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An Investigation into Implementing Movies to Promote Cultural Awareness in The Civilization Classroom

The Case of First-Year LMD Students at The Department of English -
Amar Thelidji University Laghouat

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Literature and Civilization

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Declaration of Authenticity

The work reported in this dissertation was carried out by me under the supervision of *Nouïoua Amira Hiba* Department of *English* Faculty *Letters and Languages* at Amar Thelidji UniversityLaghouat, Algeria.

I hereby declare that the title of dissertation *An Investigation into Implementing Movies to Promote Cultural Awareness In the Civilization Classroom : The Case of First-Year LMD Students at Amar Thelidji university Laghouat* and the contents of this dissertation are the product of my own research and no part has been copied from any published source (except the references, standard mathematical or genetic models/equations/formulas protocols etc.). I further declare that this work has not been submitted for award of any other degree/diploma. The University may take action if the information provided is found inaccurate at any stage.

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DEDICATIONS

"To everyone who doubted us, rue this day"

- Thorin Oakenshield

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Abstract

Due to globalization and the widespread of technology that made of the world a borderless nation, the need to raise EFL students' cultural awareness has become pivotal to ensure the continuation of cultural diversity on the one hand, and the ease of communication between people on another. Nevertheless, civilization being the module dedicated for such a purpose seems to be misemployed, hence calling for new methods in order to realize its cultural objectives. Therefore, this study aims to describe the role of movies in promoting students' cultural awareness in the civilization classroom, in addition to minor purposes as to verify the content of the civilization course and the methods used in teaching it. To attain the goals of this research, a case study was conducted with forty first-year LMD students and two teachers of civilization in the department of English at the University Amar Thelidji Laghouat. As for the tools used to collect data, the researcher relied on self-completion questionnaires for both teachers and students. Thus, the data collected was analyzed quantitatively and qualitatively. Consequently, the findings of this research indicated that the two poles of the teaching-learning process agreed that movies would bring significant changes to the civilization course as it would increase interest for the module as well as open the door for new cultural aspects to be included in the teaching procedure. Moreover, as far as the students are concerned, the civilization course resembles a history course to them due to its lack of cultural materials and its total focus on historical facts. Besides, the teacher informants also admitted their reliance on historical facts when teaching. Additionally, it was also concluded that the course does not help in any way to shape students' cultural awareness, due to the absence of creativity and variation of teaching tools.

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List of Acronyms

EFL: English as foreign language

CA: Cultural Awareness

AVM: Audiovisual Materials

General
Introduction

General Introduction

Throughout history, culture has always stood as an essential characteristic that shapes the human-being identity. Nevertheless, with today's evolution of technology and the ease of access to other societies, it has become of paramount importance to be aware of the surrounding cultures with the goal of retaining diversity in an ever-globalizing world. Simultaneously, for students who are studying English as a foreign language (EFL), the civilization course serves as the gateway to learn about the target culture and to raise students' cultural awareness.

In today's technological era, scholars have sought the integration of approaches that include both visual and auditory styles of learning because of the many benefits they offer, and the existence of different types of learners that can be auditory or visual learners. However, in the Algerian universities, teachers are still relying on conventional methods when teaching civilization, while also falling short of achieving the cultural objectives that the course is destined to achieve. The questioning of the current methods used by teachers also leads us to question the content of the civilization course itself. The present study, hence, seeks to describe the role of movies in raising students' cultural awareness within the civilization classroom, while it also sheds light on the content of the course and the different methods used in teaching it.

Accordingly, considering the previous issues stated with the current state of the civilization course at the Algerian universities, the question, will feature movies prove as an authentic tool to raise first-year LMD students cultural awareness in the civilization course ? was formulated as the main question to this research.

In order to acquire a reliable answer to the problem statement, additional research questions were formulated as follows:

1- Does the civilization course include enough cultural content to meet first-year LMD students' requirements to learn about the target culture?

2 - Is the civilization course, with the methods applied, shaping students' cultural awareness?

3 - How can implementing movies for teaching civilization courses help promote students' cultural awareness?

The aforementioned research questions led the researcher to propose the following hypotheses:

1 - The civilization course does not include enough cultural material. Hence, rendering it to a sole history course rather than a ground on which students' build their cultural knowledge.

2 - The civilization course does not help in raising students' cultural awareness due to the unvaried topics that are being dealt with and the sole reliance on texts and documents as teaching materials.

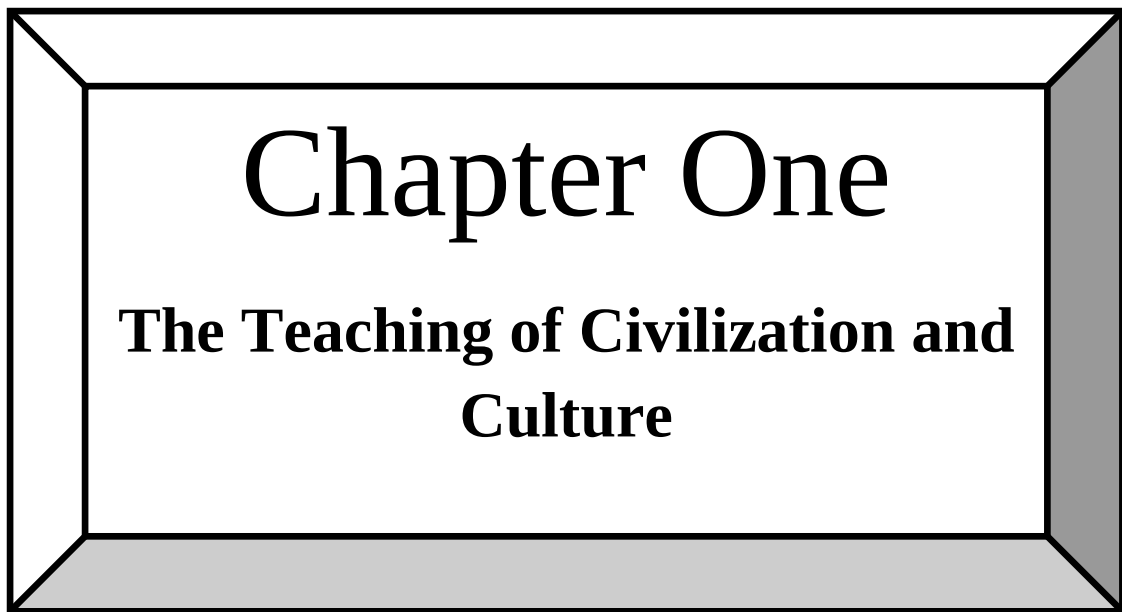
3 - Integrating movies would stimulate students' interest in learning in general, and in the target culture in particular. Moreover, movies would open the door for new cultural aspects to be added to the curriculum of civilization.

To verify the validity of these hypotheses, this research is bound to follow a descriptive analytical methodological framework with a case study of first-year LMD students at the department of English, Amar Thelidji University Laghouat. This research starts with collecting data by the use of self-completion questionnaires. Then, the data collected will be analyzed quantitatively and qualitatively to attain the aims previously decided.

For that matter, the current research is set into three chapters, each serving a specific purpose. Firstly, chapter one is dedicated to define both civilization and culture and to provide the difference between them, alongside with some characteristics of culture. This first chapter also offers an overview of some of the teaching approaches used in teaching civilization both as a module that contains cultural material and a module that is focused on history. Finally, this chapter also tackles the curriculum of civilization and its content.

The following chapter deals with cultural awareness and audiovisual materials. It includes an explanation of cultural awareness and a definition of audiovisual materials, while it highlights both of their importance in the EFL classrooms. The second chapter also offers some strategies used in promoting cultural awareness in the EFL classroom that include teacher's role and the selection and creation of cultural material. At last but not least, a look at the use of movies in promoting cultural awareness was included.

The third and last chapter contains the methodological and empirical part of this research. In this chapter, the profile of the study participants will be discussed, alongside with the instruments of data collection resembling the two questionnaires. In addition, data analysis methods employed will also be tackled. The final chapter also contained the discussion of the result of both questionnaires. It was then concluded with limitations faced during conducting the research and some suggestions proposed for the betterment of the civilization course.



1.1 Introduction.

1.2 Civilization Defined.

1.2.1 An overview on the Approaches of teaching civilization.

1.2.1.1 Post-holing Vs. Coverage.

1.2.1.2 The Thematic Approach.

1.2.1.3 The Topic-Based Approach.

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1.3 The Curriculum of Civilization.

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1.5 Conclusion.

1.1 Introduction

The focus of the first chapter will be directed towards defining both civilization and culture. Then, this chapter is bound to include an overview of the approaches that are used to teach civilization. After that, a discussion of the curriculum of civilization will follow. Finally, some light will be shed on a few of the characteristics of culture before concluding with a comparison between culture and civilization tackling some points concerning the curriculum of civilization

1.2 Defining Civilization

The term civilization carries with it a lot of ambiguity, which is a result of the false interchangeable use of the word with culture. Many would come to understand that civilization simply refers to culture and vice versa. However, civilization, in its entirety, is a different concept.

If one were to look for the meaning of the word civilization, he would certainly stumble upon many definitions found throughout the years by many scholars. Consequently, few of the most recent definitions were chosen to try and deliver a probable meaning behind the word "civilization".

Etymologically, the term civilization originates from the French word *Civilisé* meaning "civilized", which, in return, comes from the Latin word *civilis* meaning "civil", relating to both *civis* "citizen" and *civitas* "city". Oxford dictionary offers the simplest possible definition of the word: "The stage of human social and cultural development and

organization that is considered most advanced". Nevertheless, a more deep dissection of the meaning of the word takes us back centuries ago.

According to Stearns et al. (2014:22), The Romans were the first to coin the term in order to differentiate themselves from the barbarians who lived in the outskirts of the Roman empire. In addition, earlier civilizations such as the Greeks, the Chinese and the Aztecs were also distinguished from the barbaric peoples thanks to their achievements in architecture, advanced technology and writing.

Stearns et al.(22), here, clearly pointed out architecture, writing, and technology as features of civilization. Hence, stating that the difference between the civilized and the uncivilized was on the basis of material development.

Furthermore, for a community to be fully civilized, a set of elements must be manifested. These elements were set by historians as characteristics of civilization including an urban focus which means the creation of cities, political and military structures, a distinct religious structure, and finally the development of writing which helped greatly in keeping records of merchants' and kings' transactions (Duiker and Spielvogel 2008:8). Consequently, Duiker and Spielvogel (8) joined Stearns et al. (22) in reinforcing the idea that civilization was more related to material development. Nevertheless, in the Algerian universities, the perception of civilization is portrayed by the methods applied in teaching it, and the content of the course. Thus, an overview on the approaches of teaching civilization will follow.

1.2.1 An Overview of the Approaches of Teaching Civilization

Teaching civilization includes, in a way the teaching of culture as a sub-field, which consists of its own aspects. Unfortunately, civilization teaching at Amar Thelidji University Laghouat and surely throughout the universities of Algeria is mainly focused on historical events related to political and colonial backgrounds, while neglecting the cultural aspects of the module (Seddiki 2017:4 and Mehdaoui 2015:37).

The following are a set of approaches applied by teachers in the teaching of civilization either as a module that is centered on history or one that deals with culture.

1.2.1.1 Post-holing vs. Covering

On the one hand, the coverage method proposes covering large amounts of information without deep investigation. It was criticized by Hampel (1985) who resembled teaching to oil drilling arguing that: " Instead of scurrying across a field scooping up handfuls of soil here and there, the successful prospector picks particular spots for deep drillings. Significant events and ideas of the past deserve similarly close inspection"(qtd. in Tew 5). Therefore, deeming a deeper study of lesser information more efficient than coverage.

On the other hand, the in-depth teaching method known as post-holing relies on taking specific historical events and delving deep within them, rather than the traditional broad overview known as coverage (Downey and Long 2016). Nonetheless, the post-holing approach, despite it being a reaction to the failing coverage, was criticized by scholars: "Excessive and exclusive depth is no better than excessive coverage" (qtd. in Downey and

Long 2016), argued Wiggins and McTighe (1998). It is obvious that digging deeper into a single historical event will not certainly lead to a higher chance of understanding.

1.2.1.2 The Thematic Approach

The Thematic Approach is explained as teaching through themes rather than following a chronological order. It has been argued that it is the most suitable for culture teaching because it offers students enough time to acquire information about the target culture by giving them a chance of tackling themes each time separately and with total focus, holds Mehdaoui (2015:38).

Moreover, as the civilization module in the Algerian universities consists mainly of teachings of history, the Bradley Commission on History in Schools (1989) also favored the Thematic Approach stating that: "to develop judgment and perspective, historical study must often focus upon broad, significant themes and questions, rather than short-lived memorization of facts without context ". This means that a teacher must focus on themes rather than mere facts in order to raise students' judgment and perspective.

Nevertheless, the so much appraised thematic approach did not convince everyone after all. In an article within The Guardian newspaper, Viner (2012) expressed his dissatisfaction of the thematic approach arguing that: "even if we leave out dates, aren't facts what history is all about? The rest, as they say, is sociology". Viner's discontent was a result of lack of teaching dates. A part of history which he saw crucial was not being taught to his children at school.

The Thematic Approach allows to jump from one theme to another and completely removes any geographical or chronological boundaries. As a result, dates are not of important value.

1.2.1.3 The Topic-Based Approach

Unlike the Thematic Approach that deals with specific themes, the topic-based approach is more general and allows investigating recent cultural issues. ("Wisniewska-Brogowska").

McLean (2004) praises this approach stating that: "A topic-based approach can provide an oblique yet original encounter with British life and culture. It deals with key elements of current British life, such as class, privatisation, education, health, not in isolation but within a series of unifying contexts" (qtd. in "Wisniewska-Brogowska"). Dealing with topics, then, allows the teacher to tackle specific cultural norms that are related to one another.

Comparing the theme-based and the topic-based approach, Wisniewska-Brogowska (2004) argued that usually teachers applying the theme-based approach focus on the use of textbooks and lectures whereas the topic-based approach, when applied, gives the opportunity to use different activities and tasks such as simulations, discussions, and project work. Thus, giving life to the lesson being taught.

She also pointed out the fact that thematic learners are not exposed to the daily life of individuals, a feature which the topic-based approach offers by looking deeper into the topic discussed and from different perspectives.

1.2.1.4 The Problem-Oriented Approach

In this approach, learners are presented with a problem, that in order to be solved, requires them to research on their own. One of the benefits of this approach is to raise learner's interest in the target culture. However, Seelye (1993:47) clearly stresses the need for the teacher to identify and simplify the problem chosen, alongside with offering the material needed for the problem to be solved :

Rather than be told to read a book on the general topic chosen, students can be taught to skim and to read carefully only limited sections that are germane to their specific area of interest. Otherwise, the student will fast become bogged down in the fantastic explosion of knowledge that threatens to engulf all scholars, especially those in science and social science.

With the availability of vast information nowadays, learners are prone to be lost while solving the problem. Thus, the teacher's part in this approach is necessary to help guide the learners and prevent them from wandering away from the desired outcome.

All in all, the approaches used by the teacher may offer an insight on the course and its purpose. However, for a better view of civilization, one must consider checking the curriculum followed when teaching.

1.3 The Curriculum of Civilization

The purpose of the module of civilization is mainly to enrich students' language skills by presenting them with new vocabularies and expressions and to offer enough

cultural background of the English language. For instance, Babamova et al (2004) stated that throughout the module of civilization "universal human, national and ethic values are promoted"(qtd. in Zarate 2004:77).

In the same vein, students studying civilization are capable of fully grasping the meaning of the linguistic and cultural messages¹ of the people whose language they study, alongside with developing tolerance toward other cultures (ibid). The civilization module, hence, is proved to play a pivotal role in refining students' cultural and linguistic knowledge.

Still, in the Algerian universities, the module of civilization is probably different than the one in foreign universities. Mehdaoui (2013:50) stated three objectives which teachers aim to achieve :

- A - To enhance students' language proficiency;
- B - To provide students with an overview about the history and achievements of the people whose language taught;
- C - To help students understand the culture of the people who gave birth to the language taught.

The first two objectives are in a way or another being achieved. However, the third is definitely a matter of debate. According to Seddiki (2017:4), "the scope of the [civilization] course and the way is taught are still unclear, if not senseless and frustrating" . Seddiki (4) argues that the repetitive focus on the same topics and tasks caused the course to be monotonous

¹ Linguistic and cultural messages contain both veiled messages known only to people from the same society, and the unveiled messages which are conveyed openly.

Seddiki (4) also asserted that a civilization course should contain topics such as celebrations, festivals, and other physical features of Britain. "In the case of British civilization course, the whole content is limited to historical events making British cultural studies less varied and less enriching"(ibid).

Jointly with Seddiki, Mehdaoui (37) also criticized the curriculum of civilization in Algerian universities, he stated that "in our specific context, the English Department at the University of Tiaret and certainly in other academic contexts in Algeria, it is found that the teaching of civilisation has always been on conventional views of historical facts rather than exploring other main cultural aspects"

The previous arguments truly indicate a misuse of the course of civilization throughout the Algerian universities. Mehdaoui (37) explained that the civilization module is focused mainly on historical knowledge while neglecting other cultural aspects because of the false belief that "one can understand the culture of certain people through the study of their history". (ibid)

Other researchers explained the lack of cultural teachings as a result of the long civilization syllabus, arguing that the syllabus is long as it is, to the extent that sometimes it is nearly impossible to finish it in time.

While tackling the curriculum of the civilization course at the Algerian universities, one must also consider defining culture and knowing its characteristics to truly indicate its absence from the curriculum.

1.4 Culture Defined

The term culture includes a variety of definitions which differ according to each perspective. Seelye (26) labeled it "a broad concept that embraces all aspects of the life of man". Therefore, an attempt to define it requires precise dealing with the word from a side that is in relation with civilization as a module and which in return sees culture as a subject to teach.

For the English as foreign language (EFL) students, the culture required is the one which will allow them to be able to freely communicate with the target people and also enables them to make a difference between theirs and the target people's culture. This kind of culture includes daily life matters such as beliefs, and target people's perceptions of life. On this matter, Vallet (1986) sees culture as having two components :

There are two 'major components' of culture in the language classroom.' One is the anthropological or sociological culture.... The other is the 'history of civilization' which traditionally represents the cultural element in foreign language teaching, it includes geography, history, and achievements in the sciences, the social sciences, and the arts.(qtd. in Valdes 179)

The first component, sociological culture, is defined by Brislin (1990: 11) as "widely shared ideals, values, formation and uses of categories, assumptions about life, and goal-directed activities that become unconsciously or subconsciously accepted as right and correct by people who identify themselves as members of a society". According to Brislin, culture is seen as behaviors and practices that distinguish peoples from one society to another.

Nonetheless, to fully grasp the target culture defined by Brislin, learners are required to be aware of the sociolinguistic aspect of culture which is defined by Thompson (1990 132) as "the pattern of meanings embodied in symbolic forms, including actions, utterances, and meaningful objects of various kind, by virtue of which individuals communicate with one another and share their experiences, conceptions, and beliefs".

If we include the development of student's language as a goal of teaching civilization for the EFL students, these symbolic forms mentioned by Thompson resemble the main focus of learning culture essentially since they fall under the scope of communication and language teaching.

The second component in Vallet's (1986) definition of culture is what he names the history of civilization. This deals mainly with target people's history, geography, literature, and different sorts of art. In the Algerian universities, the civilization curriculum focuses on these points. Learners are presented with historical facts, geographical settings, and political institutions, yet one must wonder, is this the culture needed for first-year LMD students?

From the many characteristics of culture, the fact that it is dynamic, ever-changing, however, what is being presented in the second component is merely factual knowledge which does not change with time. One's history does not change, and geography will not be replaced. The second component of Vallet's definition, hence, renders culture static.

The two components seem to go side by side with what Tomalin and Stempelski (1993) referred to with big c and small c. The big c, deals with history, geography, artifacts, different achievements of the target people, thus resembling the second component.

Whereas, the small c focuses on daily life matters, behavior, and values, consequently resembling the first component. For the EFL students, it is clearly that the small c culture or the first component is the one of great importance to the learning of language. Hence, the focus should be more on it

1.4.1 Characteristics of Culture

The following definition of culture found in a book provides some characteristics within it. The definition indicates that "culture consists of the shared beliefs, values, and assumptions of a group of people who learn from one another and teach to others that their behaviors, attitudes, and perspectives are the correct ways to think, act, and feel" (Cultural Intelligence For Leaders 32). According to this definition, culture can be both shared and learned. Other characteristics include that culture can be dynamic and symbolic.

Culture can be learned. That is to say; one may not inherit culture biologically, but rather learn it from his surroundings. Therefore, culture is a result of the society where one grows.

Culture can be shared. In other words, culture is not specific and designed per each individual. A group of people may belong to the same culture and share its values, beliefs, traditions, and attitudes.

Culture is dynamic. That is to say, culture is prone to change and does not remain the same with time. Under specific circumstances, culture can acquire or lose certain beliefs and traditions. Therefore, culture is not static.

Culture is symbolic. This means that each culture has its symbols and that a symbol in one culture may not necessarily refer to the same thing in another culture.

1.4.2 Civilization versus Culture

It has been long since the undifferentiated use of the terms culture and civilization existed. Whether by Hegel during his lectures in the 1830s or by E.B. Taylor in his *Primitive Cultures* in 1874.

In the language classroom, both words were also used indifferently according to Radenkovic (2004:47) "Equivalence between both terms civilisation and culture appears commonly admitted in languages ... it even seems that both terms had been used in an indifferent manner in the language classroom". The two terms are openly used in an interchangeable manner, especially within the language classroom as if they were synonyms.

In that respect, Botz-Bornstein (2012:10) argued that this interchangeable use of the two terms helped fuel the confusion which led greatly to a total dismissal of any difference between culture and civilization in the English language specifically. The latter also defined civilization as referring to "material, technical, economic, and social facts"(ibid) whereas culture indicates a "spiritual, intellectual and artistic phenomena"(Botz-Bornstein 11) in an attempt to clarify the difference between the two terms.

The word civilization was attributed mostly to the French and English societies where it was firstly coined. Dawson (2002) claimed that civilization has a higher meaning

than that of culture arguing that both French, English, and German cultures can be included under the term western civilizations.

Nevertheless, the term culture found a better ground in the German society knowing that the Germans were the first to create it during the enlightenment era in response to the French civilization which was then the language of the upper class (Schafer qtd. in Botz-Bornstein 21).

The supremacy of culture, according to Wallerstein (1994), is in its relation to all that is of high value and elegance, unlike civilization which in other than French and English societies represents no more than daily matters of life (qtd. in Botz-Bornstein 22).

Despite the small differences between the two terms, they both carry with them a serious sense of egocentricity and arrogance. For instance, anti-Semitism was a result of cultural extremism in Germany during the Second World War. The same case goes for anti-Black racism in the west, which was fueled by the idea that Africans were unable to reach civilization on their own. Thus, paving the way for colonization under the purpose of spreading civilization (Botz-Bornstein 25).

1.5 Conclusion

This chapter provided definitions of both civilization and culture, with their origins and first uses. Additionally, it dealt with some of the approaches used in teaching civilization, both as a module consisting of cultural studies, and a module that is focused on the history of civilizations. Later on, this chapter moved to make a distinction between the

terms civilization and culture, and their history, leading to a discussion of the curriculum of civilization in the Algerian universities which proved it to be lacking certain cultural studies, yet rich with historical facts mainly.

In the next chapter, the aim will be shed on cultural awareness in the EFL classroom and audiovisual materials use in general, and movies with video materials in particular.

Chapter Two

Cultural Awareness and the Use of Audiovisual Materials

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- 2.6 Conclusion

2.1 Introduction

This chapter will be dedicated to defining cultural awareness and discussing its importance; then it will shed light on some strategies to develop cultural awareness. These strategies include both the selection and the creation of material needed for the development of students' cultural awareness.

Afterward, a definition of audiovisual materials will be provided alongside with pointing out its importance. Finally, the chapter will conclude with a view on the use of video material in teaching and feature movies to raise students' cultural awareness .

2.2 Cultural Awareness

In the process of learning a language, one must also be aware of the cultural differences between his and the target language's culture. Especially nowadays, the ease of access to other cultures which social media provides require learners of foreign languages to put their knowledge to use. However, an understanding is far from being achieved between one who speaks English as his native language, and another who is learning the same language as a foreign one. This is a consequence of lack of cultural awareness.

Cultural awareness is defined as "understanding culture and being aware of the different beliefs and ideas" (Iskan et al. 2017:54). While Collins dictionary explained it as: "someone's cultural awareness is their understanding of the differences between themselves and people from other countries or other backgrounds, especially differences in attitudes and values".

From these two definitions, we can understand that the term refers to one's knowledge of the differences and the limitations between one's culture and the target language's culture.

Cultural awareness' role can be clearly spotted in a situation where an expression or an act from one culture refers to a different thing in another culture; this usually leads to misunderstandings between people.

However, someone who is well equipped with cultural awareness may easily differentiate between the two meanings. For example, in Japan, it is considered a disrespectful act to look directly to the face of the one you are communicating with (Quappe and Cantatore 2005:1).

Quappe and Cantatore (2) set four levels of cultural awareness, which are as follows:

2.2.1 My way is the only way

In this level, the learner usually does not recognize other cultures and applies solely his own culture's rules and values. In this case, cultural awareness has started with the learner identifying his own culture. For instance, an Algerian who is on this level of cultural awareness when meeting with someone from a British culture would simply say assalamu aleikum for greetings.

2.2.2 I know their way, but my way is better

The learner here is familiar with other cultures but still favors his own over others' culture. This usually results in problems of egocentricity and the total shutdown of

whatever is not similar to the learner's culture. In this case, an Algerian would still choose saying assalamu aleikum for greetings. However, the difference here is that he knows that British people greet by saying hello, yet favors his assalamu aleikum instead.

2.2.3 My Way and Their Way

The learner starts accepting others' culture, and chooses to do things according to his and others' culture, each depending on the situation. The learner becomes aware of cultural differences and realizes that they could lead to either good results or bad results, thus chooses the most suitable for each situation. For instance, an Algerian here chooses to say assalamu aleikum with British Muslims, while he also greets non-Muslims with hello.

2.2.4 Our Way

The final level occurs when both cultures merge to create a third culture in which both the learner and the other share values and meanings. The learner, at this state, is fully equipped with cultural awareness and not only ready to interact with people from different cultures, but also capable of creating a culture suitable for all. Our subject of example in this case manages to come up with greetings that suit both the Muslims and non-Muslims which is in this case the term peace.

2.3 Importance of Cultural Awareness

The importance of cultural awareness becomes visible when an individual is in touch with others from a different cultural background. One has to put in mind that the differences encountered when meeting people from a different culture do not necessarily mean that one is better than the other, or one is right while the other wrong. It simply

means that the world is diverse enough to be filled with all kinds of beliefs, traditions, and values. In addition, one that has been surrounded only by people from his own culture would start to falsely believe that this very culture is the center of the world.

Cultural awareness, when introduced, serves to remove stereotypes, prejudices, and deficiencies that may exist based on false beliefs while it also allows the exploration of other cultural groups from a more tolerant stance. However, it also aims at keeping this cultural diversity and protecting it from cultural globalization.¹

That is to say; cultural awareness does not mean the unification of cultures, but rather the coexistence of these diverse cultures under the umbrella of tolerance and brotherhood.

Nonetheless, cultural awareness also prevents the occurrence of different misunderstandings that are based on cultural differences. One who is culturally aware is naturally capable of seeing certain behaviors from other perspectives according to each culture, thus manages to avoid awkward situations.

2.4 Strategies to Develop Cultural Awareness

Following the discussion of its importance, developing students' cultural awareness becomes of paramount concern. Consequently, the following are some strategies to help raise students' cultural awareness within the civilization course

¹ Cultural globalization refers to the creation of a standard culture around the world, which is going to make human experience identical everywhere. Thus, resulting in a loss of the specific culture of each society.

2.4.1 Teacher's Role in the Exploration of Cultural Beliefs

The first and most important step to develop one's cultural awareness is to be aware of one's own culture. This may seem an easy task to accomplish, yet it is somehow problematic as Barlund (1999:14) points out its difficulty in that "the same mechanisms that are being evaluated must be used in making the evaluation".

Its difficulty lies within the fact that when someone is attempting to explore other cultures, he or she will always do so according to his own beliefs and perceptions. Civilization teachers if perceived as language teachers, for example, will "bring [their] own cultural norms into [their] professional life" (Hollins et al. 2004:145).

Therefore, the teacher, in order to deliver cultural materials, must first learn how to identify his own cultural norms, then set aside his previous experiences. After doing so, the teacher becomes capable of tackling the opposite culture from a neutral perspective. This being achieved, the next step is to transmit this ability to his students through which they will also learn how to set aside their cultural beliefs and isolate themselves. Hence, becoming aware of their own culture and what it dictates.

Students will, then, be able to grasp the target people's cultural beliefs without inserting their own culture in the process. This will eventually result in an inclination to learn more about other cultures and eliminate any chance of prejudgment that may occur based on previous experiences.

2.4.2 Selecting and Creating Cultural Materials

The second step in the process of developing cultural awareness in the EFL classroom is the selection and creation of the required cultural materials. Throughout the years, there have been few approaches proposed to the teaching of culture, yet the case today is that culture is approached as factual knowledge.

Seelye (1993) sees the focus on facts while dealing with culture as fruitless because this specific data "may not hold true across time and social strata" (Jarvis 1977:153). For one reason, culture is bound to change with time, and for another it may lead to reinforcing stereotypes rather than eliminating them "since such an approach provides no means of accounting for cultural variations in unforeseen situations" (Lange qtd. in Sehlaoui 2018:174). Hence, this approach does not allow the teaching of culture under different circumstances.

Nonetheless, the integration of new approaches to the teaching of culture becomes pivotal. Culture must be seen in its true dynamic form, because, as Jarvis (154) stated, "Structures of value, status, role, and other functions exist in every culture and communicative behavior can best be understood in relation to this underlying structures". That's to say, culture is best understood within its specific contexts. For this, some proposals to the integration of cultural activities will be discussed next.

2.4.2.1 Selecting Culturally Relevant Materials and Activities

In the process of choosing suitable cultural materials, a few things must be considered. When writing, textbook authors usually take three different ideological stances.

They assent, advocate for, or attack a particular theory or set of cultural theories (Sutherland qtd. in Hernandez-sheets 2005:130).

That is to say; there is a goal for every writing made by any author. Some authors choose to praise a certain culture over others and suggest that people should adhere to it. Other textbook writers admit the existence of numerous cultures, but their works aim at removing any cultural differences, yet others support the idea of cultural pluralism. Consequently, teachers must choose carefully their materials, and know exactly what these materials are aiming to achieve.

In this sense, According to Hernandez-sheets (2005), teachers should, firstly, identify the available resources, then check them for the age range to which they are intended, examine the language used and verify the accuracy of the information carried within the material, and finally identify the veiled messages conveyed within the material, if there are any.

For example, taking a movie as cultural material, there are a set of activities which a teacher can follow after, during, or before viewing the movie. According to Yalcin (2013:266 - 267), some of the activities that can be done before viewing the movie include :

- A - Making some research on the internet about the cultural topics and themes ` covered
- B - Finding some background information about the cultural topics and themes,
- C - Preparing a list of key vocabulary related to cultural subjects in question,
- D - Generating some class discussion on the cultural elements covered in the movie.
- E - Passing out some worksheet about the cultural elements discussed in the class.

These activities aim to introduce learners to the content of the movie before viewing it while it also helps to check if learners are somehow acquainted with the themes to be discussed. Yalcin (267) also proposed some activities to be carried out during or after viewing the movie :

A - Analyzing behaviors, habits, customs of characters,

B - Letting students talk about cultural events,

C - Explaining the characteristics of the language,

D - Discussing the traditions and beliefs of people etc.,

E - Letting students act out the roles in some scenes,

The preceding activities can integrate learners with the content of the movie, hence raising their familiarity with foreign culture beliefs and values.

2.4.2.2 Designing Cultural Materials for Classroom Use

Despite the various cultural materials and activities that one can come across, a teacher must always set his own objectives carefully. However, these objectives must not be seen as facts, but rather as skills and abilities to be achieved. The following table containing objectives set by Seelye (31) and organized by Solano (2009:389) offers a simple plan to follow :

Goal 1	Students show curiosity and empathy
Goal 2	Students recognize that social variables affect the way people speak and behave.
Goal 3	Students realize effective communication requires decoding cultural conditioning.

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Goal 4	Students recognize that situational variables and convention shape behavior.
Goal 5	Students understand that people act the way they do in order to satisfy their needs within the options their society allows.
Goal 6	Students can evaluate generalizations and conduct research about the target culture.

Table 2.1: Seelye's (31) objectives organized by Solano (389)

According to Solano (389), while creating cultural activities, all kinds of learning styles², and cognitive skills must be considered. Still, the important thing is how to include all these elements together without forgetting both the surface culture (music, art, history and folktales, also known as big c) and the deep culture (behaviors, beliefs, perceptions, and ideas also known as small c). For this purpose, Solano (389) provided a planning form which aims to include all aspects while planning for a cultural activity:

Cultural Activity Planning Form	
Language Objective:	
Academic Objective:	
Cultural Objective:	
Surface Culture:	Deep Culture:
Multiple Intelligences:	
Cognitive Skills:	

Table 2.2: Cultural Activity Planning Form provided by Solano (389)

² There are different learning styles such as visual, aural, physical, verbal and logical. Therefore, every student learn according to his learning style.

In the end, Hernandez-Sheets (2005) recommends an evaluation of these activities to see whether students are responding positively or a change is required. Nonetheless, the application of these created cultural activities require the use of other creative materials in teaching such as audiovisual materials.

2.5 Defining Audiovisual Materials

The use of audiovisual materials (AVM) goes back to the Second World War where it was used as training aids for the U.S. Army, since then it developed progressively. Nowadays, audiovisual materials are spread almost in every educational institution throughout the globe. It is considered as an important part of the teaching procedure for the many benefits it offers. River (1981:399) stated that " [An Audiovisual Material] clearly contributes to the understanding of another culture by providing vicarious contact with speakers of the language, through both audio and visual means" (qtd. in Çakir 2006:67).

However, there are still other reluctant teachers who prefer old fashioned teaching and refuse to integrate technology to their teaching process. Capper (2003) explained this disinclination arguing that despite the availability of technology, some do not use it because either they lack the technical knowledge required, or simply do not have the time to form lessons that need technology.

Before attempting to define audiovisual materials, a clarification must be made. Audiovisual materials, to function, require a set of equipment, which are usually mistaken to be the audiovisual materials themselves. An equipment role is to make the audiovisual material functional and possible to use.

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These types of equipment can be divided into two sections: the first is the hardware part, which includes LED screens, tablets and handheld devices, document cameras, and surely laptops. The second section is the software part consisting of applications and programs, like SMART 14, Promethean ClassFlow, and Squirrel Reflector. These pieces of software, for instance, "create a two-way interface between the screen and the user in the classroom, which can be run through smart phones or laptops using the school's Wi-Fi connection" ("Classroom AV").



Figure 2.5.1: Example Document Camera - Figure 2.5.2: Example Handheld Device



Figure2.5.3:Promethean Classflow Screen - Figure2.5.4:Promethean Classflow Logo

Audiovisual materials also referred to as "non-books materials"(the Librarian Glossary (1987) qtd. in "Definition of Audiovisual Materials"), are defined by Dike (1993)

as materials that do not rely on reading or writing to deliver information, instead they rely on hearing for audios, and sight for visual resources, or a mixture of both as means of transmitting knowledge (qtd. in "Definition of Audiovisual Materials").

Also, Anzaku (2011) defined it as: "the term audio-visual materials is commonly used to refer to those instructional materials that may be used to convey meaning without complete dependence upon verbal symbols or language ". Therefore, audiovisual materials exclude all that has relation to language, writing, and reading, while it includes materials such as pictures, songs, videos, and other graphical representations.

2.5.1 Importance of Audiovisual Materials in teaching

Audiovisual materials have, so far, managed to gain a valuable role in teaching and learning processes, to the extent that its importance cannot be overlooked. According to Swank (2011) 40% of human concepts are a result of visual experiences, while the remaining 60 % is split on the other senses. Therefore, the visual learning makes an important part of the human being learning journey. (qtd. in Ashaver and Igyuve 45). These stats help solidify the important role which the audiovisual materials play in the teaching process. Additionally, other main benefits can be pointed out as follows:

2.5.1.1 Acquire Experience

Audiovisual materials can easily put the learner in real life experiences. Hence, removing any barriers to communication a student might have. This can be achieved by

bringing cultural aspects of the target culture into the classroom. Consequently, helping greatly in acquiring information.

According to Dike (1993), "once the phenomenon is visualized, the picture and knowledge become very clear and permanent" (qtd. in Shamsideen 20). Also, Wyman (1957) pointed out how AVM help avoid verbalism :

We (teachers) tell students, and we provide them with written materials so much of the time. Words are wonderful. They are easily produced, reproduced, stored, and transported. But the overuse or excessive use of words can result in serious problems, chiefly, the problem of verbalism (using or adopting words or phrases without considering what they mean) and forgetting. (qtd. in Mangal 177)

That is to say, the excessive use of written language can bear negative results, mainly the problem of memorizing words for the sake of words and not for what they actually mean. In addition, knowledge acquired through words is easily forgotten when forgetting the word attached to it.

2.5.1.2 Stimulate Participation

With the existence of the learning situation required for each student, participation will increase inside the classroom. Katherine (2009) asserted that "learning takes place effectively when the teacher sets out to provide learning situation in which a child will learn because of his natural reactions of the provided materials" (qtd. in Shamsideen 2016:20). The use of AVM will increase students' interest, which will, in return, incline the learners to include themselves in the learning process.

2.5.1.3 Influence Information Retention

Another advantage of AVM is how it promotes long term memorization. For instance, Gopal (2010) explained that when AVM are used, "they seem to evoke the maximum response of the whole organism to the situations in which learning is done" (qtd. in Shamsideen 20). That is to say, AVM rouses the learner's response and help store information for longer periods. In this vein, Natoli (2011) also asserted that seeing something help create an image inside the learner's mind, which will be recalled later with the slightest mention of the subject (qtd. in Shamsideen 20).

2.5.2 Video as an Audiovisual Material in EFL classroom

As reported by Çakir (68), non-natives learning a language use visual clues to grasp the meaning effectively, and for such purpose videos are a perfect tool to interpret the visual portrayal. Additionally, "Video shows [students] how people behave in the culture whose language they are learning by bringing in the classroom a wide range of communicative situations" (Çakir 68).

As mentioned, video material has the ability to put the students in the middle of the situation, allowing them to relive the scene recorded and to learn from it. For this purpose, Lonergan (1984:7) categorized videos used in teaching as follows:

1. Video recordings of language-teaching broadcasts and films
2. Video recordings of domestic television broadcasts, such as comedy programs and news programs

3. Video recordings of specialist films and television programs
4. Video language-teaching materials made for classroom rather than public transmission as broadcasts
5. Self-made video films, involving the teachers and learners.

Lonergan (7) categorized video types according to their use, and primary purpose. For example, films directed to native speakers as entertainment material can still be used for teaching language as they contain dialogues with high complexity. These films will aid learners to develop their target language by putting them in real situations with discussions of real natives between each other.

In a similar vein, Çakir (68) pointed out that "video gives the students practice in concluding attitudes. The rhythmic hand and arm movements, head nods, head gestures are related to the structure of the message." Thus, as audiovisual material, videos can play a crucial role in learning languages, and in return, learning the target culture.

2.5.3 Feature Movies Use to Raise Cultural Awareness

Feature movies used in teaching culture have the ability to portray a variety of cultural norms that may distinguish one culture from another, including behaviors, thoughts, beliefs, values, and rituals. Therefore, to use feature movies in teaching would be a fruitful step towards both introducing a new teaching experience and rich cultural content for students' learning requirements. Additionally, there are several reasons why using movies can enhance students' cultural awareness.

For one thing, "movie films are windows into culture" (Yalcin 265). They can present certain aspects of the target people's cultural life. For instance, when watching a movie set in a school setting, one may easily learn about the educational environment, and how does school life differ from his culture's. This means a movie about school life can present the viewer with details about studying procedures, including school clothing, students' habits, and teacher's attitudes.

Furthermore, when it comes to looking for something that written materials do not provide, such as discourse and the use of language within different contexts, films are the best source to resort to. A viewer of the movie may notice different contextual variables, such as age, feelings, and communicative intentions. Hence, allowing the learner to set up a connection between the previously mentioned variables and the stylistic differences, whether formal or informal, polite or impolite, etc (Arnold and Harmer, 1984).

As a final point, a movie allows access to different places, environments, and events. It is undoubtedly better than written materials and pictures, while only falling second to real life experiences. In other words, for someone to have a better view of life in a specific environment, other than movies, he or she can only achieve this by living in that actual environment which is not possible for most people. Movies bring the world to the screen, allowing learners to inspect life matters without moving from their places.

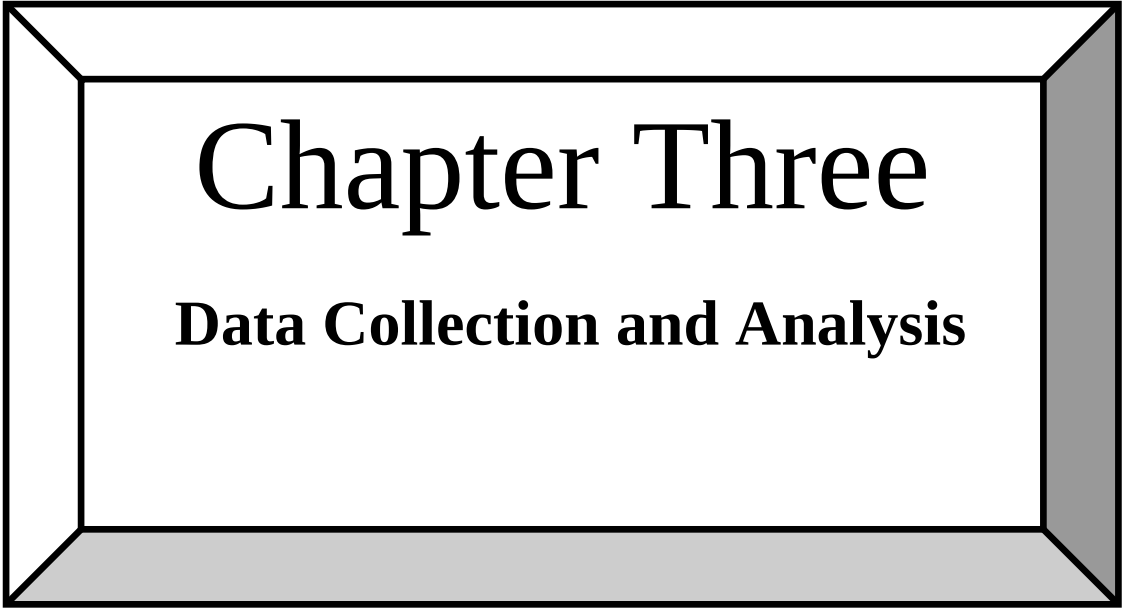
2.6 Conclusion

This chapter has dealt with the definition and importance of cultural awareness in the EFL classroom, yet it also provided some strategies to develop this cultural awareness

by the selection or creation of cultural material. It also provided a look at the teacher's role in the exploration of cultural beliefs.

Besides, this chapter has also tackled audiovisual materials and their importance in EFL teaching, without forgetting to point out video use as audiovisual material, and the use of movies in promoting cultural awareness.

As for the upcoming chapter, the focus will be on the methodological framework and the procedures undertaken to carry out this research.



Chapter Three

Data Collection and Analysis

- 3.1 Introduction
- 3.2 Study Participants
 - 3.2.1 Students' Profile
 - 3.2.2 Teachers' Profile
- 3.3 Instruments of Data Collection
 - 3.3.1 Students' Questionnaire
 - 3.3.1.1 Description of Students' Questionnaire
 - 3.3.2 Teachers' Questionnaire
 - 3.3.2.1 Description of Teachers' Questionnaire
- 3.4 Data Analysis Methods
 - 3.4.1 Quantitative Analysis
 - 3.4.2 Qualitative Analysis
- 3.5 Data Analysis
- 3.6 Results of the Study
 - 3.6.1 Results of Students' Questionnaire
 - 3.6.1.1 Discussion of Students' Questionnaire Result
 - 3.6.2 Results of Teachers' Questionnaire
 - 3.6.2.1 Discussion of Teachers' Questionnaire Result
- 3.7 Conclusion

3.1 Introduction

This chapter is dedicated to the methodological part of the research. It will discuss the profile of the informants including students and teachers, as it will also identify the instruments used in data collection representing the two questionnaires. Consecutively, this chapter will also include the results of both questionnaires and their quantitative and qualitative analysis. Finally, the third chapter will conclude with a discussion of the main findings alongside with the limitations of the study and few recommendations. At the end of this chapter, the researcher will be able to confirm or disapprove the previously given hypotheses.

3.2 Study Participants

In order to make this research possible, a sample was chosen from the target population at the department of English, Amar Thlidji University Laghouat. The sample population was defined by Dorney (2007:96) as "the group of participants or informants whom the researcher actually examines in his empirical investigation and the population is that group of people whom the study is about".

On this basis, the sample population of this research consists of two main categories of both teachers and students. First, the student category focused on first-year LMD students at the department of English, and the second category included teachers of civilization from the same department in Amar Thlidji University Laghouat. Both categories will be discussed more below.

3.2.1 Students' Profile

Representing the first category of the sample population is a number of forty (40) students selected from the first year LMD students at the department of English who are pursuing a Licence degree in literature and civilization under the system of LMD at Amar Thlidji University Laghouat. The students under consideration were chosen based on their availability and willingness to answer the questionnaire. In order to obtain authentic data, the students' personal information was kept anonymous to give them enough freedom to express themselves in what accords with the questionnaire's goals.

The choice of the target population fell on the first year students for a number of reasons. Mainly, students in this level are introduced for the first time to the module of civilization, which makes their courses the basis to which they will grow throughout their academic careers.

Additionally, to the first year students, the module of civilization is the first official source from which they will learn the target culture. In other words, prior to this point, English was a subject that dealt with many aspects of the English language, from grammar to vocabulary and sometimes culture. However, the civilization module will function as their gateway to culture, as it is solely dedicated to teaching the target culture.

3.2.2 Teachers' Profile

The second category of the sample population represents the teacher's side. Only two teachers of first-year LMD students from the department of English at Amar Thelidji

University Laghouat were available at the time of administering this questionnaire. One was a male, and the other was a female both hold a magister degree and specialized in teaching civilization.

3.3 Instruments of Data Collection

In order to carry out data collection for this research, instruments, such as interviews, classroom observation, and questionnaires, were considered and though the reliance on different tools would bear fruitful results in terms of validity and reliability, only questionnaires were chosen as a last resort due to time constraints and other unforeseen circumstances.

It goes without saying that questionnaires if carried out properly, are of paramount importance to any research for the many benefits they offer. Brown (2001:6) defines them as "any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers". Consequently, questionnaires are to have questions, to which one can answer by providing full statements or choosing from the proposed answers that come with the questions.

Questionnaires allow a researcher to ask close-ended and open-ended questions. The close-ended questions are those questions which provide answers to select from and do not require the respondents to add further information, whereas open-ended questions rely solely on the respondents' own information. This aspect allows the researcher to run a qualitative and quantitative analysis.

Another aspect that questionnaires are distinguished with is that they are self-administered. Questionnaires do not require the presence of the researcher, hence, reducing the time consumed in collecting data. As a result, two self-administered questionnaires were designed to serve the needs of this research.

3.3.1 Students' Questionnaire

For the purpose of reducing time consumption, and eliminating any chance of uneasiness that may occur to students while answering, technology had to be put to use. The questionnaire was submitted online as a Google form, which was then shared in a Facebook group dedicated solely to first-year LMD students of the department of English. Doing this offered students complete anonymity and enough time to respond carefully and honestly. Happily, students welcomed this attempt allowing the questionnaire to gather data from forty (40) informants.

Another reason to why this method was chosen, instead of personally administering the questionnaire, is to avoid stumbling upon students whether in corridors, English department's yard, or in classrooms, who may not have the time to answer, or simply would not return with the answers. Administering the questionnaire during class also seemed unpleasant, as students may not find their comfort in responding with the teacher being in the classroom, let alone interrupting classes. Besides, the period of administering the questionnaire witnessed long strikes that made acquiring answers in person impossible.

3.3.1.1 Description of Students' Questionnaire

The student's questionnaire was commenced with a small introductory paragraph in order to inform the respondent about the aim of the research to which this questionnaire was administered. Afterward, fifteen questions, organized in a deductive order from general to more specific items, followed. The questions asked were a mixture of open-ended and close-ended types, alongside with a third type that was both open-ended and close-ended as it required the respondent to give a justification to their choices from the list proposed

For a better description of the content, The questionnaire will be split into five sections as follows :

Section one includes question one, two, and three (1,2,3). The purpose, here, was to check student's motivation with the current state of the course of civilization and to see how do students perceive it.

Section two includes question four, five, six, seven, and eight (4,5,6,7,8). These questions were directed to investigate the current methods used by teachers and to allow students to express their opinion about it

Section three includes question nine, ten, and eleven (9,10,11). Here, the aim was to know how spread are movies among students, and if they welcome the idea of using them as teaching material.

Section four includes question twelve, thirteen, and fourteen (12,13,14). These questions were dedicated to checking if the civilization course is aiming to raise students' cultural awareness and if it is succeeding in doing so.

Section five includes question fifteen (15) only. The purpose of this question is to give students space to express themselves about the idea of integrating movies to the civilization course in order to best help them acquire enough cultural awareness.

3.3.2 Teacher's Questionnaire

As stated before, the teacher's questionnaire targeted first-year LMD teachers of civilization at the department of English at Amar Thelidji University Laghouat. However, due to the minimal number of teachers available who taught civilization to first-year students and though the aim was to include all civilization teachers of the department, the questionnaire was administered only to two teachers who were present at the time. In addition, same as students' questionnaire, this questionnaire was also administered online as a Google form, and was then sent via email to the available teachers.

3.3.2.1 Description of Teachers' Questionnaire

Hand in hand with the students' questionnaire, the teachers' questionnaire also had an introducing paragraph in which the aim of the research was stated. Next, fifteen questions also arranged in a deductive order followed. The questions were put in an order that goes with the objectives of this research, from general information concerning the civilization course to a precise use of movies to raise cultural awareness. For this purpose, questions included open-ended and close-ended types and sometimes a mixture of both.

The teachers' questionnaire was also split into sections for a better description of the content.

Section one aim was to gather information from the two informants about the method used in teaching civilization, and also to shed light on the teacher's stance in comparison with the curriculum of civilization. The questions included, here, were from question one to four.

The objective of section two was to determine which are the aims of the civilization course in addition to determining how both teachers perceived it, as one that teaches history, or another that focuses on culture. This section consists of question five to seven.

At this stage, the aim shifted to checking if the civilization course with its current state tends to raise students' cultural awareness alongside with identifying the ground to which one can raise cultural awareness according to teachers. For this, questions from eight to ten were posed.

The fourth section targeted the use of movies. Hence, the aim was to know if the idea of using movies in teaching has been thought of and been implemented by the teachers before. The questions dedicated for this purpose were from question eleven to fourteen.

The last section, containing only question fifteen, sought the attitudes and opinions of teachers concerning using movies to raise students' cultural awareness. Accordingly, the teachers were meant to express themselves about the idea.

3.4 Data Analysis Methods

With the gathering of data completed, comes the final phase of data analysis. According to Hamzaoui (2006:130), the use of two different methods can be fruitful as they will provide more reliable findings due to the diversification of measurement. Therefore, For this phase, a descriptive analytical method was applied using mixed methods of qualitative and quantitative analysis to achieve the best result possible in analyzing both the student's questionnaire and the teacher's questionnaire.

3.4.1 Quantitative Analysis

This analysis method relies on measurement with numbers and analysis with statistical techniques. It serves to provide certain data in the form of numerical values which can be later on generalized on the entire population. Creswell (2006:7) affirms " The analysis consists of statistically analyzing scores collected on instruments, checklists, or public documents to answer research questions or to test hypotheses". Consequently, this method focuses on statistics and numbers.

3.4.2 Qualitative Analysis

Unlike the quantitative analysis, the qualitative analysis aims to deliver the attitudes and thoughts of the respondents. This analysis is best used to deduce explanations and interpretations of a certain phenomenon. Therefore, qualitative analysis allows the

researcher to form explanations and create theories through interrogations. However, this analysis does not allow the generalization of the findings, unlike quantitative analysis.

3.5 Data Analysis

In this research, both analysis methods were put to use so that one can help fulfill the limitations of the other. That is to say, the result of both questionnaires will be analyzed qualitatively and quantitatively since they both acquired information of statistics and written nature. This was a result of using both close-ended and open-ended questions within the questionnaires.

3.6 Results of the Study

The questionnaires administered to both students and teachers resulted in forty out of forty (40/40) responses for students, and two out of two (2/2) responses for teachers. Therefore, It is safe to say that the destined number of informants was achieved and the data needed for this research was collected successfully. The results of both questionnaires are to be discussed next.

3.6.1 Students' Questionnaire Result

The questionnaire for students, as mentioned before, targeted a sample of forty students from first-year LMD students at the department of English, Amar Thelidji University Laghouat. The aim of this questionnaire was to know student's attitudes and

opinions concerning the use of movies to raise their cultural awareness in the civilization classroom. The result, therefore, will be discussed in terms of percentage and graphs as follows :

Section One: Question 1 to 3: Students' motivation and perception of the civilization course

Question One: How interesting is the civilization course to you?

The first question was aiming to evaluate student's motivation with the current state of the civilization course. It resulted in (25) students seeing the course as an interesting one, while (9) students labeled it not interesting. Besides, (6) students, representing the minority, saw it very interesting. The following graph reveals the frequencies of students' opinion on the course :

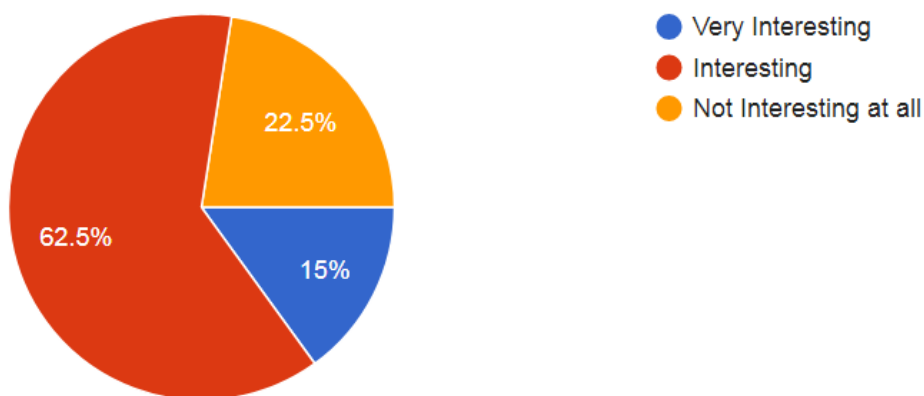


Figure 6.1.1 Students' Attitudes towards the Civilization Course

Question Two: According to you, what is the purpose of the civilization course ?

The question sought to identify the way students see the civilization course, whether as a course to learn about history or culture. Most of the students, constituting of (28) out of (40) meaning 70%, see the course as a way to learn about the British/American history

rather than culture, while the remaining (12) also 30% answered that it is a British/American culture course. In statistics, the following graph presents the results :

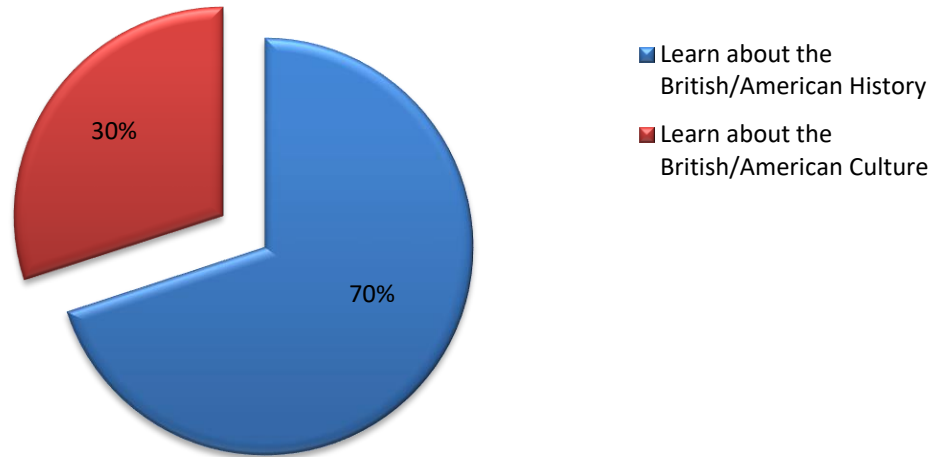


Figure 6.1.2: The Civilization Course According to Students

Question Three: Tick the box next to each item you see relative to your civilization course

To examine the content of the civilization course, the third question was asked. By giving them a set of choices, students were able to choose multiple choices according to what they see fit. The result disclosed that (34) out of (40) students standing for 85% agreed that the course includes historical facts, thus, rendering it the main content. The second most agreed upon content was beliefs and religions which resulted in (24) students as in 60% choosing it, whereas origin and ethnicity was the choice of (21) students representing 52.5% of the sample population, followed by (13) students meaning 32.5% who saw traditions and celebrations as part of their civilization courses. In addition, the less agreed upon choices were the economical system which (9) students as in 22.5% concurred to it, political institutions was the choice of (7) students representing 17.5%, and finally only (5) students standing for 12.5% pointed out the educational system as part of their

civilization course content. The following graph contain the choices of students in a statistical form.

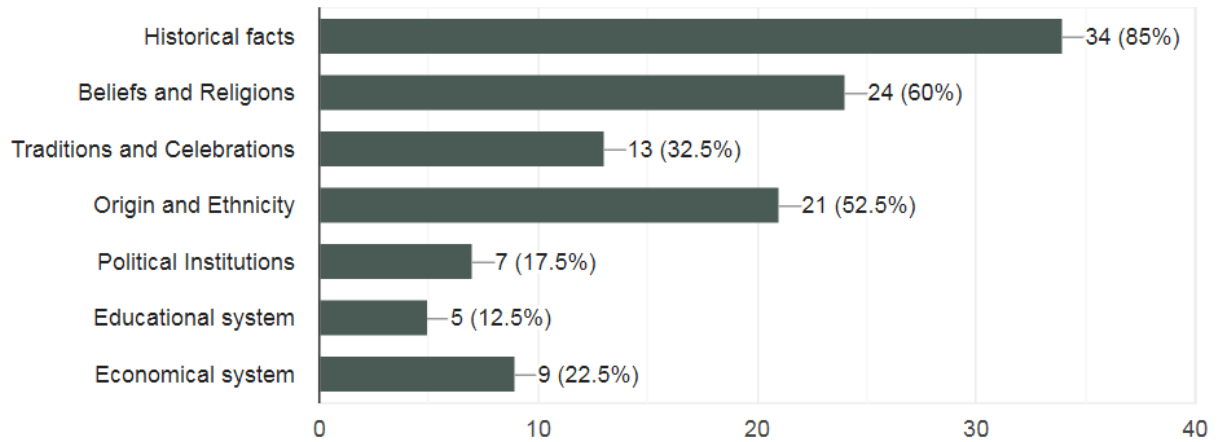


Figure 6.1.3: Graph of Civilization Course' Content According to Students

Section Two: Question 4 to 8: Students' opinion about the methods used in teaching civilization.

Question Four: Is your teacher's way of explaining satisfying ?

This was a direct question to inquire about students' satisfaction with the current approach and method used by their teachers of civilization. Evidently, half of the sample population (20) expressed their low satisfaction, while (12) students (30%) were perfectly satisfied with it. However, (8) students (20%) were dissatisfied with the current method of teaching. In the following graph, one can notice the statistic representation of the result:

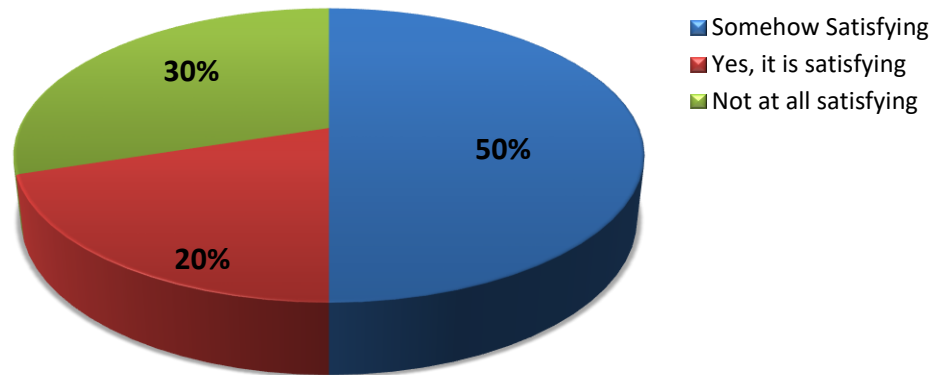


Figure 6.1.4: Students' Satisfaction with Current Teaching Approach

Question Five: Which of the following materials would you prefer to use in order to learn about the British/American culture ?

In this question, the aim was to figure out what students favor in terms of teaching materials. Therefore, from the choices proposed, the majority representing (26) students (65%) preferred the use of videos and films in order to learn, followed by (7) students (17.5%) who chose texts and documents, alongside with (5) students (12.5%) choosing pictures and portrayals, and finally only (2) students (5%) favored audios and songs. A statistical explanation is in the following graph:

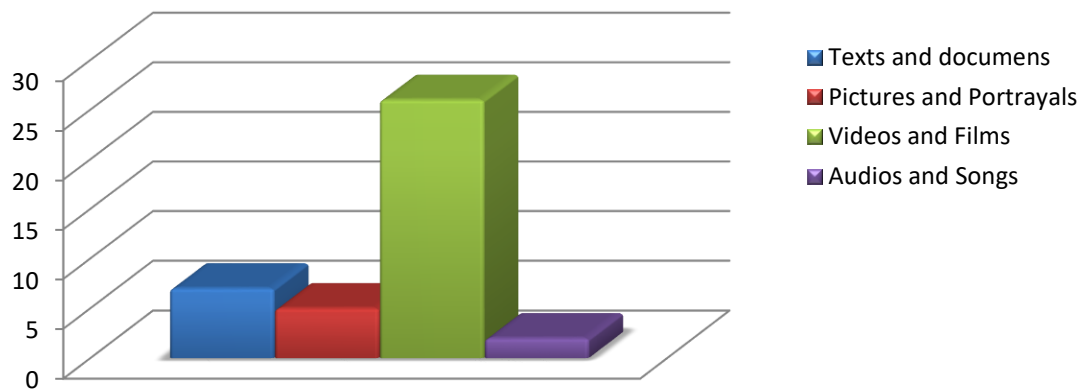


Figure 6.1.5: Teaching Materials favored by Students

Question Six: How often does your teacher include any of the following in the process of teaching ?

After checking students' favored materials, comes the question with the goal of checking the materials used by teachers during their civilization courses. The result of this question will be dealt with through each material alone. The first choice in the list was texts and documents to which (31) students answered that it is always used, (6) students answered with very often, and (3) only answered with sometimes. The second choice given was pictures and portrayals to which (3) students answered with always, (10) students answered with very often, (21) students being the majority said that it is being used sometimes, while (3) students ticked the rare choice, and finally another (3) students said their teachers have never used pictures and portrayals. The third choice which is videos and films resulted in one student ticking the always box, (5) students ticking each box of very often and sometimes, (2) students answered rarely, while the majority with (27) students answered that their teachers have never used videos and films. The fourth and last choice was audios and songs, it received identical stats with videos and films, which are one student answering with always, (5) students chose both very often and sometimes, (2) answering with rarely, and the remaining (27) students admitted that audios and songs have never been used by their teachers. The results were put in the following graph for a clearer image :

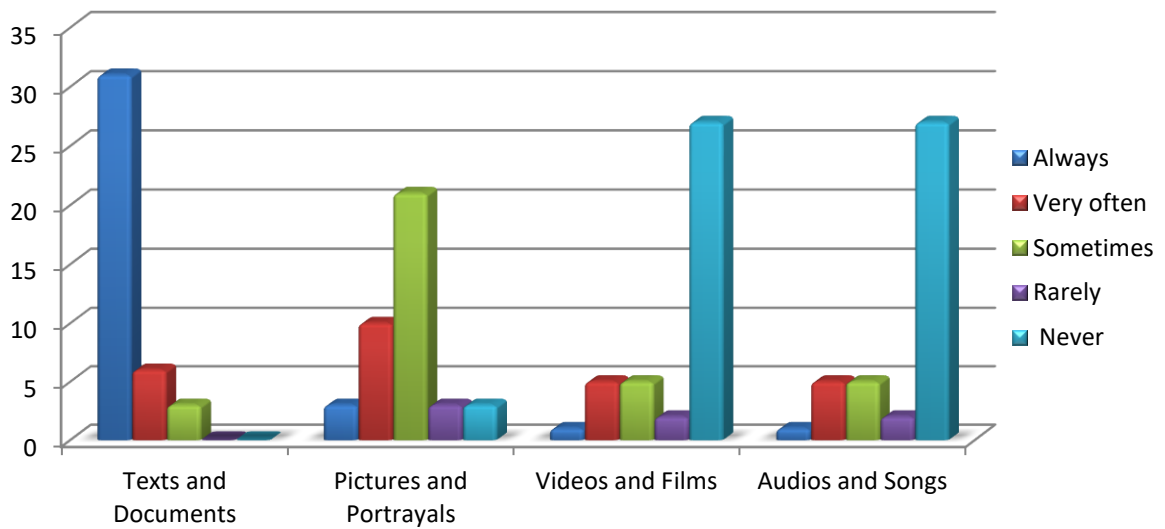


Figure 6.1.6: Materials Used by Teachers According to Students

Question Seven: Do you face any difficulties understanding civilization courses ?

At this point, it was necessary to inquire if students were facing any difficulties with the civilization course, and so was the question formed for this purpose. The answer of the students divulged in (13) students, matching (32.5%), denying facing any difficulties, while (27) students (67.5%) chose to admit finding difficulties within the course. The result is presented in the following figure :

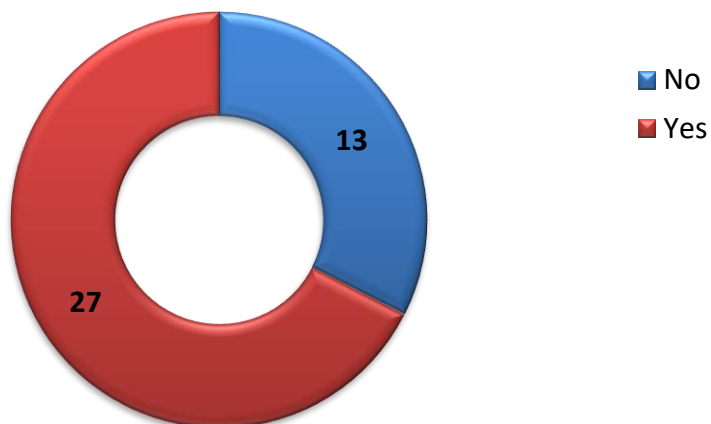


Figure 6.1.7: Students Facing Difficulties With the Civilization Course

Question Eight: If yes, what are these difficulties you face ?

This question is a continuation of the previous one as it proposes some difficulties that a student may face within the civilization class. Therefore, the number of students answering it is limited to (27) who answered the previous question with a positive response. Nonetheless, (3) students (11%) saw that the civilization syllabus has too many lessons, while (12) students (44%) related to the repetitive teaching style that makes it hard for them to remain focus with the course. In addition, (5) students (19%) ticked the box suggesting finding difficulty in understanding the vocabulary used, and finally, the remaining (7) students (26%) admitted finding difficulty in imagining and connecting events. The following graph contains the statistical view of the results :

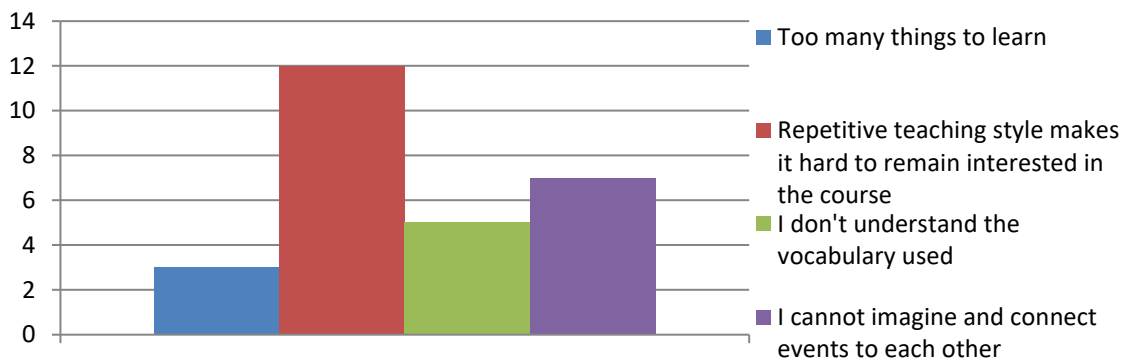


Figure 6.1.8: Difficulties Faced by Students in the Civilization Course

Section Three: Question 9 to 11: Spread of movies amongst students and their opinion about them as teaching tools.

Question Nine: How often do you watch movies ?

The purpose behind this question was to know how often the informants watch movies to see how spread are movies amongst students. Resultantly, (22) students (55%) asserted that they always watch movies, however, (16) informants as in (40%) claim that

they occasionally watch movies. Besides, only two students (5%) said that they never watch movies.

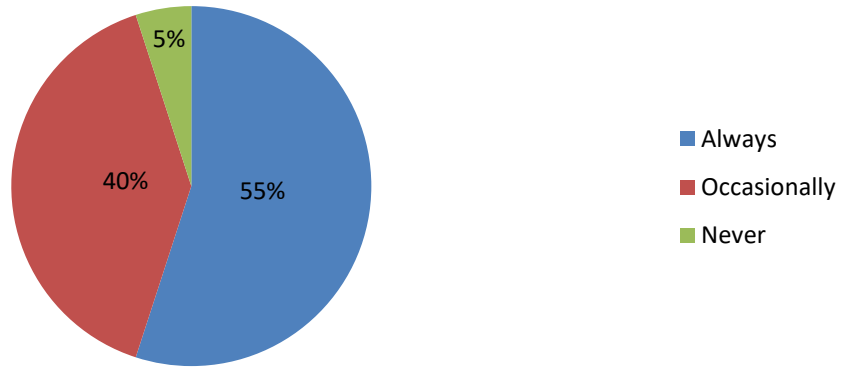


Figure 6.1.9: Students' Frequency of Watching Movies

Question Ten: Do you agree that including movies in class would make it easier for you to learn about the cultural differences between your culture and the British/American culture ?

This question was directed to check if students would agree to the implementation of movies in learning about the cultural differences between their culture and the target culture. Gladly, the striking majority equal to (36) students agreed to this, while only (4) disagreed with the idea as it is shown in the following graph:

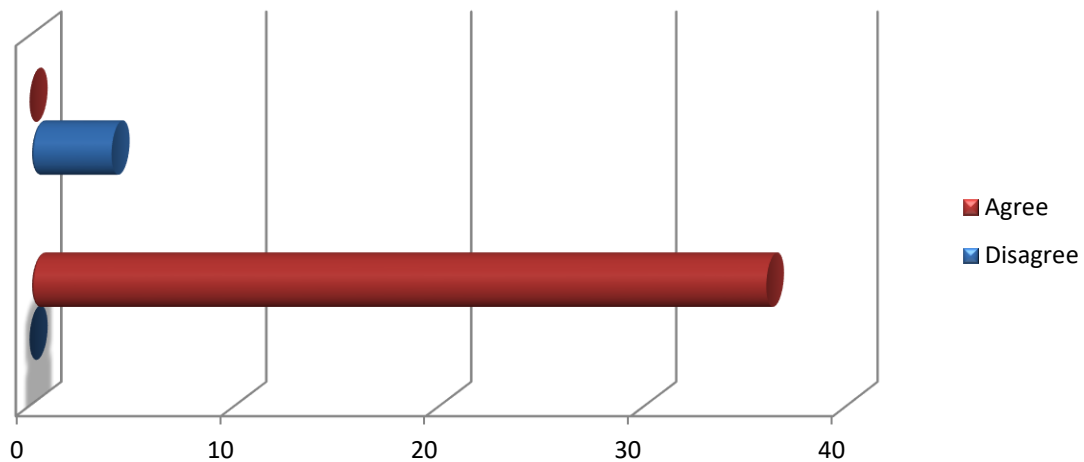


Figure 6.1.10: Student's Opinion on Using Movies

The second part of the question required justification from the students who were not reluctant in doing so. The students provided multiple, and various explanations, yet the majority agreed on movies "make details clearer", "make lessons easier to remember", "make lessons more fun", and finally "they let you see how the target people live their lives", hence learn their culture.

Question Eleven: Are you willing to attend full length movies during the civilization class or do you prefer watching cut-scenes separately ?

Noticing that the most used excuse to not use movies in class is the length of the movie which proved to be problematic, the current question aims to see if students would require watching full-length movies or simply cut-scenes of the themes tackled. Half of the respondents (20) answered that they prefer cut-scenes, while (9) respondents required full-length movies. Nevertheless, (11) students were indifferent as long as movies are being used in teaching. The statistical view of the result is as follows:

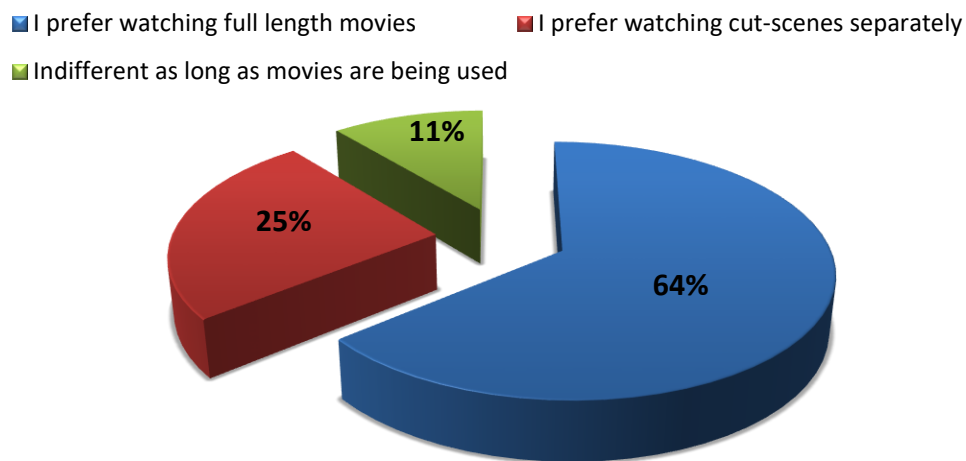


Figure 6.1.11: Students' Preferable Method of Viewing Movies

Section Four: Question 12 to 14: Whether the civilization course shapes students' cultural awareness, or not.

Question Twelve: How is the level of your cultural awareness towards the British/American culture ?

At this juncture, informants were asked about their cultural awareness level. The aim here was to know how aware are the students about the differences between the target culture and their culture. (19) Students claimed to have a high level of cultural awareness, yet a close number of informants, exactly (18) students admitted having a low level of cultural awareness. Finally, only three (3) informants mentioned having reached a very high level.

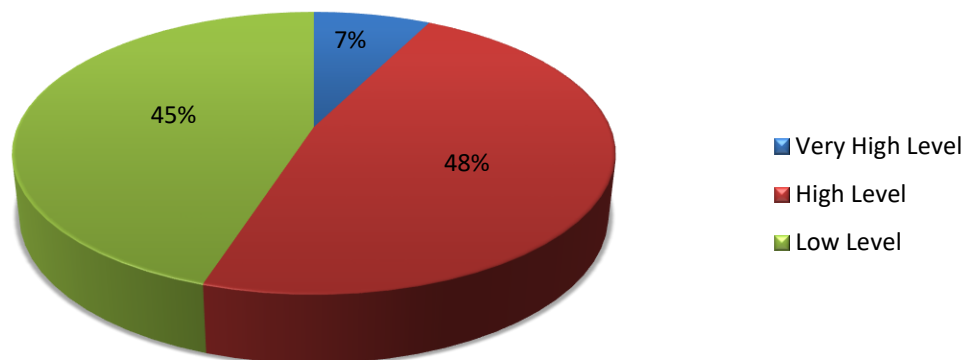


Figure 6.1.12: Level of Students' Cultural Awareness

Question Thirteen: If positive, would you say your cultural awareness level is so thanks to the content of the civilization course ?

This question was meant for those who responded with a positive answer to see if the source of their cultural awareness is the civilization course with its current state. As a result, only (22) students were required to answer. Nevertheless, (15) students (68%) stated

that they acquired their cultural awareness from their own experiences, whereas the remaining (7) students (32%) claimed that their cultural awareness is high thanks to the civilization course. Another look at the result through the following graph :

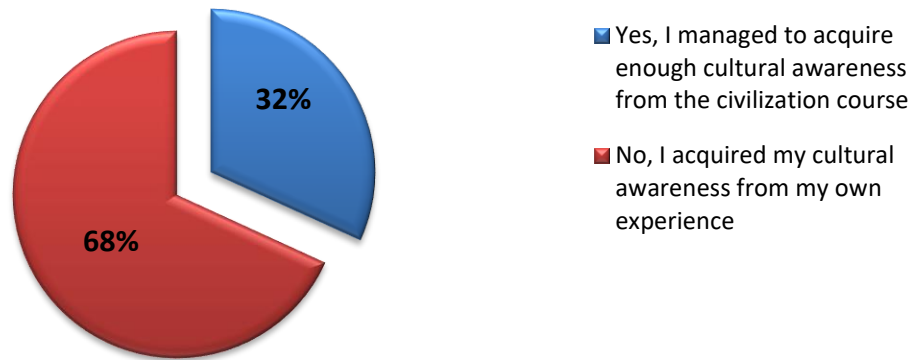


Figure 6.1.13: Source of Students' Cultural Awareness

Question Fourteen: If negative, how would you explain your lack of cultural awareness ?

Question fourteen is also in relation to question twelve. However, this time, the category targeted are the ones who responded negatively and their count is (18) informants. It was required from students lacking cultural awareness to explain this lack. Accordingly, the informants were given three options to choose from, hence, (12) students (67%) said despite their civilization course including cultural teachings, they would like to learn differently, while (5) students (28%) answered that their civilization course does not include enough cultural teachings. The last informant denied having any desire to learn cultural differences. A graph of the results is shown below:

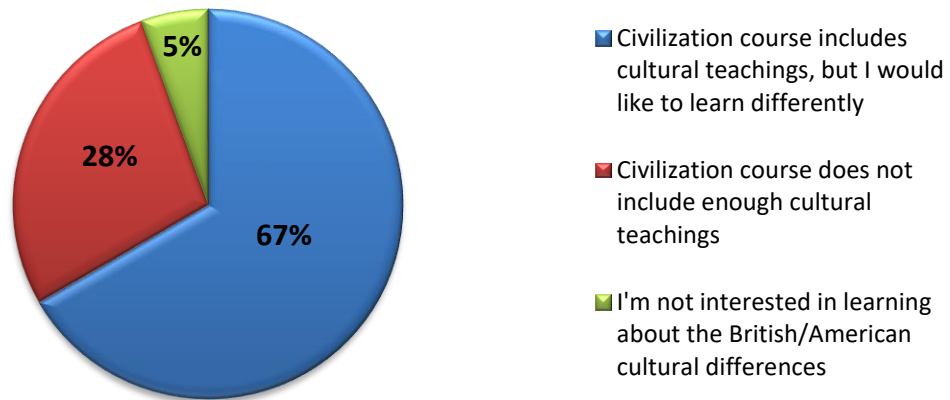


Figure 6.1.14: Students' Reasons for Cultural Awareness Lack

Section Five: Question 15: Students' ideas and attitudes about using movies to raise cultural awareness within the civilization classroom

Question Fifteen: What is your attitude, as a student, to the use of movies in order to be culturally aware ?

To end the questionnaire, the informants were required to freely express their attitudes and opinions concerning the use of movies to raise cultural awareness in the civilization classroom. Surprisingly, the remarkable majority representing (38) students (95%) saw eye to eye that using movies would be of numerous benefits for them. A large number of students asserted that movies would make lessons more easy to understand and details clearer to recall. Moreover, they suggested that movies can motivate them, make lessons more fun, and raise their interest in the target culture. The informants in favor of using movies also stressed the need to start using technology in the process of teaching as it became easily accessed nowadays.

Still, the remaining (2) students (5%) expressed their doubtfulness concerning the matter. This uncertainty is due to the fact that movies might take long periods during class,

which will render them bored. Besides, the minority showed great fidelity to written materials.

3.6.1.1 Discussion of Students' Questionnaire Result

The quality of responses attained by the students' questionnaire indicates extreme excitement about the research topic from the students' part. Moreover, These responses are to help the researcher identify students' attitudes towards the current state of the civilization course and the use of movies in teaching. Hence, the hypotheses provided at the beginning of this research will be either confirmed or disapproved within this discussion.

The goal to prove the benefit of movies in raising students' cultural awareness was commenced with an initial diagnosis of the civilization module. The first hypothesis suggested that the current state of the civilization course makes it seem more like a history module rather than a source to enrich students' cultural knowledge which is apparent through the methods which the teachers apply. Unfortunately, though the results acquired in question one show that students see the module as a fairly interesting one, the results obtained through question two and three confirmed our first hypothesis. The majority answered as the aim of the civilization course is to teach history and also voted for historical facts as the main content of the course. Additionally, the responses gained in question four and seven do not dismiss the approaches and methods used by teachers as a potential reason for the course's misuse.

To verify the validity of the second hypothesis which stated that the civilization course does not help in raising students' cultural awareness due to the unvaried topics that

are being dealt with and the sole reliance on texts and documents as teaching materials, question five and six yielded enough proof that the main material used in teaching and the one favored by students do not go hand in hand. According to the result of question six, teachers focus mostly on written materials in teaching civilization, while students have chosen videos and films as their most favored materials. In addition, the results from question thirteen and fourteen proved that students with high cultural awareness did not acquire it from the civilization course, and the ones with low cultural awareness expressed their lack as due to the repetitive teaching method applied in teaching civilization that makes the course boring and unstimulating to learn, while some have denied the course of civilization having enough cultural aspects. Therefore, it is safe to say that the second hypothesis is confirmed.

It was assumed in the third hypothesis that integrating movies would stimulate students' interest in learning as a whole, and in the target culture in particular. Moreover, movies would open the door for new cultural aspects to be added to the curriculum of civilization. This was proved through the result of question nine, in which only two students equivalent to (5%) of the informants do not like watching movies, while the vast majority view movies but on different rates. Hence, indicating the spread and fame of movies amongst students. In the same vein, the striking majority of informants agreed to the implementation of movies by the result of question ten, which also had a second part that allowed students to give their justification. The result of this second part of question ten also bore valuable answers such as movies would make lessons easy to remember and would make details clearer, thus, proving our hypothesis.

It is unmistakable that the informants have shown their great interest in the idea of using movies to learn. Through the result of question fifteen, one may easily notice the excitement that accompanied the responses. This can only lead to one understanding; students have manifested their willingness to undertake a course that would employ movies in the process of teaching with great pleasure.

3.6.2 Teachers' Questionnaire Result

As stated before, the teacher's questionnaire was directed for two civilization teachers at the department of English, Amar Thlidji University Laghouat. The purpose behind it was to know the teacher's point of view regarding the use of movies as a tool to raise first-year LMD students' cultural awareness alongside with determining other information concerning the civilization module. The result will not be dealt with in terms of percentage because of the small number of informants since it will either result in 50% or 100%. Consequently, the result will be analyzed below according to each section:

Section One: Question 1 to 4: Methods used in teaching, and teachers' opinion about the curriculum of civilization.

Question One: How interested are you in changing the way of teaching your civilization courses ?

As an opening to the questionnaire, a question was designed to see if teachers are willing to go great lengths to make their courses successful. Gladly, both teachers demonstrated their readiness to change their teaching methods by stating that they are very interested in new methods.

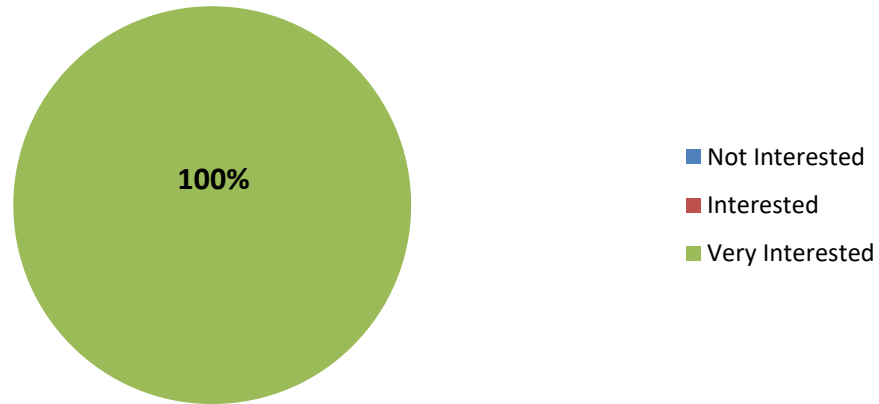


Figure 6.2.1: Teacher's Willingness to Change Method of Teaching

Question Two: Do you think your students are understanding everything you offer them ?

In an attempt to measure teacher's satisfaction with their current methods of teaching, this inquiry sought to find out if teachers think their students are grasping everything they offer them. For this, one teacher responded positively stating his students understand everything he offers them, while the other teacher stated that her students are to some extent understanding her lessons as the graph shows:

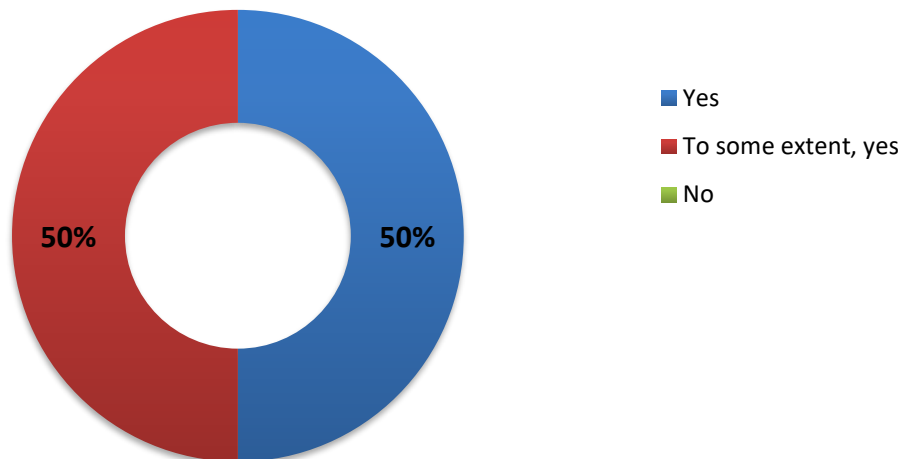


Figure 6.2.2: Students' Grasp of Lessons

Question Three: Which approach do you prefer in the teaching of civilization ?

A third question gave the two informants space to answer with the purpose of unveiling the preferable approach used by teachers in the civilization classroom. The outcome was varied as one teacher refused to specify any method stating that she prefers to use any possible approach that would guarantee her a successful session, whereas the other teacher gave a more particular method which is the communicative method as his favorite.

Question Four: How would you describe the civilization curriculum in comparison with the sessions dedicated weekly?

This question's objective was to see if teachers are satisfied with the current state of the civilization curriculum in comparison with the sessions dedicated weekly. Informants, here, were supposed to give their opinion if the sessions dedicated weekly were enough for them to carry out their lessons. Accordingly, one teacher expressed her discontent by asserting that it would be much better to have whether more sessions per week, or fewer lessons. This is because teachers are unable to have both the lesson and the practice in one session, according to the informant. Nonetheless, the other teacher did not have any issue with the matter as he claimed that "sessions and lessons are compatible".

Section Two: Questions 5 to 7: Teachers' perception of the civilization course and its objectives

Question Five: As a teacher of civilization, what would you say the aim of the civilization course is?

This instance, a question under the objective of realizing how teachers see the goals of the civilization course was asked to the informants. Teachers are meant to give their opinion as to which objectives does the civilization course seek to achieve. From the list proposed, both of the teachers ticked the box next to teaching historical facts and the one next to raising student's cultural awareness. However, only one saw increasing students' language abilities as an objective of the civilization course.

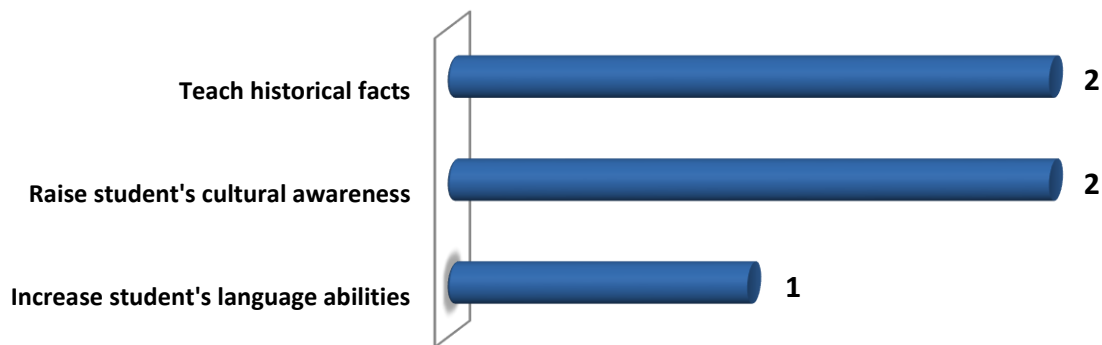


Figure 6.2.3: Objectives of the Civilization Course

Question Six: Do you think your courses focus mainly on the British/American culture or on history ?

Looking to find which is the basis of each teacher's civilization lesson, this question inquired about the focus of the civilization course according to each informant. The teachers at hand were given two choices, to which one answered by choosing the box of British/American culture, and the other's choice fell on the British/American history. These choices are presented in the following graph:

■ British/American Culture ■ British/American History

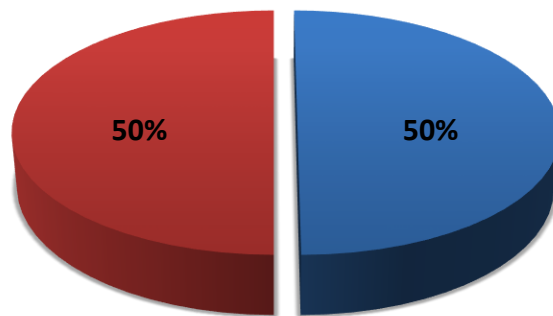


Figure 6.2.4: Focus of Civilization Courses

Question Seven: Which of the following themes your courses usually tackle ?

Seeking to know what are the elements teachers focus on while teaching, a more specific question this time was posed. The informants were given various choices to see if their courses tackle cultural aspects, yet their responses did not include much. The two teachers agreed on historical facts as a content, while one teacher added two other aspects which are beliefs and religions, and origin and ethnicity. The result, therefore, is two out of two agreed on historical facts, one each for origin and ethnicity, and beliefs and religions, while no selection for the rest of the choices as the graph shows :

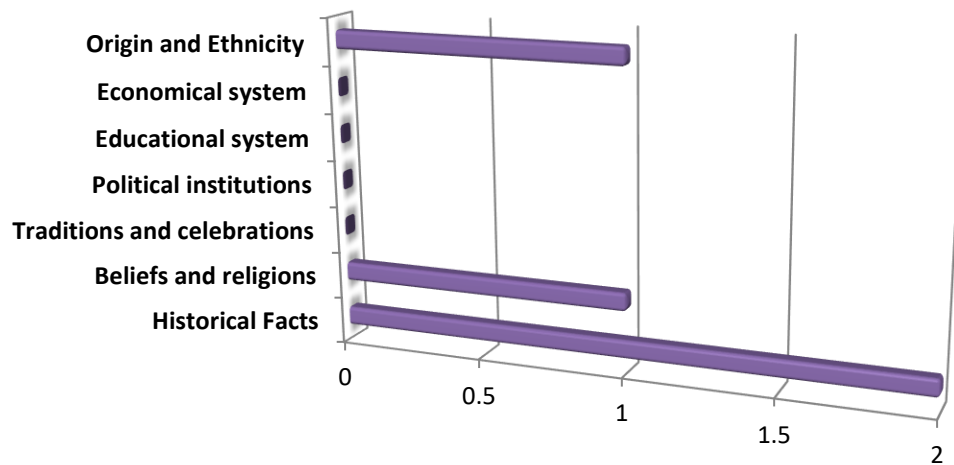


Figure 6.2.5 Content of the Civilization Course

Section Three: Question 8 to 11: Whether the civilization course shapes students' cultural awareness, and which themes are needed for that.

Question Eight: Do you think that your students are learning civilization to ameliorate their cultural knowledge or merely for the sake of marks ?

Once asked if students see the module of civilization as a ground to acquire more about culture or study merely for the sake of marks, both teachers confirmed that the latter was the prime motive for students rather than raising their cultural awareness. The teachers were offered two choices one says that students attend civilization class to raise their cultural awareness, while the other states that students simply wish for good marks. The unanimity attained on the latter, as shown below:

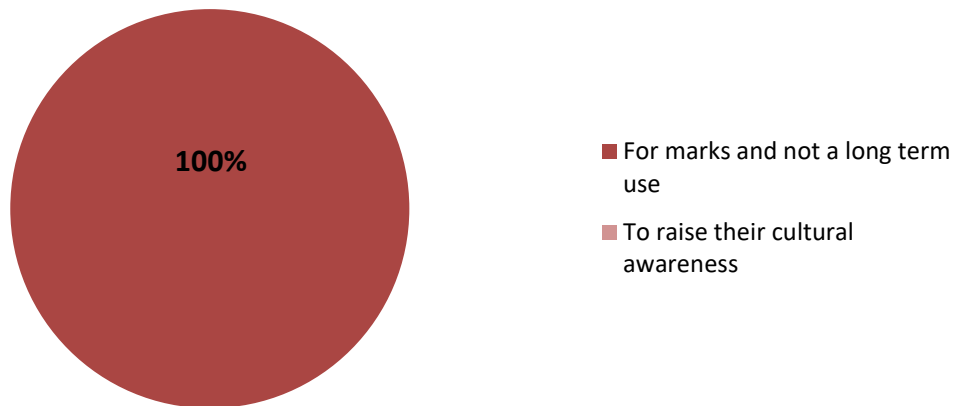


Figure 6.2.6: Purpose for Studying Civilization

Question Nine: Do you feel that your courses are shaping students' cultural awareness ?

This question draws a bead on the teacher's opinion concerning whether their lessons are shaping students cultural awareness or not. The informants responded differently, as one confirmed that his lessons are achieving this goal, while the other wasn't sure, hence, responding with maybe. The following graph gives a proper picture:

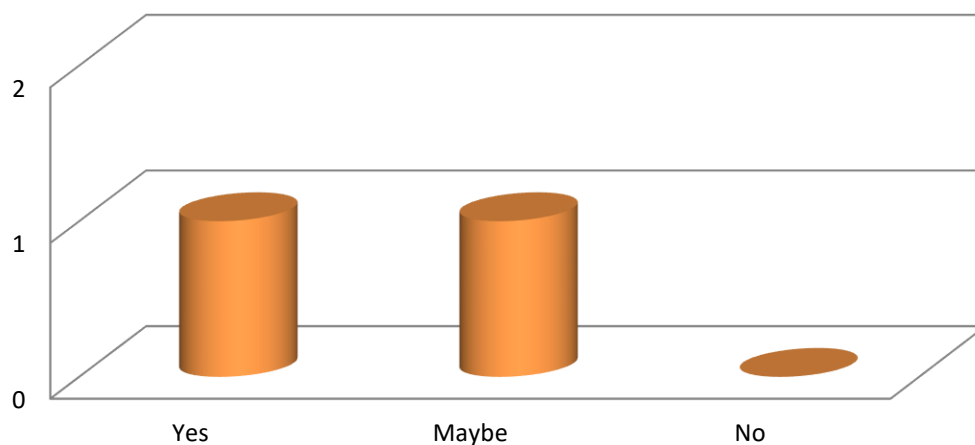


Figure 6.2.7: Teachers' Opinion about Lesson Success

Question Ten: Which of the following would you say is crucial to raising student's cultural awareness ?

In order to check teacher's opinion concerning the basis of raising cultural awareness, the informants were asked which between British/American history and other different cultural aspects is crucial for the raising of students' cultural awareness. Obviously, both subjects' response fell on culture. The graph indicates their responses:

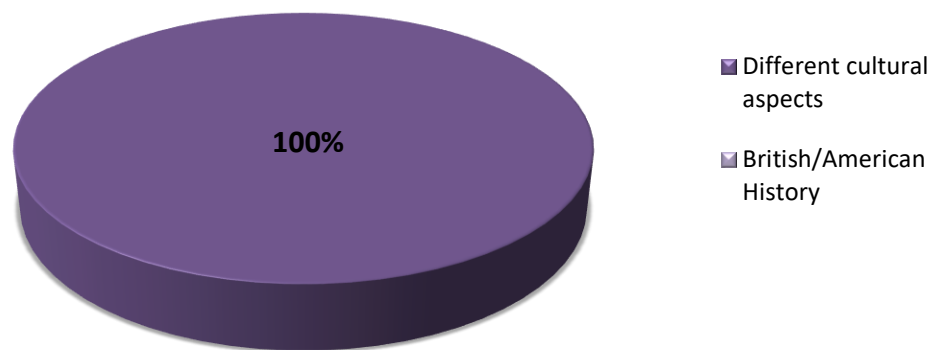


Figure 6.2.8: Basis of Raising Cultural Awareness

Section Four: Question 11 to 14: Whether teachers thought of movies as teaching tools, and whether they tried them before.

Question Eleven: Have you ever thought of using movies in teaching civilization ?

At this stage of the investigation, the researcher came to ask whether teachers have ever thought about using movies in teaching before. Both informants responded as having considered the idea before as the graph shows:

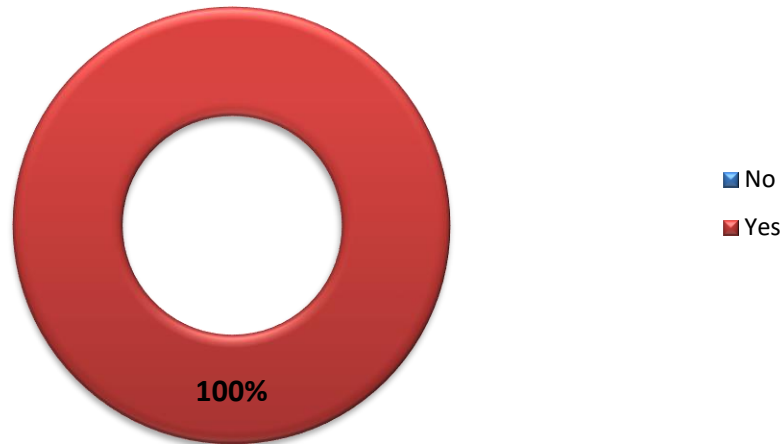


Figure 6.2.9: Consideration of Using Movies in Teaching

Question Eleven Second Part: If yes, how often do you use movies in your classroom ?

Another part of this question sought to see how often teachers used movies. However, from the list of choices proposed, both informants denied having used movies before by ticking the box next to never.

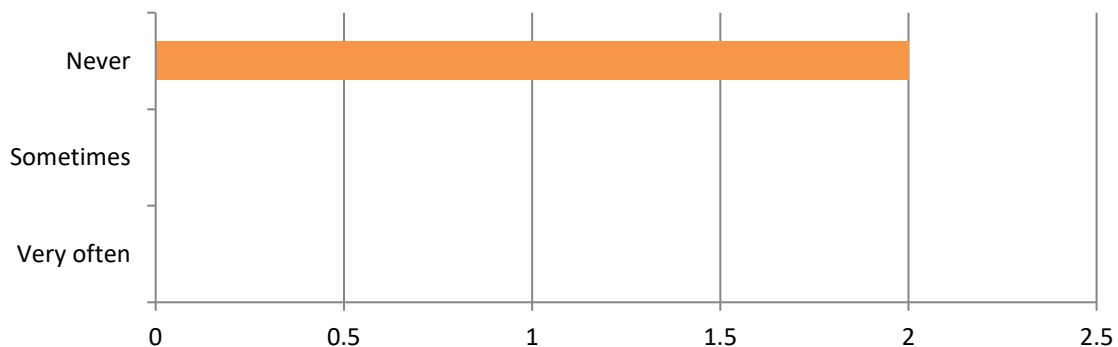


Figure 6.2.10: Frequency of Using Movies in Class

Question Eleven Third Part: If never used movies before, why not ?

When teachers were asked for the reason of this reluctance, as to why they did not use movies before, one informant mentioned the time constraint as one of the reasons that

make such a method impractical by stating that "time limitations do not allow for a full movie in classroom", and the other simply stated that "there are no possible ways to make use of movies in the classroom".

Question Twelve: Do you think that movies could be of help to your students' understanding capability ? Can you justify ?

The informants were questioned here about their opinion as far as movies are included in teaching. Precisely, they were asked if movies would be of great help to their students' understanding capability. Resultantly, both teachers had a positive opinion by answering yes to the question, as shown below:

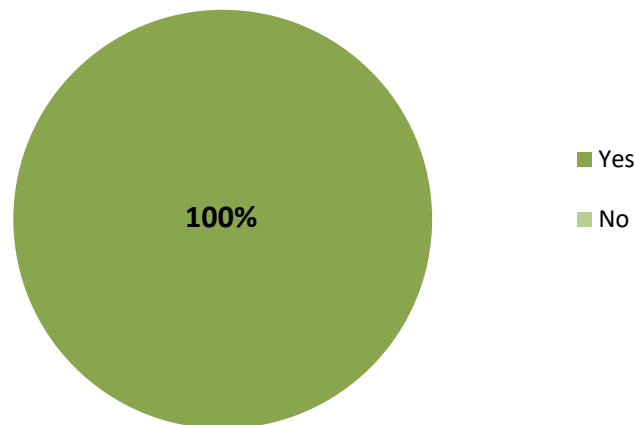


Figure6.2.11: Would Movies be of Help to Students?

The second part of this question required justification from the informants. The first teacher explained the benefit of movies stating that they are regarded by students as "tools of entertainment, unlike books and documents which they see as an obligation". Therefore, movies would yield good results. The second teacher mentioned that "movies are both fun and beneficial when used as teaching tools".

Question Thirteen: Would you rather have sessions that are dedicated to viewing entire movies, or choose cut-scenes that include your teaching themes only ?

In this question, the aim was to see if the informants are willing to use full-length movies in the classroom, or would prefer cut-scenes only. Their refusal of the full use of movies was easily spotted since both teachers ticked the box next to cut-scenes instead. The graph shows the unanimity on cut-scenes:

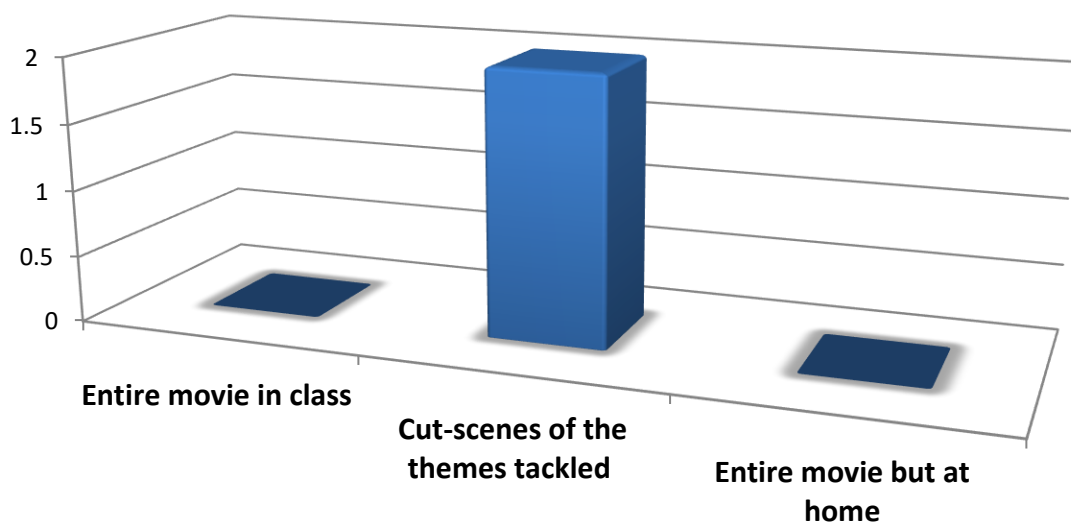


Figure 6.2.12: How Would Movies Be Used

Question Fourteen: Would you say that your department is equipped enough to make teaching with movies possible ?

Another inquiry for the informants to inspect their opinion about their departments' readiness to make teaching with movies possible. The teachers had different attitudes about their department since one of the informants answered that it is not well equipped for this purpose, and the other replied stating that it is equipped to some extent with the tools needed for teaching with movies.

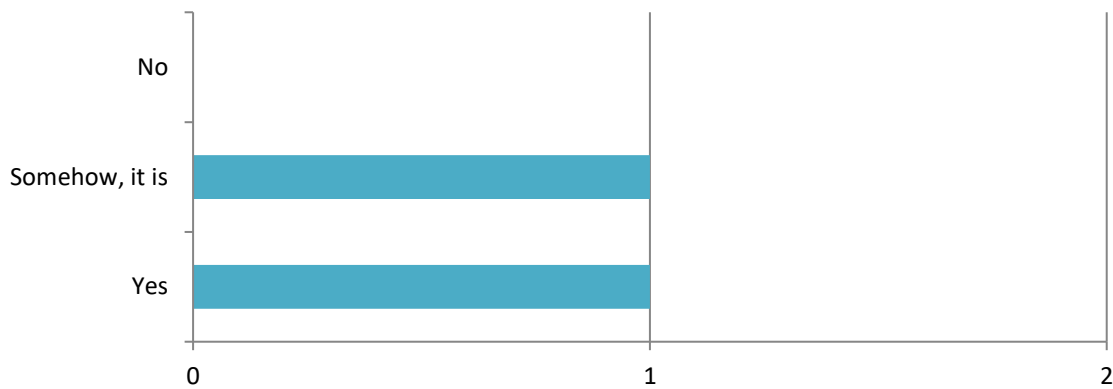


Figure 6.2.13: Department's Equipment

Section Five: Question 15: Teachers' attitudes and opinions concerning using movies to raise students' cultural awareness.

Question Fifteen: As a teacher, what is your attitude to the use of movies in order to raise students' cultural awareness ?

In the same line of using movies to raise students' cultural awareness, the informants were asked, via the fifteenth question, to freely express their opinions and attitudes concerning the matter. Accordingly, the answers of both teachers had a sense of openness and willingness to implement teaching with movies. One teacher stated that using movies is crucial as it is much practical for the teacher who can take full advantage of time and load of knowledge that the students would acquire. The teacher also added that the student would not feel bored while receiving great cultural and historical data that would not be forgotten for a long period. On the other hand, The second teacher also expressed his eagerness to the idea and willingness to implement it in the near future.

3.6.2.1 Discussion of Teachers' Questionnaire Result

Going through the results of the teachers' questionnaire, one may spot the desire of teachers to integrate movies into their teaching methods. However, due to some obstacles that sought but to make this happen, teachers are reluctant. The purpose of this questionnaire was to provide information about the civilization course and the use of movies within it from the teachers' side, and so it did.

Through the answers to question five (5) and six (6), it would seem that there is some agreement between the two informants that as the civilization course aims to teach historical facts, it also aims at raising students' cultural awareness. However, unless history raises students' cultural awareness, this is a contradiction because one may not learn the cultural differences from the historical facts which the course focuses on. Nonetheless, the answers of question five (5) would almost lead to the belief that the civilization course in its current state includes culture. However, after verifying the result for question seven (7), one would understand that the main focus resides on the historical facts part which furthermore strengthens the contradiction. In addition, according to the result of question nine (9), the civilization module is functioning as a ground to acquire cultural awareness according to one teacher, while the other remains unsure. This was later confirmed in the answer for question ten (10) on which the informants agreed on different cultural aspects solely as the material needed to raise cultural awareness, hence, discarding the main aim of the civilization course which is the historical facts, yet again the contradiction. Moreover, the responses to question eight (8) indicate that the course is not taken as a source of cultural knowledge by the students.

From these answers, we can notice that both informants are aware that the cultural material is the basis of cultural awareness teaching, yet their courses still focus on the historical facts part, resulting in a contradiction when stating that their courses do shape students' cultural awareness. Therefore, the hypotheses one and two are confirmed, these two hypotheses stated respectively that the civilization course is rendered into a history course and it is unable to raise students' cultural awareness due to its content and sole reliance on one main material for teaching.

As for the third hypothesis proposing the success of movies as teaching materials and their ability to allow new topics to be taught. The result from question twelve (12) and its second part indicate that teachers believe in the many benefits that movies can offer, yet they have never used them due to time constraints as the result from question eleven (11) shows. Nonetheless, the result from question thirteen (13) indicates that teachers would use movies as cut-scenes tackling their topics directly as a way to go around the time constraint issue. Looking at the answers provided to the previous questions, the third hypothesis, which stated that integrating movies would stimulate students' interest in learning in general, and in the target culture in particular, and movies would open the door for new cultural aspects to be added to the curriculum of civilization, is approved.

The responses acquired from question one (1) and question fifteen (15) show that the teachers are very optimistic about the topic of this research. Besides, they see teaching with movies as a win-win situation for both the teacher and the student. That is to say, the teacher would be able to make practical sessions, and the students would be able to acquire loads of data accompanied by some entertainment.

3.7 Limitations of the Study

When conducting this research, the researcher faced various limitations which made acquiring data a challenging task. Firstly, the time on which this research was conducted was characterized with some nationwide issues that lead to strikes and prolonged spring holidays. Thus, leading to a shortage of time to enable the use of other data collecting instruments. Secondly, as far as the students' questionnaire is concerned, data collection went smoothly, yet the teachers' questionnaire was subject to some issues.

When it was first designed, the teachers' questionnaire was destined only for first-year LMD teachers of civilization. However, due to the small number of teachers, the researcher decided to widen the target population by including all civilization teachers at the department of English. Nonetheless, after sending the questionnaire online via email, the researcher received only two responses. Fortunately, both were from first-year LMD teachers. Therefore, it is safe to say that the teachers' questionnaire received some lack of cooperation which makes generalizing the results unwise since the results were only from two teachers.

As a final point, it would have been better to project a movie session that would help in experimenting the effectiveness of teaching cultural awareness via movies. Nevertheless, it was an impossible task since the problem of time shortage, which was discussed before, stood in the way. In addition, the lack of equipment needed for such a purpose also deemed the task difficult to accomplish.

3.8 Suggestions and Recommendations

Raising students' cultural awareness is a very important task which makes it worth the trouble of doing it. The following recommendations were formed in the hope that one day the situation of teaching civilization would rise to equal the level with other universities abroad.

From the result of the questionnaires, it was obvious that the time constraint was identified as an issue. To overcome this, the allocation of more civilization sessions becomes a must, which, then, forms our first suggestion as the inclusion of more sessions weekly dedicated for practice. By knowing that historical facts do not raise cultural awareness, the second suggestion calls for the addition of cultural materials to the curriculum of civilization with the reduction of the historical content in order to shift the focus from history to culture, or at least make a balance between them.

For the logistics part, it is recommended that the department of English should have a WIFI connection, which is a basic thing in every institution nowadays, in order to pave the way for other technological equipments to be used during class. In addition, another suggestion is about the creation of media classes to facilitate the use of the audiovisual materials and the creation of television podcasts. Finally, the department should be equipped with handheld devices to be used in the teaching-learning process for now is the time to cast aside conventional methods and adopt the easily accessed technology.

3.9 Conclusion

The third and final chapter has dealt with the methodological part of the study, since it consisted of study participants profile, instruments of data collection, and the qualitative and quantitative methods used in the analysis. The chapter also included the result of both questionnaires and their discussion. Later on, it was finished with the limitations faced during conducting this research alongside some suggestions for the betterment of the course of civilization.

The findings proved that both teachers and students agree on the importance of implementing movies in teaching, yet it also proved that the civilization course requires some changes, mainly with the content and methods taken when teaching it. Eventually, half of the teacher informants have manifested their readiness to try and use movies within their classes.

General
Conclusion

General Conclusion

Developing students' cultural awareness has become an important task that goes hand in hand with learning language in today's world. This is a result of the ever-growing technology that helped in the creation of a borderless world where all people can blend in despite their different cultural backgrounds. Therefore, it is important to be aware of the cultural differences to both make communication possible and retain cultural diversity that can easily disappear within the ever-globalizing world.

For the EFL learners, the civilization course is supposed to function as the gateway to which students' can acquire cultural knowledge and build their cultural awareness. Nevertheless, it has been noticed that the course of civilization has deviated from its destined cultural objectives within the Algerian Universities. That is to say, teachers of civilization are still relying on conventional methods and failing to attain their cultural objectives. Therefore, This study was conducted with the purpose of employing movies as a new method to raise students' cultural awareness within the civilization classroom. The researcher, then, introduced three questions as follows:

1- Does the civilization course include enough cultural content to meet first-year LMD students' requirements to learn about the target culture?

2 - Is the civilization course, with the methods applied, shaping students' cultural awareness?

3 - How can implementing movies for teaching civilization courses help promote students' cultural awareness?

Accordingly, three hypotheses were formulated to try and answer the previous questions:

1 - The civilization course does not include enough cultural material. Hence, rendering it to a sole history course rather than a ground on which students' build their cultural knowledge.

2 - The civilization course does not help in raising students' cultural awareness due to the unvaried topics that are being dealt with and the sole reliance on texts and documents as teaching materials.

3 - Integrating movies would stimulate students' interest in learning in general, and in the target culture in particular. Moreover, movies would open the door for new cultural aspects to be added to the curriculum of civilization.

In the opening chapter, the researcher provided a definition of civilization, followed by a set of approaches used by the teachers of the module who regard it whether as focused on history only or a module with cultural aims, alongside a discussion of the civilization curriculum. Then, the chapter also included a definition of culture in addition to its characteristics and finally concluded with a comparison of both culture and civilization in terms of use.

The second chapter included the definition of cultural awareness, followed by its importance to EFL learners. Then, some strategies were introduced for the development of cultural awareness within the civilization classroom, including the creation and selection of cultural materials and the teacher's role in the exploration of cultural beliefs. Afterward, a definition of audiovisual materials was introduced in addition to a few of the main points of

audiovisual materials' importance were mentioned. In the end, the researcher shed some light on the use of video materials in teaching and the use of movies in raising cultural awareness.

The final chapter of this research delivered the methodological framework on which the research was conducted. It also provided several details concerning the study participants, the instruments of data collection, and the data analysis methods used. Besides, the last chapter also included the qualitative and quantitative data results and analyses of both the students' questionnaire and teachers' questionnaire, which later on revealed the following points:

As far as the first hypothesis is concerned, the findings revealed that it is confirmed. The hypothesis proposed that the civilization course does not include enough cultural material which rendered the course into a historical course rather than cultural. This was confirmed by both results from the students' questionnaire who agreed that the course has more historical content than that of cultural nature, which made them perceive the course as a history module, and also the result from the teachers' questionnaire who admitted having including historical facts as the main content of the course of civilization.

As for whether the civilization course is helping shape students' cultural awareness with the methods being used or not, the second hypothesis was also confirmed. The findings from the students' questionnaire proved that the civilization course is failing to achieve this goal since the majority of students returned with answers denying that the module has anything to do with increasing their level of cultural awareness. Besides, students' responses also indicated their lack of cultural awareness is probably a result of the

module's repetitive methods of teaching and the reliance on written materials only. Besides, the findings from the teachers' questionnaire also confirmed our second hypothesis. The informants stressed the use of written materials only while neglecting other methods of teaching. Additionally, there was an emphasis on the historical facts part, which does not serve to raise students' cultural awareness.

Suggesting that integrating movies would stimulate students' interest in learning in general, and in the target culture in particular, and movies would open the door for new cultural aspects to be added to the curriculum of civilization. The third hypothesis was also approved. The findings from both questionnaires pointed out the importance of such a tool in teaching. Many agreed that the use of movies would raise students' interest in learning, as well as making learning more entertaining. Teachers have also expressed their willingness to implement this teaching material in the near future.

Nonetheless, it is necessary to point out the limitations endured during conducting the research. Firstly, the time constraint is a main issue faced with this research which resulted in the reliance on one type of data collection method. Secondly, the lack of cooperation from the teachers who did not return with the responses for the questionnaire make the generalization of the findings unlikely due to the small number of responses. Finally, it was impossible to experiment the use of movies in raising cultural awareness because of the lack of the materials needed, and the inability to gather a reasonable number of students.

Necessarily, further studies are required to support the current research. Precisely, further researches should focus more on the use movies as teaching tools by tackling the

way movies are used in class and how to raise students' analytical skills in order to fully grasp what movies offer. The needed researches should also include whether movies require teachers to go through a formal program in how to use movies as teaching tools. Besides, further researches need to verify whether movies do portray real life events of a society as they are without any additions that might be designed for theatrical purposes.

All in all, it is safe to add that this research was designed to verify the effectiveness of the civilization course in teaching culture as a whole, and raising students' cultural awareness in particular by questioning the content and the methods used in teaching civilization. Besides this research also aimed at proposing movies as a tool to raise students' cultural awareness that might help pave the way for cultural teachings and breathe life into the civilization course.

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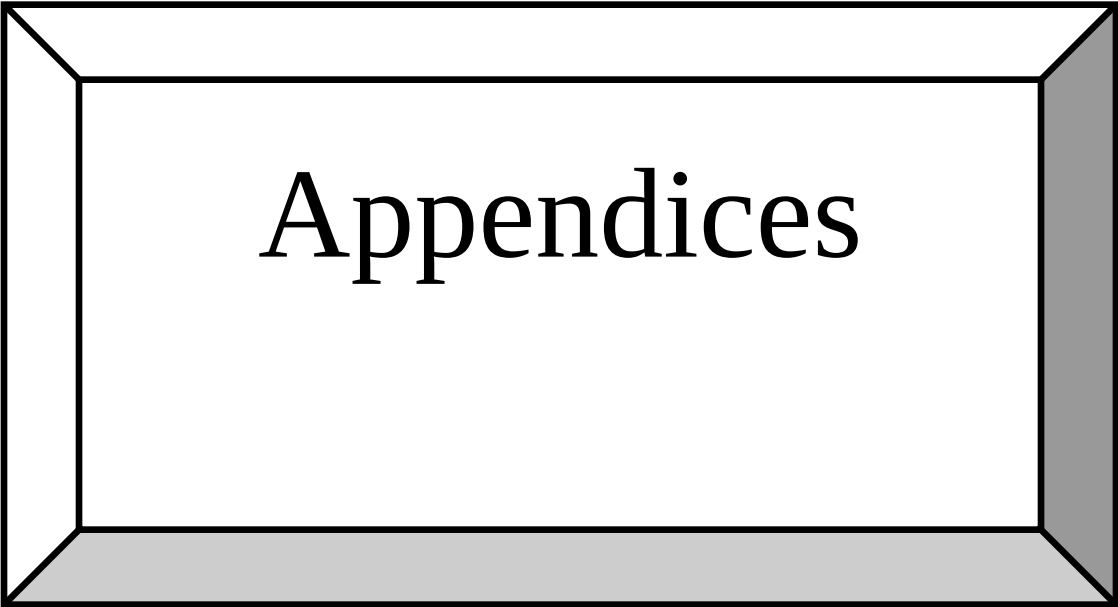
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Appendices

Student's Questionnaire

Dear Students,

This is a research work aiming at employing movies to raise first year LMD students' cultural awareness in the civilization classroom. Please, have the kindness to provide the necessary answers to the following questionnaire either by ticking the appropriate boxes or by making full statements whenever necessary. It would be of great importance to have your opinion concerning the matter.

N.B: We rely on your collaboration as far as your honesty.

Thank you

*** Required**

1. Q1 : How interesting is the civilization course to you? *

Mark only one oval.

- ☐ Very Interesting
- ☐ Interesting
- ☐ Not Interesting at all

2. Q2 : According to you, what is the purpose of the civilization course ? *

Mark only one oval.

- ☐ Learn about the British/American Culture
- ☐ Learn about the British/American History

3. Q3 : Tick the box next to each item you see relative to your civilization course *

Check all that apply.

- ☐ Historical facts
- ☐ Beliefs and Religions
- ☐ Traditions and Celebrations
- ☐ Origin and Ethnicity
- ☐ Political Institutions
- ☐ Educational system
- ☐ Economical system

4. Q4 : Is your teacher's way of explaining satisfying ? *

Mark only one oval.

- ☐ Yes, it is satisfying
- ☐ Somehow, it is satisfying
- ☐ Not at all satisfying

5. Q5 : Which of the following materials would you prefer to use in order to learn about the British/American culture ? *

Mark only one oval.

- ☐ Texts and documents
- ☐ Pictures and Portrayals
- ☐ Videos and films
- ☐ Audios and songs

6. Q6 : How often does your teacher include any of the following in the process of teaching ? *

Mark only one oval per row.

	Always	Very Often	Sometimes	Rarely	Never
Texts and documents	☐	☐	☐	☐	☐
Pictures and Portrayals	☐	☐	☐	☐	☐
Videos and films	☐	☐	☐	☐	☐
Audios and songs	☐	☐	☐	☐	☐

7. Q7 : Do you face any difficulties understanding civilization courses ? *

Mark only one oval.

- ☐ Yes
- ☐ No

8. Q8 : If yes, what are these difficulties you face ? *

Mark only one oval.

- ☐ Too many things to learn
- ☐ Repetitive teaching style makes it hard to remain interested in the course
- ☐ I don't understand the vocabulary used
- ☐ I cannot imagine and connect the events to each other

9. Q9 : How often do you watch movies ? *

Mark only one oval.

- ☐ Always
- ☐ Occasionally
- ☐ Never

10. Q10 : Do you agree that including movies in class would make it easier for you to learn about the cultural differences between your culture and the British/American culture ? *

Mark only one oval.

- ☐ Agree
- ☐ Disagree

11. Can you justify ? *

12. Q11 : Are you willing to attend full length movies during the civilization class or do you prefer watching cut-scenes separately ? *

Mark only one oval.

- ☐ I prefer watching full length movies
- ☐ prefer watching cut-scenes separately
- ☐ Indifferent, as long as movies are being used

Cultural Awareness

Means your knowledge about the differences between your culture and the British/American culture. The things that are okay to do there, may not be fine to do in your culture, and vice versa.

13. Q12 : How is the level of your cultural awareness towards the British/American culture ? *

Mark only one oval.

- ☐ Very high
- ☐ High
- ☐ Low

14. Q13 : If positive, would you say your cultural awareness level is so thanks to the content of the civilization course ? *

Mark only one oval.

- ☐ Yes, I managed to acquire enough cultural awareness from the civilization courses.
- ☐ No, I acquired my cultural awareness from my own experience.

15. Q14 : If negative, how would you explain your lack of cultural awareness ? *

Mark only one oval.

- ☐ Civilization course does not include enough cultural teachings
- ☐ Civilization course includes cultural teachings but I would like to learn differently
- ☐ I'm not interested in learning about the British/American cultural differences

16. **Q15 : What is your attitude, as a student, to the use of movies in order to be culturally aware ?**

*

Thank you for taking the time to complete this questionnaire.

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Teacher's Questionnaire

Dear Teachers,

This is a questionnaire designed for the purpose of providing data for a research aiming at employing movies to raise first year LMD students' cultural awareness in the civilization classroom. Please have the kindness to provide us with the necessary answers to the following questions either by ticking the appropriate boxes or by making full statements.

Thank you

* Required

1. Q1 : How interested are you in changing the way of teaching your civilization courses ? *

Mark only one oval.

- ☐ Very Interested
- ☐ Interested
- ☐ Not Interested

2. Q2 : Do you think your students are understanding everything you offer them ? *

Mark only one oval.

- ☐ Yes
- ☐ To some extent, yes
- ☐ No

3. Q3 : Which approach do you prefer in the teaching of civilization ? *

4. Q4 : How would you describe the civilization curriculum in comparison with the sessions dedicated weekly? *

5. Q5 : As a teacher of civilization, what would you say is the aim of the civilization course ? *

Check all that apply.

- ☐ Increase students' language abilities
- ☐ Raise student's cultural awareness
- ☐ Teaching historical facts

6. **Q6 : Do you think your courses focus mainly on the British/American culture or on history ? ***

Mark only one oval.

- ☐ British/American Culture
- ☐ British/American History

7. **Q7 : Which of the following themes your courses usually tackle ? ***

Check all that apply.

- ☐ Historical facts
- ☐ Beliefs and Religions
- ☐ Traditions and Celebrations
- ☐ Political Institutions
- ☐ Educational system
- ☐ Economical system
- ☐ Origin and Ethnicity

8. **Q8 : Do you think that your students are learning civilization to ameliorate their cultural knowledge or merely for the sake of marks ? ***

Mark only one oval.

- ☐ They study civilization to raise their cultural awareness
- ☐ They study civilization for marks and not for a long term use

9. **Q9 : Do you feel that your courses are shaping students' cultural awareness ? ***

Mark only one oval.

- ☐ Yes
- ☐ Maybe
- ☐ No

10. **Q10 : Which of the following would you say is crucial to raising student's cultural awareness ? ***

Mark only one oval.

- ☐ British/American History
- ☐ Different cultural aspects

11. **Q11 : Have you ever thought of using movies in teaching civilization ? ***

Mark only one oval.

- ☐ Yes
- ☐ No

12. **Q11 : a - If yes, how often do you use movies in your classroom ? ***

Mark only one oval.

- ☐ Very often
- ☐ sometimes
- ☐ Never

13. **Q11 : b - If never used movies before, why not ? ***

14. **Q12 : Do you think that movies could be of help to your students' understanding capability ? ***

Mark only one oval.

- ☐ Yes
- ☐ No

15. **Can you justify ? ***

16. **Q13 : Would you rather have sessions that are dedicated to viewing entire movies, or choose cut-scenes that include your teaching themes only ? ***

Mark only one oval.

- ☐ Cut-scenes with the cultural themes only
- ☐ Entire movie in class
- ☐ Entire movie, but to be viewed at home.

17. **Q14 : Would you say that your department is equipped enough to make teaching with movies possible ? ***

Mark only one oval.

- ☐ Yes
- ☐ Somehow, it is.
- ☐ No

18. **Q15 : As a teacher, what is your attitude to the use of movies in order to raise students' cultural awareness ? ***

Thank you for taking the time to answer this questionnaire.

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الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التعليم العالي و البحث العلمي



جامعة عمار ثليجي – الأغواط

كلية الآداب واللغات الأجنبية
قسم: الإنجليزية

ملخص مذكرة الماستر

الميدان: لغة إنجليزية

الشعبة: لغة إنجليزية

التخصص: أدب وحضارات

عنوان المذكرة: الأفلام السينمائية كأداة لتطوير الوعي الثقافي في مقياس الحضارة .

تقديم الطالب: بومدين محمد أمين

الأستاذ المؤطرة: أميرة هبة نويوة

ملخص المذكرة:

مع تطور معدات التعليم حول جامعات العالم أصبح من الواجب اللجوء إلى التكنولوجيا و تسخيرها في ما يصب لمصلحة التعليم و تطوير قدرات الطلاب. لذلك تهدف هذه الدراسة إلى طرح إستخدام الأفلام السينمائية كأداة لتطوير الوعي الثقافي الخاص بطلاب السنة أولى ل م د في مقياس الحضارة. و عليه قد أوضحت النتائج المتحصل عليها مدى ترحيب كل من الطلاب و الأساتذة بهاته الفكرة التي يمكن أن تغير من محتوى مقياس الحضارة إلى محتوى ذو خاصية ثقافية عكس ما هو عليه بخاصية تاريخية و تجعله أكثر حيوية من حيث مشاركة الطلاب و مداخلاتهم في أثناء الدرس.