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**The Effects of Audio-Visual Aids on Teaching
Civilization Course within EFL Classes**
**Case study :Third Year LMD Students –Laghouat
University**

*Dissertation submitted to the Department of English in partial fulfillment for the
requirement of Master Degree in civilization and literature*

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Dedication

To the dearest people to my heart

To my parents respectfully

To Mr. KABACHE Ahmed El Amine for providing valuable knowledge support and sympathetic ears .

To my dear friends Zakaria Abdel Mounim and Okba Ben Kacimi.

Acknowledgements

I would like to present my gratitude to many people without whose help this research would not come into existence. Firstly, I would like to express my warmest gratitude to my supervisor, Mr.BAKOUCHE Salah, as I am indebted to him for the immeasurable guidance and constructive criticism that he provided me with .I also would like to extend my heartfelt thanks to my teachers indebtedly, Dr. KABACHE Taieb ,whose encouragement, help and support were enormous.

Abstract

This research aims at highlighting a hypothesized correlation between two variables: an independent variable which is the audio visual aids and a dependent variable which is the teaching-learning of the civilization course within EFL classes. The nature of the research is descriptive. The research's main gathering data tool is the questionnaire which was delivered into two samples; one is addressed to teachers and the other to students at the University of Laghouat. Once we gathered the necessary findings, the analysis and interpretation attempted to demonstrate and prove the existence of a certain effect of Audio-Visual Aids on teaching-learning civilization course within EFL classes.

الملخص

يهدف هذا البحث إلى إبراز العلاقة المفترضة بين متغيرين. المتغير المستقل هو أدوات السمع البصري ; أما المتغير التابع فهو تدريس مقياس الحضارة ضمن أقسام اللغة الإنجليزية كلغة أجنبية. أما طبيعة البحث فهي وصفية وأداة جمع البيانات الرئيسية للبحث هي الاستبيان الذي تم تجريبه قبل تسليمه إلى عينتين ؛ عينة موجهة للأساتذة والأخرى للطلاب من قسم الانجليزية بجامعة الأغواط للسنة الجامعية 2017 2018. فور جمعنا للنتائج الضرورية ، قمنا بتحليل وتفسير و عرض النتائج التي أثبتت وجود تأثير معين لأدوات السمع البصري في تدريس مقياس الحضارة داخل أقسام اللغة الإنجليزية كلغة أجنبية.

List of Abbreviations

EFI : English as a Foreign Language

A.VA : Audio-Visual Aids

GTM : Grammar Translation Method

CBA : Competency- Based Approach

CLT : Communicative Language Teaching

TL : Target Language

LMD: License Master Doctorat

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General Introduction

It is common knowledge for field specialists that the teaching process has for a considerable time span been a multi-field of research and a crucial aspect for linguists' interest, mainly because it is related to human beings, whose nature is evolution and progress, especially when it comes to their ways of communication, i.e. language which is considered to be one human distinctive merit when compared to other living creatures' communication systems. The latter are characterized by stability and constancy due to their limited needs-based nature while the former is merited for otherwise. Therefore, teaching a language requires continuous up-to-date methodologies and materials that should meet learners' life needs and wants.

The field of teaching foreign languages, then, has been witnessing constant changes owing to the continuous endeavors and approaches that have been produced so as to facilitate the task of teaching-learning process and then acquiring additional languages. In fact, teaching a language for non-native learners represents a real challenge that requires much more effort and attention, since it has the nature of being a totally foreign tongue for the learners. Those learners, who would probably encounter great difficulties practicing this language and even if they could they would most likely be deprived of its other living side "culture or context". The one encouraging aspect related to language teaching-learning process is the current technological revolution which has left no room for being a foreigner via its sophisticated, yet helping techniques.

So, teaching a foreign language has to be viewed as a special language teaching so that to assume the responsibility of providing learners with the required means that enable them to achieve certain efficiency in the target language. English as a Foreign Language (EFL) has for long time been a fertile land for several approaches starting with the Grammar

Translation Method (GTM), till the most recent ones: Communicative Language Teaching (CLT) and Competency- Based Approach (CBA).

Concerning our current study, the case is quite complicated since it does not only speak about the teaching-learning process in general, but rather it goes deeper to teaching civilization through audio visual aids primarily because we endeavor to go beyond simply memorizing civilization terminology, dates, and events to another level which is analyzing, criticizing, and evaluating events or concepts.

Statement of the problem

It is most likely that EFL students when dealing with the civilization module seem to memorize information rather than study or analyze it especially when their only source of information is handouts.

Main research questions

- . Are there more efficient ways to teaching civilization?
- .Can audiovisual aids be of a solution to this problem?
- . Can this problem of memorization be solved?
- . What types of audiovisual aids can be more effective?

Hypotheses

- EFL learner's ability to analyze and criticize civilization module content will be enhanced when enrolling audio visual aids in teaching – learning process.

-Documentaries provide clearer illustrations to students minds.

- Debates provide the ability to analyze and criticize civilization related topics.

Literature review

Audio-Visual Aids are of high significance that's why many works have dealt with them before. The first related research work is entitled as " Effectiveness of Audio-visual Aids in Language Teaching". It was an M.A dissertation submitted by Al Mamun(2014) to BRAC Institute of Languages at the University of Dakha. This dissertation resembles the one at hand in that it deals with Audio-Visual Aids and their effects on language teaching . The second related work is entitled as"A Study on the Usefulness of Audio-Visual Aids in EFL Classroom". It was an international journal of higher education . This journal is analogous to the one at hand ,it deals with didactics. Moreover, it deals with one of the essentials of the teaching process within EFL classes. However , other works dealt with teaching civilization in the foreign language classes . The related research work is entitled as" Towards an Intercultural Approach to Teaching Civilization in The Foreign Language Classroom" .It was a PhD dissertation submitted by Mehdaoui(2017) to the department of English at Tlemcen University. It shows some practical issues related to the teaching of culture, including debates underlying the way of teaching culture i.e. methods, sources, and approaches.

At the end, we can posit that this part in the research is advantageous, for it provides a secure path towards aversion from the issue at hand or repeat an existing work besides benefiting from previous theoretical scientific contributions. That is to say, our research merges Audio-Visual Aids and teaching civilization in one single process.

Purpose of the study

As aforementioned in the statement of the problem, students are prone to memorizing information concerning civilization course instead of studying or analyzing it especially when their only source of information is handouts. we aim at identifying the required ways, techniques, or even approaches that enable EFL learners to do more than just receiving information related to civilization to a more critical and analytical way; that is a productive way. It is only then that learners can handle debates and provide sound arguments towards not only ordinary issues, but also to controversial ones too.

Limitation of the Study

As clearly as the term suggests, this dissertation sheds light on how we; while conducting a study, may encounter difficulties or constraints that can possibly affect the work negatively. The first possible difficulty is time knowing that the allotted time for realizing this work is approximately three months in general. Second, the heterogeneous nature of EFL learners within third year students which cause a difficulty to whether or not to conduct the study using a random sample ,i.e. we try to enable participants of our study to overcome the memorizing problem to a more critical way of thinking while dealing with civilization course which might expose the researcher to a problematic issue that is learners with beginner levels of general English. We find ourselves struggling to identify his purpose. Is it developing learners with intermediate levels of general English to analyze and criticize civilization related topics , or developing learners with beginner levels concerning their general English, which is not the case? Finally, we encounter a difficulty to finding time and place for practical sessions to apply the required audio visual aids within teaching learning civilization course process.

Methodology Design

In this methodology section, we are urged to answer self-imposed questions and should present their reflections upon the research problem and the obstacles in the path. Thus, answers to some basic questions should be included.

1. What are the constraints? Basically, we might find time constraints.
2. What are the different approaches to this problem? Based on the research problems as well some constraints, we decided to conduct the study using the Descriptive Approach.
3. What method is adopted to gather information? Primarily it is the questionnaire.
4. What method is adopted to form a sample? It is the probability Sampling, specifically the non- random method because we are more interested in students whose linguistic level " General English" is quite good; this is an attempt to see how far can this study's effort improve the intellectual aspect of a language , that is the civilization course.

Structure of the study

This work is initiated by a general introduction that embodies hints on the theoretical background which touches the whole work through three chapters, that to exhibit the adopted method that led to the gained findings.

The first chapter deals with the definitions of audio-visual aids, their types, and their brief history.

The second chapter is divided into two parts. The first part includes the essence of civilization course and its role in EFL classes. This chapter entails the preliminary approaches to teaching-learning civilization starting with Grammar Translation Method (GTM), Communicative Language Teaching (CLT), and concluding with Competency- Based Approach (CBA).. The second part describes the relationship between audio-visual aids and teaching civilization focusing more on problems of teaching learning civilization; significance of teaching civilization through audio-visual aids. Lastly, the third chapter is

devoted to discuss questionnaires' results for both teachers and students concerning the current study.

Chapter One

Audio Visual Aids in EFL Classes

1 .1. Introduction

In this chapter, we attempt to have an overview on the growth of Audio-Visual Aids and their types, advantages and values. First, we tried to go through every valuable theoretical aspect forming a relatively thorough background concerning particularly the independent variable of the current study which is audio visual aids. Following the logical order of the dissertation, it is a must to begin with definitions, types, and functions of audio visual aids as a preliminary step. Once this is realized, we will shed light on audio visual aids correlation to the study where we have previously assumed or hypothesized a potential effect articulated upon teaching-learning civilization course.

1. 2. An Overview of Audio- Visual Aids

The concept of using audio-visual aids to communicate and facilitate teaching has long been used, from the early days of overhead projectors to the current usage of PowerPoint or slides, video, lighting, and music. AVA plays a large part in what we experience and learn in any context. Indeed, Dudeney & Hockly stated that “Technology has been around in language teaching for decades, one might argue for centuries, if we classify the blackboard as a form of technology. Tape recorders, language laboratories and video have been in use since the 1960s and 1970s, and are still used in classrooms around the world”(cited in Maggioli, 2009). Many technological devices have been progressed and developed in English language teaching and learning, technology in its various forms has long been used in classrooms such as Cinema, broadcasting and television appeared in that order at almost exact quarter-century intervals, beginning at the close of the nineteenth century (Heimann, 1963). In addition, “Since the nineteenth century the range has increased yet again, with each new visual telecommunicative technology such as the telegraph, typewriter and word processor, manifesting a graphic medium which expresses certain elements of the language and suppresses others” (Crystal, 2002, p.127). Thus, at 21st century, technologies are continuous in developing as well as improved; it provides different materials in classroom to enhance the quality of teaching and learning process.

1.3. Audio Visual Aids Definitions

Audio-visual is, evidently, a combination of two words: audio refers to what we can hear, while visual refers to what we can see. In other words,” it is any device which by sight or sound increases the individuals’ experience in classroom” (Singh, 2007:63). Furthermore, Harmer (1998 :65) stated that one of the greatest enemies of making teaching successful is the boredom of learners during lectures. Language teaching

effectiveness can be greatly enhanced with the integration and appropriate implementation of different technological assistance such as audio visual materials. In addition , teachers who implement the traditional methods, have to access the innovative tools with which to enhance teaching foreign language as Muneer(2014:76) said, “the teacher must "show" as well as "tell"”. In this respect, Audio visual aids are regarded as an external motivating technique used by teachers to develop students’ ability to communicate and shape foreign language learners’ skills emphasizing on the productive one as well as keep them stimulated and interested.

Effectiveness of teaching learning process does not depend only the on teacher but also up to the different types of materials available in a class. According to Malik and Pandith (2011:16) audio visual aids are those equipments that make learning and teaching more interesting, stimulating and effective. Similarly, On his part, Edger Dale(1946:89) asserted that Audio visual aids are termed as multisensory devices used to communicate ideas between persons and groups in different teaching and training situations. Differently stated, Mandel and Roberts (2000:45) said that Audio visual aids are supplementary devices by which the teacher through the utilization of more than one sensory channel keeps to clarify, establish and correlate concepts, interpretations and appreciations. According to SP Ahluwalia "Audio visual materials reinforce the spoken and the written words with concrete images and rich perceptual experiences which are basis of learning."(Cited in Malik and Pandith 2011:75).

1.4. Types of Audio- Visual Aids

Audio visual aids can be classified into three main types:

- Visual aids e.g. maps, pictures etc.
- Auditory aids e.g. tape recorder, record player.
- And both audio- visual aids e.g. television

1.4.1. Visual Aids

They are aids which require the involvement of learners' visual sense. Its role is to influence the learners' eyes to enable them to understand what is being shown. Also, in language learning process visual aids can help enhancing language skills such as speaking. There are different types and functions of visual aids which can be classified as follows:

1.4.1.1 Black Board: a big piece of wood which is a very old teaching aid used by teachers to write on anything he/ she wants to attract the attention of students .

1.4.1. 2 Handouts:

It is any written material to be covered in class or information especially when there are too much information and details. Handout is used if there are too much information's details or if the teacher wants to give full record of his findings.

1.4.1. 3 Charts and Maps:

Charts and maps are commonly used by the teacher in case of diagrams that cannot be drawn on the blackboard. Charts are very important for presenting and practicing structures and vocabulary. Maps are useful in showing the location of places, mountains, rivers...etc

1.4.1. 4. Pictures

There are two types of pictures; text pictures and class pictures. Text pictures are found in texts. They are usually designed for beginners. Class pictures can be divided into two picture cards and wall pictures. Picture cards (post cards) are very useful in language teaching. Wall pictures include maps, posters, and photographs that represent things that cannot be brought to the classroom. They are helpful for oral presentations and question-answer drills. Pictures are important through them we can describe what we cannot describe by words.

1.4.1. 5 Graphs

They are visual materials for presenting statistical data and making comparison. By using graphs, information can be conveyed and transmitted efficiently. Usually, they are in two forms which are vertical and horizontal. Here, we can present three types. For example, circle diagrams, through sections or portions of a circle. There are also bar graphs; here the graphic presentation extends the scale horizontally along the length of bars which have the same width and height over a period represented at the time of the variable.

1.4.1. 6 Overhead Projectors

It is an object used to display your hand-written pictures before the learners. For overhead projectors there are transparencies sheets on which you can write with the help of pens specially meant for writing on the transparency.

1.4.1.7. Models

It means when we represent something real in an object it may be larger or smaller than the real object. . In teaching, “Models present simplified form of abstract and complex concepts” (Akram, 2012:89). It means the use of an object which is usually made to represent another object in a smaller version.

1.4.1.8. PowerPoint (or equivalent)

Microsoft PowerPoint is the most commonly used now a days as a form of visual aids; it can really help the teacher in his different presentations. Teacher has to do these: use a big enough font (minimum 20pt), keep the back ground simple, and use animations when appropriate, make things visual. The best power point slide is without text (narration) this which is commonly but the opposite due to the meaningless presentation in case of no text. Subsequently, the visual aids play an important role in promoting teaching languages. Thus,

the main function of visual aids in the classrooms is to encourage teaching and learning process and make it easier and interesting

1.4.2. Audio Aids

Audio aids are audible devices which are related to our sense of hearing i.e. they are helpful to hear something but not to see, they can be in or outside the classroom for students. They can be in different forms such as spoken words, songs or music.

1.4.2.1. Record Player

It is a useful tool that helps students to tape recordings and to record their own discussions or speech that may help them to improve their pronunciation, for example. It is also helpful for the teacher to evaluate his\her students performance specifically the speaking skill .

1.4.2.2. Radio: Listening to radio programs is beneficial in learning languages; however; listening to a radio program needs a good listener. Radio programs are divided into two types; one is called education radio broadcasts in which students and teachers can participate; and radio programs that carry general discussions on social issues. When you listen to a radio program , you should take notes. According to Mishra and Yadav (2014:55) radio can:

- Bring carefully planned teaching experiences into any classroom equipped with a receiver.
- Bring outstanding demonstration features and other planned programmes in the classroom.
- Presents programmed preserving novelty and interest ensuring attention of the listeners.

1.4.2.3. Language Laboratory

Language laboratory is considered as an audio aid used in modern teaching methods to learn the second or foreign languages. It is a very helpful tool because learners can develop their own skills in which they are experiencing certain difficulties such as Internalizations of correct grammatical structures, pronunciation and listening comprehension. Moreover, language laboratory provides students with opportunity to meet their needs by listening to the authentic native speakers' speech clearly, and they can communicate with each other through using the most effective audio aids such as tape deck and headphones.

1.4.3. Audio -Visual Aids

Audio visual aids are those devices which include both audible and vision senses to provide update information such as video, television

The following Diagram summarizes the main common types of audio visual aids that are used nowadays in EFL classes:

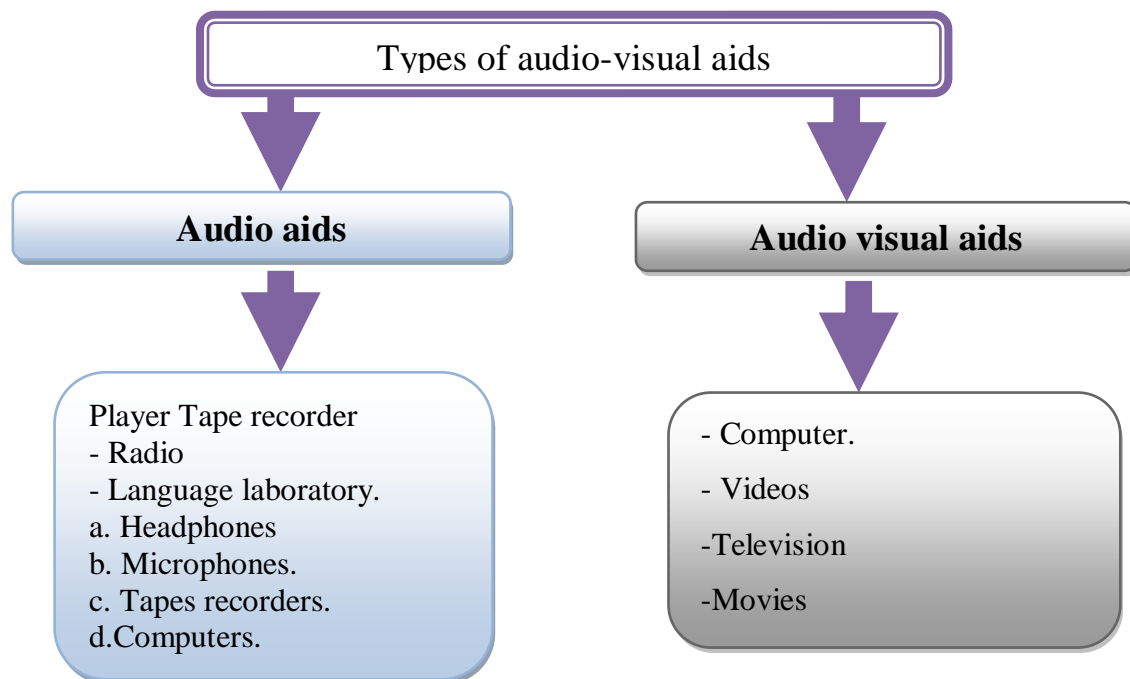


Figure 01: Types of audio-visual aids(drawn from various sources)

1.4. 3.1. Video

“A sequence of images processed electronically into an analog or digital format and displayed on a screen with sufficient rapidity as to create the illusion of motion and continuity” as (Çakir, 2006:22). Moreover, using content related videos helps the learners to conceptualize the ideas and get in depth thought on that topic.

1.4.3.2 Television

It is an aid which provides a clear presentation of both pictures and sounds under an elaborated system of broadcasting. Therefore, T.V. programs are of great importance in teaching. The teacher may ask students to see a T.V. show then make it under discussion.

1.4.3.3. Films:

It is a visual aid used in language teaching in the forms of fixed film strips or slides and motion picture film. The advantages of slides and film strips are they direct the attention of students to the screen and to the picture and words on it. What we present in a film strip can be shown over and over. Motion picture are very interesting in teaching meaning and the form of the language.

1.5. Selection and Usage of Audio Visual Aids

Teaching aids are valuable educational materials; they can help in making learning process more effective and interesting. Also, they make the learning process easier; teaching aids encourage students to learn because they activate their senses. To achieve the target matter, teachers should implement those materials carefully. There must be some criterion for selecting the right aid and using it the right way. Park(1999:43) asserted that to guarantee the effective use of audio visual aids, they should be accompanied with the following tips :

- Teaching aids should be used to achieve specific objectives

- Teaching aids should be suited for the maturity level of the students
- Teaching aids must be used skillfully
- Technical quality of the aid should be good
- Use variety of aids
- Choose the suitable aid for the suitable activity
- The frequency of using audio visual aids should be taken into consideration

1.6 Learning Styles:

A learning style is the way in which an individual learner tries to learn. It includes how they approach learning, experience learning and utilize information that's why many students have a difficulty to go with the method used by the teacher in class (Fedler22). If the teacher follows a method that does not go with the student learning style the student tend to be bored and inattentive in class, so by finding out a student preferred learning style we will be able to sort out possible challenges in their studying career. Students learn in many ways by seeing and hearing and acting, reasoning logically, memorizing and visualizing. However research shows that a 56% of the population preferred learning style which is visual 03% that is auditory and a 6% that is kinesthetic. In educational setting, some student preferred a learning style that is visual, they learn through seeing visual learners prefer that information be presented visually in picture, diagrams, films rather than spoken or written words others preferred auditory; they learn through hearing they prefer written or spoken explanation rather than visual, and others learn through doing that is identified as kinesthetic learning style. Some students have a combination of two or sometimes all the three styles.

1.7. The advantages of Audio -Visual Aids in EFL Classes

Audio visual aids are used by most teachers in the world to improve the teaching learning process; therefore EFL classes will be more interesting and dynamic. Students in this case can remember the new concepts for more long time, because teachers when presenting the lesson with audio-visual aids, relate the words with pictures and illustrations. The integration of technology helps students to experience vicariously and virtually. For example, the teacher wants to present a lesson about The Roman ruins in Batna , it is possible that not all the students in Algeria have visited this place but they can expose it through a video which allow them to see monument with their eyes. Audio-visual aids have a big hand in maintaining discipline in the class as development of students' critical thinking and increasing attention, so student get interested and focus more. Opportunities are provided by AVA for effective continued communication between the teacher and his\her students in learning. For instance, in learning English as a foreign language, the learner will face many difficulties as poverty of English vocabularies, lack of motivation and exposure to the target of the language and the lack of pronunciation by the teacher. These difficulties can be resolved by visual aids by more exposure and audio as a purpose goal of communication. Use of audio-visual aids provides the intrinsic motivation which means peaking their curiosity, making the desire and stimulation their interest.

1.8. The importance of Audio Visual Aids

When we talk about audio visual aids people consider them as very modern devices that suit modern methods of teaching; however, audiovisual aids is not something new because they were implemented by instructors in II World War as an effective tool in the training of soldiers to develop their motivation and enhance their learning. Then, technology has developed since that time; educational audio visual aids became one of the

essentials in the field of teaching in particular and in the other fields in general. Some hints which manifest AVA importance are as follows:

- Audio-visual aids reduce verbalism.
- To provide clarity and sense.
- To summarize series of observation: after a field trip or a film presents a quick summary of things observed.
- To present information about microscopic materials as microorganism: projected slides are so useful in this presentation.
- Promote a mood of mutual understanding and sympathy in classrooms.
- Bring about significant changes in students' behavior.
- Show the relationship of subject matter to the need and interests of

Students, with a consequent heightening of motivation for learning

1.9. Challenges of using Audio Visual Materials in EFL Classes

Although audio-visual materials help the language teachers to facilitate their teaching, it does not mean that there are no disadvantages. Sometimes, it may be useless if the selection of audio-visual materials is not effective. According to Cakir (2006),

The main disadvantages are cost, in convenience, maintenance and some cases the fear of technology. Additionally, the sound and vision, quality of the copies or home-produced materials may not be ideal. Another important issue in this case is that the teacher should be well-trained on using and exploiting the video. Otherwise, it becomes boring and purposeless for the students (p.68)

So, there are some factors to be considered to use audio visual aids in classroom. If the materials are not selected wisely, the objective cannot be fulfilled. Sometimes, the language level of the audio or video cannot be appropriate for the learners. As a result, the materials are not comprehensible for them which may make the anxiety level of the learners high.

Moreover, sometimes, it becomes very difficult to find the audio materials for the learners of elementary level. If the audio-visual aids are not related to the contents, they may mislead and make learners confused. That is why teachers need to be careful while selecting the audio-visual materials for their learners.

1.10. Educational values of using Audio -Visual Aids

The use of audio-visual aids gives maximum exposure to real life context in classroom. It provides opportunities both to the teacher and learners to practice languages as if they are in native speakers' countries. The following points mentioned the main benefits and importance of using audio visual aids suggested by different viewers:

1- Effective and interest aid: Audio visual aids help teachers to make teaching and learning process more effective and interesting. The use of different audio visual aids reduces the passiveness of the classroom interaction and makes it lively and interesting; It supports the concepts that the speakers are trying to convey instead to communicate in words.

2- Encourage creativity: Audio visual aids help teachers to develop creative power of the learners. By providing the different types of equipments, the learners involve their all faculties in order to create or develop something new (Malik & Pandith, 2011).

3- Permanent and meaningful learning: With the proper use of A.V.A. students learn more rapidly and remember the facts, thus learned, for longer time. It breaks the monotony of the formal type of teaching and makes learning more natural and easy (Singh, 2007).

4- Freedom: Uses of audio-visual aids provide freedom to the students. They can discuss, comment and express their opinion which they cannot while a typical teacher lecture wants them to work, it provides immense opportunities to the pupils to see handle and manipulate things.

5- Best Motivators: Audio visual aids are the best motivator tools. Students work more interest and excited since they expand real experience compared to the traditional classroom (Akram 2012: 23).

6- Fundamental to Verbal Instructions: They help to reduce verbalism which is a major weakness of schools. They convey the same meaning as words mean. They give clear concepts and thus help to bring accuracy in learning. (“*advantages- of-audio- visual-aids*” : 2015).

7- Variety of equipments: Varieties of audio-Visual aids provide variety and provide different tools in the hands of the teacher to create an attractive, interested classroom (“*advantages- of-audio- visual-aids*” : 2015).

8- Clear Images: Clear images are formed when individual see, hear, touch, taste and smell as human experiences are direct, concrete and more or less permanent. Learning through the senses becomes the most natural and consequently the easiest (“*advantages- of-audio- visual-aids*” : 2015)..

9- Vicarious Experience: Everyone agrees to the fact that the first hand experience is the best type of educative experience but such an experience cannot always be provided to the pupils and so in some situations certain substitutes have to be provided. For this we find a large number of inaccessible objects and phenomenon (“*advantages- of-audio- visual-aids*” : 2015).

1.11. Conclusion

After the researcher's attempt to set the theoretical basics of the research work notably and firstly the audio visual aids as the independent variable of the research work at hand, only then he is able to single out that the principle objective of articulation or the use of AVA is to reinforce verbal communication at first hand, and surely the written one as well on second scale. This main purpose along with a long list of effective ones backs the claim or the assumption that AVA have an impact on teaching-learning in general and the civilization course in particular since the researcher's underlined goal is focused mainly upon EFL students with advanced levels of General English and who are supposed to develop their ways of thinking, analyzing, and criticizing civilization issues rather than memorizing information. This may not be realized if the means utilized are inadequate nonetheless the approaches. Remarkably, the pre-set communicative objective of this thesis has to be compatible with existing teaching approaches such as the Grammar Translation Method , The Communicative Language Teaching, and the Competency Based approach. Therefore, the researcher thinks that the inclusion of those broader yet valuable approaches is of a dire need.

Chapter Two

Approaches to Teaching Civilization

2.1.Introduction

It is only logical that any research is based on either self imposed inquiries or others like surrounding circumstances. In this particular case, the researcher slightly deals with language teaching – learning aspect of a second- foreign language because the ultimate objective is beyond that. This does not necessarily exclude those who are intrigued by linguistic purposes, but rather it is more focused on those who have already reached advanced linguistic levels, that is General English. This research work, in fact, stands on the educational assumption that posits our target towards students whose general English is of advanced levels and who are in the same time prone to a troubling issue, which is memorization of pieces of information concerning civilization course rather than filtering them or handling them with what is called critical or analytical thinking. The researcher's objective, again, is how teachers or instructors can achieve this underlined goal, which obliges us to tackle all existing approaches to teaching so as to identify which one or ones are most suitable for fulfilling this goal. Therefore, this chapter endeavors to highlight the required theoretical information and approaches to teaching accordingly.

2.2.The Grammar Translation Method (GTM)

The first known approach which deals with language teaching- learning is The Grammar Translation Method (GTM) which was introduced to the domain of foreign language teaching for almost a century ago, (1840s- 1940s), so basically it is the first method or approach in the field. From the outburst, this approach was primarily utilized to teaching Greek and Latin which after the assumption that it is realizing promising results was further generalized to foreign languages. In the mean time we are urged to show how this is closely related to our research. It is so because it represents the study's independent variable; the audio visual aids effect on teaching civilization course with determined reference to third year students at Laghouat University.

As the term dictates, its basic focus is on grammar, i.e. grammatical competence. So, what is meant by grammatical competence, how is it realized, and whether or not it serves to achieve our objective? According to Richards (2006: 3):

Grammatical competence refers to the knowledge we have of a language that accounts for our ability to produce sentences in a language. It refers to knowledge of building blocks of sentences (e.g. parts of speech, tenses, phrases, clauses, sentence patterns) and how sentences are formed.

Constructing our assumption on this makes us consider language learning more like 'knowledge of grammar rules' which eventually guides us to the second principle of GTM which the isolation of grammar rules scaling other elements of a language as secondary or of less value. According to this approach, language competency or use is closely or even solely attributed to the mastery of grammar rules. In this context, (Boumová(2008:10) posits that :

Traditional methodology is based largely on a reduction of the integrated process of using a foreign language into sub-sets of discrete skills and areas of knowledge. It is largely a functional procedure which focuses on skills and areas of knowledge in isolation.

Another merit of GTM teaching-learning is that grammar rules must be poured into students-learners minds making learners passively in full attention following prescribed instructions and explanations. This is to be done by teachers, i.e. this approach presents the process of teaching as teacher- centered that explains why the teacher is viewed as the only authority and the only source of knowledge to foreign language learners leaving a slight independency or effort to learners, which is reading. Of course teaching grammatical rules, then, would be a “receptive skill only, i.e. reading. This which would make the listening and speaking skills considered as second if not excluded from the process of teaching-learning a foreign language.

One might be bewildered of the utility of such an approach especially when the prescribed grammatical rules are learnt. The answer to such an enquiry entails that those same rules are supposed to be put in situations so as to be practiced, but this practice would be in writing only .Ronald V.White in his book “The ELT Curriculum” clarifies this opinion saying that “*there is no oral or pronunciation work, since it is the written language which is taught, and ‘mental discipline’ is stressed rather than any ability actually to use the language*”(qtd in Boumová2008:14). Concerning mental ability, to add, the Grammar Translation Method works on developing learners’ minds and that is manifested through two aspects. The first one is through using the first language as a reference to learn grammatical rules, which mutually enables learners to unconsciously compare those different grammatical rules and put them under continuant judgment as linked to their first language, thus enabling them not only to learn L2 grammatical rules, but also to enhance theirs. In this case, Gascoigne .C (qtd in Arrouf2009:12)argues that:

In grammar translation, the development of the mind, as well as of translation skills, was accomplished through a deductive form of teaching, moving from the statement of the rule to the example. In the classroom, the student was a passive

recipient of rules and engaged in practice activities and translation exercises requiring the application of explicit grammar rules

During learning a language, the GTM highlights that there is no room for errors since they might develop to male uses of grammar, language. In her published thesis, Bc.VieraBoumová (2008 :16) asserts that :

Good habits are formed by having students produce correct sentences and not through making mistakes. Errors were to be avoided through controlled opportunities for production (either written or spoken). Accurate mastery was stressed from the very beginning stages of language learning, since it was assumed that if students made errors these would quickly become a permanent part of the learner's speech.

This is a behaviorist attitude towards language learning according to Chomsky, as he one of the pioneers of the mental school, considers errors as signs of attempt to making progress in language learning-teaching.

Based on all what has been said in this part, we consider the Grammar Translation Method as unsuitable for teaching-learning civilization course for a principal consideration. This method targets primarily students willing to learn or improve their linguistic levels of any foreign language, whereas our main interest is in those students who have already acquired advanced levels of the English language evidently as their foreign language, to avoid a known to be as a classical and inefficient way of learning concerning civilization, particularly memorizing to a different yet fruitful way of learning, that is studying, analyzing, criticizing, or thinking critically.

2.3. Communicative Language Teaching CLT

It is agreed upon that developing the teaching process is evidently aimed at discovering and developing different ways of disseminating meaning¹ through a language. In fact, our contemporary time is brought together so closely due to globalization and technological inventions which further facilitated hardware communicating materials; therefore, based on how fast the wheel of change is taking various directions, approaches, methods, or techniques, which should be adopted, are presented as means to an end; that is communication. Chronologically speaking, field specialists present the evolution of teaching-learning theoretical background as follows. According to Richards (2006), they are:

Phase 1: traditional approaches (up to the late 1960s)

Phase 2: classic communicative language teaching (1970s to 1990s)

Phase 3: current communicative language teaching (late 1990s to the present)

As aforementioned in the Grammar Translation Method, traditional approaches consider grammatical competence as a priority and indication of language mastery. Accordingly, (Richards 2006: : 06) posits that *“It was assumed that language learning meant building up a large repertoire of sentences and grammatical patterns and learning to produce them accurately and quickly in the appropriate situation.”*

In GTM, the grammatical competence is transmitted through direct instruction where repetition / drilling manifests itself as a basic technique to achieve learning. More explicitly, a grammatical rule is supplied primarily and then the compulsion of a practicable situation is met, i.e., the methodology teachers centered, that is teaching deductively. It is only when the grammatical competence is achieved that the flow of the four skills takes place.

¹ Conveying or transmitting information through a language

Memorization, substitution drills, guided speaking and writing forms are techniques utilized to teach grammatical rules, thus teaching a language. More importantly is their behaviorist notion of language that explains the instant treatment of errors or as they are labeled “bad habits. This basic behaviourist notion is an umbrella concept that includes other teaching methodologies, though they have the same merits. In this regards, Richards (2006:07) states that: *Methodologies based on these assumptions include Audio-lingualism(in North America) (also known as the Aural-Oral Method), and the Structural-Situational Approach in the United Kingdom (also known as Situational Language Teaching).*

All that has been written concerning traditional methodologies of teaching –learning process come divergent as for the classic communicative language teaching known as CLT in (1970s to 1990s) which chronologically speaking takes place as GTM’s upcoming approach. This method does not consider the grammatical competence as its basic requirement to language learning-teaching process, but it requires other skills to achieve communication. Basically, a communicative aspect is what is required to communicate efficiently. Accordingly, Richards (2006: 09) identifies that what is required to communicate effectively is:

Knowing what to say and how to say it appropriately based on the situation, the participants, and their roles and intentions. Traditional grammatical and vocabulary syllabuses and teaching methods did not include information of this kind. It was assumed that this kind of knowledge would be picked up informally

It is a fact that the syllabi compatible with CLT language teaching is obviously a new teaching methodology; it is the “communicative language teaching”. This methodology posits that the communicative competence as an end, and that compatible syllabuses are required. Richards (2006: 10), in this context clarifies that a syllabus should identify the following aspects of language use in order to ameliorate the learners’ communicative competence. First and foremost, the syllabus had better clearly take into consideration

learners' set purposes for learning a language. Sometimes, we spend learners' times and efforts in dealing with General English when in fact a learner's time and need does not require as much; a learner for example intends to learn a language for specific purposes, a language for hotel services or a factory. An idea about the setting in which learners will try to use the target language; for example, in an office, or on an airplane is also another comprising element of CLT syllabuses.

A CLT syllabus, to add, is required to identify the socially defined role the learners will represent in the target language, as confronted with specific interlocutors such as travelers, clients, or members of scouts. In addition, there is what is called as the communicative event in which learners will articulate their language. Namely, everyday situations, vocational or ordinary situations, academic situations, are all of different schemes and requirements. Moreover, in a CLT syllabus vocabulary must consist of a realm of determined notions or concepts. Notions concerning leisure, finance, history, religion... can all be instances of the needed vocabulary in a CLT syllabus. To add, the inclusion of the grammatical content as well as the lexical content of the target language in a CLT syllabus is another communicative merit of CLT. Other elements to an effective CLT syllabus include, as Richards (2006:10) states are as follows:

- **The language functions** involved in some events or what the learner will be able to do with or through the language; for example, making introductions, giving explanations, or describing plans.
- **The skills** involved in the "knitting together" of discourse: discourse and rhetorical skills; for example, story-telling, giving an effective business presentation.
- **The variety or varieties of the target language** that will be needed, such as American, Australian, or British English, and the levels in the spoken and written language which the learners will need to reach.

The technicality and the specificity of such teaching methodology along with the emergence of English for Specific Purposes all led to the birth of CLT that is the consideration of the communicative competence as the basic language learning requirement, which further necessitated special syllabuses such as the skills-based syllabus and functional syllabus. For what is worth, the notion behind CLT is all based on what is labeled as communicative competence, so what is meant by communicative competence especially after getting an array of different definitions and considerations?

2.3.2 Communicative Competence

Two major linguistic figures have had their print and reputation in this angle: Canale and Swain (1980:27) whose model was to be applied to second language teaching and testing contexts. It proved its importance in the domain of designing syllabi and testing as they pioneered in segregating between theories related to basic communication skills and those of sociolinguistic perspectives pertinent to communicative competence in what they called ‘ integrative framework of communicative competence. Furthermore, their model is still considered to be an accepted integrative and elaborate one, since they view both grammatical competence and socio cultural competence as having equal importance in shaping the communicative competence.

Although some relatively analogous terms like linguistic competence and performance might be bewildering, but Savignon, S. J. sets some ideas to understand such linguistic concepts. First, one might better distinguish between a competence and a performance. A competence is what learners know as underlying knowledge of the language whereas a performance is demonstration of the acquired language knowledge. Second, a communicative competence can be manifested in both written and spoken language, as well as to many other symbolic systems. Other defining aspects of communicative competence include:

.Communicative competence is a dynamic rather than a static concept. It depends on the negotiation of meaning between two or more people who share to some degree the same symbolic system.

. Communicative competence is context- specific. Communication takes place in an infinite variety of situations, and success in a particular role depends on one's understanding of the context and on prior experience of a similar kind...

. Communicative competence is relative, not absolute, and depends on the cooperation of all the participants. (qtd in Ozsevik 2010:33-34)

William Littlewood (2003: 03) clarifies that CLT comprises a number of principles, their mentioning is mandatory. Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom.

2.3.3 Principles of CLT

In his published book, “*Communicative Language Teaching Today*”, Richard Jack C (2006: 13), points out that the main principles of CLT usually take the following order as linked to their importance in the learning-teaching process. From the beginning, teachers had better make “real communication” as their primary focus of language learning. Realizing such a task, they might also need to provide opportunities for learners to put what they gained as prerequisites into practice. Language practice necessitates errors, where learners’ errors should be tolerated by teachers because these errors indicate and prove that learners are building up their communicative competence. As for the subsequent phase, teachers need to afford opportunities for learners to develop both accuracy and fluency guaranteeing the existence of the linguistic natural and simultaneous order of the different skills which takes place in the actual life. Finally, the grammar rules, in turn, should be induced or discovered by students themselves.

As far as difficulties concerning teachers are concerned, there exist a number of obstacles hampering learning adopting the Communicative Language Teaching. First begin with , teachers may encounter unmanageable , and even irresolvable fences that are not theirs , which would take much time to be dealt with . These might include , especially in developing countries, economic factors such low wages, lack of resources, and large classes without adequate facilities; pressure from parents, students, principals, and supervisors. Second, linguists put much focus on one of the pillars of any society, namely cultural factors. Some cases include passive-student traditions, negative-to-group-work attitudes, and influences of colleagues upon others, added to teacher-dominated subjects. The likes of such cases are usually found in places where teachers are considered as the only purveyors of knowledge and wisdom and where students must pay full attention, yet passively. This kind of problems totally contradicts with CLT. Another obstacle is the consideration of the language to be learned. On the one hand, cases where the Target language is considered as a foreign one, the likelihood of learning is not usually promising, for there isn't a dire need to use the TL. On the other hand, teachers who apply CLT in ESL classes declare otherwise basically because ESL students need it primarily in their professional and even everyday lives.

2.4. Competency-based Approach (CBA)

Linguists consider the Competency-based Approach (CBA) as the latest as well as more or less complicated and also multiple usages approach. Accordingly, linguists sometimes label this approach as the Competency Based Training, Competency Based Education...etc. These different terms, though having the competency based element as their basis, did not take place from the vacuum, but rather they follow a chronological order. This order occurred taking into account both theoretical and practical regards. From the outburst, it is thought that this approach was first set into the scene of teaching-learning as

Competency Based Education in the USA in the 1960s. Some linguists, to add, trace back its presence even earlier to the 1950s when competency was considered and evaluated from the behaviorists' view as a proof of a certain articulation or performance and vice versa, but others posit that CBA historical beginnings go back even beforehand. Kate Ford, in this point, clarifies in her published article (2014: 2) that: “*Brown's historical account, largely informed by Australia's competency-based vocational education model*².”

Analogous to Kate Ford's statement, some linguists point out that the rise of CBA is attributed to the convergence of several theoretical linguistic concepts. In the same path, Bowden and Master (1993) posit that in the 1970s there were five correlated designs to CBA. These designs were: mastery learning (Bloom 1974), criterion-reference testing (Propham, 1978), minimum-competency testing (Jaegan, 1980), competence in education (Urke et al, 1975) and programmed learning (Skinner 1952). The shared cornerstone of all these precedent concepts were as follows: modules design, assessment around a list of observable behaviours, and the concept of mastery (Cheli 2010: 14-15).

The American Forces, following Frederic Taylor in 1947, conducted such an approach and further developed it. This approach, practically speaking, merited the specificity of diversity among governmental institutions, at least at the beginning, from military, vocational teaching and training, business to medical ones. Instances include vocational training programmes in the UK and in Germany during the 1980s and vocational professional skills recognition in Australia in 1990s.

For an observant linguistic eye, it is because of the lack of the required efficiency that previous teaching-learning approaches were prone to decay. It is common knowledge that fast and frequent changes which occur globally and even at personal levels which demonstrated the failure of much of the psychological, social, or linguistic behaviours that

² An education specified to vocational needs not academic needs

students usually encounter and find difficulties dealing with . This is because there is a highly recommended way which enables students or even field practitioners to adapt, coexist, or resolve mostly the “unpredictable and unprecedented situations” that though former approaches were used, according to adherents of modernity, they proved to be of less efficiency. Thus, much greater attention was cast upon ways enabling students and workers to realize better feedback. Accordingly, terms like competence and competency merited worthy analysis.

It might seem easy to be defined for an ordinary person, but both terms have slight variance as well as difficulty. One of the difficulties facing, especially researchers at the beginning of their careers, is that competency, for example, is not defined from one perspective. (ibid : 5)

...the term competency varies from a school of thought to another. The behaviourists use it to design an observation and measurable behaviour resulting from a certain training. The constructivists use this term to illustrate the construction of capacities acquired from an interaction between individuals engaged in the same situation

First, the term ‘competence’ is usually defined as “ *a system of internal and external mental structures and abilities assuming mobilization of knowledge, cognitive skills and also social behavioural components such as attitudes, emotions for successful realization of activity in a particular context*”(Ibid:4). Resembling the above definition is Worsfold’s in which he defines competence as:” *more than just knowledge and skills. It involves the ability to meet complex demands, by drawing on and mobilizing psychosocial resources (including skills and attitudes) in a particular context; and is the ability of an individual to perform a job properly – knowledge, skill, judgment and attitudes.* (2012: 10)

Competence is, then, simply put as the organized mobilization or shift from acquired “levels ” i.e. linguistic and psychological levels, for convenient task realization. Here, it is

mandatory to mention the six key competencies based on the definitions of DeSeCo (qtd in Cheli:2010: 9) and they are as follows : First, there is what is labeled as autonomous competence. This competence involves cognitive strategies needed to perform cognitive activities and apply the gained knowledge and skills to processing information, adapting and transforming knowledge, to construct knowledge and judgments. So, it is all about inner abilities which make the first step towards articulation or performance. The second is the interactive competence. It is put into a second position since it cannot be realized until required innate linguistic and psychological requirements are achieved. Interactive competence assumes effective use of communication tools and personal resources. The English language, for example, as well as knowledge, strategies, laws information, new technologies according to requirements of a modern society for the solution of everyday-routine and professional tasks is a projection of such a need.

Social competence which is the third key competence shapes the integral personal system of knowledge, skills, verbal and non-verbal communicative strategies that provide the capacity to form, join, and function effectively within complex and socially heterogeneous groups. To add, there is the linguistic competence, which as clearly as the terms suggests, includes: lexical, grammatical, semantic, phonological, and orthographic competences. Before last is the strategic competence. Finally, we have what is labeled as the pragmatic competence which is an integrated personal system of principles according to which messages are organized, used, and sequenced according to interactional and transactional communicative designs. Cheli (2010: 10)

Important to mention is how competency is different from competence, but before doing so, an illustration, which is in the form of a ladder or ascending scale , might ease the task.

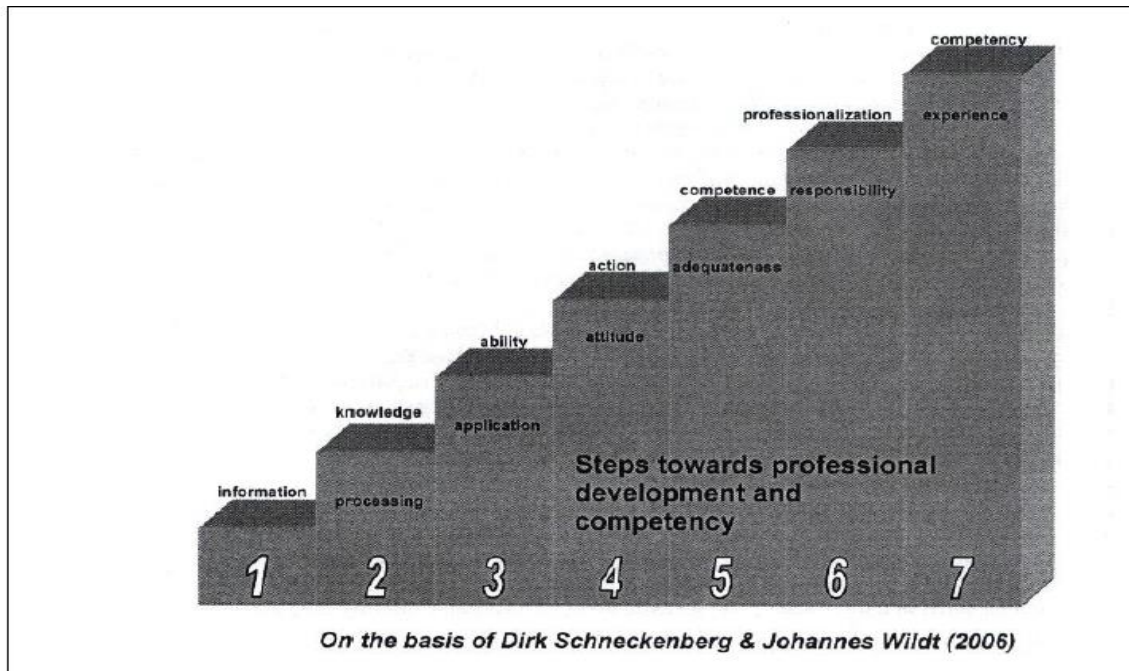


Figure 02: Steps Towards Professional Development and Competency

As illustrated above, competency is at the top of the ladder; that is the highest scores of achievement. In other words, Cheli (2010: 3) says:

Competence is defined as a cluster of related abilities, commitments, knowledge and skills that enable a person (or an organization) to act effectively in a job or a situation in comparison to competency (ies) which refers to a cluster of abilities relating to excellence in a specific activity.

In a nutshell, the basic distinguishing characteristic feature between competence and competency is the after stages of acquisitions “prerequisites” how well a task is performed”; that is performance.

2.5. The relationship between Teaching Civilization and Audio Visual Aids

In this previous section we attempted to go through the theoretical corner stone of the teaching-learning process in general so as to set the scene of teaching and learning process, but it would not be as accurate to our current study if the relatedness of the teaching approaches were neglected. That is why we have gone through the GTM, CBA, and CLT to single out which one of the approaches is the most appropriate to teaching civilization

course, definitely through the use of AVA. More specifically, and after we sought to demonstrate that CLT is the most suitable approach to teaching civilization course, the mentioning of further details seemed to gain a paramount significance; thus we deal with terms such as “syllabus design” and “methodology” .

Verily, both terms have been influenced by the evolution of language teaching research. The former is often referred to as “what” to be taught in terms of course content while the latter deals with “how” this content is to be taught., J. et al. in this case state that (2013: 11) a syllabus design is “*the overall organizing principle for what is to be taught and learned. In other words, it is a general statement as to the pedagogical arrangement of learning content*”. In our case, it is the content knowledge of the civilization course rather than the linguistic abilities of learners. As set from the beginning, we are more interested with learners whose linguistic levels have already been developed enough to reach more advanced levels as EFL learners. Eventually, this will lead us to even more specific terms such as course goals and objectives. Though the use of the terms ‘goals’ and ‘objectives’ is often confusing, a distinction can be drawn between these two items of course design. Hedge (2000: 344) considers the difference between both terms as “a distinction between the general and the specific”. In this vein, various objectives can be derived from a general goal of a given course and established to be achieved by the end of this course. Moreover, broader goals are usually set out in a national curriculum or by institutional policy-makers, while specific objectives are left to be interpreted by teachers, (ibid.).The example that could be set is that when the national curriculum intends to implant individualism in a given nation. Whatever thematic activities’ objectives helping to achieve such a goal are supposed to be picked out by teachers.

In the same vein, most learners, regarding the specificity of our current study, are presented with Civilization course content usually without being aware of why they are studying this

course and what are they supposed to do with it. The fact which makes some teachers' methodology far from being able to sustain learners' achievements both in terms of their English language development, which is of less attention to our study, and their content knowledge comprehension, which is our study's ultimate objective; that is why the essence of language learning is based on learners' participation and interactive communication for the sake of communicating fluently and accurately rather than memorizing civilization content as the traditional teaching methodologies used to focus on.

In fact, Rodrigues , E (2015: 29) states that in content-based courses like Civilization *“language and content subjects are integrated and the goal is that students study the target language with a particular subject (e.g. history, geography, mathematics)”*. Relevant to this, what should be expected from teaching Civilization to third LMD students is not primarily the improvement of their English language proficiency, but once this is achieved, students ability to grasp the content knowledge of the course, thus transforming it to a further communicative and analytical ends. Therefore, learning a language would no longer be viewed only as an individual accomplishment, but also as a social experience. This which proves that the Communicative Language Teaching (CLT) since it is related to our study as the approach that realizes learners of civilization course needs and wants; *“to focus in language teaching on communicative proficiency rather on mere mastery of structures.”* (Richards and Rodgers, 1986: 64)

When we clarified what approach, syllabus, and goal which is supposed to be of higher efficiency to third year EFL students concerning the civilization course, it is a dire need to show how audio visual aids are, which is the independent variable of this research work,

related to the study. AVA³ is no less than tools or techniques that can be adopted in teaching civilization course through CLT seeking better outcomes.

³ Audio Visual Aids

2.6. Conclusion

In this chapter we sought to highlight what is the most appropriate approach to teaching -learning civilization module. Then, we tend to evaluate each of them, stating that the Grammar Translation Method and the Competency- Based Approach might not be the most suitable approaches. The latter is because the Grammar Translation Method exaggerated the function in the learning of a foreign language. To add, it proved itself as being mechanical and separated from language environment where learners do not experience meaning, which is the total opposite of the subject at hand requirements. As for the former, it sometimes proves itself as malfunctioning due to what some scholars call it ‘wicked problems’ which usually include sustainability and non-controllable issues that all forms of institutions, national or international, governmental or non-governmental should collaborate to resolve. In contrast to these approach there is the CLT which puts communication and competence as its pillars and that is exactly what the researcher seeks to achieve during and after studying civilization content.

Chapter Three
Findings Results and
Interpretations

3. 1.Introduction

Once we have gone through the required theoretical aspects beginning with the most frequently used audio visual aids and their different types through to the most utilised approaches to teaching, we intend to put theory into practice. This can only be accomplished when gathering data from both concerned teachers and students through questionnaires. These questionnaires provide their views and concerns, which in turn help prove right or wrong the already set hypotheses. Therefore, this chapter is dedicated to the analysis and interpretation of the findings , which eventually will shape our recommendations and procedural suggestions.

In order to investigate the effectiveness of using audio-visual aids on teaching civilization within EFL classes. We conduct questionnaires both to teachers and third year students of English at Laghouat University.

3.2 .Students' Questionnaire Structure :

The questionnaire was delivered to third year LMD students of literature and civilization, the whole number of this population is fourteen (14) students. There are eighteen (18) questions involved in this questionnaire. The first four questions deal with background information about the participants. The other questions talk about civilization and the relationship between the latter and audio-visual aids .

3.3.Presentation and Interpretation of Student's Questionnaire Results

3.3.1.Background Information: Question items one to four

In this part the questionnaire focuses on gender, Bac stream, language they speak and finally the years of studying civilization .According to the questionnaire results the percentage of males was 35,71% and females 64,28% . This point indicates that female students seem to be more interested in studying civilization module than male students. The

majority of the participants studied scientific stream at high school. The respondents speak Arabic language as their mother tongue which shows that they are EFL learners of literary branch. They studied civilization module for three years at the university.

Question 5-Has the Literature and civilization branch been optional or compulsory for you?

If optional why have you chosen it?

Option	N	%
Optional	13	92,85
Compulsory	1	7,14

Table 01: The choice of civilization and literature branch

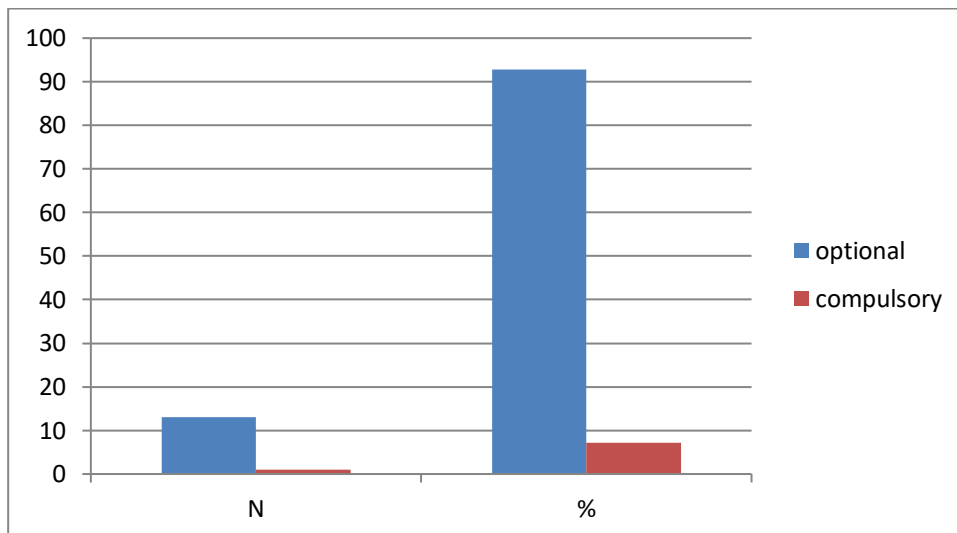


Figure 03: The reason of choosing civilization and literature specialty

As the results show 92, 85% of students declare that they have chosen civilization and literature optionally and there is only 7, 14% of students who have compulsory chosen it. The results indicate that the reason for choosing civilization and literature branch is different from one respondent to the other , but the majority of them state that the main reason is to know more about it and to understand the culture of the native speaker of the target language i.e. English language.

Question 6- How do you consider your level and mastery of the English civilization module?

Option	N	%
Very good	0	0
Good	05	35,71
Acceptable	07	50
Poor	02	14,28
Unable to understand it	0	0

Table 02: Levels of understanding civilization module

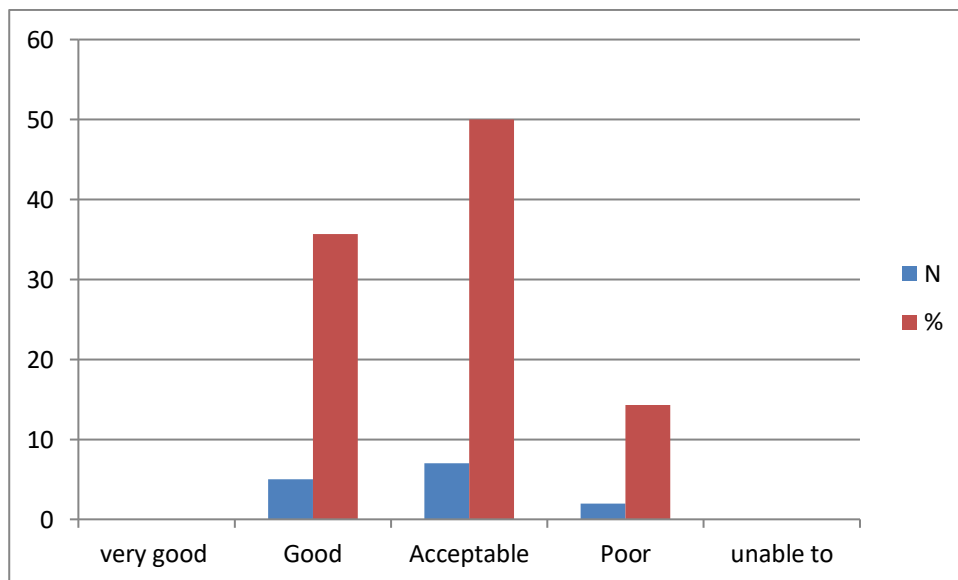


Figure 04: Students' self-assessment concerning their understanding of civilization

The second table shows that 35, 71% of respondents state that their level is good and 50% of them claim that it is acceptable; however, 14, 28% of students assert that their level of understanding civilization as poor. Hence, the level of students in understanding English civilization is not satisfactory and they probably have some difficulties to understand it properly. Since most students' degree of understanding civilization is acceptable, they need to be motivated and therefore enhance their level in grasping this field.

Question 7-In your opinion, these difficulties are due to:

Option	N	%
Grammar	0	0
Vocabulary	3	21,42
Culture	11	78,57
Others	0	0

Table 03: the reasons behind finding difficulties of the civilization module

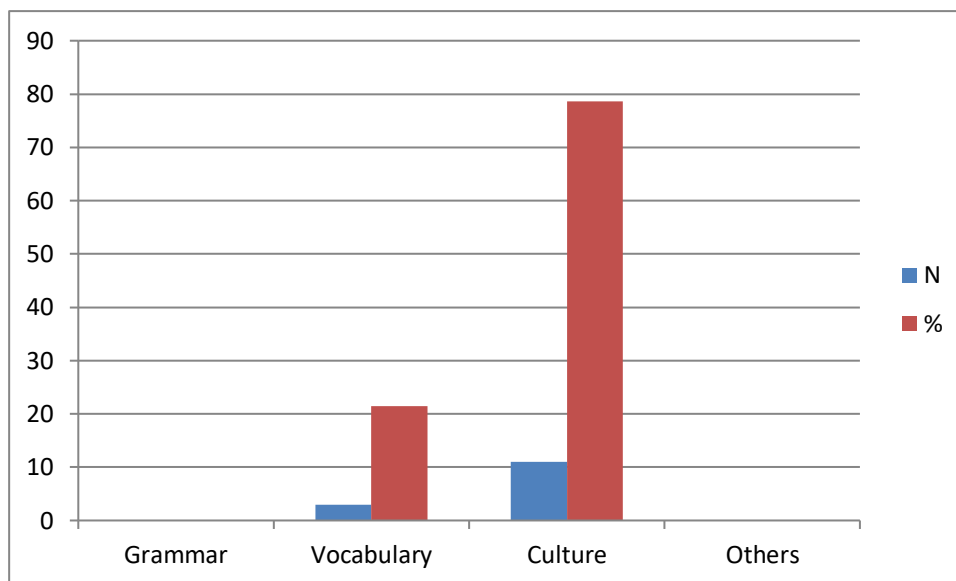


Figure 05: things that have affected on civilization activities

Most of the participants in fifth table claim that most difficulties students face when dealing with civilization come from the lack of cultural knowledge aspects with 78, 57%. The other students see that vocabulary also contributes to this problem with 21, 42%. However, the other statements have been neglected such as grammar because they state that grammar can't be a problem for them and it doesn't contribute in such issue. Therefore, the cultural aspect seems to be a great obstacle for the majority of students studying civilization as their specialty due to different cultures that encounter; especially while interacting with native speakers of the target language.

Question 8-Why do you study civilization?

Option	N	%
For enriching your language	6	42,85
For enriching your cultural knowledge	8	57,14
For fun	0	0

Table 04: Reasons for studying civilization

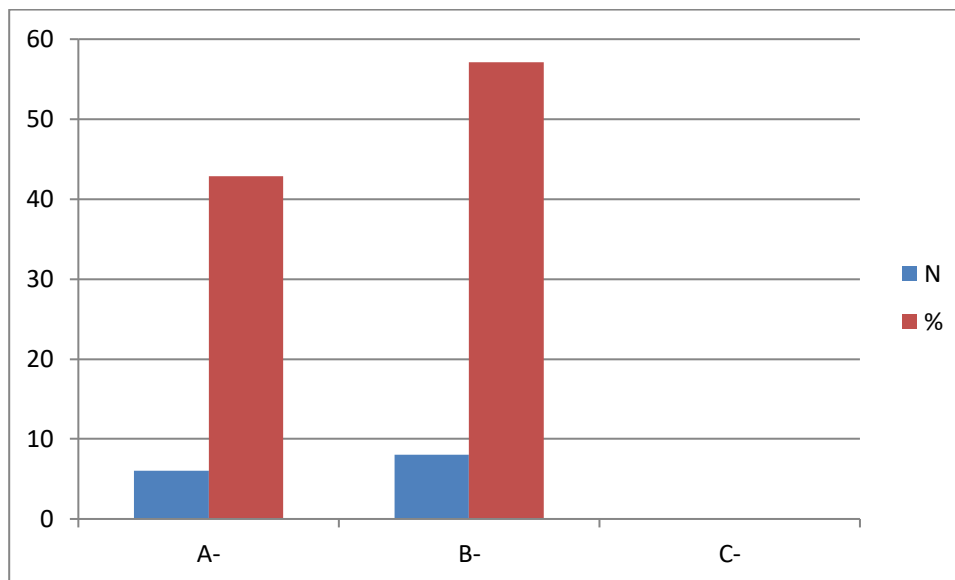


Figure 06: Students' attitudes concerning the reason of studying civilization

According to the results that have been found in table six, 42, 85% of students claim that the cause behind studying civilization is related to attempts of enriching their language. Other students posit that they study civilization to enrich their cultural knowledge with 57, 14%. These percentages indicate that the participants balance between two causes of studying civilization and they see that the importance of civilization is limited between the enrichment of language and cultural knowledge of the student.

Question 9- How often are Audio visual aids used in your classroom?

Option	N	%
Very often	2	14,28
Sometimes	3	21,42
Rarely	9	64,28
Never	1	7,14

Table 05: Use of audio visual aids in the classroom

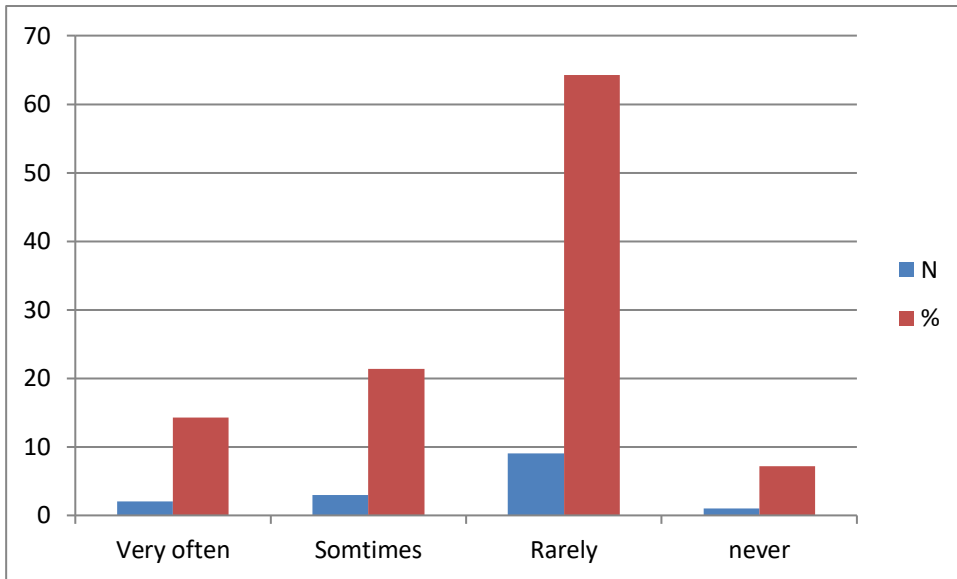


Figure 07: The use of audio visual aids inside the classroom

As the results illustrated in the seventh table, students declare that using of teaching aids or audio-visual aids in the classroom as follows : 14,28% for very often statement, 21,42% for sometimes, 64,28% for rarely and finally 7,14% for never. Due to these results the majority of students have chosen “rarely” as the final answer which indicates that their teachers don’t use these aids in the classroom continuously. This leads the students to be careless about studying civilization and demotivate them.

Question 10-Do you think that the role of teachers is enough in teaching civilization?

Option	N	%
yes	00	00
no	14	100

Table 06: Students’ attitude about the role of teachers

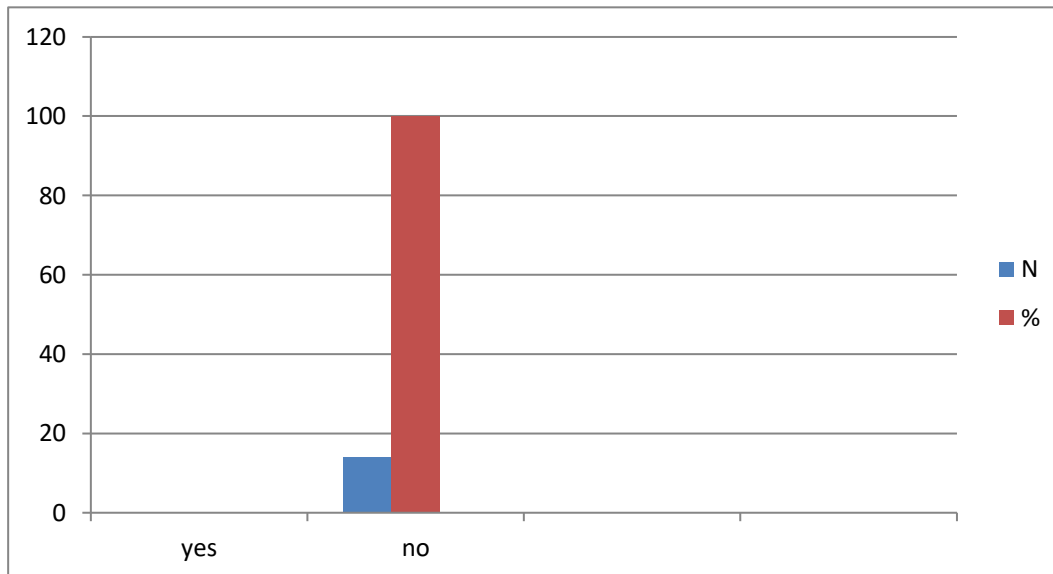


Figure 08: The role of teacher in teaching civilization

As it was expected, all learners (100%) said that the role of the teacher is not enough in teaching civilization. Although the teacher is considered as the main element in teaching civilization, yet without the help of some audio-visual aids in the classroom, he cannot fulfill his her work effectively. Teaching aids are described as new materials that take the classroom environments away from classical ways of teaching civilization and they do not let students get bored when they come to study. Therefore, these results indicate that the students of civilization want new aids beside the efforts of their teachers in order to enjoy and gain more information at the same time.

Question 11- What kind of aids do you often use when studying the civilization course?

Option	N	%
Visual	1	7,14
Audio	4	28,57
Audio-Visual Aids	9	64,28

Table 07: the kind of aids that have been used to study civilization

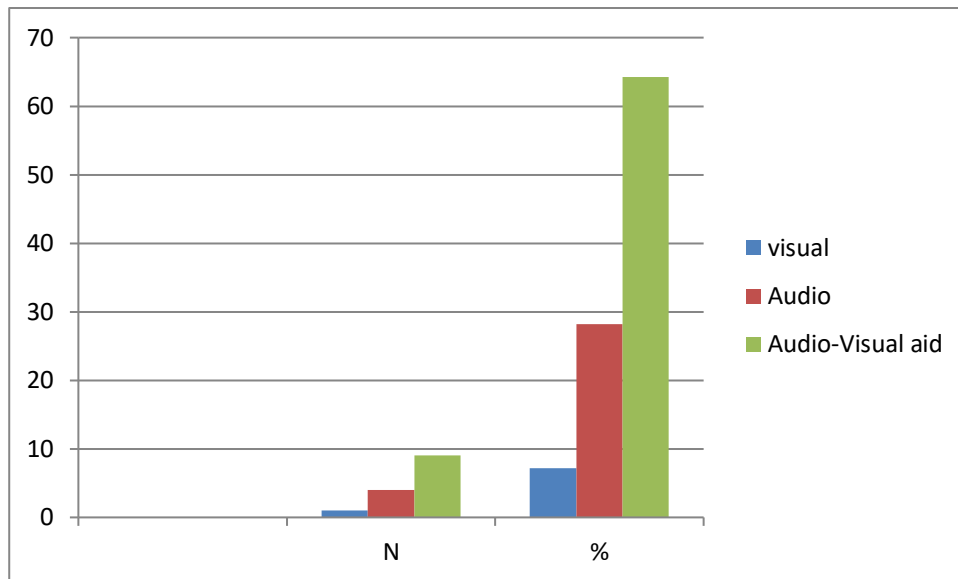


Figure 09: Teaching civilization process and types of AVA

It seems from the results obtained in the above table that 64, 28% of the students use audio-visual aids in studying civilization. Besides, 28, 57% of respondents exploit the audio aids. According to other students' answers, they indicate that they use only visual aids. Hence, the audio-visual aids have attracted the interest of students because they allow them not only to use both their hearing and seeing senses, but to avert students from getting bored when they come to watch, for example, filmed historical events.

Question. 12- If the answer is Audio-Visual aids, which aspect do you prefer?

Option	N	%
Computer	5	35,71
Television	0	0
Video	2	14,28
Film	7	50

Table 08: Attitudes of students about the types of aids they prefer

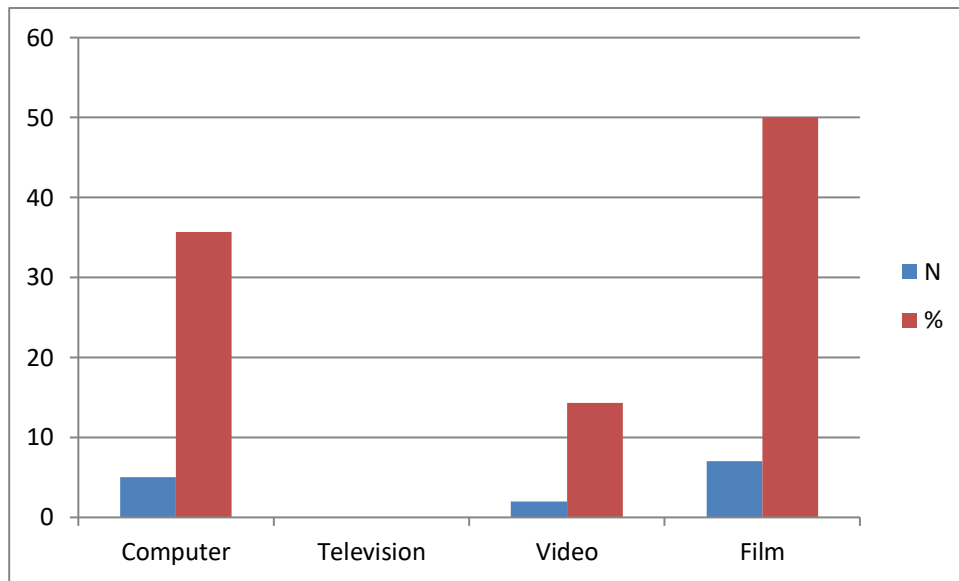


Figure 10: The selection of students to the types of audio-visual aids

The results that the table above reveals are that 50% of participants declared that they preferred films. The others about 35, 71% claimed that computer is the most preferred for them. However, 14, 28% of students have chosen video. Due to these results, the majority of students prefer the use of computer and films in order to enhance their levels in grasping civilization such as events, dates and debates. The use of computer increases the students' motivation about the debate through watching some TV programmes that show the historians' views using arguments and facts. Besides, students can see the subtitles of civilization content within the image of the historian or presenter (host).

Question 13- What is your attitude towards using audio visual aids as teaching aids into EFL classrooms?

Option	N	%
positive	14	100
neutral	00	00
negative	00	00

Table 09: students' attitudes of audio-visual aids in teaching EFL classrooms

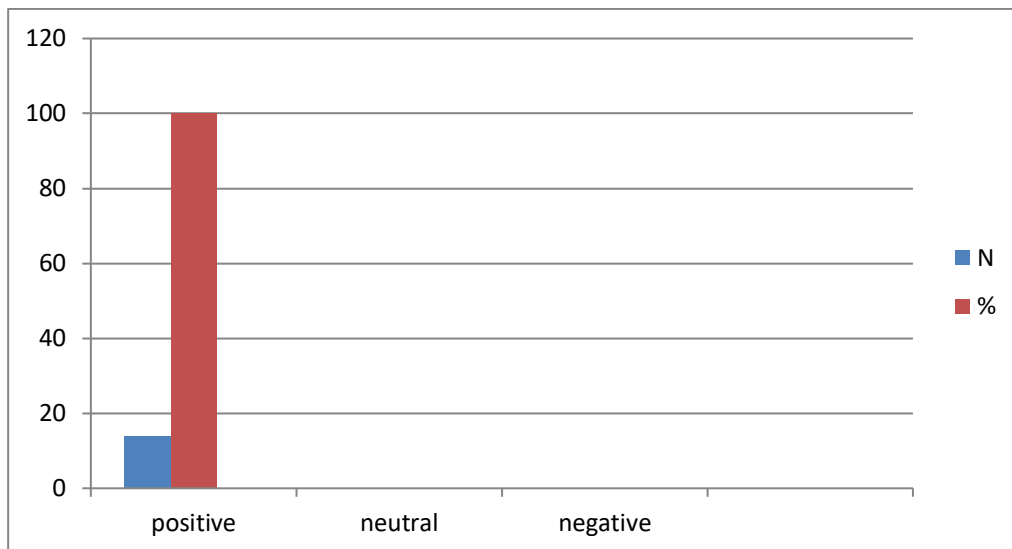


Figure 11: The students’ opinion about audio-visual aids as a technique in teaching EFL classrooms

The table above shows that all students 100% consider movies as an effective aid in teaching EFL classrooms. In case students miss such aids in their classes , they show such attitude towards movies. This latter as we know is an aspect of audio-visual aids that has some amazing characteristics which attract the students’ attention due to its colorful images. In addition, it deals with lot of topics coming from different civilizations.

Question 14-Do you feel that Audio-Visual Aids motivate you to grasp civilization course?

Option	N	%
yes	14	100
No	00	00

Table 10: Students’ attitude about audio-visual aids motivation

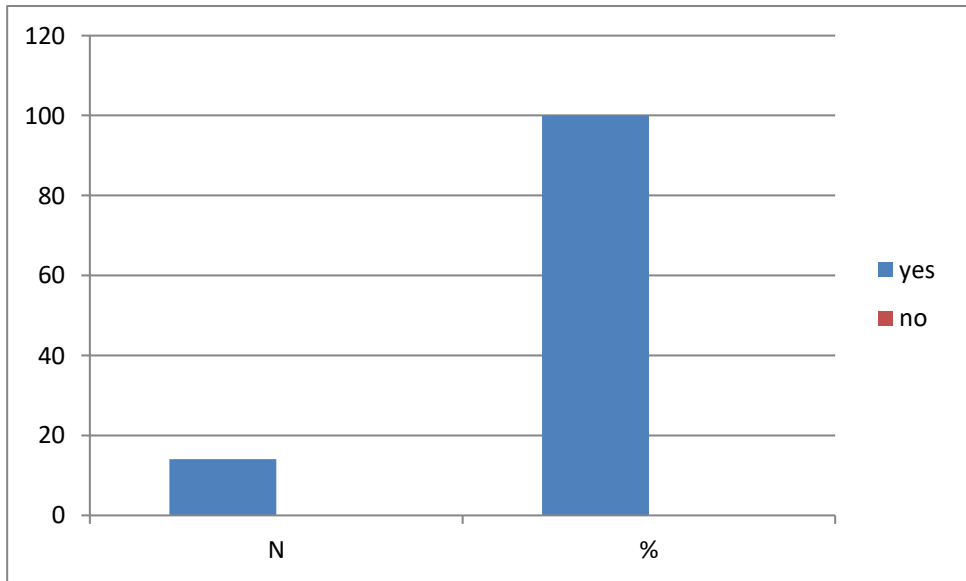


Figure 12: Students attitudes about the audio-visual aids and their motivation

Concerning the results in the aforementioned table, 100% of the students agree that audio-visual aids can motivate the students to understand civilization content. The use of modern audio-visual aids allows the students to deal with any kind of civilization analysis easily due to facilities that such materials give to students.

Owing to these results, the students are in dire need to deal with audio-visual aids because every domain in the academic environment needs a new technology that develops it and civilization is considered one of these domains.

Question 15-What is your opinion towards films as Audio-Visual Aid in teaching civilization?

Option	N	%
yes	14	100
no	00	00

Table 11: appropriateness of films in teaching civilization

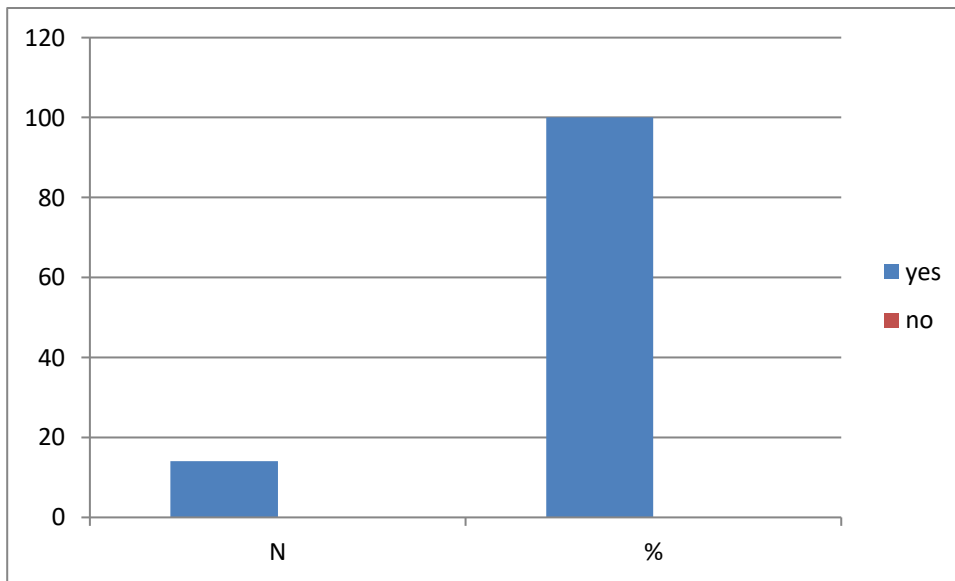


Figure 13: films as appropriate aid in teaching civilization

All of the students (100%) share the same answer about the appropriateness of films in teaching civilization. That indicates that students are aware about the efficiency of filmed events which liberates them from old materials and it can be as a good tool that increases their level and motivation to read the original copies of such filmed events.

3.4. Teachers' Questionnaire Structure:

This questionnaire consists of twelve (12 questions); three questions involve background information about the teachers' gender, grade and teaching experience. The other questions are concerned with civilization generally and its relationship to audio-visual aids within EFL classes.

3.5. Presentation and Interpretation of Teacher's Questionnaire Results

3.5.1. Background information: Question items one to three

Due to the answers of teachers about these three questions, we find that all the teachers are males. In addition, they all have Magister Degrees with more than one year of teaching civilization and other modules such as linguistics.

Question 4- What does teaching civilization mean to you?

Option	N	%
Teaching its linguistic aspect	3	100
Teaching its historical aspect	3	100
Teaching its cultural aspect	3	100
others	00	00

Table 12: The teachers' attitudes towards teaching civilization

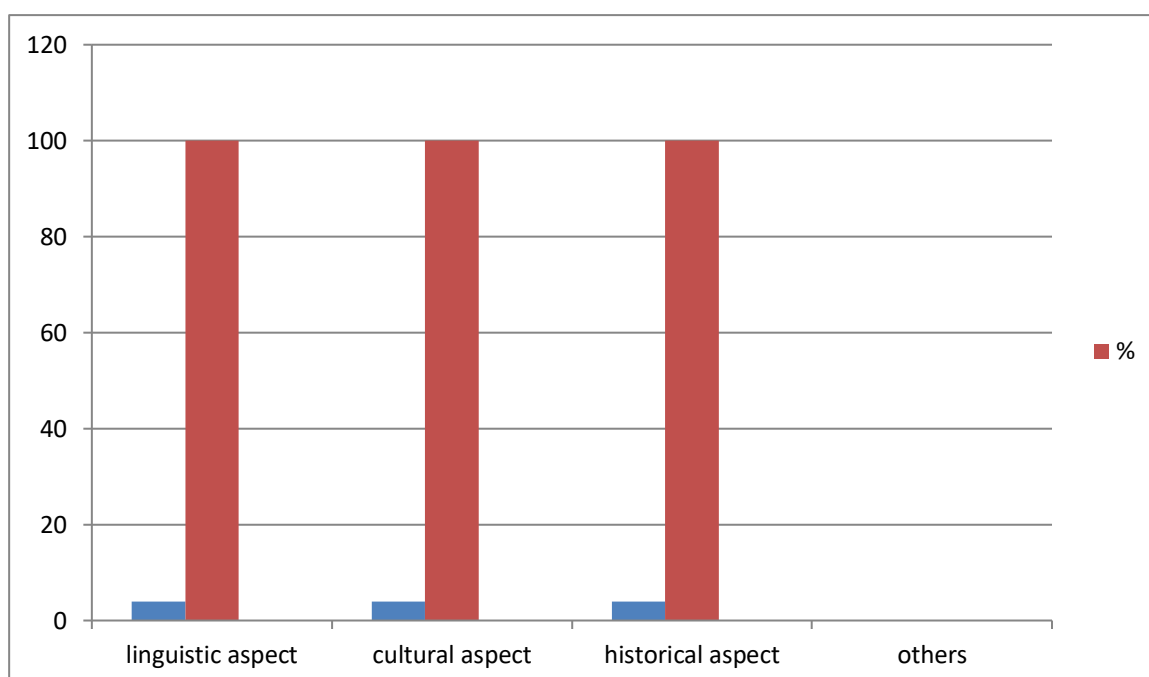


Figure 14: Teaching civilization according to teachers:

Table fifteen above shows that all teachers' answers were divided between three options i.e., linguistic aspect, historical aspect, and cultural aspect. Therefore, the teachers indicate that all of these aspects equally have the same importance in teaching civilization. Civilization deals with linguistic aspects in terms of rhetorical schemes and tropes, (in order to shed light on the phoneme level, word level and sentence level). In addition, it focuses on the history of particular society at special period, and also concentrates on its traditions and customs. This result made all the teachers share the same opinion about the meaning of teaching civilization.

Question 5- How can you define teaching civilization?

Option	N	%
As cultural enrichment	00	00
As language enrichment	00	00
As a combination of the two	03	100

Table 13: definition of studying civilization

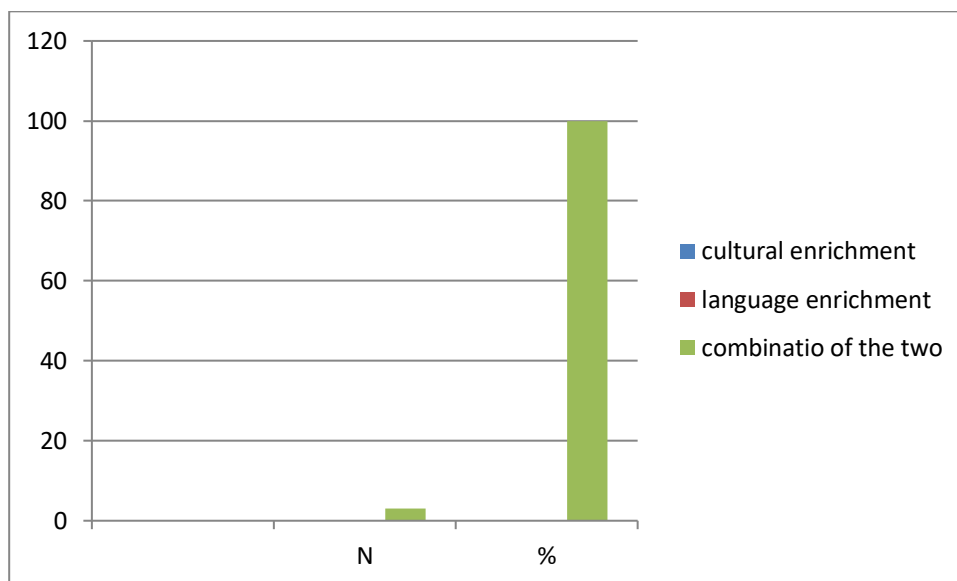


Figure 15: Definition of teaching civilization

As can be seen in the table above, 100% of civilization teachers share the same answer. According to their experience, they assert that teaching civilization involves the combination of two elements; the first one is cultural enrichment and the second is language enrichment. Therefore, these two elements cannot be ignored in teaching civilization process, because civilization takes these elements as a strong base in order to give a clear picture to what it does signify. In addition, civilization is closely linked to culture and language.

Question 6- Do you think that the role of the teacher is sufficient in teaching civilization?

Option	N	%
yes	00	00
no	03	100

Table 14: The teacher's role in teaching civilization

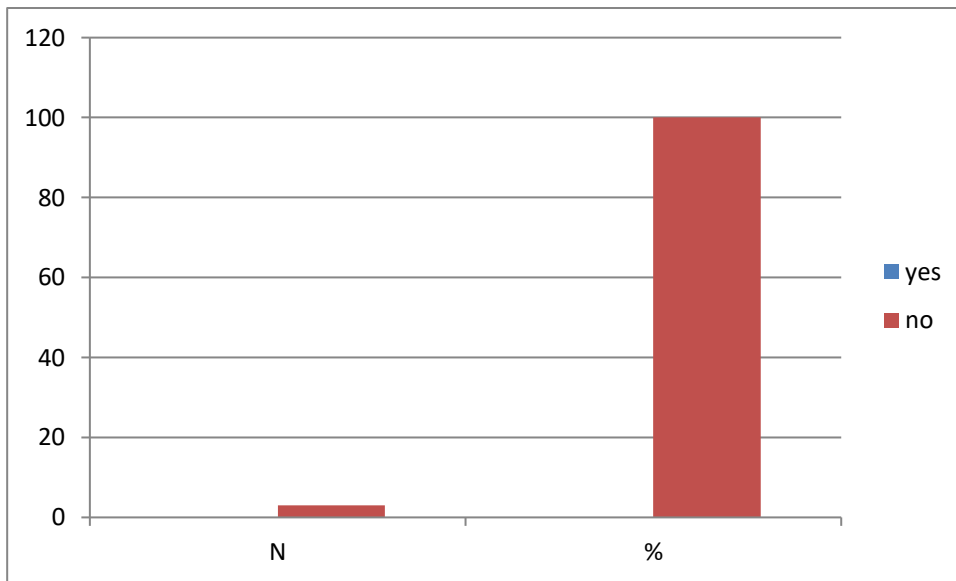


Figure 16: the role of the teacher in teaching civilization process

The results reported reveal that all the teachers of civilization 100% state that the role of the teacher is not enough in teaching civilization. This result indicates that the teacher must interact with his /her students first. However, the effort of the teacher must be provided by some new technological aids, such as audio-visual aids which can play a vital role with teachers and learners of civilization.

Question 7-What kind of civilization tools do you think your students mostly like?

Option	N	%
documentaries	00	00
debates	03	100
videos	00	00
handouts	00	00

Table 15: The kind of civilization tools that the students like

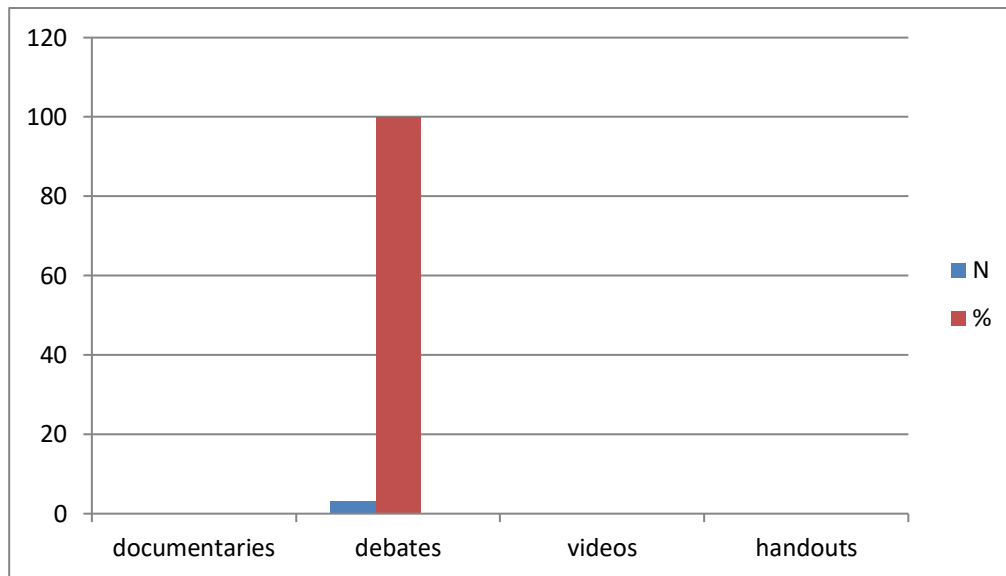


Figure 17: civilization courses that students like

The table illustrates that 100% of the civilization teachers posit that the most preferred civilization courses for the student are debates. Debates are characterized by their variety which makes students not bored when they are dealing with it. In addition, it helps students to grasp civilization content easily, that's why most of them prefer it. Moreover, the teacher enjoys teaching civilization course due to students' positive reaction.

Question 8- Do you use teaching aids in your courses?

Option	N	%
always	01	33,33
often	00	00
sometimes	00	00
rarely	01	33,33
never	01	33,33

Table 16: Using teaching aids in civilization courses

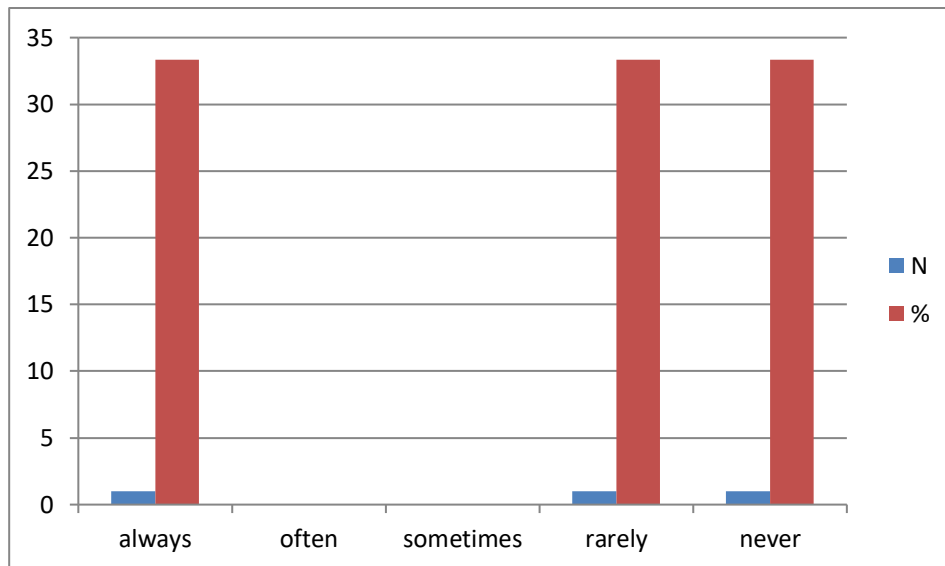


Figure 18: Teachers' attitudes about using teaching aids in civilization courses

The table above indicates that the percentages are divided equally 33, 33% for three answers: “always, rarely and never”. Some teachers claim that they are always using teaching aids in their courses. However, the other teachers stated that the use of teaching aids in their courses were rare or never used at all. Teaching aids can motivate learners towards studying civilization as well as cause teachers to do better in their courses. Teachers need to deal with new technological teaching aids which have a lot of advantages for the teachers and the learners of civilization

Question 9- What kind of aids do you often use?

Option	N	%
visual	00	00
audio	00	00
Audio-visual aids	02	66,66
None of them	01	33,33

Table 17: the kind of aids that teachers use

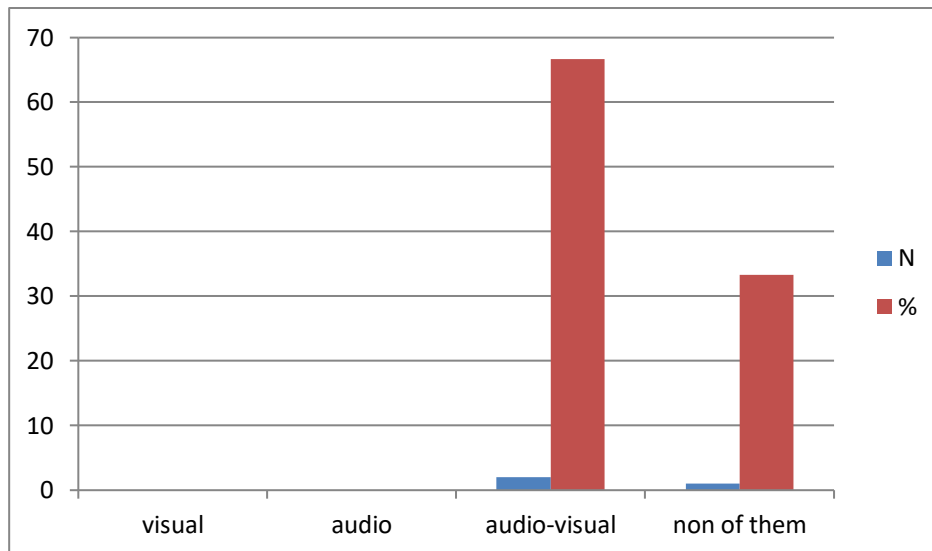


Figure 19: The kind of aids that teachers use

The table above shows that the majority of teachers with 66, 66% claim that they use audio-visual aids in teaching civilization. However, other teachers with 33, 33% don't use any kind of them. Hence, these teachers who use audio-visual aids as assistant aids in teaching civilization, they certainly recognize the vital role of such aids in teaching civilization . In addition, they agree to bring more new audio-visual aids to their classes in order to break the routine and motivate the students to do better.

Question 10-To what extent do Audio-Visual Aids help the students understand civilization courses' content?

According to the teachers of civilization answers, the results have approximately been similar. They state that audio-visual aids could help students understand civilization content, historical events... etc. The students are in dire need to such aids in order to be aware how they work effectively in their classes with the teachers orientations. Therefore, audio-visual aids could stimulate the students to understand civilization content, and analyze it perfectly.

Question 11- Do you think that these aids are useful for you as a teacher?

Option	N	%
yes	03	100
no	00	00

Table 18: Teachers’ attitudes towards the usefulness of audio-visual aid for the teacher

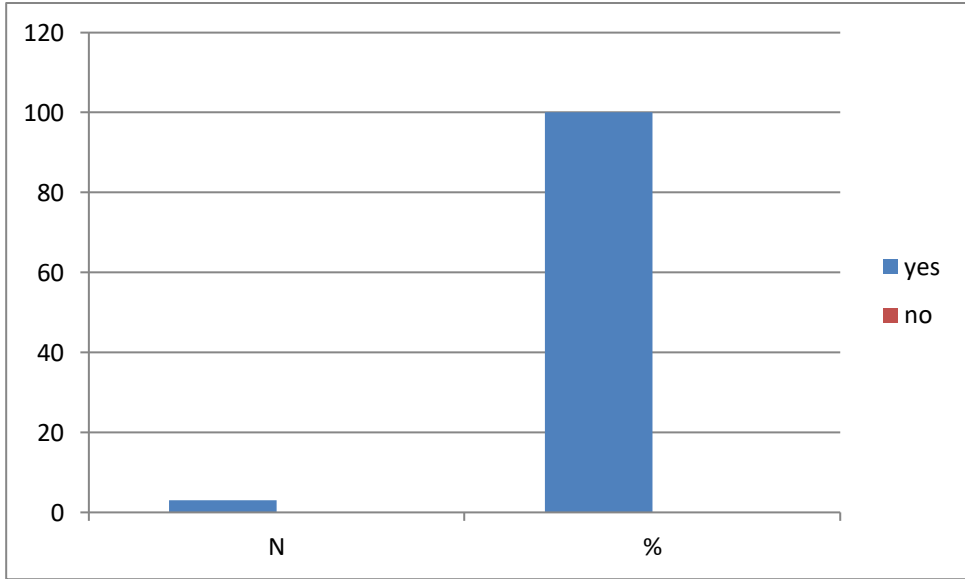


Figure 20: Teachers’ opinion about the usefulness of audio-visual aids

It seems from the results obtained from the table above that 100% of the teachers declare that audio-visual aids are very useful. These aids could assist them when they come to teach different civilization works for their students. In addition, audio-visual aids could motivate the students to study civilization and give some reactions which help the teachers interact with their students in the classroom.

Question 12-Do your students request the use of Audio-Visual Aids in your course?

option	N	%
always	01	33,33
rarely	00	00
sometimes	02	66,66
never	00	00

Table 19: Teachers' attitude about the students' request of using audio-visual aids

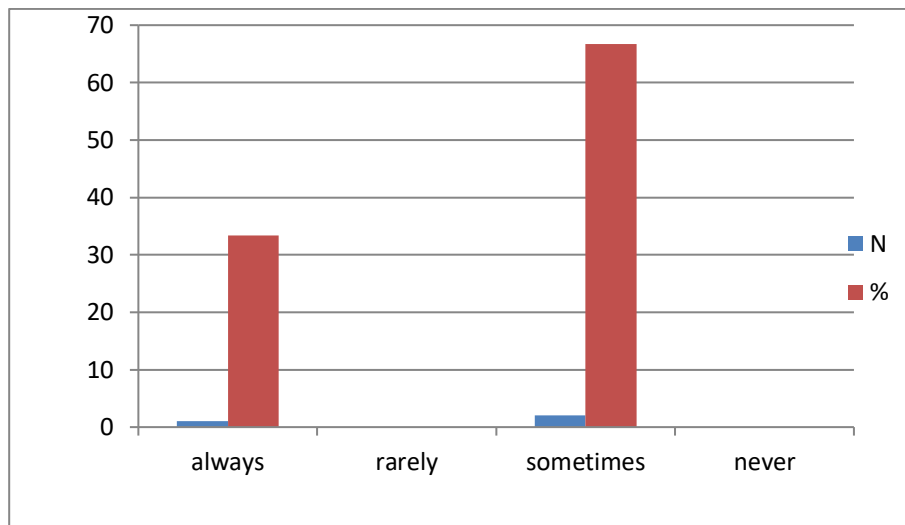


Figure 21: The attitude of teachers about students request using these aids

The table above shows that 66, 66% of teachers declare that their students sometimes request the use of audio-visual aids in the classroom. This result indicates that students don't know about the advantages of such aids or they want to make a balance between using audio-visual aids and studying civilization.

3.6.Conclusion

Because our current study contains two variables evidently one affecting the other where the audiovisual aids is considered as our study's independent variable affecting the teaching –studying of civilization module which is in fact considered as the dependent variable, we sought to demonstrate such a hypothesized correlation primarily through gathering not only student's views but also teachers views. Once we cast our eyes upon such findings we attempted to analyze and interpret these findings through numbers and diagrams so as to ensure its scientific aspect.

General Conclusion

The study at hand has been launched from the belief that Audio Visual Aids as a helping tool in its convenient use enhances certain competencies such as the ability to analyze, interpret, and criticize civilization content. This which must, in turn, be reinforced with and supported by relevant approaches such as the Communicative Language Teaching to help foreign learners cope with them. This belief has first been hypothesized due to the fact that we have experienced and observed through years of study at the level of the university, and through having gathered the indispensable theoretical background have identified some obstacles learners encounter during the years of study especially at the level of post graduation, amongst which one main reason that has been consisting a real challenge and a world to be discovered was the reliance on memorizing the civilization content instead of thinking critically. This was formulated from the beginning of our study that most EFL students most likely when dealing with civilization module seem to memorize information rather than studying or analyzing it especially when their only source of information is handouts.

The main hypothesis of this study assumes that Audio Visual Aids affect the teaching-learning of civilization content within EFL classes. Thus, the hypothesis has been proved to be valid exactly when we refer back to result of teachers' and learners' views which have been demonstrated as a majority approving such claim.

Concerning sub questions like: "Are there more efficient ways to teaching civilization? Can audiovisual aids be of a solution to this problem? What types of audiovisual aids can be more effective?" all have been answered by teachers and learners in way that meets our inquiry through the participants studied findings.

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Appendices

Student's Questionnaire

Dear student,

This questionnaire serves as a data collection technique to determine the **“Effects of Audio Visual Aids on Teaching Civilization Course within EFL Classes”**, a case study of third year students of English at Laghouat University. This questionnaire is designed to identify your problems in learning civilization and how can audio visual aids motivate and facilitate its teaching process. You are kindly requested to provide us with your answers to help us accomplish this research work. Thank you in advance for your contribution.

1-Sex: male female

2- BAC Stream:

a-Scientific

b-literary.

c-Foreign languages

3- Languages which you speak

a- Arabic

b-Tamazight

c-French

d-English

4- For how many years have you been studying civilization in English?

.....

5-Has the civilization branch been optional or compulsory for you? If optional why have you chosen it?

.....
.....

6- How do you consider your level and mastery of the English civilization module?

- a-**Very good
- b-** Good
- c-** Acceptable
- d-** Poor
- e-** Unable to understand it

7-In your opinion, these difficulties are due to:

- a-**Grammar
- b-**Vocabulary
- c-**Culture

d-others:

8-Why do you study civilization?

- a-**for enriching your language
- b-**for enriching your cultural knowledge
- c-**for fun

9- How often is teaching aids used in your classroom?

- a-**Very often
- b-** Sometimes
- c-** Rarely
- d-**Never

10- Do you think that the role of teachers is enough in teaching civilization?

a- Yes

b- No

11- What kind of aids do you often use when studying the civilization course?

a- Visual

b- Audio

c- Audio-visual aids

12- If the answer is Audio-Visual aids, which aspect do you prefer?

a- Computer

b- Television

c- video

d- Film

13- What is your attitude towards using audio visual aids as teaching aids into EFL classrooms?

a. Positive

b. Neutral

c. Negative

14- Do you feel that Audio-Visual Aids motivate you to grasp civilization course?

Yes

No

15- What is your opinion towards films as Audio-Visual Aid in teaching civilization?

a- I like it

b- Neutral

c- I dislike it

Thank you

TEACHER'S QUESTIONNAIRE

Dear teachers,

This questionnaire serves as a data collection technique to determine “ **Effects of Audio Visual Aids on Teaching the Civilization Course within EFL Classes**” a case study of third year students at Laghouat University. We would be very grateful if you accepted answering the following questionnaire. Thank you in advance for your contribution.

Please, put a tick (√) in the corresponding box and make full statements whenever necessary.

Master Student

Department of English

Laghouat University

2017/2018

1-Sex: Male Female

2-Grade: MA PH.D

3-Teaching experience :

3-1 Institutions: **3-2** Years:

a-secondary school

B-university

c-Others:

4- What does teaching civilization mean to you?

a-teaching its linguistic aspect

b-teaching its historical aspect

c-teaching its cultural aspect

e-Other(s).....

5- How can you define teaching civilization?

a-as a cultural enrichment

b-as language enrichment

c-as a combination of the two

Please justify:.....

6-Do you think that the role of the teacher is sufficient in teaching civilization?

Yes

No

Please , justify:

7-what kind of civilization courses do you think your students mostly like?

a-debates

b- documentaries

c-videos

d- Handouts

8- Do you use teaching aids in your courses?

a- always

b-often

c-sometimes

d-Rarely

e- never

9- What kind of aids do you often use?

a-Visual

b-Audio

c-Audio-Visual

e-non of them

10-To what extent do Audio-Visual Aids help the students understand civilization courses' content?

.....
.....

11- Do you think that these aids are useful for you as a teacher?

Yes

No

12-Do your students request the use of Audio-Visual Aids in your course?

a-always

b-Rarely

c-sometimes

d-never

Thank you