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**The Importance of Using the Integrated Approach and
Metacognitive Skills in Understanding American History through
Literature: The Case of Third Year Students at the Department of
English, University of Laghouat**

A DISSERTATION SUBMITTED TO THE DEPARTMENT OF ENGLISH IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR MASTER DEGREE IN
CIVILIZATION AND LITERATURE

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Dedication

To my parents who bring grace, blessings and light to my life.

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All praise to Allah.

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Abstract

The process of history learning at higher levels, such as the university level, develops relevance when lessons are committed only to the study of repeated events rather than creating new learning methods and skills to explore the core of the subject. Actual practices in classrooms, however, reflect a continuing carelessness towards the civilization course, whose significance goes beyond mere historical narration to the past. The present research aims at introducing the significance of using the integrated approach and metacognitive skills, as the alternative learning method and skills to the course of history, have on developing students' achievements in integrating literature in understanding it. The mixed method is the appropriate one in combining and analysing the elements of quantitative and qualitative data in order to reach the desired-objective and answering the research question. Furthermore, the pre-experimental design is highly needed to test the effects of the integrated approach on a small group of third year students of the department of English at the University of Laghouat. Finally, the current dissertation concluded that the integrated approach is highly recommended as an effective learning strategy for students.

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General Introduction

General Introduction

Despite the obvious distinctions between "literature" and "history" as completely independent units in the English curriculum, the symbiotic relationship between them has become unavoidable in Algerian academia, particularly with the introduction of the LMD system, whose viability is based on integrative learning. This new approach investigates the practical ways in which the two disciplines of study, which were previously taught as completely autonomous modules kept inside tight bounds, might be rendered interconnected.

Literature and history are more satisfying for students when learned within a completely integrated framework that involves examining topics from several viewpoints, evaluating differentiation, comparison, and contrast to achieve clarification and synthesis. Maintaining conventional monodisciplinary restrictions has negative instructional implications since it exposes the student to only a one-dimensional understanding of either topic. The interdisciplinary approach, on the other hand, assists the learner in locating the "common knowledge of integration" between literature and history within a unifying framework that encourages thought integration, freedom of investigation, and drive for individual initiatives. Reading becomes the key to forming convergence between the two alternatives in all of this.

With the use of modern advances in foreign language education for studying history, relevant literature and deep reading have moved to the top of the list of best strategies. As a result, it is vital to note the strategies or approaches that have given reading a significant role in building the required bridges between history and literature and generating a new type of literacy. Not literacy in the traditional sense of being able to write or read, but literacy in the new sense of comprehending, analysing, solving difficult topics, and even inventing unique courses of American history that are expected to meet the research objectives.

The present research aims at determining the role of the integrated approach and metacognitive skills for students during their learning process. In this case, students will take the responsibility of their own learning, becoming critical thinkers who can make meaningful connections between different disciplines and will become independent problem solvers. As a result, it improves the classroom atmosphere and stimulates cognition.

Educational theorists Dewey, Tyler, Adeyemi and Mathison referred to the integrated approach as the interdisciplinary approach, which denotes the learning of concepts across more than one subject area or approach. Adeyemi (2010) explains that with this approach, learners employ a range of approaches, strategies, and technological equipment. Integration, in this sense, means using relevant ideas from various disciplines or approaches. This study is an attempt to focus on the role of this approach to help students of history in achieving a better understanding of the target courses as well as developing a new sort of skills and learning strategies.

Ralph Tyler, a significant pioneer in twentieth-century American education, believed that such links were vital for student learning. His thinking was influenced by his work on the groundbreaking Eight-Year Study, which followed pupils from 30 secondary schools during the 1930s. Researchers discovered that high schools arranged coursework around broad themes that related disciplines benefitted pupils well. Moreover, Tyler's colleague Benjamin Bloom, who went on to create his renowned Taxonomy of Educational Goals, advocated for weaving "integrative threads" throughout the curriculum to build links between topic areas.

In fact, the integrated approach reinforces skills and content knowledge since. When students apply their skills, they not only see the relevance of the skill better, but they also practise it and embed it further into their toolbox of skills. This then supports retention. And therefore, Success in applying certain skills in a complex and integrated project leads to a

generalised feeling of efficacy. Rather than a student just having the satisfaction of mastering a particular skill, they have the feeling that they have solved an interesting problem or presented a complex topic in a creative manner. The above-described approach allows learners to explore, gather, process, present and modify key information about the subjects they want to examine without constraints imposed by traditional subject barriers.

For this matter, recent research highlights the importance of using the metacognitive skills in learning and describes ways to help students develop and apply these skills during their learning adventure. Baker and Brown clarify their views of metacognition claiming that it is “An awareness of what skills, strategies, and resources are needed to perform a task effectively; and the ability to use self-regulatory mechanisms to ensure successful completion of a task” (p. 345). Flavell, on the other hand, coined the term “metacognition” to define the awareness “of knowing” in relation to memory. Babbs and Moe (1983), building on the previous theoretical work of Flavell, Baker, and Brown, have presented a model for metacognition related specifically to the reading task. According to them, certain strategies that were previously taught as comprehension, critical reading, and study skills are now renamed as the metacognitive skills.

High achieving students have been found to possess more metacognitive awareness and engage in more self-regulatory behaviour than low achieving students. Indeed, metacognition in general has proven to be an important characteristic of expertise. The kinds of the metacognition discussed in this work can "make or break" academic success; they are the kinds of knowledge and strategies that successful people tend to figure out for themselves and that some people must be taught. Lastly, the use of the metacognition has been demonstrated to be essential to learning.

Learning history at university maintains relevance when lessons are committed to the study of repeated facts rather than creating new learning methods or analysing and summarising the core of the course. Especially if the curriculum includes similar lessons in American history and literature. Courses such as the Roaring Twenties, the American Revolution, The Manifest Destiny, and Slavery, for example, are often the same courses offered by different modules but include the same information. Because of the nature of civilisation studies, many students believe that what they study is largely historical knowledge with no link to literature. As a result, they prioritise memorising multiple pieces of knowledge over synthesising the same content into a single course.

Students who are unaware of the importance of history and historical knowledge to the understanding of any culture and civilization, combined with the ineffective teaching strategies, have developed negative attitudes towards the course of history, resulting in the course losing its basic educational value. To rekindle students' interest in history and encourage them to act constructively, some appropriate remedies for learning both the subject and certain skills that are needed for all students are required.

Recent study focuses on learning history utilising new learning methods like the integrated approach and metacognitive skills that are based on reading as a crucial component of the whole process. Reading, which has traditionally been recognized as the finest transmitter of thought and information between histories and civilizations, has earned a special role in foreign language education and, more specifically, in historical learning. All genres of literature appear to be more appealing to students and are predicted to achieve the intended results. Literature having acknowledged authenticity and being part of the target history can improve learners' awareness of various human life circumstances and contribute to gaining knowledge. Furthermore, it improves reading skills and makes reading enjoyable

(Cambridge University Press, 1996). However, considering using literature in the described context appears to be theoretically more feasible, as students complain about the usefulness of literature in the historical course, whereas a separate course in literature is designed to fulfil the course requirements.

In the light of what has been stated, the current study is conducted to answer the following question: How literature and history would be integrated with the benefits of the integrated approach?

The present study examines the significance issue that may have gone unnoticed. Learners avoided the position of investigating the essence of integrating history through literary lenses. However, integration enables students to critically evaluate facts, manuscripts, and perspectives. This awareness is crucial for students' growth and success because it provides them with a comprehensive, rich, and interesting view of the learning process where learners will be introduced to the gap of the twin ideas of facts and entertainment.

In order to reach the above-stated targets, a set of fundamental sub-questions should be addressed to approach the main problem:

- What is the integrated approach? How does it differ from a discipline-based approach?
- What are the metacognitive skills? How would these skills help learners in their learning experience?
- What significance is accorded to the historical courses? Are the courses meant for enhancing cultural understanding among students along with foreign language learning?
- How can literature be integrated through history?

-
- What are the possible strategies that can make reading an enjoyable task that leads to a historical understanding and a better achievement in integrating the same courses?
 - How does an integrated approach to teaching history and literature impact students' learning outcomes? And how this approach would benefit both students and teachers?

This dissertation is built upon three hypotheses to illustrate the effect of the integrated approach on improving students' comprehension of the target history through literature and developing an area of employing new skills in learning:

- It is supposed that an updated evaluation of the value of the historical course by students and curriculum designers will return the course to its original purpose.
- Students' complaints of the historical course and its features are assumed to be related to the manner it is learned and taught rather than the subject itself.
- The use of the integrated approach and metacognitive skills as supporting tools in the American civilisation course are expected to increase students' knowledge and learning outcomes.

The current research objectives provide an innovative method for linking the two fields of study. First, the use of an integrated approach along with metacognitive skills assist students in shifting from a traditional to an integral viewpoint. Second, it improves the awareness of their learning through the ways history is written in the form of manuscripts. Not only that, but because of the following goals: To answer complex questions that no single discipline can explain, to present broad perspectives on specific issues, to establish parallels between different disciplines and professions, and to offer a new opportunity to avoid further efforts in studying similar courses of history and literature. Finally, the key idea of the entire

work is that once a student fully and completely comprehends something, he or she is able to do something pleasant, innovative and beneficial with that understanding.

This study will contribute to the body of knowledge by identifying the true essence of merging history and literature, followed by appropriate remedies that would help learners control and develop their awareness to take the ownership of their learning to measure their understanding, evaluating and solving problems. The integrated approach and metacognitive skills will be highly valuable as they pave the way for those who ignore and at the same time fear the course of civilization, especially history and are reluctant readers.

There exist various methods in research, and only the problem under investigation can determine the method to be employed. The present study attempts to introduce the integrated approach in learning American history explicitly through literature by using the metacognitive skills in raising the students' awareness and understanding of the target courses. The mixed method is the appropriate one for the outlined objective. Furthermore, the mixed method involves collecting and analysing quantitative and qualitative data to understand this new approach better and answer the research questions.

The key feature of the pre-experimental design is testing the effects of the independent variable (the integrated approach) on a small group of participants. The participants are divided into the population and the sample of the study. The population that represents the current study are third year students and teachers of the department of English at the University of Laghouat.

Choosing the students and teachers, representing ten percent of the whole population in order to make the sample of the study. To assume that using the integrated approach in learning history through literature would bring change and enhance the achievements in the learners understanding of the target course of history. The study needs to work on two groups

of students to examine the various views as well as teachers of American civilization. Therefore, the chosen sample will be further divided into two similar groups of sixteen students. In addition to the instruments, an interview and a set of questionnaires will be employed to collect the necessary data in order to study students and teachers opinions about learning and teaching history through literature by using the integrated approach. The questionnaire is a fifteen item question divided into three sections. Section one deals with the students' background information. Section two investigates the students' attitudes towards the historical courses. Lastly, section three demonstrates the students' attitudes towards reading and integration.

The present dissertation is divided into three chapters. The first chapter is devoted to a theoretical background, which aims at presenting the role of the integrated approach and how it differs from the traditional approach in addition to the importance of metacognitive skills and reading. This chapter provides a conceptualization of the main variables of the work in order to facilitate the exploration of this study. The second chapter describes the novel method in a practical way that interconnects the two disciplines of study, which were previously taught as completely independent modules. As it gives insights to the top three strategies that have given reading a crucial role in constructing the necessary bridges between history and literature. The third chapter is devoted to the overall analysis of the study findings. It examines broadly the students' opinions and views about the integrated approach. Additionally, it highlights and evaluates the teachers' interview about the novel approach and the possible challenges met by them in implementing it in their classrooms. This chapter shows the benefits of using the integrated approach for both teachers and students.

Chapter One

The Integrated Approach and Metacognition

CHAPTER ONE

The Integrated Approach and Metacognition

Introduction

Learners are facing enormous and growing learning challenges. The awareness of methods and knowledge of inquiry are necessary to understand and address many educational problems. Arguments demonstrate what methods are reliable and whose perspectives and epistemology are best suited to address such educational problems. A practical conceptualization of the integrated approach is needed to address the multiple views, epistemologies and fragmentation inherent in the learning phase. This chapter brings about extensive research to the study of the concept of integration that goes hand in hand with metacognition in developing students' awareness and understanding of their learning process.

Recent research¹ has shown the great advance of the integrated approach in developing the unbreakable links between courses and skills that often handle similar subject areas. The integrated approach reinforces content knowledge and skills since integration relies on an application of skills. When students use their skills, they see the relevance of the skill better and they practice it to embed it further into their toolbox of skills. Therefore, success in applying certain skills in a challenging and integrated curriculum leads to generalized feeling of efficacy. Instead of students simply possessing the satisfaction of mastering a particular skill, they have the feeling that they have actually solved an interesting problem or presented a complex topic in a creative manner. The above-described approach allows learners to explore, gather, process, refine and analyze information about the topics they want to investigate without constraints imposed by traditional subject barriers.

¹The integrated approach to education content

In a second section of the chapter, more attention will be devoted to present metacognitive skills and the significance of metacognitive reading. Which is a foundation for students to have the ability to link between what they know and what they are trying to know. Metacognition refers to an individual's knowledge of their own thinking, as well as their appraisal and management of that thinking (Wilson, 2001). Metacognitive reading on the other hand, is what separates excellent students from mediocre ones as it shows the difference between average grades and excellent grades. It helps students to understand what goes beyond literal comprehension. It will result in designing and integrating new courses, generalizing or reflecting, theorizing or hypothesizing, criticizing, thinking critically and promoting better understanding for other students.

I- Researcher's Timeline

Educational theorists Dewey, Tyler and Mathison have been promoting a more integrated and less "siloeed" approach to learning for the better part of a century. During the Progressive Period, an American philosopher John Dewey made the following observation: "We do not have a series of stratified earths, one of which is mathematical, physical, historical, and so on. All studies emerge from interactions in the one huge common universe" (p. 80-81).

Ralph Tyler, a significant pioneer in twentieth-century American education, defined subject integration as "the horizontal relationship of curriculum experiences"², and he believed that such links were vital for student learning. His thinking was influenced by his work on the groundbreaking Eight-Year Study, which followed pupils from 30 secondary schools during the 1930s. Researchers discovered that high schools that arranged coursework around broad themes that related disciplines benefitted pupils well. Moreover, Tyler's colleague Benjamin Bloom,

² Ralph W. Tyler, "Foreword," *The Cooperative Study in General Education: A Final Report of the Executive Committee of the Cooperative Study in General Education* (Washington, D.C.: American Council on Education, 1947)

who went on to create his renowned Taxonomy of Educational Goals, advocated for weaving "integrative threads" throughout the curriculum to build links between topic areas.

For more than two decades, Heidi Hayes Jacobs, author of *Curriculum 21: Essential Education for a Changing World*, has argued for interdisciplinary curriculum design. The day is fragmented in a discipline-based, context-design curriculum, in which students are pushed by the bell schedule to shift their concentration from topic to subject and frequently move from one area to another. The fundamental downside of this type of content creation is that it does not represent outside of school (Jacobs 1989).

Sandra Mathison and Melissa Freeman's 1997 publication *The Logic of Interdisciplinary Studies* provides a comprehensive survey of research on integrated studies. The authors discovered a plenty of advantages for learners, including the development of life skills such as problem solving and cooperation, increased motivation and academic achievement, improved attitudes toward learning, and opportunities for more meaningful relationships between students and teachers. Furthermore, they found that integrated studies provide a practical approach to learn about a continually developing and changing world of knowledge.

I-1 Moving Towards the Integrated Approach

Meeting Standards through the integrated curriculum writers like Susan Mathison and Rebecca Burns have discovered that interest in integrated studies is growing globally as the standards movement grows. "Standards are not simply individual tasks that students must complete independently in each discipline," they argue. "Teachers can group standards into meaningful clusters within and across disciplines." Teachers' perceptions of transdisciplinary curriculum change substantially once they learn how standards are linked." Furthermore, "some

teachers regard it as the only way to teach and cover the standards”, They continue (Mathison and Burn 2011).

Taking use of the potential provided by integrated study does not imply forsaking the fields. Each field has its own set of questions and strategies for expanding knowledge. A scientist uses hypothesis, testing, and analysis to determine what is true, whereas a historian evaluates source information to arrive at a credible interpretation of historical events. A mathematician and an artist will solve issues in very different ways. researchers encourage students to create connections across disciplines and apply learning in new ways, a foundation of subject-area competence remains crucial.

Drake, Burns and Mansilla have established five key criteria of successful interdisciplinary education to assist instructors in incorporating integrated studies into their work in a meaningful way: It frames interdisciplinary themes for teaching, provides disciplinary tools that will help students grasp such topics, successfully integrates disciplines, comprises a series of learning experiences, and assesses students' interdisciplinary work. According to Boix Mansilla, this framework was constructed on a multiyear empirical examination of multidisciplinary research and classroom practice. Similarly, According to Drake and Burns, instructors should "include only those concepts and skills that come along effortlessly and properly in an integrated whole." "They ought not to force integration or select tasks that are artificial and fail to tackle crucial ideas and abilities across fields" (p. 6).

I-2 Discipline-Based Approach

learners may more effectively learn subject-specific skills and material thanks to the narrower, more focused emphasis. A single discipline approach includes the ability to learn information in a logical order and with abilities built upon each other. This helps learners advance in the subject area by practicing, mastering, and pushing themselves further. Students are engaged in a learning process committed to obtaining a knowledge of the topic and practicing a specific skill until they acquire mastery when clear goals are used. The sense of accomplishment is noticeable, and students are ready to go on to master the next set of abilities. Because mastery is measured to subject-specific goals, it is more visible to a student and can seem more instantly satisfying, leading to a desire for greater involvement. To pursue this further, immersion in a particular discipline also helps students gain a greater understanding for the subject's aesthetics, intricacy, and significance. This immersion can lead to excitement and further engagement as the student goes deeper into the area of focus.

I-3 Defining the Integrated Approach

Integrative learning refers to the approach and practice of cross-disciplinary thinking and making connections is a characteristic of a liberal arts education in the twenty-first century. The integrated approach focuses on developing strong links between courses or skills that often handle similar subject areas. Moreover, an integrated learning strategy is intended to highlight the importance of learning inside the curriculum. As it emphasizes on connecting concepts and experiences so that knowledge and skills may be applied to novel and complex issues or challenges.

Integrating teaching and learning prepares and transforms learners into experts in their fields. It is not sufficient to attend a lecture, practice in a lab, or perform in community service.

All these components are vital and frequently required for deep learning to occur, but it takes far more to turn students into devoted practitioners.

I-3-1 Discipline-Based Approach Vs. The Integrated Approach

A single discipline focuses on the traditional approach. Each subject is learned in isolation such as a history class using a curriculum that is designed for learners to study repeated events and concepts. An integrated approach creates learning experiences that draw on multiple fields of study or subject, such as cross-disciplinary tasks or components, project-oriented learning experiences, syllabus established across various fields, and/or curriculum tied together with overarching themes and questions.

A single-discipline focused learning provides depth whereas an integrated approach adds breadth to the learning process and the kind of depth of understanding that comes once something is understood in a larger context. In other words, it provides depth within breadth. Main characteristics and features of the integrated approach.

Using the integrated approach to teaching and learning combines many subjects into single lessons. The notion proposes that students benefit most from acquiring information and skills in multiple areas at the same time.

I-4 Characteristics of Integrated Learning

The characteristics of an integrated learning focuses mainly on making significant links across disciplines or skills that often handle many subject areas. It is a combination of assessment and curriculum development.

I-4-1 Interdisciplinary Learning

Interdisciplinary learning helps students to learn by connecting ideas and concepts from several fields. Students that learn in this manner are able to apply their information gained in

one discipline to another different discipline to deepen the learning experience. The most successful method to interdisciplinary study allows students to choose their own interdisciplinary route by selecting courses that interest them. It is not difficult, for example, to locate a topic that spans academic borders in literature, art, and history. Studying events thematically is one method for connecting concepts and resulting in more meaningful learning. Allowing students to pick their own studies allows them to expand their learning by reflecting on the links between what they are learning in other disciplines. Making connections between different concepts is very important in interdisciplinary learning. Here are some other advantages of studying in this way:

Students are highly motivated as they have a vested interest in pursuing topics that are interesting to them. Furthermore, the content is often rooted in life experiences, giving the learning an actual purpose and tying it to a contemporary setting. Students cover topics in more depth because they are considering the many and varied perspectives from which a topic can be explored. As well as critical thinking. As a consequence, learning becomes deeper, intentional, and serious, leading to experiences of learning that remain in the learner's memory for a lifetime. Skills are used and developed as students look across disciplinary boundaries to consider other viewpoints and begin to compare concepts across subject areas. Students begin to consolidate learning by synthesizing ideas from many perspectives and consider an alternative way of acquiring knowledge.

I-4-2 Promoting Different Learning Styles

I-4-2-1 Active Learning

Active learning generally refers to any instructional method that engages students in the learning process beyond listening and passive note taking. Active learning approaches promote skill development and higher order thinking through activities that might include reading,

writing, and/or discussion. Beyond the theoretical underpinnings, much research has been conducted across disciplines to investigate the benefits of active learning methodologies. It keeps the student engaged. They interact with a topic by working on activities that help reinforce knowledge, concepts and skills. Furthermore, through memorable learning experiences, students move from short-term retention and achieve deeper levels of understanding. They develop skills such as critical thinking, collaborative working and problem solving that are important in school, university and future careers.

I-4-2-2 Collaborative Learning

A procedure in which learners with varying levels of ability collaborate in small groups to achieve a shared objective. It is a learner-centered approach based on social education concepts and the socio-constructivist view of learning. Collaborative learning is a partnership that creates mutual dependence, individual responsibility, and interpersonal skills among students. To be effective, collaborative learning must be understood as a process of building and improving students' learning abilities. The teacher's duty is to facilitate learning rather than to impart knowledge. This entails developing and implementing relevant learning experiences, as well as challenging learners' thinking via real-world situations. However, the work must be clearly defined and led by precise goals.

I-4-2-3 Inquiry-Based Learning

Inquiry-based learning is a form of teaching that encourages learners to raise questions and study real-world challenges. Students take an active role in the learning process and have the chance to explore their primary interests in this sort of classroom.

This sort of learning is frequently hands-on and helps students to relate what they are discovering in the classroom to what they are experiencing in everyday life. Inquiry-based learning has been found to develop critical thinking, problem-solving abilities, and creativity.

I-5 The Importance of The Integrated Approach

To make sense of the scale and complexity of modern worldwide issues, individuals must be able to discern connections and integrate different facts, ideas, and settings. They must also grasp how to work successfully, how to connect cultural differences and diverse viewpoints, and how to address these complicated difficulties and offer unique solutions.

Because integration is based on the use of skills and subject expertise, an integrated approach strengthens both skills as well as subject expertise. When students use their skills, they not only perceive the importance of the skill more clearly, but they also practice it and integrate it more into their toolbox of abilities. This then helps with retention. As a result, success in using particular skills in a complicated and integrated undertaking leads to a generalized sense of effectiveness. Rather than just learning a skill, a student feels they have solved a fascinating challenge or presented a complicated topic in an innovative way.

I-6 Steps for Integrated Courses

The student should start choosing a specific theme or a historical concept, then designing the learning phases using the following steps:

I-6-1 Read and Comprehend

The initial phase involves the students reading either at home or in the class. Reading would be a doorway for them to master the habit of expanding their knowledge and to move beyond the same repeated elements. Then, they will identify and summarize the essential idea of the passage in their own words. Writing provides an opportunity for students to use new vocabulary and historical expressions found in the passage.

I-6-2 Drawing Connections

This phase focuses on an activity that helps the students relate between the content of what they already know and what they are trying to discover and learn.

For example: Reading the classic novel of the 1920s of F. Scott Fitzgerald's *The Great Gatsby*, is by individuals who lived through the era's boom, a novel which gives the reader an insight into the elaborate culture and lifestyle experienced. In this case, students can learn a lot about history from literature of the period in the Roaring Twenties which is an era often represented in literature. It heralded a transition in social and cultural upheavals that gave rise to a new type of writing, as exemplified by Gertrude Stein's description of the "Lost Generation."

I-6-3 Organizing

In this phase, the students should write or mind map what has been read because it gives them opportunities to clarify and organize the details as well as to reflect on their opinions and thoughts regarding the content.

I-6-4 Interacting

Intelligent students will take the chance to experience and practice the blended content through a distinctive way. This joyful phase happens by discussing the problem, evaluating consequences, other perspectives and highlighting the new, clear and satisfying picture. Teachers, on the other hand, should receive and accept their students' skills and interest with an open heart.

I-6-5 Vocabulary

The last phase is vocabulary. It is a very good way for students to learn about new concepts and negotiate the key meaning behind every word while interacting. This would enhance the ability of learning even more.

Structuring learning centers in this manner encourages interactive learning across different subjects and learning styles. This allows students to reach the same topic or theme from various paths and see how they all link and interact. Again, multiple path learning will forever raise the joy and love for students to learn more and in special ways.

II Metacognition

Metacognition was first defined as “knowledge that takes as its object or regulates any aspect of any cognitive endeavor” (Flavell p. 8). Brown and Baker (1984) expanded on the concept of metacognitive knowledge by emphasizing the distinction between static and strategic knowledge. According to Brown and Baker, static knowledge is what people can verbalize or express about cognition, while strategic knowledge is the strategies that people use to regulate a specific cognitive activity. These strategies include planning how to start or proceed; predicting how much will be recognized or acknowledged or how long it will take to complete a specific cognitive task; guessing-hypothesizing an answer before reaching a complete cognitive solution; and monitoring constantly determining how well progress is being made toward the accomplishment of some cognitive goals.

Baker and Brown (1984) later modified their definition of metacognition claiming that it is “an awareness of what skills, strategies, and resources are needed to perform a task effectively; and the ability to use self-regulatory mechanisms to ensure successful completion of a task” (p. 345). Flavell coined the term “metacognition” to define the awareness “of knowing” in relation to memory. Babbs and Moe (1983), building on the previous theoretical work of Flavell, Baker, and Brown, have presented a model for metacognition related specifically to the reading task. According to them, certain strategies that were previously taught as comprehension, critical reading, and study skills are now renamed “metacognitive skills because they can be consciously invoked by the reader to aid in focusing on the important content in monitoring comprehension” (p. 423). These skills include the reader performing the

following acts: (1) consciously aiming to control the reading act; (2) creating the goal of the reading act; (3) focusing on metacognitive knowledge; (4) planning the regulation and monitoring of the reading act; and (5) assessing reading success on a regular basis. According to Babbs and Moe (1983), the benefit of viewing these reading skills metacognitively is that the reader must take on more responsibility for this knowledge and control.

The most used definition of metacognition is “thinking about thinking” (Flavell, 1999; Bogdan, 2000; Metcalfe, 2000); however, this definition requires further clarification because metacognition also includes knowing how to reflect and analyze thoughts, how to reach conclusions from that analysis, and how to apply what has been learned. Students frequently need to understand how their brains work to solve problems. In other words, they must perceive how they perform critical cognitive tasks like remembering, learning, and problem-solving.

In their definition of metacognition, Paris and his colleagues (Paris and Jacobs 1984, Cross and Paris 1988, Paris and Winograd 1990) recognized two fundamental features: “self-appraisal” and “self-management” of cognition. Self-appraisal of cognitions involves reflections on learners' comprehension, capacities, and affective state throughout the learning process, whereas self-management refers to “metacognitions in action”, or brain functions that aid in the “orchestration of parts of problem resolution”.

Cornoldi (1998) highlights the importance of learners' assumptions about thinking, arguing that if students believe they can fix problems, they will perform better. In defining metacognition as “thinking about thinking” or “second-order cognition”, Weinert (1987) acknowledges that purpose, conscious understanding, ability to talk or write about tasks, and generalizability to other tasks are all crucial considerations when assessing whether a given task is metacognitive. Brown (1987) agrees that metacognition necessitates the thinker using and describing the process of mental activity. Several other studies agree that the best way to describe metacognition is to acknowledge that it involves both knowledge of and control over

thought processes (Allen and Armour-Thomas, 1991). Hacker (1998) distinguishes between “cognitive tasks” (remembering items learnt before that may help with the current task or issue) and “metacognitive tasks” (monitoring and guiding the problem-solving process), emphasizing the significance of knowing more about thinking. Cognition and Metacognition

Thinking occurs in a number of ways. It is called cognition when thinking is intentional and based on experiential evidence. Hence, if the subjects of intentional thinking are real objects (as seen by the person in question) or abstractions of real objects and their qualities, the thinking is cognition. In this view, cognition serves as a bridge between the learner and the experiencing world, and cognition's objects include real things, thoughts, and abstractions. So, whether or not a depiction of parallel lines exists in their sight, learners may engage in cognition when working with parallel lines. Another form of purposeful thought, and one that is also involved with problem solving, is metacognition. Metacognition mediates between the learner and their cognition. While cognition can be considered as the way learners' minds act in the “real world”, metacognition is the way that their minds act on their cognition.

It is worth mentioning that when cognition becomes difficult, metacognition enters the picture. When tasks get more difficult, metacognition becomes critical. This can happen at any point in a thoughtful scenario, from beginning to end. As a result, metacognition has been significantly related with issue solving, even when the problems are not of a typical sort.

Metacognitions are second-order cognitions: Thoughts about thoughts, knowledge about knowledge, or reflections about actions. However, problems arise when one attempts to apply this general definition to specific instances. These problems concern whether metacognitive knowledge must be utilized, whether it must be conscious and verbalizable, and whether it must be generalized across situations.

To make such a distinction clear, Flavell (1976) suggested that cognitive strategies “facilitate” learning and task completion, whereas metacognitive strategies “monitor” the process. For Forrest-Pressley and Waller (1984), cognition is referring to the actual processes and strategies used by the learner, whereas metacognition is referring to what a person knows about his/her cognitions and to the ability to control these cognitions. Watts (1998), on the contrary, views metacognition in a hierarchical relationship to cognition. It is a metalanguage, he says, which permits individuals to talk about what is happening in their first level of feedback-governed learning, representing second-order change.

II-2 The Functions of Metacognition

Wilson (2001) defines metacognition as the people's knowledge of their own thinking, as well as their appraisal and management of their thinking. This definition is congruent with previous literature while also expanding on it. These three metacognitive functions, awareness, assessment, and regulation, necessitate careful definition.

II-2-1 Metacognitive Awareness

Individuals' metacognitive awareness refers to their awareness of where they are in the learning or problem-solving process, of their content-specific knowledge, and of their knowledge of their learning or problem-solving techniques. It also includes their understanding of what has to be done, what has been done, and what could be done in certain learning contexts or problem-solving scenarios. Metacognitive awareness refers to a person's understanding of learned competencies as well as ongoing knowledge of mental processes in progress.

II-2-3 Metacognitive Evaluation

Metacognitive evaluation refers to assessments of one's thinking processes, skills, and limits as they apply to a specific situation or as self-attributes. Learners may be deciding on the effectiveness of their thinking or strategy choice, for example. An evaluative function of this

type implies some understanding of the learner's thought processes and predicts their possible management.

II-2-4 Metacognitive Regulation

Metacognitive regulation occurs when learners make use of their metacognitive skills to direct their knowledge and thinking. Metacognitive regulation draws upon learners' knowledge (about self-strategies, including how and why they use strategies) and uses executive skills (such as planning, self-correction, goal setting and solving problems) to optimize the use of their own cognitive resources. Learners who think metacognitively focus on their current knowledge or thoughts.

II-3 Metacognitive Skills

While the notion of metacognition may appear straightforward, figuring out how learners include metacognition into their study regimen. The simplest way to approach the metacognitive process is to divide it into three discrete skills: planning, self-correcting, goal setting and problem solving. These four major skills should be done in a cycle to keep students studying as effectively and productive as possible.

II-3-1 Planning

The first skill of metacognition, the planning skill, urges students to consider what they want to learn, what prior information they can use to assist them learn, what they should concentrate on, and how much time they have to complete their comprehension.

Here are some key questions to test the planning process:

What are the learning objectives for this class?

What are the concepts I need to master before the next text?

II-3-2 Self-Correction

Self-correction is a metacognitive skill since it requires learners to reflect on their learning abilities and identify potential errors or places for advancement. This ensures that they remember what they need to work on and are aware of any necessary changes in the future.

II-3-3 Goal setting

The capacity of learners to construct actionable goals to attain within a particular time frame is referred to as goal setting. This characteristic is very useful for learners who want to increase their metacognitive abilities. Setting goals allows learners to plan time and develop objectives to focus on before, during, and after their learning experiences.

II-3-4 Problem solving

Problem solving is considered as a metacognitive skill as learners must be able to examine any problems with their learning environment, information recall abilities, and topic understanding. They employ skills in problem-solving to generate solutions such as adjusting their learning environment, attempting memory recall strategies, and doing extra work on a certain subject after recognizing what they need to better.

II-4 Metacognitive Reading

Reading is a “cognitive enterprise”, which occurs in part because of the interaction among the reader, the text, and the context in which reading takes place (Flavell, 1979). Furthermore, to correctly grasp the material, the reader must employ metacognitive knowledge as well as purposeful and intentional tactics. The readers' metacognitive knowledge about reading may be influenced by several factors, including previous experiences, beliefs, culture-specific instructional practices, and, in the case of non-native readers, proficiency in L2, and it may be triggered, consciously or unconsciously, when the reader encounters a specific

reading task. The readers' metacognitive knowledge about reading includes an awareness of a variety of reading strategies and of the fact that the cognitive enterprise of reading is influenced by this metacognitive awareness of reading strategies. It is the combination of conscious awareness of reading, strategic reading processes, and the actual utilization of reading strategies that distinguishes skilled from unskilled readers.

The research on metacognitive awareness of reading strategies –broadly defined as the deliberate, conscious procedures used by readers to enhance text comprehension– indicates the need to increase our understanding of readers' metacognitive knowledge about reading and reading strategies to develop them into active, constructively responsive readers.

II-4-1 Metacognitive Reading Strategies

Metacognitive ways of reading offer methods for students to evaluate their own reading processes, including assessing the efficiency of cognitive strategies utilized. Metacognitive methods may include: planning how to get to the reading of a book, testing, and rewriting based on the intent and length of time provided (Devine, 1993). These techniques could additionally involve Sheorey and Mokhtaris' "support strategies," such as knowing how to use understanding aids like dictionaries, taking notes, or marking essential material (2001: 436). If cognitive strategies are concerned with understanding the strategy to be used and how to implement it, metacognitive strategic knowledge is concerned with understanding the rationale for using a specific strategy in a specific context while assessing its value in regard to the suitability and efficacy for that particular setting. According to Auerbach and Paxton (1997), strategic reading is most successful when metacognitive methods, such as working diligently toward a specific objective while reading, are fully utilized (p. 240-241).

II-4-2 Significance of Metacognitive Reading Strategies

“Metacognition plays a vital role in reading”, assert Brown, Armbruster and Baker. (1986: 49). Metacognition refers to one's comprehension of any cognitive process. The context of reading is commonly understood as including two forms of cognition: first, one's understanding of strategies for learning from texts, and second, readers' control over their own activities when reading for various goals. Good readers keep track of their reading and learning progress; they employ strategies, modify effort properly, and assess the success of their continual attempts to comprehend (Brown, Armbruster and Baker, 1986).

A crucial feature of strategic reading is metacognitive control, in which the reader intentionally steers the reasoning process. When readers are aware of the thinking involved in reading, they may retrieve and use that reasoning in comparable reading contexts in the future.

Specific metacognitive strategies in reading, according to Carrell, Gajdusek, and Wise (1998), may include: a) establishing reading objectives, b) evaluating reading materials, c) repairing miscomprehension, d) evaluating the ongoing understanding of the text, e) analyzing the text and paragraph structure to clarify the author's intention, f) adjusting reading speed and selective cognitive strategies accordingly, and g) engaging in self-questioning to determine if the objectives have been reached. Reading is therefore both a metacognitive and a cognitive process. Although cognitive strategies relate to the active acts that readers take in their efforts to grasp texts, metacognitive strategies focus on the monitoring and regulatory mechanisms that readers deliberately employ to improve comprehension.

Lastly, one of the most important contributions of reading strategies to fluent reading is their increasing automaticity as a reader gains proficiency (Anderson, 2009; Block & Pressley, 2007; Sinata, Brown and Reynolds, 2002). The general developmental objective of routinizing strategic processing still permits a learner to actively reflect on a strategy when prompted to do

so or when the approach is presented to them. The true purpose of comprehension strategies, however, is to apply successful solutions without constantly requiring rising to a level of conscious problem-solving.

Conclusion

Integrative learning refers to the method and practice of multidisciplinary reasoning and making connections that is the characteristic of education in the twenty-first century. The idea behind the theory is that students receive maximum learning by acquiring knowledge and skills in more than one area in the same timeframe. In other terms, an integrated curriculum is an umbrella in which a single topic is studied from the viewpoint of more than one discipline.

Metacognition helps students in shaping and facilitating their learning by using the integrated approach. Metacognitive fosters the development of thinking about thinking and provides students with more opportunities to become successful problem-solvers and lifelong learners. In our rapidly changing world, the challenge for teachers is to help undergraduate students develop skills that will not become obsolete. As such, metacognitive strategies are essential for the twenty-first century because they will enable students to successfully cope with new situations, and the challenges of lifelong learning.

Using metacognitive skills in reading and integrating courses may lead to a deep understanding that goes beyond literal comprehension and repeated knowledge. It helps students in putting information in context, connecting it to previous knowledge, interpreting, analyzing and contrasting it to previously held understanding with a view to revising that understanding. The main point is that once the learner truly and deeply understands something, he/she is in position to do something new, creative and positive with that understanding.

Chapter Two

Approaching History Through Literature

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Introduction

Speaking about history and the significance of history in foreign language education raises many questions about how a historical element can be used to the learning of English as a foreign language, particularly in our educational contexts where the best ways are either impossible or prohibitively expensive. The earliest and most current strategies of studying history have been traced back in the first chapter. Reading, one of the oldest ways for spreading thoughts and knowledge throughout history and civilization, has proven to be effective. Thus, while other strategies emerged to fulfil the needs of the new age, the reading strategy retained its prominence among the teaching and learning approaches for foreign language education.

Despite the new technologies employed in learning history in foreign language education, appropriate literature and deep reading have risen to the top of the list of best techniques. Thus, it is critical to define in this chapter the top three strategies or ways that have given reading a crucial role in constructing the necessary bridges between history and literature and creating a new sort of literacy. Not literacy in the traditional sense of being able to write or read, but a new sort of literacy that necessitates comprehending, analysing, solving challenging topics, and even inventing unique courses.

In order to bridge the gap between history and literature, necessitates the understanding of the distinctions between them as entirely autonomous units in the English curriculum. This chapter describes a novel method for making the two disciplines of study interconnected which were previously taught as completely independent modules with fixed

borders. Literature and history are more satisfying for students when learned within a completely integrated framework comprising evaluation of topics from several perspectives, assessing distinction, comparison, and contrast to achieve clarification, reconciliation, and synthesis.

In fact, integrated or interdisciplinary curricula, with their synergistic qualities, have long appealed to academics and researchers who value intellectuality that promotes pluralism in knowledge and are opposed to disciplinary limitation and overspecialization. This is due not only to interdisciplinarity's ability to enable unity and synthesis, but also to a variety of other aims, including the ability to provide answers to intricate questions that no single discipline can explain, to present broad perspectives on specific issues, to establish parallels between different disciplines, and to offer solutions to complex problems that no single discipline can solve.

I. Defining History:

Many definitions of history exist, but one frequent definition considers history to be “the experience of human life extended over time”. It is like a story that narrates human experience through place and time (Stanford, 1994: p. 10). The term “experience” refers to a group of individuals who live in the same community rather than a single person. History, according to Stanford (1994), is marked by change. What does not change are the experiences of the past; they can never be changed or relieved. It is rather the way in which historians account for the past. As a result, it is critical to distinguish between history as “event” or “actual history” and history as “account” or “known history”.

Variations in accounts are attributable to the process historians use in their search for truth. They rely on many types of evidence, such as ruins, works of art, and written documents. All of these are testimony to humans who once existed and lived. Following the

selection and organisation of various sources of evidence, the last stage of interpretation and explanation of historical events as they have been recorded occurs. The most essential but most difficult task of historians has proven to be arriving at an adequate interpretation of the past. Since what was left as evidence, mostly in the shape of writings, letters and political papers does not express explicitly the intents and thoughts of individuals who lived in the past and acted in a specific way. And it is up to the historian's intellectual abilities to arrive at the correct interpretation. His opinions, beliefs, and personal judgements may interfere with the process, resulting in distorted and subjective reflections of the past (Stanford, 1994).

Yet, the historian must be diligent in identifying the genuine meanings embedded in those documents as they were written in their original cultural context. In his introduction to *Old English History*, Robert Brady says of the ancient works he used, "before using them, I examined over and over whether I could have been mistaken in their true meaning, and similarly examined every scenario" (Stanford, 1994: p. 32). History, as the key guiding path to people's memories, plays a fundamental function in education. Educators' preaching songs has become allowing students to apply what they've learned in school to real-world problems. The primary goal of history and history education is to broaden the learner's understanding of the human world, with all its complexities and variations.

I.1 Learning History

History should be more than just dates of major battles and great accomplishments. Since history is a mirror of human life that spans time and location. Historical knowledge may help learners in a variety of ways. A privilege not just for students studying their own nation's history, but also for foreign language learners learning about the history of another culture and civilization. Recognizing history's critical function as a basic source of knowledge for every culture would strengthen all efforts to learn history in foreign language

education. History has been shown to help students develop a variety of skills and intellectual capacities.

I.2 History and Instructive Knowledge

History lessons can be a powerful tool to shape and manipulate students' learning. Current history lessons allow for an exploration of different perspectives and possible interpretative differences when faced with the same facts. The aim behind history and instructive knowledge is that it promotes learners' knowledge in a variety of ways. It promotes critical thinking, establishing a sense of community and enhancing cultural awareness.

I.2.1 Promoting Critical Thinking

According to Hirsch (1987) people's cognitive capacities are often represented in their thinking abilities. As per cognitive psychology research, cumulative knowledge acquired by learners from several disciplines improves their independent thinking and problem-solving abilities. History provides an infinite source of knowledge that is not saved for subsequent recall but rather processed for organising and analysis. And this is only conceivable if history as a body of knowledge is presented in a more active learning process. Learners must participate in the process of asking questions, obtaining information, and revising prior perspectives to achieve satisfactory conclusions (McNeill, 1997). Integrating learners in meaningful activities will enhance their thinking abilities and break their tradition of viewing history as a collection of chronologically organised events and key information to be taught and memorised for eventual recall during exams (McBride and Hollister, 1997).

I.2.2 Establishing the Sense of Community

History may be used to portray human nature. People's actions reveal their personality and conduct. Julia T. Wood (1997) recognizes the importance of history in establishing the identity of every social group. Knowing that the past has woven much of the present would make people aware of the irreconcilable relationship that exists between the community's self-identity and history. Stanford (1994) highly believes that individuals who neglect their origins can never comprehend why they behave the way they do.

I.3.3 Enhancing Cultural Awareness

History and historical knowledge may help learners develop more than just their intellectual skills. The concept that history increases cultural knowledge and understanding has been a prevailing tendency in Education for years, and considerable attempts have been made to make it a core objective in the curriculum. The intertwining of history and culture makes it impossible to separate the two. The historian focuses his study on three fundamental dimensions referred to as "**the context of action**," these are: the physical context, culture and the social context, in order to get fair information and objective judgements about the past. Culture is a collection of people's ideas, attitudes, and customs that impacted events in the past and gave them meaning and value. It is difficult for the historian to obtain such cultural elements since they exist nearly beyond the level of consciousness. As a result, rebuilding people's inner worlds would be difficult. Nonetheless, it cannot be avoided because it adds to a deeper knowledge of the past; otherwise, the latter would lose its authenticity and end up as plain facts to be recorded but quickly forgotten (Stanford, 1994).

As a nutshell, history may serve as a bridge to understand the original culture or other foreign civilizations, as it allows us to penetrate other horizons in behaviour and thoughts, as well as find new people whose actions influenced the past and gave their nation a feeling of

life and identity. As a result, it is critical that students studying English as a foreign language understand the relevance of being introduced to the national history of the United States or Great Britain. They should not be regarded as a randomly flung stone by educators to cover a gap in the curriculum, but as an important component in understanding any civilisation. Nonetheless, studying history requires students to think critically, assimilate enormous volumes of information, and make sense of contradictory perspectives.

I.4 Strategies for Reading History

History classes typically have extensive reading requirements. However, students may lighten the strain by developing good reading strategies. This section aims to introduce history students to some of the strategies listed below.

I.4.1 The Skim

Skimming is the initial stage of a successful reading. It entails doing preliminary reading and gathering crucial information from titles. It entails commencing at the beginning and ending of sections, the areas in the text most likely to contain the important points. And it entails making sound judgments about when to delve deeply into a tough piece and when to go on and return later.

I.4.2 The Slow Read

The learner should read every word assigned in the second stage of reading. That will not always be achievable. That's why good skimming was essential. Slow reading is most likely the most basic and familiar stage of reading. Nonetheless, there are some reading habits that are appropriate for this stage which are: looking for reasons, asking questions about the author's evidence, selectively highlighting the most important passages in the book and finally pausing at the end of each section and reviewing it again.

I.4.3 The Post Read

At the end of stages 1 and 2, the student should understand the key themes of the book as well as the main reasons the author provides to support those points. Now that he has “completed” the book, his final task is to evaluate those reasons. The learner will be developing his own “points” regarding the book while examining the author's explanations. In a history lesson, he will most likely be requested to share these “points” with his instructor or classmates, either through class discussions or written assignments. That is where metacognitive skills come in. Deep reading awareness leads to an understanding of the significance of a history course, which is a combination of analysis, discussion, and problem-solving tasks rather than just memorising.

II. Literature and Historical Context

Without historical context, memories, stories and characters have less value. Historical context is concerned with the details that surround an event. In more formal terms, the social, religious, economic, and political conditions that existed at a certain period and place are referred to as historical context. Basically, it is all the intricacies of a situation's place and time, and those elements are what allow us to understand and evaluate works or events from the past, or even the future, rather than simply judging them by modern standards. In literature, a solid understanding of the historical background around the development of a work may help us comprehend and appreciate the narrative. When evaluating historical events, context might help us understand what causes individuals to behave the way they do.

A notable example is Mary Shelley's “Frankenstein”, which cannot be properly comprehended by a reader who is unfamiliar with the Romantic movement in art and literature that occurred in the early nineteenth century. It was a period of fast social and

political change in Europe, when the Industrial Age's technical innovations revolutionised people's lives.

II.1 Literary Texts as Historical Artefacts

It has been supposed that access to a foreign language entails access to the culture and history of the people who use the language, whose literature contains all its assumptions, beliefs, attitudes, and values (Rivers, 1968). Therefore, reading literature should be viewed as a unique encounter between reader and text, as well as between two cultures that come into touch through the power of the written or spoken word. This sweeping assertion regarding the specific role of literature in foreign language instruction requires additional clarification and explanation. Yet, before proceeding, it is necessary to define precisely the notion of literature, which contains several categories that may be misconstrued.

II.1.1 Defining Literature

Providing a specific definition to literature proved difficult and contentious among many literary theorists. Yet, in its broadest sense, the term refers to many literary productions such as novels, short stories, poetry, and plays. All of these are believed to represent the writer's imagined constructed world and to mirror the lived world. With the imaginative use of language, literature may also represent a world in which diverse thoughts, ideas, and beliefs meet, interact, and exchange experience (Lazar, 1993). Literary language, then, is what distinguishes literature. It is not entirely distinct from the many types of language. Nonetheless, the language used in novels, short stories, and poetry, while basic, is rich in communicating significant ideas. Reading literary texts is therefore one approach to appreciate and uncover many layers of meaning and metaphoric language (Lazar, 1993). The emphasis on literature as a rich and significant subject for use in foreign language education leads to the question, "Why literature in particular?" Several reasons were advanced in

support of employing literature as a beneficial and resourceful tool in the language classroom. The usefulness of literature was viewed from several perspectives, but the focus would be solely on those that are relevant to the topic under consideration.

II.1.2 The Authenticity of Literature

Teachers and students in foreign language classrooms seek to compensate for this lack since most students learn a foreign language, particularly English, with little expectation of one day having direct contact with the language in its original environment. The gap is intended to be filled by authentic content utilised in classroom settings. Literature is regarded as one of the most useful authentic resources available to both instructors and students.

The term "authenticity of content" is widely used in language instruction to suggest that a certain type of material is developed to fulfil a specific objective in the large community where it must be utilised (Fenner, 2001). This is true of literary language. It is sophisticated in this manner to serve a greater communication objective. Readers of literature are unable to resist the tremendous pull to travel in space and time to different civilizations, to live and share the human experiences depicted in various literary works (Collie and Slater, 1987). In other words, students do not need passports or travel to experience and live the authenticity of language usage. By language alone, literature may create the same true surroundings as in real life circumstances.

Bakhtin comments about literary language and says that it is not "a unitary, finished off and undisputable language. It is represented as a living mix of varied and opposing voices" (Fenner, 2001). This argues that literature is authentic mostly because of its language, which is so adaptable and can communicate with readers in a variety of tongues and voices. There is no pre-set purpose to be found in any piece of writing. Various readers who arrive at different conclusions express distinct meanings.

II.2.3 Literature As a Bridge to History

The second most compelling reason for using literature in language classes is a strong belief in literature as a medium for learning about the history and culture of the people whose language is being taught. To fully understand a foreign language, students must also develop knowledge and awareness of the history of the foreign people. Many language learners believe that visiting and spending time in the place where the language is spoken is the greatest approach to improve their cultural and historical knowledge and comprehension. This is, however, a restricted option available to a select group of students whose social and economic circumstances allow for it. The others must be satisfied with less expensive indirect pathways built by educators to accomplish the same goal.

While the universe portrayed in novels, short stories, and other literary genres is composed and imaginary, the reader can be transported to another planet in a matter of seconds. To live with other people, though fictitious ones, and learn about their social, cultural and historical circumstances in addition to their thoughts, beliefs, feelings, and behaviours that shape their identity. The imagined power of the word forces the foreign reader into a genuine society (Collie and Slater, 1987), and he/she is supplied with a conception of how people live, behave, and feel in that civilization. But the student's duty goes beyond just reading literature and literary texts to get historical knowledge in a passive way. His goal of establishing a zone of historical learning and consciousness necessitates a unique approach to reading literature. It should always be critical, so that the underlying history and assumptions in texts are questioned, examined, and evaluated rather than just accepted and reinforced. As a result, the student should be aware of and creative in finding novel approaches to learn efficiently.

III. Integrating History with Literature

This idea is presented in Johnson's Chapter 25, “*Correlation of History with Other Subjects*”. Johnson claims that proponents of integrating history and literature may readily prove their case. According to the Association of History Teachers of the Middle States and Maryland:

In fact, only by introducing [literature and history] collectively and contrasting them--interpreting the emotions of individuals in relation to their actions and demonstrating their actions by their emotions and thoughts as conveyed in literature--can either literature or history be rendered essential. (p. 400)

According to Johnson, the interaction between the two disciplines is natural; excellent literature and a history textbook have a symbiotic relationship, with the literature improving knowledge of history and the history offering insight into the context and location inside the literature. “History adds to literature.” It provides literary creativity with fodder and inspiration. It provides an overview for modern circumstances and occurrences with literary brilliance and... connects the era to the individual (Johnson, 1916, p. 405).

When literature and history are combined, students may see previous events, real social life, and even geography through the eyes of a compelling protagonist, to whom they can identify. Literature provides a chance to encourage students to learn about the world. Dewey emphasises the significance of making the study of history dynamic and fluid, just like history is. History must be depicted as a strong, living thing, not as a collection of outcomes or impacts, simply an account about what happened. To study history is to employ data for the construction of a vibrant image, not in the use of bulk facts (Dewey, 1990, p. 151).

Literature provides readers with a window into the lives of others and allows them to become aware of concerns that exist outside of their own (Landt, 2007; McGinnis, 2006). Learning about history through literature aids students' personal growth and maturation (Aerial, Soininen, and Merisuo-Storm, 2016). Literature, in addition to stimulating language development, raises awareness of the target history and culture. In this sense, literature serves as a window into both American history and culture, assisting students in conceptualising knowledge about human existence. Furthermore, it should promote social cohesiveness by increasing learners' cross-cultural understanding.

In addition to expanding the horizons to learning through literature is generating new knowledge through personal reaction, analysis, and critique of works of the imagination that reflect and touch mankind. The aesthetic personal reaction - loving reading, interacting to develop meanings and critical understandings of the text, the world, and the individual - is at the heart of literary learning. Every aesthetic reading is a one-of-a-kind creation, carefully stitched together by the reader and the text at a certain time and under specific conditions (Rosenblatt, 1982). When literature is actively digested, it becomes a unique form of learning because it encourages readers to think deeply about the thought-provoking features of the human condition (Cornett, 2007; Court, 2011). Stories successfully teach by pursuing honest emotional and intellectual reactions to reading (Haven, 2007). Literature becomes a vehicle for enjoyment, vicarious experiences, the acquisition of relevant background knowledge, comprehension, appreciation, and stimulating conversations (Barone, 2011; Bridges, 2015). Literary learning welcomes actual texts and responses and provides students with access to literature's transformational power and depth. Literary learning enriches student learning of history because it provides complicated historical characters and events; encourages curiosity, academic equality, richer detailed understandings of historical periods; and enhances engagement through relevance (Lindquist, 1995). Metaphors, places, diverse perspectives,

and themes in literature promote relevance. Presenting a variety of literature in History encourages critical thinking through text interrogation (Anstey, 2000).

III.1 Techniques for Integrating Facts with Fiction

Despite several attempts to alter history teaching and learning, students consistently rank it as the least interesting subject they study. Despite this, new research indicates that interdisciplinary curriculum, particularly in the humanities, might benefit students. They include greater student enthusiasm, performance, and a better grasp and retention of information, encouragement of different perspectives, increased critical and creative thinking, and a solution to the postmodern problem of fragmented knowledge. There are other advantages to incorporating literature in historical lessons. Utilising fiction may assist to break down artificial barriers across disciplines, engaging students in reading and therefore really integrating literacy with history. Discussions of form and its impact on influencing the presentation of content are rarely clearer than when reading literature, and this may make students more conscious of how content is conveyed in textbooks and primary source documents. Literature is also a powerful tool for incorporating and amplifying voices from the past, particularly those of children, minorities, women, and the impoverished who may not be heard or read by students in their history studies. In this part, we offer a few strategies to assist good learners in integrating literature into their history and social studies classrooms without losing the flavour or core of the literature or history being studied. None of the offered techniques are mutually exclusive of the others, and some may be effectively combined. Each does, however, need a distinct emphasis and, as a result, invites a new way of looking at a piece of literature, asking students to use literature to serve diverse historical understandings.

III.1.1 Era Driven

The first technique is to choose a historical event or era and then select a work of literature, it can be an entire book, chosen chapters, or even just a single chapter in accordance. In this context, era may refer to the time in which the work of literature was created, the time with which it deals, or the period during which the book was extensively read. F. Scott Fitzgerald's *The Great Gatsby*, published in 1925, is a good example of a literary piece that depicts the excess and ennui that typified life for certain Americans during the Jazz Age; *The Crucible* by Arthur Miller, which reveals as much about the author's troubled time period, dominated by Senator Joseph McCarthy and the HUAC investigations, as it does about the Salem Witch Trials described in the play; and Harriet Beecher Stowe's seminal *Uncle Tom's Cabin*, which invites important discussion of not only the time period in which it was written and the portrait of slavery it presents, but also the temporal, social, and political contexts.

III.1.2 Theme Based

The second technique for incorporating literature in history and social studies classes is for students to select a theme that they want to investigate in relation to a specific period or other historical category, and then select a work of literature appropriately. A teacher, for example, may choose the topic of power and then explore works such as Henrik Ibsen's *A Doll's House*, Arthur Miller's *Death of a Salesman*. The issue of revolution may be handled through studying overt debates in works such as Charles Dickens' *Tale of Two Cities*, or it may be extracted from a book with less explicit revolutionary implications, such as Harper Lee's *To Kill a Mockingbird*.

III.1.3 Identity Driven

The third technique is to pick a piece of literature that focuses on a specific character or a group of people and serves to illuminate their identity. How the *Garcia Girls Lost Their Accents* by Julia Alvarez promotes debate of what it means to grow up in the United States as a girl and a Dominican immigrant. *The Light in the Forest* by Conard Richter's offers a clear contrast between white and Native American cultures in the eighteenth century and is therefore appropriate for investigating either white settler identity or Native American culture throughout that era (this subsequent text could also be used with the first strategy, because Richter's desire was to address on American policies in the 1950s, when he was writing, as well as white settler identity).

III.1.4 Literature Based

Lastly, students may choose a work on its own merits and then create a course based on it, revealing various parts of the book. This is the usual English class technique, and professors frequently use it if a work is regarded canonical or if they believe it deserves consideration. In some ways, this technique works best as a close reading approach to understanding story composition. For example, how does the writer employ metaphor or simile to emphasise a point? In stanza two of Langston Hughes' poem "I, Too" the metaphor of being excluded from a dinner and the forecast of future attendance at that table is used to depict the specific battle for acceptance that Black Americans experienced in the 1920s. A student may evaluate the text at the most basic level, such as word choice or sentence construction, or he may explore metaphors that run throughout the novel and have a significant influence on how particular events are understood. By considering the power of language and its impact on his perceptions, the student may also highlight literary elements such as irony, exaggeration and poetic language.

The practical example demonstrates that the two disciplines of study, which were previously taught as separate modules with inflexible borders, might be combined into a single clear, unique, and rich framework.

Historical speculation, such as the notion of “Manifest Destiny,” represented a future vision that the Puritans helped to construct as one of the primary political principles that would later influence American philosophy. This notion is closely related to what has been called the “American Dream.” This idea, upon which the capitalist system is based, has defined America's national life from its inception. A broad tendency to celebrate this concept would soon acquire traction, with hundreds of writers extolling the “rags-to-riches” trend. In its idealisation of the self-made man, Benjamin Franklin's *Autobiography* exemplifies the American goal of upward mobility. This wave would be felt forcefully in the aftermath of the Civil War, with the advent of what would be dubbed the “Gilded Age,” and the large-scale quick alterations it induced in the American way of life. Carnegie's bombastic phrase “... the ancient countries of the earth plod forward at a snail's pace; the Republic thunders by with the rush of an express” captures this (qtd. in Arnold 201). Mark Twain, who invented the term “Gilded Age,” published a novel with the same title in cooperation with Charles Dudley Warner to parody the process of getting rich rapidly and to expose the Grant Administration's political corruption. Upton Sinclair's *The Jungle* got its inspiration from the hardships inflicted on immigrant workers and their families, providing detailed images of what he depicts as “a place of injustice and oppression, an eternity of despair, a furnace of pain, an individual's hell and a jungle of savage monsters...”(Downs 349). And, once published, it served as evidence to incriminate the unscrupulous meat packers and to strengthen the Roosevelt Administration's hands in its antitrust campaign, namely, to push Congress to pass the famous Pure Food and Drug Act and the Beef Inspection Act, which would revolutionise socio-economic legislation in less than six months after the novel's publication (Hill 164).

Some writers decided to develop utopias to flip the conditions in which they lived. Looking Backward: (2000-1887) by Edward Bellamy is a utopian book in which the hero sleeps for more than a century. He awakens in the year 2000 to discover Boston to be a pleasant place, free of the defects that had previously plagued it. This novel expresses many Americans' discontents with labour conditions, the suffocating grip of monopoly, and rampant governmental corruption. This work's impact extended well beyond the instant admiration of professional readers. It did, in fact, play a significant part in the development of nationalist clubs in the 1890s, eventually leading to the rise of the politically prominent "Populist Party." Bellamy remained a prominent presence in the reformist movement.

Interdisciplinarity, by virtue of its integrative nature, is simply the key to "unity of knowledge" between literature and history which are two categories that interact within the same area of American Studies. Furthermore, using metacognitive skills to help learners how to learn enhances their capacities to take ownership of their learning to measure their comprehension, analyse and make decisions, or solve problems.

Conclusion

Exploring the essence of integrating history through literary lenses enables students to critically assess facts, manuscripts, and points of view. This awareness is critical for the students' development as autonomous learners. History proved to be more than memorising dates and facts, and literature revealed to be more than a novel or a poem to be read for entertainment and pleasure. Investigating the genuine benefits of each would open new horizons and opportunities for learners to benefit from their use in their learning journey. The following chapter will investigate the reliability of such an assumption.

Chapter Three

Case Study of Third Year Students in Using the Integrated Approach to Improve History Understanding

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A Case Study of Third Year Students in Using the Integrated Approach to Improve History Understanding

Introduction

The present chapter aims at investigating and developing the learner's duality in using the integrated approach in learning history through literature that would bring change and enhance the achievements in the learners' understanding of the target courses. The adopted questionnaire is a thirty-two-item questionnaire divided into three sections. Its main aim is to get the students' attitudes, views and opinions about the studying of the civilization courses, American history in particular. How they would value reading in general and reading literature in particular. How they would react if literary courses are to be integrated in the historical courses as a new learning method.

The questionnaire was submitted to third year students of the department of English at the University of Laghouat who formed the population of the study. A sample of 10% was chosen and informed of their selection for a population of 32 students. The questionnaire was self-administered, a type most favoured in research; in as far as it saves time, money and energy. The students took twenty minutes to answer all the questions. Semi-structured interview was added to the study to support the results.

Section One: Students' Background Information

Table 1. Students' ages

Ages	Above 20	Under 20	Total
Number	27	5	32
%	84%	16%	100%

The results show that the majority of students are above 20 years old which represents (84%) of the whole population. While only (16%) of students are under 20 years old. Having students represent different categories of learners reflects the tendency of many adults as well as young aged people to learn foreign languages especially English and this may bring for the needed motivation to learn the language.

Table 2. Students' gender

Sex	Number	%
Male	9	29.03%
Female	23	74%
Total	32	100%

The table clearly demonstrates that girls outnumber boys. A feature of the current situation in the department of foreign languages in general, and the department of English in particular. The oversupply of females would be an essential fact to the study, as it would show whether sex influences students' preferences in creating their own courses, and therefore a thorough and proper selection of the different methods of learning must be taken into consideration.

Q.1. Your choice of studying English at the university was**Table 3. Students' streaming**

	N	%
Personal	28	87%
Advised	3	9.67%
Imposed	1	3.22%
Total	32	100%

The majority of students (87%) chose to study English as a personal interest, while the remainder admitted to being in the department of English as a result of advice or an external obligation. Having a high percentage of students who study English because of their desire can be an advantage, as it will provide the motivation needed to learn English and an interest in learning anything related to the language, such as civilization and history, which are important aspects of the language to be learned.

Section Two: Students' Attitudes towards Historical Courses**Q.2. What does history mean to you?****Table 4. Students' answers to question 1**

	N	%
A chronological order of events	17	54.83%
A story	11	35.48%
Other meanings	4	13.19%
Total	32	100%

54.83 believe that history is a chronological order of events, and by this they understand the nature and the settings of historical events. A view that was clearly expressed by 35.48 who believe that history is a kind of narrated story of a previous incident. Only a few students representing 13.19% believe that history has other meanings except the above-mentioned choices. Thus, differing views of the true meaning of history lead teachers to make such a concept clear for students in order to perceive its significance.

Q.3. Do you like American history courses?

Table 5. Students' answers to question 2

	N	%
Yes	7	22.58%
No	25	80%
Total	32	100%

Only 22.58 % of the students express their appreciation towards American history courses, while 80% have negative attitudes towards them.

Q.4. If yes, say why?

YES 22.58%

The arguments of students as to the factors, which made them like the history courses, were the following:

- Many students representing 10 % believe that the American history is more interesting and easier than British history.
- 8% have the desire to gain more knowledge about its democracy and how the

Americans succeed in building a nation, besides the opportunity that the American history courses give them to discover new cultures and civilizations.

- 4.61% not only have the desire to know more, but to acquire the American English accent and to improve their linguistic competence.

Q.5. If no, is it because

Table 6. Students' answers to question 5

	N	%
No need to know about other histories	3	9.67%
The courses are difficult to understand	6	19.35%
The way the courses are taught is boring	9	29.03%
Other reasons	7	22.58%
Total	25	80.81%

29.03 % of the students believe that it is impossible to like the American history courses because the way the courses are taught is not interesting. 9.67% simply do not see the usefulness of being introduced to a specific history with which they will have no contact in the future. 19.35% believe that the courses are difficult to understand. Maybe they think there is only one way to absorb the historical events. 22.58% have talked about reasons behind their dislike of the course. The different views are: British history is better than American history. They can learn English without referring to its history.

Q.6. Why is it important to study about American history**Table 7. Students' answers to question 6**

	N	%
To gain more knowledge about the history of the United States	13	39%
To acquire the American English language	3	9.67%
Enables you to see the difference between your history and other cultures	7	22 %
All of the above	9	29%
Total	32	100%

To gain more knowledge about the history of the United States lay at the heart of the major reasons behind the significance of such courses to students. 9.67% revealed that it is important to them because of acquiring the American accent which motivated them to learn about its history and dig deeper in its language. 22% have stated that the significance of studying history is that it enhances their abilities to compare between several cultures and civilizations. 29% have confirmed that all of the above highlighted reasons are the key components in the importance of history.

Q.7. What are the main challenges in the study of history?**Table 08. Students' answers to question 7**

	N	%
Explanation	1	3.22%
The difficulty of courses	1	3.22%
A lot of information and dates	20	64.51%
Problem of sources	6	19.35%
All of the above	4	12.19%
Total	32	100%

More than half of the students 64.51% have stated that the great amount of information and detailed dates is the main challenge that faced them in studying the

American history module. 19.53%, however, believe that the problem of sources is the problem itself. 3,22% on the other hand, believe that the lack of explanation in addition to the difficulty of courses are making the course of history even harder. 12.19% show that all the reasons are the main challenges in their studying process.

Q.8. What is the easiest way to understand a course of history?

Table 9. Students' answers to question 8

	N	%
Watching historical movies	17	54.83%
Reading books, novels and articles	4	12.19%
Discussing with your mates and teacher in the classroom	5	16.12%
Other ways	6	19.35%
Total	32	100%

A considerable number of students represented by 54.83 % have realised that the easiest way to understand a historical course is through watching movies. 12.19% of students are more into reading, they have found reading is the only way to the target history. 16.12% saw that discussion, giving opinions, interpreting past events inside the classroom are the only way to reach a better understanding of a historical course. 19.35% of the respondents take other ways to understand a course of history.

Section Three: Students' Attitudes towards Reading and Integration

Q.9. Do you think that the same courses of American literature and history can be integrated into one lesson? (Example of the roaring 20's)

If yes, say how?

Table 10. Students' answers to question 9

	N	%
Through reading historical books	6	19.35%
Through analysing, summarising and interpreting	6	19.35%
All of the above	17	54.83%
Other ways	3	9.67%
Total	32	100%

An overwhelming majority of students 54.83% justified the positive role of integrating the same courses of American history and literature into one lesson through reading historical books, analysing, summarising and interpreting. 9.67%, however, believe that many other ways can be involved in combining lessons together. 19.35% consider that reading historical books is the only way to get a mutual understanding of both courses. 19.35% believe that analysing, summarising and interpreting are the best ways to fully integrate and understand the lesson.

Q.10. Is the right literature a doorway to understand a historical course?

Table 11. Students' answers to question 10

	N	%
Always	4	12.19%
Sometimes	23	74%
Rarely	5	16.12%
Total	32	100%

The obtained results have shown that 74% of students do not find literature as the only answer in all cases. While 12.19% claimed that the right literature leads them to a better understanding of the target lesson. 16.12% of students rarely use literature for the sake of understanding a particular course.

Q.11. How to embody literature with history?

Table 12. Students' answers to question 11

	N	%
Use same historical events and settings	7	22.58%
Adress social and cultural issues	5	16.12%
Read linked works	17	54.87%
Other ways	3	9.67%
Total	32	100%

The majority of students, 54.87% believe that reading linked works of both American history and literature are considered to be the best sources to embody literature with history. 16.12% assume that any literary work is in the place of a reflection of the social and cultural issues it belongs to, so they can embody literature and history through this perspective. 22.58% on the other hand, believe that using the same historical events and settings is a way to combine both courses in an easy way. The rest, however, consider that there are other ways except the above-mentioned choices.

Q.12. What are the benefits of combining two similar courses into a single unit?**Table13. Students' answers to question 12**

	N	%
Promotes critical thinking	7	22.58%
Solves problems	8	25.80%
You become the owner of your learning process	11	35.48%
Provides time for discussion and interpreting	6	19.35%
Total	32	100%

35.48% of students who are aware of the integrated approach know that it helps them in their learning journey. 25.80% have recognised that one of the main benefits of this approach is solving problems during studying. 22.58% had another benefit of combining two courses which promotes critical thinking in the classroom. 19.35% believe that this approach provides time for discussion and interpreting.

Q.13. To what extent do you find the integrated approach useful?**Table 14. Students' answers to question 13**

	N	%
Very useful	9	22.03%
Useful	22	73.76%
Not useful	1	3.22%
Total	32	100%

Most students, who use the integrated approach in their learning experience, find it a useful method in bringing their previous knowledge to support the new one. 22.03% on the other hand, highly believe that this approach is very useful for learners in becoming critical inquiries who are able to make meaningful links between various subjects. Only a minority

represented by 3.22%, who are not conscious about their learning and therefore they find it un useful.

Semi-Structured Interview

Q1. What is the impact of the integrated approach in teaching?

Teacher 01:

Among the very recent and most acclaimed approaches in the field of teaching is the use of the interdisciplinary method through which the educator could potentially integrate two similar disciplines. Teaching literature through contextually-related history courses can be one of the most successful methods that can guarantee the learner's understanding of the two seemingly interrelated disciplines. As per the impact of the integrated approach in teaching literature through history, the teacher is going to feel more empowered and confident in the way he could manage to find major commonalities in the two subjects. In this manner, the teaching process would be inviting and interesting as the teacher will try to focus on the cultural, literary, artistic, and social aspects of any given historical matter.

Teacher 02:

- 1- It sparks and improves a profound and thorough understanding of the subject matter.
- 2- It facilitates the process of integrating knowledge, summarising, synthesising and evaluating.
- 3-It is an efficient tool to avoid repetition and redundancy within the curriculum taught.
- 4- It saves time, effort and energy.
- 5- It enhances transferable skills.
- 6- It arouses the learners' motivation, interest and creativity as they learn to correlate

ideas and smartly map out thoughts.

Q2. Will this approach help all students think and learn more deeply?

Teacher 01:

This approach will be very helpful and beneficial for the students who are open to other people's cultures and ways of thinking and living. For that matter, the integrated approach will allow learners to discover different breadths of the same issue, which will help them be more thoughtful and intentional about their learning.

Teacher 02:

Yes, it will, for the same reasons stated in A1.

Q3. Is literature an integral part of history? If so, how are they interconnected?

Teacher 01:

The main link between literature and history lies in the use of literature as a means for reporting and representing historical events. The two are consequently interconnected and mutually reliant on each other. One of the most significant distinctions between literature and history lies in their respective ontological foundations. While the latter purports to represent objective reality, the former is commonly attributed with an aesthetic dimension. So, the answer to this question would be a definite yes, literature is an integral part of history.

Teacher 02:

It is not possible to claim that literature is part of history. It can be, though, argued that both literature and history shape a nation's civilisation in a way or another. Literature preserves and spreads the cultural heritage and traditions; it is, in fact, a medium to record historical events that can be employed by historians, scholars and researchers.

Q4. What are the challenges met by teachers in implementing integrated teaching and learning?**Teacher 01:**

The only challenge that I consider hindering, is that we are restricted by a schedule that should be covered by the end of an academic year, so in this case we cannot make the two ends meet. Another problem that is potentially restraining, is that we are supposed to be specialised in one of the two subjects, which means any endeavour for integrating two subjects will stem from the teachers' own efforts and potential. We need to be trained and well-equipped in order to have a solid pedagogical and professional background.

Teacher 02:

- 1- Time shortage of the sessions, overloaded syllabus, how to realistically incorporate Western culture and civilisation into Algerian students' lives and studies.
- 2- Lack of motivation, absence of students due to work, family or health problems so it would be challenging to the teacher to have a portfolio for each student.
- 3 – Some students think that civilisation is all about memorising dates, events and historical figures, while civilisation encompasses culture, language, literature and way of thinking.
- 4- Perhaps, when there is no structured and organised syllabus.
- 5- The nature of the module of Civilisation which always needs updating data, reading books and “a good memory”.
- 6- Literature is based mostly on imagination and fiction while civilisation is based on facts.
- 7- Some students are exam takers only.

Q5. What are the benefits of combining two similar courses into one single unit?**Teacher 01:**

The benefits are various and fruitful. Among the many advantages that will benefit both teachers and learners when adopting the integrated approach is the focus on learner-centeredness that would enhance and challenge the students to discover meaningful connections between content areas that have traditionally been taught in isolation. This approach will develop the students' critical thinking skills that will encourage them to reflect critically on every issue they encounter, considering it from multiple perspectives. Students who can accept uncertainty and ambiguity in their learning develop an ability to evaluate information from multiple and sometimes conflicting perspectives. Studying two subjects will help the learners to acquire problem solving strategies, creating uncertain and sometimes ambiguous situations where students can develop an ability to evaluate information from multiple and sometimes conflicting perspectives.

Teacher 02:

1- Time management, better understanding of similar ideas illustrated and increasing motivation.

2- Learners discover the importance of teaching different modules/ fields as it is to prepare for the country's good citizens who are able to overcome the challenges of their real world through integrating knowledge in a smart and creative way.

Discussion

The information acquired from this section indicated the following: Third-year students are not of the same age. We find both young (18-year-olds) and relatively old (25-year-olds). Although sex variety exists, it is not as visible due to the oversupply of females. According to the results of the streaming, the majority of students choose English as a personal endeavour.

The majority of students expressed their positive readiness to begin a new phase in learning civilization, especially the course of history. Yet, they ignore its true substance and what the courses are exactly meant for. Very few have recognized the tight link between history as a chronological order of past events and history as a story. Others, on the other hand, see the history course from another angle.

The positive attitudes towards the historical courses can be attributed to two major factors: Historical courses are easy to assimilate besides the curriculum which is slight and not complicated like the British curricula. Yet, many have been claiming and have expressed their dislike of history. The teaching methods, according to them, were inadequate which resulted in the negative feedback, carelessness and boredom within the classroom. In addition to the source issue, excessive information and dates also can be considered as the main challenges for others.

The ability to gain knowledge about the history of the United States and to have an insight about other cultures and civilizations were found to be major factors for students to study American history. Moreover, the different mass media, namely internet and TV, were found to be major sources for the students' previous knowledge about American history. Movies are considered as the easiest way to obtain information. And therefore, this might reveal a lot about students' reading habits, their awareness about the same curriculum in

history and literature and whether they care about improving their learning or prefer the easily and effortlessly obtained information.

The majority of students hold the belief that integrating the same courses of American history and literature can be done through reading historical books, novels and articles. And most have the tendency to prefer analysing and interpreting as the alternative or supporting ways to be used in the studying of civilization. Despite the fact that many have recognised that they have been provided with different readings related to the American civilization course, many have confessed that they rarely take them seriously. And therefore, very few who see literature as a doorway to understand a historical course. In justifying this negative attitude, opinions may turn around an important element: “**selection**”. The inappropriate selection of texts (the texts which sometimes have difficult language or different content) create difficulties to many who by the end give up reading.

Many students have recognised the benefits of combining two similar courses into one single unit in three views: It raises their metacognitive skills where they will be able to plan, design their own courses in addition to the awareness of their learning process which is considered as an important step towards excellence. It promotes critical inquiry and helps the students to solve problems. In the end, a lot of students have found the integrated approach a useful method that should be taken as an essential part of their learning journey.

Analysis of Teachers' Answers

Question One: What is the impact of the integrated approach in teaching?

Generally, teachers' answers to this question express two views towards the impact of the integrated approach in teaching.

Responses were divided into the importance of this approach in achieving the learners' understanding of the two interrelated disciplines as it increases their motivation, interests and creativity. And on helping the teacher to eliminate the repetitiveness that defines different topic curricula, which saves time and efforts for both the teacher and the student. On the whole, the impression given by teachers indicates that this approach enhances transferable skills for teachers and students and it makes the teaching process inviting and interesting.

Question Two: Will this approach help all students think and learn more deeply?

Teachers have genuinely justified their positive answers by emphasising on the role of this approach in helping the students to make sense of the complexity, effectively collaborate and understand how to bridge different perspectives, solve problems and come up with innovative solutions. As teacher 01 said that this beneficial approach “will help students to be more thoughtful and intentional about their learning”.

Question Three: Is literature an integral part of history? If so, how are they related to each other?

Both teachers share the same point that literature is considered as an integral part of history. They believe that literature is a medium for reporting and recording historical events and facts that can be employed by researchers and historians. Teachers highlight the relationship of the twin idea of facts and entertainment, literature improves the knowledge of history. While the latter offers an insight into the context.

Question Four: What are the challenges met by teachers in implementing integrated teaching and learning?

The responses given by the teachers allowed us to draw a summary about the challenges met by them in implementing the integrated teaching and learning. According to teachers the overloaded syllabus and time shortage of sessions will not make the two ends meet. In

addition to the students' lack of motivation, their absence and the way they see "learning" are considered as the main challenges for teachers. On the other hand, some skills should be required by teachers in order to have a solid pedagogical and professional background to teach effectively.

Question Five: What are the benefits of combining two similar courses into one single unit?

Teachers believe that the benefits of merging two similar courses into one single unit can be seen in the focus on learner-centeredness that would enhance and challenge the students to discover meaningful connections between content areas that have traditionally been taught in isolation. Moreover, this approach will enhance students' awareness about metacognitive skills such as: Time management, planning, monitoring and designing their lessons. The use of the integrated approach helps learners become critical inquiries who are able to make meaningful connections between different disciplines in which they will become independent problem-solvers. As teacher 02 mentioned: "It is to prepare the country for good citizens who are able to overcome the challenges of their real world through integrating knowledge in a smart and creative way."

General Conclusion

GENERAL CONCLUSION

A fundamental awareness of the history of the language being learned has been a primary goal of the many approaches used to learn English as a foreign language. At the undergraduate level, particular courses were developed to achieve this purpose. An example of such a course is American history. Despite the fact that these courses are quite important in addition to other courses such as literature. Students tend to have a poor image and perspective of history. At best, they see them as an opportunity to learn more about different facts and cultures; at worst, they see them as similar to other courses that require students to memorise all the knowledge required for exams.

Such attitudes altered the course from its prime goals, and it is conceivable that in the near future, learning English as a foreign language will be conducted far away from its soul, history and literature, if immediate actions are not taken. Many are to blame for this unpleasant situation, but the prime objective is not to open a list of who is to blame first, and therefore keep wandering in an enclosed circle reaching no solution. The primary goal is to make the initial steps toward discovering any remedial treatment that will provide some alleviation if the ultimate cure proves difficult to achieve.

The main focus has been laid on the vital importance that historical courses have acquired in foreign language education as bridges to the history of the taught language, and it has been emphasised that unless students understand that pursuing the foreign language away from its history and literature is like diving in a lifeless body, thus learning English as a foreign language will lose its true significance. Therefore, it is evident that learning the target history must go hand in hand with learning of literature.

To make the above a realisable objective in learning American history, light was shed on an approach which is based on a skill. Reading, which was once a source of entertaining and intellectual enrichment, has now become a tedious activity. Nowadays, books and printed pages are seen as antiquated materials, and students read only on occasion, with the primary motivation being to meet a course requirement. As such, their possibilities to broaden their knowledge have been confined to what teachers supply them in the classroom. As a result, their level of success continued to decline. And their usage of both oral and written language demonstrates their lack of linguistic and historical competency as learners of the language.

So, to regain the lost interests among students, the present study aims at introducing the importance of the integrated approach that is considered as one of the most efficient ways in linking courses and skills that often handle similar subject areas. Furthermore, the path that this study pursues is to shed light on literature that plays a significant role in enhancing learners' understanding and appreciation of the target history.

Although metacognitive reading has been shown to serve the above-targeted goals, the attempt to specify the kind of reading material to be used in the historical course (American history with a specific focus) placed literature in the first category because it proved to be one of the authentic materials that can establish the type of historical bridges being sought. Integrating relevant literary and historical courses, as well as sufficient classroom activities, is believed to boost students' accomplishment in gaining a deeper knowledge of both courses.

Teachers and students should be motivated to make changes after learning about the importance of the integrated approach and the positive impact that metacognitive reading history based literary texts have on students' achievement in the civilization course, their reading habits, and their mastery of using a new method and skills. Things may change for

the better studying history in foreign language classrooms if the will, a sincere conviction in change, and an urgent need to do so are present. If we consider ourselves to be among those who believe this, our effort has been a humble attempt to show it. However, it remains open to further investigation and further efforts from other scholars.

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Appendices

Appendices One

Questionnaire for students

Dear students, you are kindly invited to answer a set of questions. They are part of a research gathering material to get the master's degree. The main concern of the thesis is to see the impact of including the integrated approach for a better historical understanding of the American civilization course. Your cooperation is necessary and helpful. Your answers would be kept anonymous.

Please answer with a tick in the appropriate box or with a short answer wherever necessary.

Section One: Students' Background Information.

Q1: Age:

- a. Above 20
- b. Under 20

Q2: Gender:

- a. Male
- b. Female

Q3: Your choice of studying English at university was:

- a. Personal
- b. Advised
- c. Imposed

Section Two: Students' attitudes towards historical courses

Q1: What does history mean to you?

- a. A chronological order of past events
- b. A story
- c. Other meanings

Q2: Do you like American history courses?

If yes, say why?

.....
.....

If no, is it because

- a. No need to know about other histories
- b. The courses are difficult to understand
- c. The way the courses are taught is boring
- d. Other reasons

Q3: Why is it important to study American history?

- a. To gain more knowledge about the history of the United States
- b. To acquire the American English language
- c. Enables you to see the difference between your history/ civilization and other cultures
- d. All of the above

Q4: What are the main challenges in the study of history?

- a. Explanation
- b. The difficulty of courses
- c. A lot of information and dates
- d. Problem of sources
- e. All of the above

Q5: What is the easiest way to understand a course of history?

- a. Watching historical movies
- b. Reading books, novels and articles
- c. Discussing with your mates and teacher in the classroom
- d. Other ways

Section Three: Students' attitudes towards reading and integration

Q1: Do you think that the same courses of American literature/ history can be integrated into one lesson? (An example of the roaring 20's)

If yes, say how?

- a. Through reading historical books
- b. Through analysing, summarising and interpreting
- c. All of the above
- d. Other ways

Q2: Is the right literature a doorway to understand a historical course?

- a. Always
- b. Sometimes
- c. Rarely

Q3: How to embody literature with history?

- a. Use same historical events and settings
- b. Address social and cultural issues
- c. Read works that are linked
- d. Other ways

Q4: What are the benefits of combining two similar courses into one single unit?

- a. Promotes critical thinking
- b. Solves problems
- c. You become the owner of your learning process
- d. Provides time for discussion and interpreting

Q5: To what extent do you find the integrated approach useful?

- A. Useful
- B. Very useful
- C. Not useful

Appendices Two

Teachers' questionnaire

This questionnaire asks for information about:

- The integrated approach.
- The benefits of this approach for both teachers and students.
- The challenges.
- The integration of history and literature within the classroom.

Q1. What is the impact of the integrated approach in teaching ?

.....
.....

Q2. Will this approach help all students think and learn more deeply?

.....
.....

Q3. Is literature an integral part of history? If so, how are they interconnected?

.....
.....

Q4. What are the challenges met by teachers in implementing integrated teaching and learning?

.....
.....

Q5. What are the benefits of combining two similar into one single unit?

.....
.....

Thank you very much for your cooperation.

Résumé

Le processus d'apprentissage de l'histoire à des niveaux supérieurs, tels que le niveau universitaire, développe sa pertinence lorsque les leçons ne sont consacrées qu'à l'étude d'événements répétés plutôt qu'à la création de nouvelles méthodes et compétences d'apprentissage pour explorer le cœur du sujet. Les pratiques actuelles dans les salles de classe, cependant, reflètent une négligence continue envers le cours de civilisation, dont la signification va au-delà de la simple narration historique vers le passé. La présente recherche vise à introduire l'importance de l'utilisation de l'approche intégrée et des compétences métacognitives, en tant que méthode d'apprentissage alternative et compétences au cours de l'histoire, pour développer les réalisations des élèves en intégrant la littérature dans sa compréhension. La méthode mixte est la méthode appropriée pour combiner et analyser les éléments de données quantitatives et qualitatives afin d'atteindre l'objectif souhaité et de répondre à la question de recherche. De plus, la conception pré-expérimentale est hautement nécessaire pour tester les effets de l'approche intégrée sur un petit groupe d'étudiants de troisième année du département d'anglais de l'Université de Laghouat. Enfin, la thèse actuelle a conclu que l'approche intégrée est fortement recommandée comme stratégie d'apprentissage efficace pour les étudiants.

المخلص

تكمّن عملية تعلم التاريخ على المستويات العليا ، مثل المستوى الجامعي ، عند إلتزام الدروس فقط بدراسة الأحداث المتكررة بدلا من إنشاء طرق ومهارات تعلم جديدة لاستكشاف جوهر الموضوع. ومع ذلك ، فإن الممارسات الفعلية في الفصول الدراسية تعكس الإهمال المستمر تجاه مسار الحضارة ، الذي تتجاوز أهميته مجرد السرد التاريخي إلى الماضي. يهدف البحث الحالي إلى التعريف بأهمية استخدام المنهج المتكامل والمهارات ما وراء المعرفية ، كطريقة ومهارات التعلم البديلة لمسار التاريخ ، في تطوير إنجازات الطلاب في دمج الأدب في فهمه. الطريقة المختلطة هي الطريقة المناسبة في الجمع بين عناصر البيانات الكمية والنوعية وتحليلها من أجل الوصول إلى الهدف المنشود والإجابة على سؤال البحث. وعلاوة على ذلك ، هناك حاجة ماسة لتصميم ما قبل التجربة لإختبار آثار النهج المتكامل على مجموعة صغيرة من طلاب السنة الثالثة من قسم اللغة الإنجليزية في جامعة الأغواط. وأخيرا ، خلصت الرسالة الحالية إلى أن النهج المتكامل يوصى به بشدة كإستراتيجية تعليمية فعالة للطلاب.