ a little”, and 5% said “ not at all”.(table3.8 and graph 3.8)

	Yes	A little	Not at all	total
Students’ number	17	2	1	20/20
percentage	85%	10%	5%	100%

Table 3.8: students’ attitude towards the teaching techniques.

Graph 3.8



### 3.10 Discussion of the results

Teaching civilization is considered as one of the major important programs in teaching foreign languages. In which civilization courses help learners to be acquainted with the culture of people whose language is learned, also to understand the historical facts of British and American people and to develop the learners' critical thinking by making differences between the target culture and their own.

There are a variety of different methods and techniques that teachers of civilization relied on to address their courses to the learners. Every instructor of civilization should focus on specific methods and techniques that may help him to present his course in an effective way and at the same time attract the students' interest. The obtained results from the collected data from the students' questionnaire reveal that civilization teachers' uses different methods and techniques to teach civilization, these results are taken from the students' questionnaire that was delivered to M1 students in the Department of English at Laghouat University.

The results of the questionnaire helped the researcher to know whether the teachers of civilization make use of the teaching methods and techniques to address the

civilization course to their learners. And what methods and techniques they are used throughout investigating master one students' opinions and attitude towards the teaching methods and techniques of teaching civilization in the Department of English at Laghouat University.

It was first hypothesized that the focus of teaching civilization was to make the learners familiar with foreign language's culture and understanding the historical events in the history of British a American people; also to enhance the learners' communicative competence.

The results obtained from the questionnaire revealed this assumption. From the students' responses to the question (1), for instance, when they asked to give their opinions about the objectives of learning civilization, it was noticed that 80% which represented the majority of the respondents to the first question, they reported that there are many reasons and objectives of learning civilization, these objectives were to know the history of British and American people, and to learn and be acquainted with the culture of people whose language is learned.

10% of students reported that they are learning civilization in order to know some information about the target culture, 5% to understand history of British and American people, and 5% them to be aware of the differences between the the target culture and their own.

Concerning the third hypothesis it was assumed that teachers of civilization in the Department of English at Laghouat University use different methods and techniques to teach civilization courses. It can be noticed that the students' responses support this assumption, this can be proved from the students answers to the questions 5, 6, 7, and 8. For example, students answers to the fifth question (5) about which methods are used by their teachers to teach them civilization, 55% of the respondents said that their teachers different methods, such as lecture

method, discussion, and project method. This reveals that teachers of civilization use different methods to address their courses.

At the same time, the students' attitude towards the way of teaching them civilization is helpful for them to understand the courses, this can be noticed from their obtained data of the question 6 in which 60% of them responded by "yes", 35% answered "a little", while only 5% of them said "no".

In the other hands, the questions 7, and 8 dealt with the teaching techniques that civilization teachers are used to teach the courses of civilization, and if these techniques are helpful for the learners to achieve their aims through learning civilization. The obtained data reveals that civilization teaching techniques that are used by the teachers of civilization are based on the "narrative technique" in which the majority of the respondents claimed that the technique that their teachers used to teach them civilization is the narrative technique, and it represented by 80% of the total students who choose it as the main technique that their teachers depend on it to teach them civilization. In the other hand 20% answered that their teachers use more than one technique which their answers were the narrative technique and group work technique.

In addition, the students expressed their opinion towards the teaching techniques that their teachers used, if these techniques are helpful for them to learn civilization. This can be noticed in their answers to the eighth question (8), in which 85% of the students answered by "yes", 10% responded by "a little", and 5% said "not at all".

Briefly speaking, what was obtained from the data collection reveals that teachers of civilization in the Department of English at Laghouat University make use of the different methods and techniques of teaching civilization course.

**Conclusion**

This chapter presented the data collection and the obtained results from the students' questionnaire. Afterward; it explained primarily the aim of the research, methodology, the participants and research instrument, it presented the gathered findings from a questionnaire that was delivered to Master one which presented by numbers and percentages. Finally, it discussed the main findings from the results of the research instrument.

# General Conclusion

## **General Conclusion**

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### **General Conclusion**

The main value of this research is to emphasize the tremendous and the importance of teaching civilization to EFL students' by investigating the common useful methods and techniques that are used by teachers to teach civilization courses to their learners. Therefore, a variety of different methods and techniques have been developed to guide the civilization teachers in their teaching process. However, at University level, it is up to the teachers to find their ways in developing the most appropriate useful and helpful methods and techniques.

This investigation was carried out in the Department of English language at Amar Thelidji University, Laghouat. It aimed at either confirming or rejecting the hypotheses raised by the researcher about the different methods and techniques used by teachers of civilization in the Department of English at Laghouat University. The findings revealed positive opinions of Master one students about the usefulness of methods and techniques of teaching civilization courses by teachers of civilization at the Department of English.

In the first chapter, the researcher discussed the most important aspects related to the teaching of civilization. This includes the presentation of the origin of the term civilization, also the definition of the concept from different perspectives, the key elements of civilization, the relation between language and civilization as it argued by different scholars and disciplines. Other main important point in this chapter which was aims and objectives of civilization teaching.

The second chapter deals with the presentation of the most common useful and important methods and techniques that can be used to teach civilization to EFL learners'. It mainly focused on the investigation of approaches of teaching civilization, than the methods, and finally the useful techniques that most teachers of civilization used it to address the courses to their learners.

## General Conclusion

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

The first findings concerned with master one's students about the objectives of learning civilization and their attitudes towards learning civilization. It was revealed through the data collected from the students' questionnaire that the objectives of learning civilization are to learn culture of the native speakers whose language is learned, and learning about their history, these findings confirmed the first hypothesis which had assumed that the objectives of teaching civilization is to learn about culture of the target language and learn about the historical facts of the learning language.

Concerning the second findings regarding the methods and the techniques that are used by civilization teachers', it was revealed from the students' questionnaire that teachers of the Department of English at laghouat university make use of the different methods and techniques of teaching civilization.

To sum up, this research dissertation has led to conclude that the civilization teachers of EFL language in Department of English at Laghouat University , In term of the integration of teaching methods and techniques .

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# Appendix

# Appendix

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## Appendix 1

### Dear students

I am carrying out a survey for my master observation. Am I want your help to answer the following questionnaire, please tick the appropriate box (✓) and make full statements whenever necessary.

Thank you in advance for your collaboration

Miss Slimani Kheira

Age

Gender  male  female

1- What is the objective behind learning civilization.(you can tick more than one box)

- To enhance your communication skills.
- To improve your English proficiency
- To be acquainted with the culture of people whose language you are learning.
- To achieve your ability towards an independent reading of foreign culture.
- To change your attitude toward the target culture and you own culture
- To understand the history of British and American people.
- Other

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

2- Do you enjoy learning civilization

Yes  a little  never

## Appendix

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3 If your answer is “yes”, what Courses do you enjoy most ?

British civilization  American civilization  both

4 If no, why?

- The teaching method is not interesting
- The teaching techniques and materials are not interesting .
- Other reasons .....

5-Which of the following methods are used by your teacher?

- Lecture method.
- The project method.
- The discussion method.
- The demonstration method.

6-Does the way of teaching civilization help you to understand the courses?

Yes  a little  never

7-Which of the following techniques are used to teach civilization ?

- The narrative technique.
- The question – answer
- The group work technique
- The role play technique

8-Do you think the teaching techniques that are used by your teacher are good for learning civilization ?

Yes  a little  not at all

## Appendix

### Appendix 2: Statistics of Master One students

Université Amar Téldji de Laghouat

Faculté: FACULTE DES LETTRES ET LANGUES

Département LANGUE ET LITTERATURES ANGLAISES

Année Universitaire: 2017 / 2018

#### Effectifs du Département

Date: 07/05/2018

Domaines	Filières/S spécialités	Année	Régulièrement inscrits				Congé académique	Abandon	Total
			Garçons	Filles	Répétitifs	Total			
LETTRES ET LANGUES ETRANGERES									
	LITTERATURE ET CIVILISATION	1	56	141	69	197	15	0	212
	LITTERATURE ET CIVILISATION	2	19	55		74	2	0	76
	Totaux par domaine:		75	196	69	271	17	0	288
	Taux (%) par domaine :		27.68	72.32	25.46	94.10	5.90	0.00	
	Totaux par département :		75	196	69	271	17	0	288
	Taux (%) par département :		27.68	72.32	25.46	94.10	5.90	0.00	

## Abstract :

Civilization has become one of the most important topics in teaching English as a foreign language. In this case , the teaching of British and American civilizations are one of the main important modules in the department of English at Laghouat university, which is supposed to make the learners familiar with the target language's culture, develop their critical thinking , also to enhance their communicative skills . The purpose of this study is to investigate if the teachers of civilization make use of the different methods and techniques of teaching civilization courses. The method of this research involves students' questionnaire, that aimed to examine the students' views about the teaching methods and techniques that are used by their teachers of civilization. The findings of this research have revealed that teachers of civilization in the department of English at Laghouat University are making use of the different methods and techniques that should be used to teach civilization courses to the learners of English as a foreign language.

**Key words:** civilization, English, foreign language, methods, techniques, teachers of civilization

## Résumé :

La civilisation est devenu l'un des plus importants sujets dans l'enseignement de l'anglais comme langue étrangère. dans ce cas, l'enseignement de la civilisation Britannique et Américaine sont l'un des principaux important modules dans le département d'anglais à l'université de Laghouat, ce qui est censé faire que les apprenants soient familier avec la culture de la langue ciblée, de développer leur pensée critique, mais aussi pour améliorer leurs compétences du communication. Le but de cette étude est d'enquêter si les enseignants de la civilisation utiliser les différentes méthodes et techniques de l'enseignement de ce sujet. la méthode de cette recherche implique des questionnaires aux étudiants, qui vise à examiner le point de vues des étudiants sur les méthodes d'enseignement et techniques qui sont utilisés par leurs enseignants de civilisation. les résultats de cette recherche ont révélé que les enseignants de civilisation dans le département d'anglais à l'université de Laghouat utilisent différentes méthodes et techniques qui doivent être utilisé pour enseigner des cours civilisation aux apprenants de l'anglais comme langue étrangère.

**LES MOTS CLES :** civilisation, méthodes, techniques, l'enseignement de la civilisation, langue étrangère.

## ملخص الدراسة

تعتبر الحضارة واحدة من أهم المواضيع في تدريس اللغة الإنجليزية كلغة أجنبية. في هذه الحالة، وتدريس الحضارة البريطانية والأمريكية هي واحدة من الوحدات الرئيسية الرائدة في قسم اللغة الإنجليزية في جامعة الأغواط، والتي من المفترض أن تساعد المتعلمين ان يكونوا على دراية بثقافة اللغة المستهدفة ، لتطوير تفكيرهم النقدي ، ولكن أيضا لتحسين مهارات التواصل لديهم. الغرض من هذه الدراسة هو التحقق من استخدام مدرسي الحضارة للطرق والتقنيات المختلفة لتدريس هذا الموضوع. تشمل طريقة هذا البحث على اختبارات للطلاب، والتي تهدف إلى فحص آراء الطلاب حول أساليب التدريس والتقنيات المستخدمة من قبل مدرسي حضارتهم. كشفت نتائج هذه الدراسة أن أساتذة الحضارة في قسم اللغة الإنجليزية في جامعة الأغواط يستخدمون أساليب وتقنيات مختلفة لتدريس الحضارة لمتعلمي اللغة الإنجليزية كلغة أجنبية.

**الكلمات المفتاحية :** الحضارة، اللغة الإنجليزية، الحضارة البريطانية والأمريكية، الطرق والتقنيات ، مدرسي الحضارة

## Appendix

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