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**An Investigation of Quality Teaching of English-Speaking
Civilization and Culture**
**Case Study of LMD Students of the English Department
at Biskra University**

**Thesis submitted to the Department of Letters and English Language in candidacy for
the degree of Doctorate Es-Sciences in Language and Civilization**

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Dedication

This work is dedicated to:

My great parents who are very proud of this achievement

My lovely family- in- law, who were always patient waiting for my graduation

*My precious sisters and brother who have provided enormous support
throughout the long process of this research.*

*My dearest children who have always been my inspiration and joy, the reason
why I seek new challenges and new horizons*

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Abstract

The present research seeks to investigate quality teaching of English-speaking civilization and culture at the department of English studies of Biskra University. It attempts to probe quality teaching in regard to identify causes of student retention and disinterest especially in lectures. In order to investigate this problem, we set two hypotheses: 1. English as a Foreign Language teachers and students at Mohamed Khider of Biskra University may have different perceptions about effective university quality teaching. 2. Quality teaching of English-speaking civilization and culture at Mohamed Khider of Biskra University may not gain EFL students' interest and engagement in learning. The participants involved in this study were ten EFL teachers and one hundred thirty students from the department of foreign languages, division of English at Mohamed Khider of Biskra University of the academic year 2012/2013. Questionnaires, classroom observation and semi-structured interviews were used as the data collection tools to assess the participants' teaching and learning experiences of English-speaking civilization and culture. The results reveal EFL teachers and students perceive quality teaching differently. Teachers valued the professional qualities rather than other types of qualities that are related to personality, however, students expect their teachers to be knowledgeable in the subject matter, skillful in employing the effective teaching strategies and techniques that may engage them actively in learning, as well as professional in teaching in terms of personal appearance and organizational skills. The results reveal that English-speaking civilization and culture lectures at Biskra University do not raise EFL students' interest and engagement. Lastly, the researcher recommends the collaboration of the university, teachers, and students which could lead to many improvements in quality teaching of English-speaking civilization and culture for EFL students.

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Résumé

الملخص

General Introduction

1. The Context of the Study

Undoubtedly, teaching and learning in higher education has been a constant issue for many researchers in last decades. In many countries, including Algeria, universities are required to provide quality teaching to meet social, political, economic, and cultural challenges. Hence, like teachers, university stakeholders have to intervene through being an integral part in ensuring the production of high teaching quality. Also, the increased emphasis on teaching in universities has led to a more widespread use of a number of strategies aimed at improving and evaluating the quality of teaching, such as teaching excellence awards, student feedback, peer reports on teaching, and teacher appraisals for promotions. In order to meet this challenge in a principled way, it is essential to develop a clearly articulated vision of excellence in university teaching.

However, in the case of Algerian universities, administrators are recently facing new challenges concerning the increasing number of students seeking access to higher education graduation. Throughout literature, quality is not an easy concept to define. Furthermore, there have been various definitions and elucidations of this concept in higher education especially when referring to measurement. As quality is given multi dimensions by experts in the field of education, quality indicators have been a crucial issue as well. What 'good teaching' is, and what qualities a teacher needs to have in order to be a good teacher is difficult to generalize. Choosing reliable and quantifiable indicators to measure the quality of one's teaching and the efficiency of teaching initiatives remains challenging.

The broad aim of this research is to shed light on quality teaching of English-speaking Civilization and culture in the department of English at Biskra University. In the literature, quality teacher descriptions are broad and unspecified, and therefore open to various interpretations. Many researchers focus on quality standards and on what teachers need to know and to be able to do. A wide range of studies debated teacher quality from various perspectives. Some have argued that

teacher quality is the most important factor influencing student outcome, while other conditions play a smaller role. But standards may be categorized broadly according to whether they focus on the qualifications of the teacher as a reflection of competence (degree, certification), the personal or psychological qualities of a teacher (fairness, honesty), the pedagogical standards that a teacher exhibits, or the teacher's ability to raise student learning (successful or effective teaching).

The debate about quality for teaching and learning in higher education has been around for quite a long time. While sociologists take into consideration the social context of teaching and learning in the classroom, cognitive psychologists ignore it by making teaching and learning a technical process, in which a teacher teaches in such a way, and a student learns in the same way. Since the early 1990s, cognitive psychology has dominated the debate about quality for teaching and learning in higher education. Sociologists of education have been concerned with the quality of teaching and learning not only in relation to the cognitive aspect of teaching and learning, but also in relation to the issues that affect the cognitive development of students in higher education, such as issues of gender, ethnicity, social class, religion, nationality etc. However, since the late 1970s, studies focused only on the cognitive aspects of teaching and learning in higher education.

The knowledge of the conventions, customs, beliefs, and the different aspects of civilization and culture is indisputably an integral part of foreign language learning, and for that reason many departments of English in Algeria incorporate the teaching of English –speaking civilization and to some extent culture into the foreign language curriculum. The English language curriculum is composed of several overlapping components that tend to develop EFL students grammatical and communicative competences. It also aims at giving them the opportunity to enhance their historical and cultural knowledge, competence and awareness that lead to better understanding of the civilization and culture of English language.

In addition, teaching civilization and culture to EFL students in most Algerian universities is a daunting task for both teachers and students. While teachers feel that students need to build rich background about history and culture of the English-speaking countries, students feel strongly that

miscellaneous dates and events frustrate their learning progression. Moreover, most EFL students may find difficulties in following the lectures and to answer effectively in the exams. The question that may be raised here is why is this misunderstanding between the two major agents in the teaching/learning process? As far as English-speaking civilization and culture courses are concerned, they are taught, in the department of foreign languages, division of English at Mohamed Khider of Biskra (MKUB) university, starting from the first year. License- Master -Doctoate (LMD) students are exposed to the module of 'Culture of Language' in the first two years. In the third year, students will have the opportunity to choose this field for specialty which is "Literature and Civilization". Those who will be accepted to prepare master's degree will have four more semesters to complete in this field. The special field syllabus, during the six semesters, embodies the main aspects of English-speaking civilization; the curriculum designers tried to expose students to different aspects mainly geography, history, society, religion, education, political institutions and foreign policy.

2. Statement of the Problem

Among the key indicators in ensuring quality teaching at universities is keeping students engaged in their studies. In this research, we investigate teachers' pedagogical practices in delivering lectures of English-speaking civilization and culture for EFL students at Mohamed Khider of Biskra (MKUB) University. The major need is to engage EFL students actively in the learning process of both civilization and culture, and through this research we discuss the issue of students' engagement that can be improved through the teaching/learning process followed currently by EFL teachers. In fact, this is particularly challenging in the context of rising participation, retention, and accountability among students.

Commonly speaking, making the transition to university brings a number of challenges, one of which is adapting to the learning demands and expectations that can differ from previous experiences. The phenomenon observed is that most students of English studies appreciate the exposure to the English-speaking civilization and culture, nevertheless, they tend to loose interest

and get bored of the way those module are presented to them from one year to another. Lectures are generally described from the teachers' point of view, and the students' need for interaction with the teacher is not addressed. Furthermore, when students have copies of the lecture notes or a text, a significant percentage would prefer reading them alone rather than attending classes that offer little or no interaction. Teachers are to some extent accountable particularly when it comes to the teaching methods and materials. Students claim that lectures rely on rote learning and may not promote active engagement.

Several decades of pedagogical research have now clearly shown that what teachers do in the classroom is undoubtedly the key educational determinant in student learning and achievement. Not all teaching practices are equal in this respect. It is therefore important to identify and promote the most effective practices which help students to achieve desired learning outcomes in the most effective way. From this perspective, there is a general rejection of what is referred to as "traditional" teaching. This is an essentially expository form of teaching, dominated by the teacher, which relegates students to a passive role, reduces their classroom activity to the memorization of data to be recited to the teacher, and in particular, leads to the acquisition of skills of a lower taxonomic level.

3. Aims of the study

Ensuring high quality of teaching in higher education is integral regarded among the main responsibilities of most stakeholders at universities. However, keeping students attentive and actively engaged in learning is one significant indicator. This research deals with one way to improve quality in regard to student retention, which is to identify causes of student retention and disinterest. Engaging students actively in learning has been considered important in retaining students especially in lectures. Accordingly, as a preliminary investigation in quality teaching of civilization and culture in EFL classrooms that will need to be supported by further research, the present study attempts to achieve the following research objectives:

1. To explore the concept of quality teaching in the literature. For some scholars, good teaching is having a lot of knowledge and the ability to convey that knowledge, whereas for others good teaching is primarily about being charismatic and being able to offer safety. There are many different perceptions of what good teaching and quality teaching are.
2. To identify both EFL teachers and students perceptions towards teachers' qualities in higher education. Teacher quality has been regarded as a crucial issue among researchers.
3. To investigate the main problems that both EFL teachers and students may face in the teaching /learning of English-speaking civilization and culture in terms of students' disinterest and disengagement at Mohamed Khider of Biskra (MKUB) University.

4. Research Questions

The present study attempts to answer a set of questions related to quality teaching of civilization and culture in EFL classrooms. In the light of the description of the context of the problem and purpose of the study given above, this current research will attempt to answer the following research questions:

1. Do EFL teachers and students at Mohamed Khider of Biskra (MKUB) University have the same perceptions about effective university teaching quality?
2. To what extent quality teaching of English-speaking civilization and culture at Mohamed Khider of Biskra (MKUB) University may raise EFL students' interest and engagement.
3. What kind of existing constraints hamper EFL teachers of English-speaking civilization and culture from delivering interactive lectures?

5. Research hypotheses

This research is carried out for the sake of testing the following hypotheses:

1. EFL teachers and students at Mohamed Khider of Biskra (MKUB) university may have different perceptions about effective university teaching quality.
2. Quality teaching of English-speaking civilization and culture at Mohamed Khider of Biskra (MKUB) University may not gain EFL students' interest and engagement in learning.

With this in mind, we intend to study where the problem lies in order to propose some solutions that might bring relief to both EFL teachers and students so that objectives of the curriculum are met.

6. Significance of the Study

The rationale for carrying out this research was the drive for debating the issue of enhancing quality teaching and learning in higher education. Further, it is of high priority to make university staff aware of quality teaching components, and responsible for being an active actor in ensuring its improvement. Because quality assurance, even as not easy to define, is for the most part a product of the cooperation between teachers, students and the administrators. As EFL students show disinterest when exposed to lectures of English-speaking civilization and culture, this research focuses on establishing a report between quality teaching and engaging students in learning at Mohamed Khider of Biskra (MKUB) University. It is, therefore, hoped that EFL teachers take into account the research recommendations that place emphasis on the enhancement of students' learning outcomes.

The main beneficiaries of this study will be the teachers, students, as well as administrators since quality teaching encompasses ensuring a positive learning environment where the content of courses, teaching/learning process, and learning facilities are interacted. We thus report on an investigation about EFL teachers and students' perceptions of what constitutes effective university teaching relying on giving opinions about teacher qualities and practices. Therefore, it is expected that this study will provide an insight about processes for assuring and enhancing the quality of teaching of civilization and culture in EFL classrooms. It will also offer guidelines for the implementation of certain techniques that may raise students' interest and engagement in lectures of the aforementioned fields.

7. Research Methodology and Design

A mixed-methods research design underpinned the methodological principles of this study with both qualitative and quantitative methods being incorporated. The participants involved in this

study were 10 EFL teachers and 130 students from the department of foreign languages, division of English at Mohamed Khider of Biskra (MKUB) University.

Questionnaires, classroom observation and semi-structured interviews were used as the data collection tools to assess the participants' teaching and learning experiences of English-speaking civilization and culture. The data were collected in two phases: Phase 1 –a quantitative data collection phase and Phase 2 – a qualitative data collection phase. The questionnaire was designed to elicit the views of EFL teachers and students on the quality teaching of those modules. Classroom observation and semi-structured interviews, on the other hand, were used to investigate the teachers' beliefs and their classroom practices in teaching English-speaking civilization and culture.

In Phase 1, the data were collected through questionnaires by distributing two sets of questionnaires. Firstly, a twenty one-item teacher questionnaire which permitted teachers to express their beliefs, attitudes, and opinions that revealed their perceptions. The first part of the teachers' questionnaire serves to gain background information of teachers in terms of qualification and experience. The second part tends to recognize views towards the essential qualities for a qualified teacher. The third part consists of nineteen items grouped under four sub-headings. It aims at eliciting EFL teachers' practices when teaching lectures of civilization and culture (see Appendix 1).

Secondly, a student questionnaire using close-ended questions in the first part and thirteen items were designed in the second part in order to get data from the informants about their learning of English-speaking civilization and culture. The first part is related to students' perceptions towards teacher qualities. The second part is related to students' perceptions towards English-speaking civilization and culture. It included five sub-headings: content presentation and organization, active learning, motivation, teacher-student relationships, as well as assessment. The third part focused mainly on their interest and involvement in learning (see Appendix 2).

In phase 2, classroom observation was conducted to gather supporting evidence of the EFL teachers' quality teaching of Civilization and culture. In addition, the researcher used these observations to gather data to support the five areas in which this research focused: (1) classroom Environment, (2) content organization, (3) teacher's presentation skills, (4) teacher-student interactions, and (5) students engagement (see Appendix 3). The qualitative phase of the study consisted of eleven classroom observations of civilization and culture classes including the three levels (first, second, and third year). In the first two levels, two teachers were observed for four sessions. However, in the third level, one teacher was observed for a four sessions.

Further, qualitative interviews are conducted to explain the issue thoroughly in order to find out new views, attitudes and perceptions. EFL teachers (**T1, T2, T3, T4, T5, and T6**) of civilization and culture were interviewed by using the questions indicated in Appendix 4. The main aim from designing the interview is to provide supportive information for the results obtained from questionnaire and classroom observation.

8. Organization of the Thesis

The current research consists of a total of seven chapters. The first three chapters are dedicated to literature review which presents the theoretical framework of quality teaching and the significant challenges in teaching English-speaking civilization and culture courses. The second part comprises three chapters starting with research methodology, research findings directing to discussion of findings, conclusions, and recommendations.

The first chapter, Quality Teaching, is devoted to the different definitions given to this concept in the literature. It sheds light on the different approaches attributed to quality assurance in higher education and provides the rationale to support the notion of quality. The chapter also gives insights for the significant characteristics of quality teaching as well as the standards which may be taken into consideration when we come to measure quality teaching.

The second chapter deals mainly with the Challenges in Teaching Civilization. However, the researcher focuses on teaching history as EFL teachers' courses content rely on this important

aspect in civilization. Besides, it includes definitions, scope, aim, strategies, and methods of teaching history. The last part of the chapter discusses the main qualities and roles of an effective history teacher.

The third chapter details the Culture in EFL Classrooms and Teaching Strategies. Culture has always been included in the foreign language curriculum. What seem to be debatable is how it should be taught, what the culture syllabus should contain, what would be the appropriate methodology, and what teaching material to use where the main core of this chapter.

The fourth chapter describes the Research Methodology, discussion of the research design and methodology, the questionnaires, classroom observation and semi-structured interviews, which helped the researcher to gather data about quality teaching of English-speaking civilization and culture at Mohamed Khider of Biskra (MKUB) University. Moreover, it gives an insight at the manner in which data were analyzed and the population that participated in the present study.

The fifth chapter, Research Findings, deals firstly with evaluation of the results obtained from both teachers and students questionnaires that reveal their responses about quality teaching of those courses. Secondly, it deals with the obtained the results of the classroom observation held by the researcher in the three levels of English studies (first, second, and third year LMD). Finally, it also discusses the responses gained from the semi-structured interviews with the teachers of English-speaking civilization and culture at Mohamed Khider of Biskra (MKUB) University.

In the sixth chapter, Discussion of the Findings, the researcher tries to provide teachers of English-speaking civilization and culture with significant principles about the main quality teaching indicators for an effective university teacher. Besides, the main findings with regard to the research questions and hypotheses are discussed. it is also devoted to the interpretation of the obtained results from the three research tools. Accordingly, the results obtained would help the researcher to gain insights about their perceptions towards the essential qualities for a teacher of civilization and culture in EFL classrooms at Mohamed Khider of Biskra (MKUB) University.

In the seventh chapter, Educational Recommendations and Suggestions for Further Research, the researcher includes a number of educational recommendations which could lead to many improvements in quality teaching of English-speaking civilization and culture for EFL students. Moreover, suggesting effective strategies and techniques that enable those teachers to enhance quality teaching of these courses and succeed in gaining students' interest and engagement. Finally, the last part of the chapter provides directions for further research.

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Chapter One

Quality Teaching

Introduction

Quality teaching in higher education has been the focus of many researchers around the world since the middle of the twentieth century. Most of researchers agree that quality teaching matters in terms of students 'achievement. Teachers do not come to the classroom as finished product; most of them during their career try to improve and develop over time and become better. A teacher's most significant function is contributing to and enhancing the learning and achievement of his/her students. In this chapter we will focus on the various points of views about quality teaching standards and on what teachers need to know and need to be able to do.

1.1 Definition of Quality Teaching

The definition of Quality Teaching depends mainly on one's perception of the concept "quality". Quality is indeed a multi-layered and complex word. As Biggs (2001) points out, "quality" can alternatively mean an outcome, a property, or a process. Therefore it is hardly surprising that Quality Teaching has been defined differently.

1.1.1 Approaches to the Concept of Quality

Quality is a concept that lacks a common definition among authors that could be similar in all fields. Parri (2006), relying on different views, categorized the definitions of quality into the following categories: quality as special or unique, refinement, goal-compliance, worth the price and quality as changing and reshaping.

1.1.1.1 Quality as Exceptionality, Excellence

This characteristic is regarded as the primary goal for universities and academic communities to be always the best, belonging to the elite and achieve better outcomes than others. This definition is mostly observed and stressed by educators and politicians when quality teaching is under discussion.

1.1.1.2 Quality as Zero Errors

This definition considers quality as consistent flawless outcome or perfection. While the previous definition encouraged getting a better position, this definition gives more importance to perfection. It is mainly related to industry as there are detailed standards set for the production, but when it comes to education, it would be difficult to describe it as a flawless outcome. Although this feature is too idealistic for education, it still emphasizes the improvement of the learning environment to develop quality.

1.1.1.3 Quality as Fitness for Purpose

Quality in this definition is assessed and presented in the institutions through mission statement and goal achievement. It relies mainly on meeting the needs of the customers of higher education. In other words, quality is defined through to what extent the set goals have been achieved. The goals of higher education institutions are generally set on the level in the mission statement which basically concentrate on the effectiveness of the objectives of the courses and on the efficiency of the resources used to meet those objectives.

1.1.1.4 Quality as Transformation and Reshaping

According to this definition, quality is the process that transforms students' perceptions and the way they go about applying their knowledge to real world problems. The main customer of the higher education quality is a student whose understandings, attitudes and objectives change and evolve in the course of the study process. High qualified students can succeed in their future working life using the previous knowledge, experience and skills

acquired at the university. This process of transformation is figuratively described by Tam (2001), who says that the most outstanding institutions are those that have the biggest impact on the knowledge and personal development of students.

1.1.1.5 Quality as Threshold

In this approach quality is regarded as setting specific standards and norms from institutions. Standards can serve to rationalize the notion of quality and make it more objective. The weakness of this approach is that standards and norms set by institutions are difficult to apply due to rapidly changing circumstances. Stakeholders may face various obstacles to follow the mainstream of life changes in the different fields of education in all the levels. But in most institutions minimum standards are applied in order to ensure the quality teaching.

1.1.1.6 Quality as Enhancement

This definition depends on the improvement and progress of quality that is the primary goal of academic institutions. The given concept stresses academic freedom and autonomy of university in quality insurance. Several researchers argue that quality in higher education is the process of quality enhancement. Hau (1996) says that quality in higher education and quality teaching in particular, springs from a never-ending process of reduction and elimination of defects. Argyris and Schön (1974) confirm that quality enhancement in higher education institutions should be a double-looped process. The first loop of quality enhancement is driven by the inquest: “are we doing things right?”, but this question alone is insufficient. A second loop must be added, dealing with the question “are we doing the right things?” such as being sure that the quality of lectures is good is not enough. An institution must also ask if it should provide its students with other classes besides lectures.

1.1.1.7 Quality as Value for Money

The essence of this approach lies in the responsibility aspect of quality assurance. It is believed that the efficient way of increase in cost-effectiveness is in increased competition between academic institutions, especially universities through sing reputational leverage to attract money from high profile resources and ensuring that it is spent effectively or at least to the satisfaction of donors. Cartwright (2007) also declares that external evaluations which generally rely on the perception of quality as “value for money” often cause frustration on the part of teachers. Many of them believe that these evaluations are too linked to the financials and not enough with the teaching experience and skills.

1.1.1.8 Quality as Stakeholder Relative

As noticed by Harvey et al. (1992), there are different ways to give a definition to quality in higher education because definitions of quality are stakeholder relative including students, employers, teaching and non-teaching staff, government and funding agencies, creditors, auditors, assessors, and the community at large. Tam (2001) also realizes that all stakeholders held their own view of what quality in education means to them.

1.1.2 The Essence of Quality Assurance in Higher Education

According to Lomas (2002) the aim of the quality assurance in higher education is to guarantee the enhancement of the various standards and quality teaching for the sake of fulfilling the needs of students, employers and financiers. Wahlen (1998) also reinforces the meaning of quality assurance in higher education by viewing it as the activity that aims at maintaining and raising quality, e.g. research, analysis, assessing acceptability, recruitment, appointment procedures and different mechanisms and systems.

Based on the aforementioned perceptions of the quality assurance in higher education, quality may be divided into two categories: external and internal.

1.1.2.1 External Quality Assurance

It is a broad concept that is related to the quality assessments offered by different organizations or individuals outside the higher education institutions usually the government which takes the responsibility of it. The main aim of this type is to achieve accountability. External quality assurance is a crucial matter in order to demonstrate to the public that the goals set by the institution will be achieved. Higher education institutions tend to prove to state and society that they are devoted to the realization of the aims by using the available resources honestly and responsibly. (El-Khawas, 1998).

1.1.2.2 Internal or Institutional Quality Assurance

It focuses mainly on giving importance to academic issues and ways of insuring quality in higher education. Quality assurance systems are classified according to the aims in this category to the so-called “As of quality” and “Es of quality”. (McKay, Kember, 1999).

McKay (1999, p.128) explains:

“A’s of quality” are assurance, accountability, audit and assessment. They are strongly linked to control – it refers to quality control. They are established by university administration or state and they concentrate on assuring the minimum level of instruction and courses. “Es of quality” include empowerment, enthusiasm, expertise and excellence of the staff. These are aspects that help to improve the quality of teaching in higher education.

Quality assurance in higher education according to Harvey (1999) is based on three main principles: accountability, control, and improvement.

- a) **Accountability:** usually refers to fulfilling the preferences of politicians, outside parties and financiers.
- b) **Control:** requires that the institution does not only control the expenditure of resources but also shows how high quality is attainable with the available resources. It emphasizes the relevance of the conception of “good value”.

- c) **Improvement:** is doubtless the most required aim of quality in higher education. It allows the institution to develop the teaching-learning process for the sake of meeting the goals set for increasing the standards of quality teaching in universities.

Different approaches to higher education and quality have resulted in developing a quality monitoring system that caters for the needs of various models and levels. This system highlights the emphases and priorities.

1.1.2 Quality Teaching in the Literature

Defining quality teaching is not an easy task. Reaching consensus on a definition, even among teacher educators and researchers, is likely to be impossible. Definitions of good teaching range in their focus, for example the actions of the teacher, the knowledge a teacher possesses, or the creativity of the teacher. As noted by Strong (2011, p.13) “the term *quality* is often used synonymously with other terms such as *master* or the adjectives *good* and *effective*, which themselves may have, under certain conditions, specific and narrower definitions”. It is common sense that any good definition of teacher quality should focus on student’s learning and the teacher’s ability to have a positive effect on learning. Further, the teacher’s ability to influence student learning should be always linked to teachers’ thinking and observed performances.

Regardless of one’s reason in reaching consensus on a definition, defining teacher quality is no easy task. As noted by Berliner (2005, p. 206), “quality always requires value judgments about which disagreements abound”. In recent years, however, leading researchers (Berliner, 2005; Fenstermacher and Richardson, 2005) have also stressed the multidimensional nature of the concept and have defined teacher quality as combining two parts: good teaching, meaning that the teacher meets the expectations for the role (e.g., holding degrees, using appropriate methods, upholding the standards of a field of study, and other attributes and practices), and effective or successful teaching, meaning the results of the

teacher's actions on student learning and achievement. In other words, one dimension in the absence of the other falls short of fully defining teacher quality.

The history of research on quality teaching that produce great teachers is relatively short. Although there were early studies in the 1940s, 1950s, and into the 1960s that focused on personal characteristics and experience variables, it was not until the late 1960s that researchers turned their efforts to investigate the relationship between teachers' actions and students' learning (Cochran-Smith and Lytle, 1990). This process-product approach to research relied on behavioral psychology and child development, and although general education researchers initiated this type of research, some researchers in education carried out studies alike and contributed to the results that influence teaching today (Blanton et al., 2003). For example, effective teachers were found to teach classroom rules and supervise expectations, provide clear explanations and sufficient instructional time, increase the opportunity for students to respond during instruction, use an efficient pace to present lessons and present new material in small steps, and provide regular feedback (ibid).

The literature enriched with researches on teacher planning, teacher thinking, teacher beliefs, and novice versus expert teaching (Pajares, 1992, cited in Blanton et al., 2003). As in their efforts in process-product research, some education researchers (e.g., Brantlinger, 1996; Fuchs, Fuchs, & Bishop, 1992; Nowacek & Blanton, 1996) borrowed from these new programs of inquiry and produced findings that were added to the literature. (Blanton et al., 2003). The knowledge focusing on teaching and understanding teacher quality continues to spread out and change, based on both the good and effective dimensions of quality teaching. Presently, accountability and performance standards are dominating the quality teaching agenda. The result of this focus has given a great attention on teacher experience, preparation and degrees, and certification (Rice, 2003).

Quality teaching has been the meeting point of extensive debate among researchers and educators since the middle of the twentieth century. The debate focuses mainly on quality standards and on what teachers need to know and need to be able to do. Various researches have focused on teacher quality from different perspectives. The strong relationship between quality teaching and students' achievement is demonstrated in the work of Flores, Hilton, Klonari, Nilsen and Snoek (2008, p. 1) who state that "A number of researchers have argued that teacher quality is the most important school-related factor influencing student achievement, while school organization, class size, leadership or financial conditions play a smaller role".

As reported by Liesbet Timmering (2009) quality teaching is portrayed from the perceptions of tasks or assignments (the teacher creates a safe learning environment), of professional roles (the teacher as educator/transmitter of knowledge), in terms of generic professional qualities (competences) and in holistic terms (e.g. attitudes/personality).

As an example of these descriptions, Palmer (cited in Arnon and Reichel , 2007, p.3) argues :

The teacher as midwife (Socrates); as artist in the use of knowledge (Plato); as the conductor of dialogue (Bergman); as purveyor of culture (Cicero); as liberator (Freire); as one who focuses on teaching discipline (Breiter); as role model (Aristotle); as empiricist (Locke); as trainer (Watson); as educator in accordance with nature (Rousseau); as essentialist (Frankel); as mediator (Freuerstein); as child-centered (Neill); and as post-modernist (Foucault).

The depiction given by Palmer is not just aiming at listing quality teaching features, but rather clarifies the intricacy of illustrating the ideal teacher. Not only are there numerous characteristics of teaching that can be considered as qualities, there are also lots of personality traits that can distinguish a teacher from an ideal teacher. Quality teaching in literature seems to be a combination of personal qualities and professional roles.

In the same framework, Arnon and Reichel (2007) maintain that there are two leading images of the desired teacher since the 1970s:

- 1) Teachers as developers, shapers, tutors for each of their students;
- 2) Teachers as transmitters of knowledge in their fields.

This combination asserts how didactics and pedagogy are divided and demonstrates the use of professional tasks and personal traits as a way of classification. This brings us to the question: ‘What are the essential teacher qualities?’ Both personal and professional qualities are considered fundamental. To sum up, we can mention the perspective of Wechsler and Shields (2008, p.5) towards new definition of quality teaching:

High-quality teaching occurs when teachers come to the classroom with a rich toolkit of craft knowledge and skills that they utilize following a set of effective practices, and which lead, over time, to student learning. High quality teaching occurs in a supportive environment where teachers work as part of a professional community within a workplace that fosters continuous learning on the part of children and adults.

According to these authors high qualified teachers are characterized by a high level of skill and knowledge achieved through the attachment to high standards, professional training, formal qualification, and continuous learning. However, in order to strengthen the quality of the teachers, the notion of the high qualified teacher and the expectations that denote a high quality must be reintroduced into every aspect of teaching.

This section considers extent literature review on teacher quality, starting with a brief discussion of how the term quality teaching might be separated into several categories that more appropriately capture the characteristics, qualities, and outcomes actually considered in references to “quality.”

1.2 Quality Teaching Indicators

Effective teachers are valuable but difficult to define; effectiveness is an elusive concept. Some researchers characterize teacher effectiveness in terms of student achievement. Others rely on high performance ratings from supervisors. Still others focus on comments from students, administrators, and other interested stakeholders. Cruickshank and Haefele (2001) point out that good teachers, at various times, have been named ideal, analytical, dutiful, competent, expert, reflective, satisfying, diversity-responsive, and respected.

Despite the difficulty of how to reach a clear definition of quality teaching, researchers in education call for reliable measures to it. Rice (2003, p.48) relied on five “teacher attributes”: experience, preparation programs and degrees, coursework, and teacher test scores. According to her the findings “should be interpreted in the light of the availability of empirical evidence”. She concluded the following:

- a. Teacher experience has a great role especially in the first years of teaching.
- b. Teacher preparation researches give incomplete data about the teacher preparation can have a positive effect on teacher proficiency and student outcome.
- c. Teacher certification is not an indicator of student achievement.
- d. Teacher coursework is a significant element in pedagogy in order to achieve positive student outcome.
- e. Tests measures of teacher competency have to be associated with both teacher ability and student outcomes.

In her research in quality teaching and investigating Rice’s perception towards the concept, Goe (2007, p.6) argues that “Rice’s contribution is a valuable contribution to the understanding about which qualification matter most in terms of students achievements, but its scope is limited primarily due to the of availability of empirical data on critical points”.

Quality teaching is doubtless a complex concept to agree on and fitting and a comprehensive definition. What we agree on that quality teaching is not just a set of inputs like certification, training, and previous teacher test scores but rather are what we really see in the classrooms as quality indicators. Fenstermacher and Richardson (2005, p.186) assert that teaching can be divided into two main parts: the part of teaching (what teachers do) and the part of the outcome (what students learn). They go on to detail and say:

Quality teaching can be understood by teaching that produces learning. In other words, there can be indeed a task sense of teaching, but any assertion that such teaching is quality teaching depends on students learning what the teacher is teaching. To keep these ideas clearly sorted, we label this sense of teaching successful teaching.

The aforementioned point of view is very helpful when thinking of quality teaching, particularly successful teaching. Fenstermacher and Richardson's description of quality teaching is useful because it differentiates between what teachers do and what students learn in classrooms. In the same framework of quality teaching, Goe (2007, p.8) shows the relationship between the important elements that can be taken into consideration when speaking about measuring quality teaching. This framework includes three distinct but linked ways are input, process, and output.

1.2.1 Inputs

In the input phase the focus is mainly on teacher qualification and characteristics as explained below.

1.2.1.1 Teacher Qualifications

Are among the resource teachers bring with them to classrooms (education, certification, and experience) and are regarded necessary in deciding who should be permitted to teach. The benefit of looking at quality teaching from the teacher qualification is that

education decision- makers can use certification only in order to measure teacher's competency either for licensing or for hiring. The most important drawback that it has is that qualification is not an indicator for quality, we can have a high qualified teacher but not a poor performer in the classroom.

1.2.1.2 Teacher Characteristics

Includes all teacher qualities and attitudes as well as immutable features as race and gender. The advantage of adopting teacher characteristic in the framework of quality teaching is that it enlarges its range and gives more precision to its definition. But the major disadvantage of this viewpoint is that it relies on features that cannot be easily changed either by the teacher or by the institution.

1.2.2 Processes

In the process phase more emphasis will be on teacher practices which is the examination of teacher's daily practices in the classroom and relating them to student outcome as for example classroom management, teaching strategies, evaluation,...etc. The advantage of this view is that it emphasizes the classroom, where the teacher-student interaction is noticeable and also where the teaching-learning process takes place.

The chief drawback of this definition is that evaluating teachers in their classroom is somehow complicated because various factors may intervene here such as oversized classes, students' behaviors, insufficient time,...etc may interfere. Another drawback is that researches evaluating teacher practices most of the time do not control for other involvements of students learning like motivation, disruption, lack of interest and other factors that can give another dimension to the evaluation.

1.2.3 Outcomes

In the teaching /learning process, students' positive outcome is generally related to teacher effectiveness. It is considered as student learning growth which is measured by scores

obtained from tests. Quality teaching perceived from effectiveness relies on the results obtained from the combination of the elements of qualification, characteristics, and practices. However, it is difficult to agree on which elements have collaborated to student positive achievement.

This definition has an advantage of establishing quality teaching regardless of qualification and characteristics. So, teachers who do not have such elements may still be qualified if their students achieve better results than supposing.

The drawback that we can mention for this point of view is that effectiveness offers no data for guessing teacher effectiveness relying on their actual teaching. So, it will be impossible to predict who should be permitted to teach before any designed test for students.

Figure.1.1 shows this framework of quality teaching and how those ways are related.

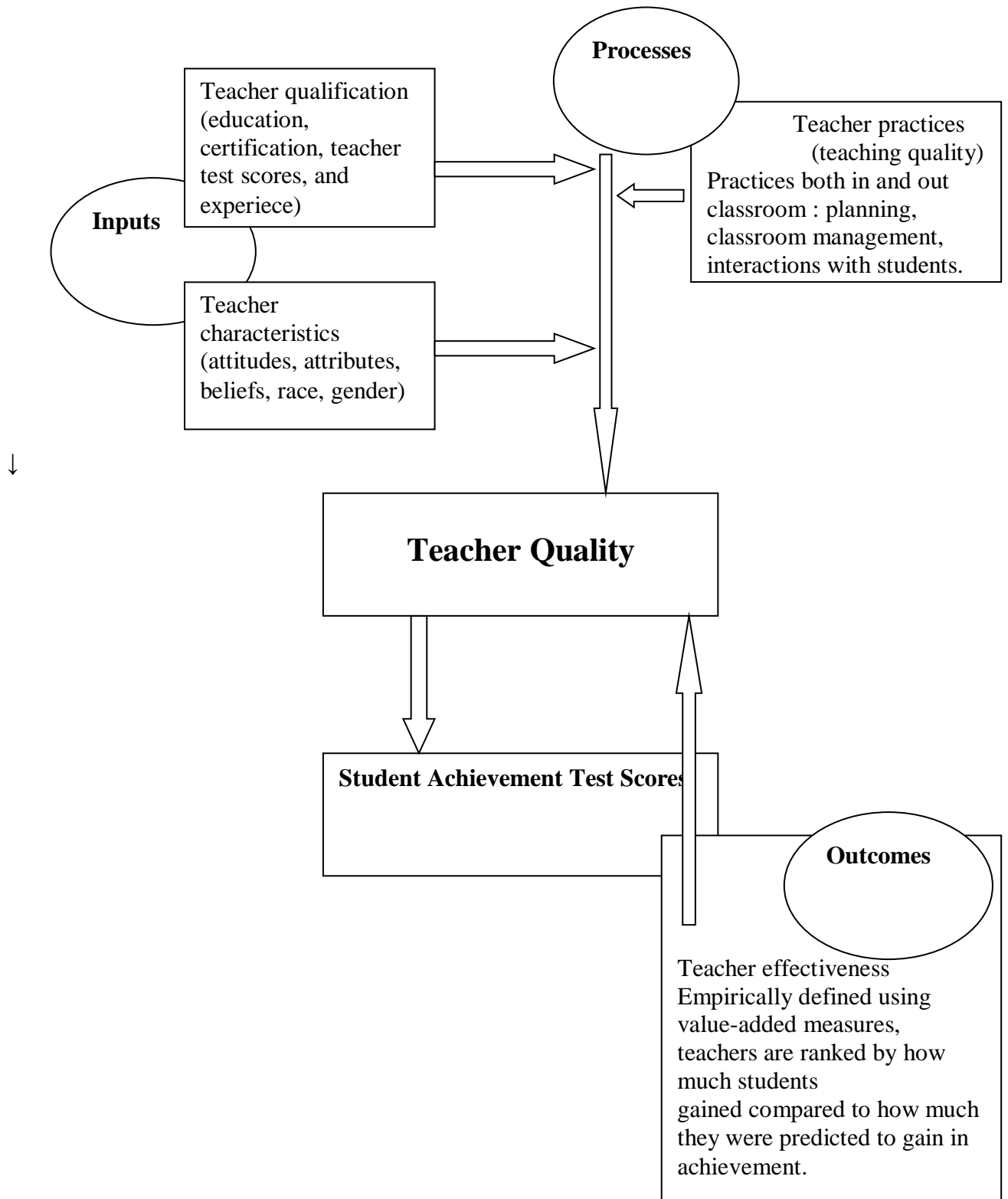


Figure1.1: Graphic Representation of a Framework for Teacher Quality (Goe (2007, p.9)

From the framework diagrammed in Figure1.1 we realize that teacher qualifications, characteristics, and practices are all employed to define quality teaching and are all

independent of student achievement. For teacher effectiveness, we can obviously notice its direct link to student outcome.

Nearly most experts in education, including administrators, teachers, parents, students, policy makers, and researchers, are aware of the significance of qualified teachers and many affirm that they can recognize good teaching when they see it (Clotfelter, Ladd and Vigdor, 2006). Unfortunately, there is no ultimate list of teacher qualities and as a consequence debating which aspects and characteristics of a teacher contribute to the quality is challenging. Corcoran, Evans, and Schwab (2004, p.453) explain: “Ideally, teacher quality would be measured using a multi-dimensional vector of those characteristics that are positively associated with outputs of the educational process”.

However, there are certain difficulties that can hamper the measurement of those characteristics. The first difficulty stands for the fact that there is no ability to reliably measure most teacher characteristics that might have an effect on the teaching/learning process. Many characteristics such as patience, energy, empathy, respect, authenticity, flexibility, passion, confidence, communication skills, creativity, and compassion are likely linked to student learning and success in the classroom but are not easily measured (Fulbeck, 2011). The second difficulty is associated with the outputs of the educational process which means the valuable skills that students have to obtain from learning (such as understanding of concepts, sense of civic duty, responsibility, and communication skills, as well as deep and persistent academic learning objectives); those outputs unfortunately are generally not measureable in students’ achievement. These outputs are not taken into consideration in the process of identifying qualified or effective teachers. (ibid)

As mentioned earlier about the use of the ideal multi-dimensional process of measuring teacher quality adopted by Corcoran et al. (2004), teacher quality is disappointingly often restricted to observable and quantifiable characteristics that are measured to determine

their effect on student achievement. Until recent years, such qualifications were in general focusing on years of teaching experience and educational accomplishment (Clotfelter et al., 2010; Wyckoff et al., 2003). Lately, researchers have also started to use data about teacher performance on certification exams and aptitude exams, teacher preparation program, and classroom observations. Most recently, they began to estimate teacher effectiveness via variation in student development on standardized assessments, however; there are still various questions which arise about the validity and reliability of these measurements. Taken together, these observable measures are often applied individually or combined in order to define quality teaching.

In her recent study on teacher assessment and evaluation, Hinchey (2010) suggests policy makers in education should be aware in elucidating what they want to achieve when discussing about quality teaching. She recommends three separate categories: quality, performance, and effectiveness. According to her, quality is mainly linked to teachers' characteristics, such as education, years of teaching experience, pedagogical knowledge, and their expectations for student learning. Performance refers to the activities of a teacher inside the classroom, such as their instructional practices and classroom management. By effectiveness she means teachers effects on students, test scores, graduation, and attitudes/behavior. Gennip and Vrieze (2008, cited in Liesbet 2009) also have their own view towards quality teaching categorization. They stressed the following components:

- a. Content knowledge and matching didactics.
- b. Pedagogical-didactical interventions that are needed
- c. Teachers' personality.

The first component content knowledge is explained and divided by Jansma (2006, cited in Liesbet 2009) into three types of related knowledge: theoretical knowledge, methodological knowledge and practical, situated context knowledge. The content knowledge

comprises Shulman's concept of Pedagogical Content Knowledge (Shulman, 1986). Pedagogical Content Knowledge differs from scientific theoretical knowledge since it unites scientific theoretical knowledge with practical, situated context knowledge. The second component that Van Gennip and Vrieze recognize is the pedagogical-didactical interventions (instruments and repertoire) that a teacher must be capable of mastering. The third component is the teachers' personality (including aspects such as motivation, attitudes, expectations, cognition).

The aforementioned categorization divides knowledge into skills and personality, where the stress on personality has two aspects:

- a. Personality traits as personal qualities, qualities that cannot be taught.
- b. Personality as part of a professional role, qualities that can be taught.

This is the common categorization in most studies about quality teaching. However, there is another way of categorization, which relies chiefly on teachers' professional roles. For example, Verloop and Lowyck (2003, cited in Lin, et al, 2010) categorize teacher quality according to the following professional roles. They differentiate four roles, which they also term 'professional identity':

- a. The teacher as someone who has a lot of knowledge.
- b. The teacher as an adult, balanced personality.
- c. The teacher as ruler of specific skills that are based on evidence/empirical research.
- d. The teacher as practitioner.

The above categorization is also acknowledged by Soreide (2006) who carries on the idea of roles as categorizations and describes four identity constructions :

- a. The caring and kind teacher.
- b. The creative and innovative teacher.
- c. The professional teacher.

d. The typical teacher

This categorization of teacher quality uses a distinction in professional roles. Soreide (2006) relates professional roles to skills and personality, and claims that the cooperation between multiple identities is an essential part of the construction of teacher identity.

The Association for Teacher Education in Europe (2006) looks for a balanced view on the quality of teacher': "Teacher quality is an overall concept that comprises not only knowledge and skills, but also personal qualities (respect, care, courage, empathy, etc.) and personal values, attitudes, identity, beliefs, etc". Arnon and Reichel (2007) claim that most of the studies tackling the topic of quality teaching have affirmed the alliance two significant categories of the ideal teacher:

- a. Professional knowledge, both of the subject taught and of didactic knowledge.
- b. Appropriate personality.

The authors have also strengthened their argument by reporting the qualities described by Blishen (1969, cited in Arnon and Reichel 2007, p.445) and said:

The qualities of the desired teacher among pupils were understanding and patience, the ability to pay attention to the pupil, modesty and politeness, informality and simplicity, participation in pupils' activities, the ability to develop good relations with the parents, getting to lessons on time, recognizing the importance and the value of the student, being warm and personal and understanding that students are not always ready to study.

Accordingly, quality teaching is not just a combination of knowledge and skill but rather it should be accompanied with personality traits. Blume (1971) adds that 'teachers teach as they were taught, not as they were taught to teach.' This indicates that teaching flows from teachers' personality and personal experiences. Palmer (1998, p.10) also acknowledges this by affirming that: 'Good teaching cannot be reduced to technique; good teaching comes from

the identity and integrity of the teacher.’ It seems that teachers do not just teach what they know and what they are skilled to do, but they also teach who they are (Hamachek, 1999, cited in Fred 2013). Lin et al. (2010) also stress the necessity of having such combination by indicating that quality teaching is mostly identified as teachers engaging in education tasks, with certain features, and being able qualified to perform teaching activities, arousing students’ interest in learning, and enhancing students’ learning outcomes.

1.3 Quality Teaching Measurement Methods

Measuring quality teaching is an essential element in quality enhancement initiatives in education. However, there is much debate in the literature on the methods that should be applied in order to measure quality teaching and its hypothetical enhancement.

Chalmers (2007, p.34, cited in Henard and Leprince-Ringuet, 2013) certifies that there are certain conditions which have to be taken into account when measuring quality teaching in any institution and he cites them as follows:

An indicator of great quality responds to various criteria including validity, reliability, relevance to mission and policy, potential for disaggregation, timeliness, coherence across different sources, clarity and transparency with respect to known limitations, accessibility and affordability, comparability through adherence to internationally agreed standards, consistency over time and location.

Several quality teaching methods appear in the literature as sources of evidence for education researchers. The most common measures will be listed in this section.

1.3.1 Student Questionnaires

The use of student questionnaires in measuring quality teaching especially in higher education is one of the most controversial issues among researchers and experts in the teaching/learning process. Those who recommend the use of such a method point out that the

questionnaire is relevant because it is designed for collecting the opinions of the students who have the most exposure to the teaching and hence the most correct idea of its quality. Students are also the most directly concerned and influenced by the teaching level of their teachers.

Among those who encouraged the use of this method is Kwan (1999) who found that some 70% of the variation noticed in student questionnaires is directly linked to quality teaching, the remaining around 30% being influenced by other factors such as class size, subject and course material. Mc Keachie and Kaplan (1996) also affirm that student questionnaires, as a tool of measurement enable students to reflect on their educational experiences, to build a clearer conception of teaching that will contribute to their learning. This method is also stressed by Emery et al. (2003), who consider it as the most influential measure of performance used in promotion and tenure decisions at institutions that emphasize teaching effectiveness.

Structured questionnaires are particularly significant where there are relatively large numbers of students involved, and where there are either several sections of a single course, or several courses with similar teaching objectives using similar teaching approaches. Questionnaires are also quite economical to administer, summarize and interpret. Provided that students are asked to comment only on items with which they have direct experience, student responses to questionnaires have been found to be valid. (The Teaching Assessment and Evaluation Guide, 2002). However, Madu and Kuei (1993) assert that using such a type of questionnaires may lead students to blame their teachers for several pedagogical problems and consequently they can be used as a means to give feedback to teachers, rather than as an instrument for punishment. This would better allow for revisions and improvements of the curriculum.

1.3.2 Peer Evaluation

One of the widely used tools today to assess quality teaching is definitely peer in-class evaluations or classroom observation. It enables to offer critical insights into teacher's performance, complement student questionnaires and other forms of evaluation that contribute to a fuller and more accurate representation of quality teaching. The literature on Quality Teaching recognizes several advantages to peer evaluations. Pagani (2002) considers peer evaluation as a tool for change, enabling teachers to enhance their performance, guaranteeing that standards are being met, and helping to recognize best teaching practices. This research indicates that colleagues are in the best position to judge particular dimensions of quality teaching, including the goals, content, design and organization of the course, the methods and materials used in delivery , and evaluation of learning process.

Telford and Masson (2005) claim that student questionnaires evaluate the teaching outcome and not the teaching process, whereas peer evaluation measures the process rather than the outcome. The use of peer evaluation may be preferred to student questionnaires, because most teachers regard it as threatening.

However, the use of peer evaluation may also not be free of drawbacks. Cox and Ingleby (1997, cited in Henard and Leprince-Ringuet 2013) argue that observing peers in their classrooms can promote conformity and hamper teaching innovation. Teachers being observed may not use any creative or innovative teaching practices, or the teacher evaluating his peers may be influenced by his /her conservative methods of teaching. Moreover, Bingham and Ottewill (2001) recognize that the assessment of peers might be too self-congratulatory. Peer observers tend to focus on the positive sides of their colleagues rather than being objective in the evaluation.

1.3.3 Teacher Portfolio

The teacher's portfolio evaluation is a valuable technique because it is not a single source of evidence, rather it is based on multiple sources of evidence and multiple levels of scrutiny. Portfolio is derived from two Latin root words, "port", meaning "carry," and "folio," meaning "wheelbarrel of best work to the appointments and promotions (Oxford dictionaries, 2015). Teacher's portfolio as described by Paul (2004) is a means of presenting information for job requirement or career improvement, such as promotion, tenure, job application. It involves reflection, collection, selection, and connection. She adds that portfolios provide an opportunity for instructors to articulate their philosophy of education (basic notions about teaching/learning), outline of learning goals and objectives, assess the effectiveness of their classroom practice teaching strategies, and assessments. They also highlight an instructor's range of responsibilities, documentation and analysis of student learning achievement, as well as a development plan, based on information gained during the process of designing the portfolio.

However, as it was noted by Webbstock (1999), who was working on the assessment of quality teaching at the University of Natal, the issue is that it is difficult to have a consent on which items should be part of the portfolio, and on how much each of these items should be waited. The question raised here is whether quantitative weighs should be attributed to each item of the portfolio to increase the precision of the process or whether this would alter the portfolio evaluation process into a mechanical activity, thus hindering teachers creativity and innovation.

It is important to note that portfolios are not used in order to be an exhaustive collection of all the documents and materials that bear on teachers teaching performance; rather they should present a selection of information organized in a way that gives a comprehensive and accurate review of teaching activities and effectiveness.

1.3.4 Letters and Individual Interviews

Letters and individual interviews may be used in gathering data about teaching to obtain greater depth of information for the purpose of improving teaching, or for providing details and examples of a teacher's views towards the teaching /learning process.

Interviews and letters offer insights that can not be easily available through student questionnaires or other forms of evaluation. Interviewees, who are unenthusiastic about giving information on a rating scale or in written form, often respond well to a well designed interview. The major disadvantage of interviews is time. Interviews can take approximately one hour to conduct, about 30 minutes to organize, and another phase of time for coding and interpretation. It also preferable to apply a structured interview in order to reduce the bias that may result when an untrained interviewer asks questions randomly. (Senate committee on teaching and learning, 2002).

1.3.5 Course Portfolio

A course portfolio is different from teacher portfolio and it focuses on investigating students' learning in a particular course. It represents the specific aims and tasks of the teacher by answering what, how and why students learn in a class. According to The glossary of education reforms (2014):

A portfolio is a compilation of student work assembled for the purpose of (1) evaluating coursework quality and academic achievement, (2) creating a lasting archive of academic work products, and (3) determining whether students have met learning standards or academic requirements for courses, grade-level promotion, and graduation.

Supporters of course portfolios argue that collecting, reviewing, and evaluating students' work over time can offer a richer and more accurate depiction of what students have learned and are able to do than more other measurements, such as tests or final exams, that reveal only

what students know at a specific period of time. Through monitoring learning progress over time using course portfolio, both teachers and students can highlight academic strength, identify learning weaknesses, and recognize achievement and growth. (ibid).

Senate committee on teaching and learning (2002) certifies that course portfolios provide a framework for accurate reflection and constant enhancement of teaching process, and deep insight into how teaching conduces to students' knowledge and skills. Also, course portfolios can advance means of evaluating the quality of a curriculum and pedagogical approaches in relation to aims and objectives of a program of study.

Concerning the limitation of this quality teaching measure is that it focuses on just one course; it is unable to demonstrate teacher's achievements, tasks. Also, teachers can spend much of their time in its preparation and evaluation, which in fact they are not supposed to design should a course portfolio for every course being taught; rather they have to focus on those courses that are interesting for teaching/learning process or in which they provide the majority of their energy, imagination and time. (ibid).

These are the most popular measures of quality teaching that have been found in the literature, each of them has its benefits and limitations. The reliance on just one measure will not lead to the validity of the evaluation, the credibility of the reached conclusions, and value to teachers being evaluate. Consequently, multiple measures are recommended because of the complexity of each source for the sake of producing the evidence. Also, in addition to the aforementioned quality teaching measures, we can not neglect the existence of others that are not widely used such as self-evaluation, videos, alumni ratings, employer ratings, administrator ratings, teaching scholarship, and teaching awards.

1.4 Ensuring Quality Teaching in Higher Education

Ensuring quality teaching and learning in higher education is a key strategic focus area in higher education. In the process of enhancing the quality of higher education, emphasis

should be placed on the students' personal improvement for professional life. Quality therefore defines the goals and purposes of education in universities. Hence, quality has a great impact on the content of higher education programs, its processes, its output or product, as it searches for developing human resources with required skills. Davis (2015) indicates that the quality of knowledge in a society reflects the quality of education it provides. Quality makes education socially and individually significant, but if the quality of education is not well assured then the education, which is supposed to be advocated as a solution to various types of social problems, may itself be converted into a serious problem. Quality in education thus is requisite these days, for permitting individuals, societies and nations to attain the skills and competencies necessary for living meaningfully in a competitive, global world. This issue was seriously stressed by the World Conference on Higher Education (UNESCO 1998), that obliges each higher education institution to define its mission to offer access to quality education which is the basis of human rights and democracy.

In fact, little researches have conducted the issue of quality teaching enhancement. But The major propositions that have been suggested by the scholars were varied in content and purpose. Some supported teachers' role in pedagogy development, others emphasize students' participation, and others ask for the intervention of the governmental authorities in changing the situation by carrying out strategies that can help enhancing the quality of teaching and learning. Another perspective also supports the spread of the tendency towards building a quality development culture among educators, students, and specialists in the field. In this section we will list the main suggestions that were discussed in the literature about quality teaching enhancement.

1.4.1 Effective Leadership Discipline

The enhancement of quality teaching, first and foremost, depends upon the quality of academic leadership offered within an institution. Accordingly, the leadership therefore must

create a motivating environment which encourages performance for both teachers and students. Leithwood et al. (2004, cited in Fullan, 2007) stipulates that effective leadership is distributed, shared, instruction-focused and supportive of teachers' morale. Leaders set directions (shared visions, high performance expectations), develop people (individual support, intellectual and emotional stimulation, modelling) and redesign the organization.

1.4.1.1 Creating a Positive Learning Environment

United Nation of International Childrens' Emergency Fund (UNICEF) also tackled the issue of developing quality teaching in the world. In its paper "Quality in education, 2000", UNICEF affirms the importance of the motivating environment in education by stressing the availability of three essential elements: physical, psychosocial and health service delivery elements.

Physical elements can be summarized in quality of institution facilities, adequate material, and appropriate class size. The institution is chiefly responsible for constructing relatively modern and well-equipped buildings to open-air gathering spaces. The quality of institution structures may be linked to other quality issues, like the availability of adequate instructional materials, working conditions for students and teachers, and the ability of teachers to carry out certain pedagogical tasks or experiments. In higher education, universities should provide all the facilities that are recommended in the teaching/learning process in different fields and for different levels, for example, facilitating the access to libraries, laboratories, internet spaces, projection rooms, equipped amphitheaters. Also, the availability of lavatories and a clean water supply, classroom maintenance, space and furniture have an impact on the critical learning factor of time on task.

Psychosocial elements also play a significant role in enhancing quality; therefore, institutions should reduce all sorts of discrimination, violence, and unsafety among teachers, students, and administrators. It is highly recommended to agree upon understandable rules

and strict policies that can cause barriers in the environment, such as taking decision for all trouble-makers in terms of bullying, harassment, cheating, drug and tobacco use.

Provision of health services in institutions can be of a great help to contribute in enhancing learning through reducing absenteeism, weakness, and inattention among students. Health guidance and counseling services, sport activities and healthy food availability are also other sorts of service provision that contribute to quality environment.

1.4.1.2 Adopting a Visionary Leadership System

The role of higher education institutions is promoting a transformative leadership who is competent of translating intentions into actions and actions into quality. Visionary leadership adopts and institutes an effective ‘leadership system’ for an education organization. (Davis, 2015). The visionary leadership system is supposed to illustrate the mechanism of leadership when exercising, formally and informally, throughout the organization and on which basis the key decisions are made, communicated and carried out. Mahadevappa (2006, p. 16, cited in Davis, 2015) describes the visionary leadership as:

It includes structure and mechanisms for decision making, selection and development of senior leaders, administrators, department heads and faculty leaders, and reinforcement of values, directions and performance expectations.

Starting from this description, Davis (2015) listed the major roles of a visionary leadership in enhancing quality. Roles are summarized in terms of responsibility, creativity, motivation, modeling, and reinforcement. He maintains that a visionary leader should set directions and create a student-focused, learning-oriented climate, inspire and motivate entire workforce and encourage all staff to contribute in innovation and creativity, and serve as role model through in planning, communications, coaching, and recognition. In order to achieve the better result from aforementioned role, he has to build loyalties and teamwork based the pursuit of shared goals, support initiative and appropriate risk taking. Respecting the capabilities and

requirements of the staff and seeing high expectations for performance and performances improvement are the key to successful administration management.

1.4.2 Developing Quality Culture

University teachers must in collaboration with the administration to achieve a quality culture and enhance quality teaching. Patrick and Lines (2004, cited in Henard and Leprince-Ringuet, 2013) insist that quality culture must be integrated in the university's main goal and mission, as they guess: "For the quality system to be effective, it must be accepted by the diversity of constituencies within the institution while at the same time framing the strategic direction and nature of change for the whole university".

Habitual quality culture needs more mental infrastructure than physical infrastructure (Davis, 2015). For thinking about this basic strategy, institutions are urged to put extra effort and resources, into areas seeking for improvement and those having potentials for growth. In other words, number of goals need to be reorganized in the light of present and future challenges. Accordingly, other sorts of targets need be set up for the future and new plans need to be drawn up. (ibid)

1.4.3 Effective and Motivated Teaching

There is a broad academic consensus that most institutions improvement requires effective teaching. Researchers in the field of education validate the significant role of teacher motivation and commitment in enhancing quality teaching. Many empirical and theoretical studies obviously correlate teachers' willingness to think about change, and to work positively for its implementation, with teacher barriers in the environment in which the change is required.

1.4.3.1 Rethinking Teaching

Educators today must embrace differentiated teaching strategies for students and assume a confident attitude that they can organize and manage them. Differentiation is a vital

educational practice that is often debated by teachers and experts in the field of education, sometimes not well understood, and frequently implemented ineffectively.

Biggs and Tang (2011, p.73-74) discuss the relevance of the important changes in the way teachers in higher education normally think about their teaching. They encourage university teachers to stop thinking about three situations that can prevent creativity and therefore decreasing the quality:

First, teachers need to stop thinking about what to say in the next lecture that we have to give, or what to do in the tutorial we have to design... The second change in thinking is to shift the focus from what the teacher does to what the student should best be doing... The third change is that we need to stop assuming that learning is only taking place when it is located inside a teacher-directed classroom.

Teachers' assumption that the lecture method is considered as the only way of teaching in universities requires debate. Lectures have their uses, but they can be restricted in terms of effective achievement. There are other effective ways of using the space in which a variety of teaching activities can be instructed in an entertaining environment.

The second change that has been proposed by Biggs and Tang (2011) is thinking to shift the focus from what the teacher is doing to what the students are doing. Teaching does not only depend on making students learn through delivering lectures, but rather it depends on how they go about learning. In fact, teachers have to think seriously about bringing teaching and learning closer to each other for a better enhancement of quality teaching in higher education.

The proposed third change is that university teachers need to stop assuming that learning takes place just inside classrooms. In contrast, learning is not restricted just to buildings; teachers can use the outside environment to open the space for students' creativity and performance.

1.4.3.2 Teacher Accountability

Accountability, according to Davis (2015) is having the capability of being punctual, taking teaching appropriately, reading the up-to-date books and journals, sharing knowledge generously, helping students to achieve positive outcomes, evaluating student assignments fairly and returning them on time. Accountability also encompasses willingness to accept ethical commitments and ongoing endeavor towards quality enhancement of higher education i.e. quality assurance can be a personal initiative which comes through teachers who are willing to believe in their responsibility towards their students, institution, and society. As a matter of fact, this will call for committed teaching staff, only teachers with high intellectual ability, self-confidence and good communication skills alone should be taken to ensure quality. (Leithwood et al, 2002, in Thompson, 2010). Researchers in this field recognize the overwhelming role of teacher accountability, motivation, and commitment to ensure quality in higher education.

1.4.3.3 Teacher Professional Development

The quality of education relies for the most part on the teacher competence and commitment, but he fails to keep himself in touch with the speedy scientific and educational stream then he would become inefficient and ineffective. Consequently, enhancing quality teaching will be beyond the reach of teachers and professional development process is required. Professional development is inevitable in every profession, but in higher education most teaches start their carrier without having any training about the profession in terms of teaching strategies. Contrastingly, they are asked to assure quality in the teaching/learning process. Zuber-Skerritt (1994, p.146) in his book “Professional development in higher education” clarifies:

There is no pre-services training for teacher in higher education, the only alternatives are in-service training, generally referred to as professional development or staff development, or no formal agreements at all. It may be generally stated that professional development is and it should be voluntary, but it can also be observed that the better teachers are usually actively involved in professional self-development, and the poorer teachers are not.

He also advocates that professional development leads to a better change, but the issue is that why some teachers resist it when they have the chance to enhance their situation?. In the same context, Roe (1996, cited in Zuber-Skerritt, 1994) differentiates between four types of teachers' attitudes towards professional development. First, there are teachers who do not support this change, either for themselves or for others. Second, those who do not support it for themselves but they encourage others to perform it. Third, those who support it but in fact they do not benefit from it. Fourth, those who range from once-only supporters to regulars who keep in contact.

Professional development as reported by Harrison (1980, in Hattie, 2009) is an effective way in which to improve profession performance and satisfaction through improved professional knowledge, affective feelings and satisfaction; it has also been found to have a lower but still positive effect on student achievement. Another view found that teachers who were prepared in formal teacher education programs felt significantly better prepared for virtually all teaching tasks comparing with those who lacked preparation. (Darling-Hammond, Chung, and Frelow, 2002 cited in Hattie 2009). Extensively, enhancing quality teaching in education is still an essential goal to be achieved across the world. Some countries prepare their teachers urge their teachers to engage professional training. For example, in Finland, Sweden, Norway and the Netherlands, every teacher receives between two and three years of graduate-level preparation before they enter the profession, completely at government

expense, including a living stipend. Typically, programs include at least a full year of training in a school connected to the university (Darling-Hammond, 2010).

From the collaborative advantage of professional development, Fullan (2007) asserts that relevant changes are noticeable in teachers' behaviours as greater confidence enthusiasm for collaborative working, an improved willingness to enhance students learning, and a devotion to make a difference in teaching practices.

The Government of New Zealand (2000) proposed different techniques of professional development in which teachers have to be engaged in and in accordance to their institutions.

A technique can be performed by taking into account different criteria such as purpose, time allotted, interest; they comprise workshops, conferences, seminars, publications, projects group, field trips, debate, symposium, and informal panels.

1.4.4 Students Responsibilities

In ensuring quality in higher education, students have a major role to play and they are also an important participant in ensuring quality in the teaching/learning process. In fact, all efforts done by the administration and teachers are all for the enhancing learning achievement, but at the same time students still represent an important element in this process. Prasad (2006) in his book "higher education in India: quality perspectives" claims that university students can be an effective participant in ensuring quality in their universities by being aware of two main responsibilities.

First, they have to recognize that they have the entire right to benefit from a quality education. Ensuring quality in teaching is an inevitable matter. Second, they should be aware of the learning responsibilities they have towards the institution. Students are expected to participate fully in their study, taking responsibility for their learning and for moving toward intellectual independence as a member of the learning community of the university. The main expectations of university students in ensuring quality are engaging in the learning process,

through creating dynamic partnerships with peers, teachers and researchers; providing considered, honest and timely feedback to the university and its staff on the quality of teaching and university services; and full participation in the university community through their representatives on academic and student liaison committees.

Conclusion

This chapter demonstrates that “quality” is a highly contested concept which has multiple meanings for people who conceive higher education and quality differently. Quality also lacks a common definition that could be valid in all fields, for every phenomenon or any subject. It is often used synonymously with other terms such as master or the adjectives good and effective, which themselves may have, under certain conditions, specific and narrower definitions. The reason is that the more complex, many- folded or abstract the field under quality measurement is, the more difficult it is to come up with a satisfactory definition. The guiding principle why it is not achievable to find the one and only definition for higher education in literature lies in the fact that higher education is one of these objects. The chapter also investigates various methods of measuring quality in higher education, considering their value and discussing both their shortcomings and contributions to the assessment of higher education institutions. Both university staff and students are responsible for quality assurance in teaching and learning. Responsibilities for ensuring quality in teaching and learning in higher education reside in structural and organizational entities as well as individual staff and students. Cooperatively, teaching staff and academic managers are accountable for ensuring that the design, development, management, teaching and assessment of courses leads to effective learning, while students have responsibility to engage actively in the learning process.

Chapter Two

Challenges in Teaching Civilization

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Chapter Two

Challenges in Teaching Civilization

Introduction

Recently, intercultural education has become a main target in foreign language teaching and learning. This, in return, entails the inclusion of English-speaking civilization courses in EFL teaching, and asserts that the teaching of language and the teaching of culture are naturally interrelated and cannot be separated. In most Algerian universities, teachers at the departments of English studies usually give much more importance to conventional views of historical facts than to discovering other core cultural aspects. This is based on the idea that students can comprehend the culture of a given society through the exploration of its history. This narrow understanding, however, usually leads to the neglect of teaching civilization as a cultural subject, especially if we take into consideration that most EFL teachers are not specialized in teaching history. For this reason, students can have difficulties when exposed to those courses. Therefore, in this chapter we will investigate the effective ways of teaching history courses and the main challenge that both teachers and students may encounter in EFL classrooms.

2.1. What is History?

Various perspectives have been given to history by historians and philosophers in the literature through time. History is recognized by what happened in the past and it cannot be retrieved, nor completely known or understood. A quite different view is that the past can be known and that history is, in fact, a record of the important things that happened.

2.1.1 Defining History

Concerning the etymology of the word history, it is derived from the Greek *historia* which means information or an enquiry designed to elicit truth. It is just man-history, the story

of hard work to satisfy his desire for an orderly social life, to satisfy his love for freedom and to satisfy his thirst for beauty and knowledge. History is the study of man in relation to space and time. It holds the loads of human advancement as it is passed down from generation to generation and in the continuity lies the fundamental nature of history. (Kochhar, 2005).

Between the extreme range of views for history as an academic discipline, a popular pastime and even as a form of entertainment, Kitson et al. (2011, p.5) affirm that history is a broadly used and misleading simple word which hides complexity; they argue:

History refers to the past (things happened in history) as well as the process by which we understand the past (we do history). History is an academic discipline, produced by scholars working in archives, and yet history is all around us in the buildings we pass every day, the institutions which govern us and the language we use.

Based on this view, history is the study of the past periods in a chronological order by examining the ideas and their origin in order to comprehend events. Moreover, history is an academic discipline studied in universities and a profession practiced by professional historians. For historians, working at this level, history is very much a process of exploration using specific methods and skills to get, analyze and interpret sources of evidence for the sake of putting forward an account or interpretation of the past times. History exists everywhere in our daily life like buildings that surround us, institutions that organize numerous aspects of our lives, and in the languages used all over the world.

Furthermore, history is not really an academic subject like biology, physics, or chemistry, but rather a distinctive method of understanding the evolution of ideas. People reading or consulting historical primary or secondary sources are just collecting facts. In contrast, the main goal of historians is to expose those facts in a coherent way that gives extensive clarification for the origin of the fact.

Jenkins (1997, cited in Kitson et al. 2011) distinguishes between upper case 'History' and lower case 'history'. Lower case 'history' pertains to the manner historians suppose they are explaining or depicting the past as it was to retrace it. Upper case 'History' is unlike, it refers to the past retold, reinterpreted through other perspectives such as economics. The distinction between 'History' and 'history' is problematic by the differentiation between academic and popular histories.

The perplexity comes from the interchangeability of the language usage: learners of history, and politicians, often think they are learning lower case 'history' by being exposed to historical facts from the past. Teachers of history and academic historians, in their turn, are more expected to consider themselves that they are teaching upper case 'History'; a set of didactic aids, strategies, concepts, and techniques to improve not just an apprehension of the past but rather understanding the evolution of ideas and being able to comprehend why ideas changed.

As the term history is an unreliable signifier in view of the fact that it has different connotations related to it, Throp (2014, p.22) perceives it as the academic discipline taught at universities, the subject taught in schools, the record of past events (works of historians and historical artifacts), and then also the past itself understood as the sum of everything that has ever happened. He claims that two perspectives can be applied on history: theoretical perspective and a hermeneutic perspective. If the theoretical perspective is applied, the four different notions merge into two notions: the first notion deals with history itself which could be known as an ontological perspective. The second notion deals with history as a practice performed by historians and others, which could be known focus on the uses of history. But when applying the hermeneutic perspective on history, the two notions of history also seem to collapse because it is essential to have an understanding of the idea or of the idea before interpreting it from a contextual perspective. Talking about history calls for

experiencing it ; talking of history as an ontological notion comes to be influenced by uses of history as well.

2.1.2 Scope of History

By the term scope, we mean the breadth, comprehensiveness, variety and extent of learning experiences, provided by the study of a particular subject (Singh, 2008). Nowadays, history is not just limited to collecting legendary stories and heroic ballads but rather it becomes a universal history of mankind portraying man's progress in all fields of life over time. Thus, the scope of history, is not only restricted to the political activities practiced by man, but also is interested in his achievement in other fields like, literature, philosophy, religion, culture, industry...etc. In the present time, we hear of "history on culture", "history of civilization", "history of religion", "history of biology"; history of any social or natural science that exist which shows that the scope of history is limitless. (ibid).

Kochhar (2005, p.1) also has another point of view towards history concerning its significance in man's education. He confirms the strong relationship that exists between history and other disciplines:

History is often said to be the "queen" or the "mother" of the social sciences. It outdates the other social sciences, having appeared in schools long before the others with the possible exception of geography. It is the basis of all subjects of study which all fall under the category of Humanities and Social Sciences. It is also the basis of study of philosophy, politics, economics, and even art and religion. No wonder, it is considered as an indispensable subject in complete education of man.

This makes the scope of history almost limitless; in its narrow sense meaning nothing but a political history, economic history, social history and so on. In its extensive sense, it is history of the whole world touching all its aspects.

2.2 Understanding History Education

The study of English-speaking history plays an important role in EFL students' graduation. Through those courses, students will develop important historical knowledge that stretches beyond the boundaries of English-speaking nations or civilizations to form a macro history of the human story. EFL students are chiefly exposed to large historical themes such as climatic change, the spread of religions, and the expansion of the market economy which define global human experience and changes in that experience through time. Grag (2007, p.73) affirms that: "World history enables us to improve our understanding of how humans have interacted with each other and the planet in the past to shape the present".

2.2.1 Importance of Teaching History

History is one of the core subjects that all levels of education should teach. Historians and educators stress the value of incorporating it in education curriculum for different reasons. Grag (2007) maintains that teachers should recognize the effects of history teaching on students' attitudes. It helps to create a body of informed citizens capable of making global decisions for the world body politic at large; understanding the economic, cultural, and political environment of many countries in order to participate more fully and effectively in the global market place; thinking more deeply and broadly about the whole human experience rather than its provincial parts as a means of deeper and broader human interconnection; developing historical thinking skills; and understanding basic knowledge of who we are, how we got that way, and where we are going.

Based on Grag's view towards the role of history in education, designing a history curriculum is a complex task that necessitates reflection; it involves a lot of choices, some are

very controversial and sensitive. History provides identity; it shows students models of good and responsible citizenship. History also teaches us how to learn from our mistakes and those of others. History helps us understand change and social development. History provides a context from which to understand ourselves and others.

Shrock and Shrock (1994, p.1093-4, cited in Booth, 2003) illustrate the importance of teaching history for students in four points. Firstly, teachers probe in the past because of its relevance to the present to the lives of the students in broadening their perceptions towards themselves and towards their community. Secondly, for overcoming provinciality; students should not just think about their communities and origins but rather seeing links with other nations across barriers of time, geography, culture, etc. Thirdly, history is taught to foster a critical and analytical spirit through encouraging probing, questioning, and seeking what is logical and consistent among students. Fourthly, learning history enables students to develop certain skills such as writing, reading, researching, and discussion.

Furthermore, history is helpful in predicting the results of a contemplated response to a problem. Standler (2013, p.2) believes that teaching history to students can develop their way of thinking towards benefiting from other individuals or nations' experiences. Even other people who read about history, if they understand how and why they responded to a particular problem in the past, and if they also understand the results of that past response, perhaps they can find a better response when the same problem will occur again. He goes on to add that teaching about history plays a vital role in inspiring students about famous personalities, patriotism, sacrifice, achievements, and discoveries.

The contribution of teaching history depends on one of two things: either on its intrinsic value because of the knowledge provided, or on its extrinsic value through the particular combination of knowledge, attributes, and skills. It serves to provide learners with an understanding of their identity, describing the ways in which other nations differ, and

showing at different times how people have organized their lives and societies in quite different ways. It is a component in what it means to become an educated person. (Pring, 2003, cited in Kitson et al. 2011).

2.2.2 Selecting History Curriculum

As discussed in the previous point, history forms an important part in students' education. Designing a history curriculum is a difficult task that necessitates reflection and accurate decision making; it involves a lot of choices, some are controversial and sensitive. In the case of the of English-speaking civilization courses in the division of English studies, the curriculum is designed by the committee of EFL teachers specialized in the field. The task is challenging for them because they are responsible for selecting the appropriate themes to be studied at the different levels of the division. A well-designed curriculum is characterized by its convenience, relevance, well-planning, and should be based on some principles of content selection. Aggarwal (2007) proclaims that an effective history curriculum has to take into consideration the following principles:

1. Principle of 2 A's

Age and ability are important elements to take into account when selecting history contents.

2. Principle of Functional Relationship

The curriculum of the actual class should not be separated from the curriculum of the previous and the succeeding class.

3. Principle of Correlation

Historical knowledge should always be connected to social, political, and economic events.

4. Principle of Comprehensiveness

History curricula have to be comprehensive in order to facilitate learning for students.

5. Principle of Emotional Integration and National Unity

Emotional integration and national unity should be from the essential value that has to be taught through history.

6. Principle of Objectivity

It is important be aware of own prejudices and stereotypes; this is significant because students are linking the new information to what has already acquired and teachers need to keep objectivity.

7. Principle of International Understanding and Peace

Selected themes should help student to be aware of the major role of communication and cooperation among nations.

In the same context, Kochhar (2005) listed five basic principles in designing history curriculum as follows:

1. The curriculum selected should help in the achievement of aims of teaching history.
2. The curriculum selected should be appropriate to the age and ability of the learner.
3. The contents of study should have functional relationship between them.
4. The curriculum must be wide and comprehensive.
5. The curriculum selected should lay emphasis on national and word unity.

The main issue in history curriculum selection is the amount of information to be taught. Any selection of topics is restricted by various factors like time constraint and students' needs. Curriculum developers when deciding what topics to teach they are deciding which topics not to teach. Decisions about what, how, and why to teach specific topics depend on numerous criteria such as the nature of knowledge to deliver, the values and beliefs of the curriculum designers, and on students' needs. Content selection also privileges the recent events over distant ones, national history over international history or local over national history. Certain topics have to be selected to clear up other topics, to demonstrate general

themes, to develop specific concepts or ideas. Content selection also takes into account shedding light on cultural and political elite of past decades as well as getting back the experiences of the marginalized personalities. Through time, topic selection will change, revealing the shift of assumptions and values in the societies. (MacMillan, 2009, cited in Kitson et al., 2011).

2.2.3 General Aims of Teaching History

Setting aims and objectives are the keys of the entire process of teaching and learning any subject in schools or universities. It helps educators to decide which content to include, which teaching method to apply, and techniques to use. In general, the aims of teaching history are the same as these of other disciplines. They are typically general and long term goals that are desired to be achieved through teaching either local history or world history.

Aggarwal (2007, p.33) listed the general aims of teaching history as follows:

1. Promoting Understanding of the Students

History should be taught to develop self-understanding. Any specific interest or habit of an individual or a group is the result of his interaction with a given environment. In the presence of the historical study, people will succeed to comprehend their identity.

2. Developing in the Students' Proper Concept of Time, Space, and Society

Students of history need to be revealed by the conception of time, space, and society and the relationship that links the past to the present, the local to the distant, individual to groups. Hence, students' proper conception of those three elements is fundamental in having a bearing in the present.

3. Assessing the Students to Appreciate the Achievements and Values of their own Times

History courses are among the main sources that can provide students with the data in order to be able to measure the values and achievements of their own age. They also serve to

enlightening awareness of the problems of modern communities, political, social, and economic.

4. Cultivating Valuable Intellectual Attitudes in the Students

History is a necessary subject to be taught for the sake of cultivating valuable intellectual attitudes. It enhances students' ability to formulate judgments objectively, to be accurate in understanding, to evaluate evidence, and to search for analysis.

5. Broadening the Intellect of the Students

Studying history permits the improvement of critical thinking especially when teachers use effective methods to teach students how to think, not just memorizing. When they apply and present different interpretations in teaching history, the impact can be positive in developing students' critical thinking and, as a result, forming a tolerant attitude towards various interpretations.

6. Appreciating the Viewpoints of Others

Teaching controversial and sensitive issues in history encourages debate and involvement which support intellectual and psychological progress of the students. Teachers should create a safe classroom climate for discussion and disagreement, which means that appreciation and respect of others' opinion need to be reminded from time to time during debate.

7. Developing Power of Tolerance

History teaching plays an effective role in raising students' awareness of tolerance. It must contribute to tolerance through emphasizing that democratic citizenship has to be open-minded, namely when facing opposing opinions. Curricula also should give fair depiction of domestic minorities, as well as of the neighbouring nations and countries.

8. Teaching and Acquiring Moral Values

When exposing students to history courses good teachers should try to impress their students by historical stories about the achievements of heroes and great personalities for the

honor of their nations. This will encourage them to acquire moral value like, sacrifice, patriotism, self-confidence, and courage. This will help in building up of character for creating a good citizen.

9. Cultivating a Forward Outlook

History courses also need to encourage students to have a vision of the future; history is about the past but education is about the future. The role of teachers is to enable students to find an answer to this question: what do we need to learn from the past in order to gain an understanding of the world as it is today?

10. Developing the Capacities to Resolve Contemporary Individual and Social Problems

From the core aims of teaching history is helping student to be engaged is solving individual and social problems by taking the right decision. Outside the classroom, there are challenging social issues that may inspire students to use their historical knowledge to find solutions.

11. Developing Useful Mechanical Skills

Still history has its own specific skills but students also can develop certain mechanical skills that are common to other subjects from history courses. They are: reading skills, studying skills, reference and information search skills, classifying, interpreting, analyzing, summarizing, synthesizing, and evaluating information.

2.3 Strategies of Teaching History

Researchers in the field of teaching assume that there is no ‘best’ method to teach history or civilization courses. Most of them agree on that effective history teachers know the course content, use a variety of approaches, explicitly teach the skills of historical inquiry and analysis, adapt learning opportunities to cope with their students’ development, and encourage their deep understanding. A method forms the most important link in the total teaching learning chain, which has on the one hand the goals and purposes and on the other results and

values. It is the middle link which connects in an organic way the objectives with its value or result counterpart. It is the method that determines the quality of result. Teaching history necessitates being directed by the objectives of teaching the subject as a whole and by the specific objectives of teaching a particular unit or lesson. In order to achieve a better understanding, teachers should use methods that expose their students to knowledge and experiences which enable them to enhance their understanding, critical thinking, practical skill, interests and attitudes. (Kochhar, 2005)

2.3.1 Instructional Strategies

Instructional strategies are techniques that are performed by teachers for helping students to become independent and strategic learners. These strategies become learning strategies when students autonomously select the suitable ones and use them effectively to carry out tasks or achieve goals. Effective learning in history should overlap different elements like the knowledge of the subject content, method, techniques, and teaching aids. The selection of aforementioned elements relies on the nature of the task, learning objectives, and students' needs. Teaching strategy is the means of achieving learning objectives in any subject. Stones and Morris (n.d, cited in Singh 2008) define the term comprehensively as follows:

Teaching strategy is a generalized plan for a lesson which includes structure, desired learner behavior in terms of goals of instruction and an outline of planned tactics necessary to implement the strategy. The lesson strategy is a part of a larger development scheme of the curriculum

This definition includes two aspects: a generalized plan for the presentation of the lesson, and a desired learner behaviour in terms of goals instruction. It seeks to the relationship between set up teaching and learning in the view of achieving objectives.

2.3.2 Types of Teaching Strategies

As mentioned before the instructional strategies in teaching history are used for achieving the learning objectives. When a history teacher uses some of the strategies that make their students passive audience and result in non-development of their skills, they are asked to think about another effective strategy. Singh (2008) classifies teaching strategies into two types: autocratic style and permissive style.

Autocratic style is a traditional teaching strategy. It is a content centered, the teacher's place is primary and students' role is secondary. The teacher is responsible for determining the content as an ideal and by restraining students' interests, attitudes, capacities, and needs. Hence, only mental development is taken into account rather than cognitive objectives. Its main emphasis is on visual presentation and it includes lectures, lesson demonstration, tutorials and programmed instruction.

Permissive style is student-based. Students are responsible for determining the contents which encourages interaction with their teachers. It enables students to clearly express their interests, attitudes, capacities, and needs. It is also an effective way to improve students' creativity and innovation. It includes question-answer, project strategy, review, group discussion, role playing, discovery, brainstorming, and leaderless group.

2.4 Methods of Teaching History

The success or failure of any teaching process depends on a proper application of teaching methods. Following selecting the subject matter, the history teacher should make out that the subject is appropriately delivered, understood, and experienced, with the selection of most efficient methods of teaching. As methods are strongly linked to certain well-defined aims and objectives of teaching most subjects, the general aims of teaching history must be taken into account.

2.4.1 Objectives of Teaching Method

The term teaching method means the general principles, pedagogy and management strategies used for classroom instruction. It depends on what is suitable for the teacher's educational philosophy, subject area, and learning objectives. Liu & Shi (2007, cited in Westwood, 2008, p.v) assumes that "a teaching method is characterized by a set of principles, procedures or strategies to be implemented by teachers to achieve desired learning in students". Thus, these principles and procedures are relied on the nature of subject matter and on the teacher's beliefs towards how to teach his/her students.

Teaching methods in history should rely on the objectives of its teaching. Appropriate methods are recommended for the sake of realizing comprehensive objectives of teaching history like exposing students to knowledge and experiences needed in the development of their understandings, critical thinking, practical skills and interests. The chief expectations in the teaching of history necessitate an active participation of students. Moreover, through the lecture or Question-answer method, students should be taught by a variety of learning experiences including book learning, observation, interviewing, surveying, interpreting, reviewing, recording, reporting, and evaluating. Learning experiences play a significant role in students' growth and behavior changes that make the student an open-minded, perceptive, dynamic, productive and democratic citizen. (Kochhar, 2005).

2.4.2 Need for Modern Method

There are different ways that can create an environment of successful learning to be tried for achieving specific objectives. In order to make the subject area fundamental, vital and exiting, teachers have to use variations and combinations of appropriate methods, devices, and techniques. Accordingly, history teachers should be acquainted with a variety of methods that can facilitate the teaching/learning process in their classrooms. Singh (2008, p.66) affirms that history lessons or units should be taught through different methods of teaching:

It can be very monotonous to use the same methods for every circumstance. In the past few decades a tremendous increase in equipment materials, means and teaching procedures has been witnessed. These should be utilized to provide variety and color to teaching history. To create and maintain their interest and avoid monotony students should be exposed to varied experiences.

Same teaching methods cannot be practical for all circumstances, teachers and students. Aggarwal (2007, p.72) regards a method as “not merely a device adopted for communicating certain items of information to students and exclusively the concern of the teacher who is supposed to be at the giving end”. Therefore, every teacher of history should be knowledgeable about the different fitting methods that lead to effective learning. The fitting method should emerge from the teacher’s creativity and knowledge for reckoning the desired results.

2.4.3 Characteristics of a Good Method

As discussed earlier, a teaching method is not just adopting certain devices to deliver information to students, but rather it has to be characterized by other significant features to be effective. Ward and Roscoe (2004, p?, cited in Aggarwal, 2007) affirm that:

A good teaching method is not merely a collection of artifices or mechanical devices and that every teacher must devise his own method, it is important to remember that good method can result only from the constant observation of certain broad principles.

Many researchers in the field of teaching history agree on the selection that teaching methods should be related to the intended learning outcomes for the subject matter. If the learning outcomes are mainly knowledge-based, teaching may be based on traditional methods, such as lectures and in-class exercises. If the learning outcomes emphasize subject-specific skills, teachers might select methods that enable their students to develop those skills, such as

practical expositions, tests, and seminars. If the learning outcomes consist of key skills, teachers may use problem-solving exercises, group projects, or students' discussions (Ellington and Earl, 1999). According to Singh (2008, p.67) a good method of teaching history is characterized by the following features:

1. **Group related experiences and activities:** teachers of history should provide to their students a variety of experiences and activities in order to produce changes in knowledge, understanding, habits, attitudes, skill, and behavior.
2. **Scope for creative expression:** a good method in teaching history paves the way for students to express their creativity and innovation in the field.
3. **Interests in content:** rousing interest in the mind of students is among the main features of a good teaching method.
4. **Shift in emphasis:** teacher of history should give great importance to shifting from verbalism and memorization to learning through purposeful, concrete, and realistic.
5. **Training in self-study:** a good method should implant among students to adopt their proper ways and habits of learning their history courses.
6. **Stimulation and awakening interest in study:** it should stimulate an interest in the materials and technique that historians use to help students to know how we write history. It should awaken the desire for further study and exploration.

So, a good method of teaching history is not like the methods used in teaching other subject area. Teachers have to be aware of the main features that can make it effective and interesting. In the same context, Aggarwal (2007) listed ten characteristics of a successful teaching method of history.

1. It should aim at inculcating love of work.
2. It should aim at developing the desire to do work with the highest measures of efficiency of which one is capable.

3. It should provide a variety of opportunities of participation among students.
4. It should aim at improving the capacity for clear thinking when making a speech, writing an essay, or answering questions in history.
5. It should expand the range of students' interest.
6. It should aim at providing opportunities for students to apply the knowledge acquire before.
7. It should target students' interest and training through efficient techniques.
8. It should enable students to use the reference material such as list of content, book index...etc.
9. It should suit most levels of students' intelligence.
10. It should raise students' awareness towards individual and group works in terms of efforts, attitudes, and cooperation.

The most appropriate method is chosen by the teacher. The method chosen should be suitable to the subject-matter to be taught. Suitable teaching aids must also be identified by the teacher. Teacher may also use supplementary aids to make his/her lesson more effective.

2.4.4 Types of Methods

In history, the selection of teaching methods should enable students to acquire knowledge of facts, develop insight into the casual relationship that may exist between the facts and their effects on history, and develop the ability to apply the laws and principles to new situations. However, teachers should know that the stuffing of information will not enable students to effective acquisition of historical knowledge. They have to work hard on making the knowledge concrete and realistic by using appropriate methods and devices. Thus, various activity methods are as essential in learning history as they are in learning other subjects. Aggrawal (2007) distinguished between seven appropriate types of methods in teaching history:

2.4.4.1 Inspirational Methods

They are mainly based on teacher's tasks to ensure students' success and encourage them to achieve their goals. To inspire and equip the students, it is recommended to have a continuous delivery of challenging and engaging activities that leads to the pursuit of effective learning that enhance leadership, creativity and social responsibility. Many teachers and professors are cited and remembered by their students even after graduation.

2.4.4.2 Expository Methods

They include all sorts of verbal methods in which the teacher delivers or presents information without an explicit interaction with students. S/he is in charge of the discussing and asking questions by calling on students for answers. This method is helpful for the auditory students who do best while retaining information when it is reinforced through sound. One good example of this method is the lecture.

2.4.4.3 Natural learning Methods

The foundation of this type of method is the nature of learning which takes place in a natural way. The planning for this process is not compulsory, students are encouraged to communicate, without giving importance to neither their grammatical consciousness nor to explicit correction of errors. Teachers tend to make the learning atmosphere as stress-free as possible.

2.4.4.4 Individualized Methods

They refer to classroom practices that emphasize the uniqueness of each student and thus providing an adequate guided search by the teacher, and other supports needed to bring about an effective learning is recommended. Individualized methods are about applying teaching strategies that fit student's learning strategies for the sake of creating a learning environment that will exploit the potential for students' success. Throughout this theory, instructors can have a learning atmosphere that deals with the variety of students' learning styles, needs, and

skill. The most known examples are programmed instruction, self-study, case study, and prescribed experiment.

2.4.4.5 Encounter Methods

They are also called T-group, sensitivity training, and interpersonal confrontation. The major importance in these methods is directed towards experiences and students' activities. As the emphasis is on providing experiences through confrontations or encounters rather than cognitive understanding, this type of methods is helpful for basic behavioural models and improving new ways of looking at things. Role play is part of encounter methods.

2.4.4.6 Discovery Methods

This type of teaching method aims at developing students' competence towards discovering things by themselves, examining problems, and raising questions. Basically, it emphasizes students' ways to form their own conclusions and to ask about things that might not make particular sense in the course. Also, it seeks to rely on problem-solving with the students' ability of learning the rational and logic of what has been investigated. Evidently, as soon as inquiry is realized, they can find out new things and therefore will be an important element of an innovative, thought-provoking and interesting learning environment.

2.4.4.7 Assignment Methods

They mainly addressed to high level learners of social studies in which the curriculum is divided into topics or units. Learners are generally supposed to prepare written assignments since they aim at organizing knowledge, assimilating facts, and preparing learners for exams. According to Kochhar (2005), there are four types of assignment: preparatory, study, revisional, and remedial.

Preparatory Assignment: its main purpose is to prepare students for the next course. It enables the teacher to carry out his tasks with easiness and understanding.

Study Assignment: it involves, problem solving, making and using tools, reading assignment, etc. picture main purpose is to prepare students for the next course. It enables the teacher to carry out his/her tasks with easiness and understanding.

Revisional Assignment: it seeks at providing drills to students' works as well as checking their retention and understanding of incidents and facts.

Remedial Assignment: it helps to get rid of students' weak points and clarify ambiguous information they may encounter during their exposure to historical knowledge.

Writing assignment is an effective method that helps history teacher to recognize their students' interests and abilities. Besides, it enables him/her to predict the learning difficulties that may hamper his students from understanding the topic, as well as it fits most students' abilities. In the other hand, it has some essential characteristics that have to be taken into account. It should be definite, clear, and concise to be understood by most students, motivating mainly to achieve positive learning rather than fear of punishment or teacher's reward, varied and adaptable in terms of materials, designed according to the time and opportunity of the class, and thought stimulator (Aggarwal, 2007).

2.4.5 Dynamic Methods

Knowledge of historical facts will develop insight into the casual relationships. For conveying historical knowledge, various methods can be applied to enhance the quality teaching process of history. Teachers are in front of various methods depending on their objectives and their students' needs. The methods that are suitable in higher education are lecture method, discussion method, note dictation, source method, project method, and review may be helpful, and the following section is a description of them.

2.4.5.1 Lecture Method

A lecture is a formal verbal communication by the teacher; it may be called 'storytelling' or 'conversional method' in teaching lower levels but in higher levels it may be

called 'lecture method'. It is the most commonly used method of teaching local and international history in higher education. A well-prepared lecture has a positive effect in raising students' interest and mental activity. For this reason, the role of a lecturer is vital in succeeding to keep students engaged and active in listening to the delivered topic.

The Ingredients of a Lecture: Aarabi (2007) maintains that the effectiveness of a lecture depends on three major elements: The audience quality, the lecture quality, and the lecturer quality. The three elements are supposed to be adjusted and controlled by the experienced lecturers. The first element is the audience. The audience is the common core of the lecture by being the source of motivation, enthusiasm, and inspiration for the lecturer, hence it can determine its success or the failure. The second element is the lecture which represents the medium that transfers information from the lecturer to the audience. A great lecture should be informative, educational and enjoyable in order to attract the audience attention. The third element is the lecturer, the master of talk; s/he has to be clear, knowledgeable, and interesting. S/he needs to be attractive, since even highly motivated students call for more than interesting material. An effective lecturer should deliver information that the audience is unable to learn from just reading up on the subject.

Effective Lecturing: an effective lecture should be well-planned and delivered efficiently with conviction. Lecturers are supposed to recognize that their lectures aim at presenting new and integrated information quickly and concisely, explaining relationships between general points or between specific causes and effects, clarifying procedures, and summarizing information. The emphasis should be more on illuminating a topic, rather than on perplexing students with an overload of information. A lecture is not a matter of only exposing students to handouts; it should give them the opportunity for raising questions and spontaneous responses. (Hunt et. al., 2009). Thus, effective lecturing is more a matter of skill than charm,

even though there are certain techniques that a lecturer is required to apply to make lectures more enjoyable and interesting (Ornstein and Lasley, 2000, cited in Hunt et. al., 2009):

- Maintaining eye contact with class.
- Avoiding details unless complemented by graphs, tables...etc.
- Defining new terms and concepts.
- Providing an outline for note-taking
- Giving relevant examples to clarify main ideas.
- Explaining slowly when coming to important ideas.
- Being ready to repeat or elaborate when needed.
- Using alternative examples when necessary.
- Helping students to compare, contrast, comment, or analyze.
- Asking questions to illuminate the information.
- Avoiding digression and being aware of time allotted for the lecture.

Its limitations are not always perceived to arise from the inadequacies of lecturers. Yet it is the lack of effectiveness that lectures are believed to have in the learning process, a matter that has certainly concerned historians. Stearns (1993, p.97, cited in Timmins et. al, 2008) advocates that lectures are considered “to impose a rather passive learning mode on the audience”. Cannon (1984, p.18-19, cited in Timmins et. al, 2008) also criticizes lecturing by maintaining that they “make extremely heavy demands upon the audience, which are rarely met”. Another shortcoming to lecturing is about the amount of information that students are expected to remember and that what can be remembered is easily forgotten when it is not quickly applied. Furthermore, lectures are seen as not having the ability to stimulate thoughts, change attitudes, raise interest among students. (Light and Cox, 2001, cited in Timmins et. al, 2008).

2.4.5.2 Discussion Method

The discussion method is one of the most effective methods that teachers can use in teaching history. It is mainly applied whenever there is a difference of viewpoints towards certain topics or issues. Students feel free to initiate and exchange ideas about the subject matter. It encourages students interrelate in a process of competition cooperation; decision-making is the collaboration of their values and interests. The major purpose of discussion method is to reach agreement among students, however; they fail to reach it, it will have the value of illustrating the importance of an agreement. (Kochhar, 2005)

The discussion method, as believed by Singh (2008) can be used to achieve certain objectives. It is used to set plans for a new work, to make decisions about future actions, to share information and clarify ideas, to obtain and gain respect for different viewpoints, and to raise students' interest and evaluate their progress. So, the discussion method is very fruitful in stimulating students' cognitive activities, enhancing their ability to express, clarify, and presenting their ideas with ease. There are various forms of discussion that may be selected by the teacher in teaching history like informal discussion, classroom discussion, debate, symposium, panel discussion, and brainstorming. (*ibid*)

By contrast, this method has a number of limitations that have been listed by Aggarwal (2007). It cannot be used for all topics, it can easily go of the track, it may cause disagreeable feelings among students, and it may lead to needless arguments.

2.4.5.3 Seminars and Group Work Method

Seminars and group work are also another effective method in teaching history to undergraduate students. They serve at developing their oral proficiency as well as encouraging their critical thinking towards discussing historical knowledge. This method is a major means of developing students' ability to build self-confidence, collect historical sources, and summarize arguments. Various techniques can be applied when dealing with

seminars such as fish-bowls, role play, guided presentation, buzz groups, syndicates, formal debates, and workshops. Teachers tend to use this type of methods if their students suffer from communicating convincingly and being aware of the significance of working within a group. (Timmins et. al, 2008)

Several factors may inhibit teachers from achieving the main objectives from using this method. Cannon (1984, cited in Timmins et. al, 2008) firstly, considers that seminars make great demands on the teacher who may commit mistakes, fail to encourage students to prepare themselves or to criticize each other. Secondly, the idea that seminars aim at ensuring students' understanding may inhibit their benefit from expressing attitudes and views freely which are from the major purposes. Thirdly, is the large size of seminar groups that may be a critical problem for participants in terms of anxiety, stress, and attention.

2.4.5.4 Note Dictation Method

Note dictation is widely used in teaching social studies in general and in teaching history particularly. Aggarwal (2007) guesses that teachers prefer to dictate their notes about a given topic mainly because of pressure of work with the teacher and insufficient time for preparing the course, pressure to finish the overcrowd syllabus, pressure to pass the examination, and lack of sufficient power of expression of the teacher. However, note dictating is a helpful method for teachers of history giving details notes on important topics after discussing it in class, and summarizing explanatory notes mentioned on board.

Like the aforementioned methods, note dictation method also has some drawbacks. First, this method is unable to provide training in the developing critical approach. Second, it is also seen that it makes history teaching the same to memorization of facts presented by the teacher. Third, most of the time, it fails to develop accurate insight into the subject matter. Fourth, it confirms to be a great obstacle for students in developing the academic tendency towards consulting references.

2.4.5.5 Source Method

Source method of teaching history involves using original material and sources through providing firsthand experiences that result in a positive learning and a better understanding of the topic. Sources can be categorized into primary and secondary sources. Primary sources include physical remains and written sources like constitutions, charters, autobiographies, etc. Secondary sources consist of all sorts of information written by people who are on the scene of the event; they just report what has been described or told by people who participated in the event or were witnesses.

Many merits can be cited for this method as the ability to develop a sense of reality, objectivity, and clarity. It serves to create a motivational environment, praising interest and curiosity among students, and giving opportunities for students to practice mental exercises as imagining, comparing, analyzing, etc.

The first shortcoming of this method is the difficulty that teachers or institutions encounter in having access to sources. The second one is that using those sources, if available, needs trained people. The third one is that the contemporary historians tend to give their own prejudices, preferences, and limitations that make the task difficult for both teachers and students towards conflicting data about same events. (Aggarwal, 2009)

2.4.5.6 Project Method

Various definitions have been attributed by many educationalists to project method. Kumari (2004:139) points out that most of them agree that a project is a problematic, purposeful, and a whole-hearted activity. It occurs in a natural and a social nature. It is regarded as a problem solving of a practical nature, as well as positive and concrete achievement and an activity through which solution of various problems are found out. This method aims at affording opportunities to students to learn by doing, providing freedom and enthusiasm among them during the completion of the project. Besides; putting great emphasis

on problem-solving and reasoning rather than memorization is among the major purposes of the project method. He adds that a project method may be divided into four types (Kilpatrick, n.d, cited in Kumari, 2004):

1. **Producer Type:** its principle is that the emphasis is on the construction of a material project or article.
2. **Consumer Type:** serves at obtaining either direct or vicarious experience like reading or learning about stories.
3. **Problem Type:** it aims at solving problems through the intellectual process.
4. **Drill Type:** it helps attaining certain degree of skills such as learning vocabulary.

Successful project should be linked to the course designed in the curriculum. In addition, teachers of history have to consider that a effective project should be useful in real life, challenging, economical, rich in experience and encourages students cooperative environment so they remain active physically and mentally.

Based on Aggarwal (2009) limitations of the project method, a number of drawbacks can be listed. First, this method may lead to a haphazard and unconnected teaching in which there will no consideration to examinations and curriculum schedule. Another drawback is that it does not suit shirker and shy students who are not predisposed to take responsibility may remain passive and create problems among the group.

2.4.5.7 Review Method

It implies recalling of important facts and appraisals in the concluding phase of the course in order to have a new view and a better understanding of the topic. Teachers of history tend to use this method because it proves to fix in mind activities of learned facts, to enable students to gain perspectives; it diagnoses students' weakness in preparation and understanding, to create interest in old material. Review method also proved to have no noticeable shortcomings in teaching history.

2.5 Effective History Teacher

The teacher of history occupies a fundamental position in the teaching/learning process of history courses. The success or failure of a course in history relies mainly on the teacher. Also, it is the teacher on whom the real success or failure of any method, material, device or procedure depends. Despite the continuous changes in the teaching aids and the great emphasis on student centered approaches, the teacher is always considered as the important element that can make history courses interesting, valuable, and attractive, enjoyable. These outcomes are quite achievable simply when the teacher is distinguished by specific features.

2.5.1 Specific Qualities

The success or failure of any educational curriculum relies mainly on the quality of course instruction. Moreover, useful teaching aids, appropriate material, motivational environment, and good supervision also contribute to the effectiveness of instructions. However, all these factors are unsuccessful without the presence of a good teacher who has to be characterized by certain personal and professional qualities in spite of his/her limitations. A teacher of history may not hold all the essential qualities but s/he has to some extent to outfit himself with the most needed qualities. The following are most specific qualities required in a history teacher according to Singh (2008):

1. Objectivity: the history teacher's role is not just teaching but rather equipping students to be capable of taking decisions relied on objective knowledge. His/her chief function is not to choose for students but pointing out to them the choices, which they may make themselves through a method by which such choices may be selected. S/he must be skillful in discussing issues which are regarded controversial and consequently s/he needs to be careful and aware in carrying out his/her investigation and teaching objectively.

2. Deep knowledge of the subject: deep subject knowledge is the most important component of being a successful history teacher. It is really very important to be knowledgeable about almost every related topic or misconception. Being short of subject preparation is among the top paramount factors that lead to teacher' failure. The teacher needs to understand the subject content deeply and flexibly so s/he can help students to enhance broader understanding of the delivered information.

3. Application of field study theory: teachers of history should have the tendency towards the application of a field theory in the process of learning, both for themselves and for their students. Theus (1968) explains that a field theory or a cognitive theory describes the process of how a person gains understanding of himself and his world. Through a cognitive theory, learning is a realistic process by which students build up new insights or reform old ones.

4. Well-informed: students of current generation live in rapidly changing conditions throughout the whole world, so they ask for latest and newest information and events. A reflective teacher of history should be well informed about the nature and purposes of teaching history, by having a continually upward understanding of the field that s/he teaches, and keeping up with pedagogical developments. Therefore, the teacher of history should be enthusiastically interested in most up-to-date progress in economics, social, political and cultural fields.

5. Widely travelled: acquiring information as well as visiting significant geographical and historical places such as galleries, museums, cultural centers, etc. enable the first hand information of the important and significant cultural, geographical and historical buildings and places, art galleries, museums, dams, factories and projects, etc. will enable the history teacher to enhance his/her teaching. Firsthand knowledge is an important way to enrich and develop the teaching of history. It will also serve at interpreting the cultural aspects of target

nations to the students for the sake of making connection between cultures as well as awakening their curiosity about difference and otherness.

6. A good communicator: Teachers should be aware of the significance of communication skills in teaching history. They must also recognize that it is through a good communication that a teacher can initiate creative and effective solutions to the problems that may face their students may face. They can guide debates, increase motivation, and raise interest by being attractive storytellers. Hence, effective communication skills, as an essential ingredient in professional proficiency can enhance the teaching/learning process of history.

7. Skilled in the use of technological aids: Nowadays, we live in a high tech world and have access to a variety of technological tools. It is becoming more and more difficult to motivate students with just chalk and a blackboard. Teachers of history are highly asked to master certain skill in the use of technological aid which can play a great role in stimulating students' participation and engagement. They may use different types of aids like audio, visual and audio- visual aids depending on his objectives and students' needs.

8. An interpreter of various experiences: A history teacher is in a very advantageous position to bring together the past and the present, the new and the old, the alien and the native. the near and the distant. Jackes (cited in Singh 2008, p.55): "Above all he is an interpreter- interpreting not only the experiences to his pupils but also the community to which they belong, its past no less than its present".

2.5.2 Essential Qualities

Teaching is an exciting and challenging profession, full of personal rewards and a chance to encourage and support others to attain their greatest potential. Besides the required academic essentials involved in becoming a teacher, students are also asked to develop the skills needed to teach effectively and become future great teachers. Teachers of history have to think deeply in selecting effective ways in order to gain the interest and engagement of

their students. Also, bring history alive to the classroom necessitates active teachers who are featured by certain academic qualifications as well as certain professional qualifications. Aggarwal (2007) conceives that an effective history teacher has to possess a number of essential qualities that can be categorized as follows:

1. **Scholarship:** it is not only a desirable but an essential acquaintance with current problems through reading relevant references on the subject matter being taught. In the field of history, a reflective history teacher is required to have a broader knowledge than the subject that s/he teaches. Hence, s/he must have:

a. A sound knowledge of the subject matter: a history teacher has to possess a sound knowledge of the subject content s/he teaches. Gearon (2015) perceives that a sound subject knowledge compromises mastering sufficient substantive knowledge to correctly teach history but this is related to the understanding of conceptual and procedural frameworks and a deep understanding of the implications of these upon pedagogical choices. Furthermore, Haydn (2012) clarifies that recent studies into effective teaching emphasized the significance of teacher's awareness of sound subject knowledge. If the teacher does not possess a deep knowledge and understanding of the topics exposed to his students, they will quickly lose interest and confidence in him/her.

b. A background of general and liberal education: The teacher of history needs to be open-minded and have wide-ranging of interests by applying his/her mind in many subjects and activities. He should be interested in present day affairs, appreciating the foremost role of science in human development and approaching social, cultural, and historical issues with the scientific method of enquiry. This background of general education will direct direct him to world citizenship and international understanding that are vital for a history teacher career.

c. Originality: being up-to –date to the newest information in history through reading books, newspapers, magazines, and reports, enables the teachers to form their own independent

judgment instead of being restricted only by what others think. They should have the tendency towards applying scientific approach, truth and curiosity, initiative and originality to face any classroom circumstances that may occur unpredictably.

2. Professional background: professional background is an essential process for teachers of history to develop their knowledge and skills they need for addressing students' learning challenges. Yet, experienced teachers may meet great challenges like changes in curriculum, new instructional methods, progress in technology, changed rules and procedures, and student learning needs. For this reason professional background is significant for successful history teaching, it includes:

Professional attitude: Teaching is known as a dynamic activity that calls for a positive and constructive attitude from its practitioner. Teachers' competency relies on the attitude they possess towards their career. Having a positive attitude helps teachers to achieve a fruitful effect on students' learning. An effective teacher of history believes that teaching is not just a job or profession but rather a dedication and mission.

a. Professional training: ongoing professional development is an integral component of teacher' career because only through a continuing learning and training that s/he can assure a high level of proficiency and keeps professional skills and knowledge up-to-date. Professional training may be not effective unless it aims at improving teachers' instructions and methodologies. A good teacher of history must undergo professional training than can include studies of effective methodical procedures as well as appropriate use of audio-visual aids. S/he will also study educational psychology to conceive the chief mental and physical characteristics of the students at different levels.

3. Personality: Personality is very crucial in teaching /learning process, both for teachers and students.

Teachers' personality can greatly influence their students' personality that is why they have to be very careful when dealing with them. Moreover, many researchers believe that teachers' personality has a great impact on the success of students' learning (Lightbown and Spada, 2006). These are some characteristics that can construct a good teacher's personality

a. Good appearance: good personal appearance can create good impression upon those who come in contact. Teachers should be a normal human being holding certain tolerable traits like, empathy, enthusiasm, creativity, desiccation and discipline. Untidily dressed and bad-looking teacher is hardly ever liked and appreciated by students.

b. Good physical health: a healthy teacher can show smartness, enthusiasm, vigour, vitality, and activeness. So it is crucial for a history teacher to be free all deformities and abnormalities that can hamper him/her from carrying out his tasks. Good physical health will also make the teacher vigilant, joyful, and psychologically stable facilitate him to meet most his students' needs.

4. **Human relations:** According to Business Dictionary (2015) human relation is a discipline within resource management which addresses interpersonal behaviours. Factors that are considered include leadership, communication, team building, and negotiation.

a. Relationship with students: Establishing a good relationship with students can help minimizing class disruptions, improving students' engagement, and reducing stress which may also lead to creative ideas are more likely to emerge. The teacher has to show that he cares for students by getting to know them, listening to them, and treating them with respect. Maintaining good relationships between teachers and students is an all around winning proposition as it fosters an environment where real learning can take place.

b. Relationship with colleagues: with colleagues the teacher has to be a helping hand whenever needed through being obliging and collaborating in education affairs. S/he should work intimately with the administration behaving as a dutiful and a devoted practitioner. Also,

he should enjoy his academic freedom, but not do whatever thing that will reflect upon his/her position as a teacher.

2.4.3 Main Role

The history teacher does not only teach about the nations' achievements and collapses throughout the past but also s/he deals with the contemporary events and incidents of the world and subsequently his/her function is of a particular importance. The significant responsibility of history teacher has been stressed by Lord Bryce(?, cited in Aggarwal, 2015, p. 43): "The teacher of history must have the power of realizing the date passed in a living present and have a touch of imagination as well as vastly large amount of positive knowledge, then he will attempt to pile upon the memory of his class". Thus, a history teacher should be knowledgeable of current affairs; this will permit him/her to make the history course very interesting. Wadhwa (2007, p.229) demonstrates the in teaching of history, the teacher has four major roles to perform:

- 1. The evolution of civilization:** a successful teacher should be able to explore the historical sources and brings to light new material; but it is necessary to see history in its true perspectives through relating it to literary form. A teacher of history without literary charm is like an architect who cares only for the utility of the building rather than its beauty and refinement.
- 2. The chronological point of view:** adopting old chronological methods hampers the teacher from mainstream of the modern progress, but abandoning the chronological method like venturing without a compass on an unknown sea. Chronology, the determination of dates and the sequence of events, is a pivotal aspect in history teaching as distance and direction in geography.
- 3. The economic point of view:** good history teachers would make economics a paramount basis of history and would give explanation of historic events from the economic perspective.

For the reason that economics has played a remarkable role in the course of nations' events, but it is not regarded as the only factor which gives details about history, there are others which can explain it differently.

4. The culture point of view: it is not allowed for a history teacher to neglect the cultural aspect from the content of his/her courses, keeping only those that represent the present day utilitarianism. A successful education conveys power and widens life, and such a type of educational practice has to precede all technical and specialized training.

The significant function of the teacher of history has been a topic for debate hold by various researchers in the field of education. Aggarwal (2007) observes that the role of a history teacher is not just a teacher but s/he has to act as a successful guide. For accomplishing this role s/he has to be active, open-minded, and a well-informed person. S/he must listen to current news trough mass media, attend talks and discussions, study and analyze reports and editorials. Kimball (1929, cited in Aggarwal, 2007, p.275) certifies that in these lines

The teacher's own interest, his own enthusiasm, her own understanding of what should be accomplished, is the matters which determine the failure or success of current events teaching. The best available media fail in their purpose when used by a class guided by a teacher unskilled in methods of current events instruction.

Teaching current affairs is among the core duties of a history teacher. Hence, s/he has to well-prepared to be able to deal with the contemporary events that need to be taught in a simple and comprehensive way. For that reason, s/he should be aware that reaching this goal requires being, interested in the subject matter, enthusiastic towards teaching it, active in searching information, and enlightened about controversial issues.

Conclusion

We have illustrated in this chapter the main aspects of teaching history in higher education and gave insight about the appropriate strategies and methods used in the teaching/learning of historical topics. We relied on the ways of teaching history because most EFL teachers of English-speaking civilization, in the different levels of graduation, build their courses and explanations on the historical knowledge rather than on the other aspects of civilization. The chapter discussed the efficient strategies and methods that can be applied in teaching history to EFL students. Their selection depends on the nature of the task, learning objectives, as well as students' needs. Different methods have been debated for the sake of shedding light on their principles, efficiency, merits, and limits. We also investigated the essential qualities of an effective teacher. History teachers occupy a fundamental position in the teaching/learning process; it is on whom the real success or failure of any method, material, device or procedure depend. Most researchers agree upon the core personal and academic qualities that are vital in history teachers' career.

Chapter Three

Culture in EFL Classrooms and Teaching Strategies

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Chapter Three

Culture in EFL Classrooms and Teaching Strategies

Introduction

Recently, the English language is definitely considered as the leading language all around the world. Therefore, a great importance is given to teaching and learning it in most countries. However, learning English requires students to be acquainted with cultural knowledge (British culture and/or American culture). Educators in the field are teaching the language and implicitly transmitting its culture as well, since cultural aspects are all inherent in the linguistic code itself. As a result, culture in EFL classrooms is regarded as the fifth language skill alongside with the four skills. This chapter aims at exploring the importance of integrating culture in teaching English. It affords a brief definition of the term culture and its relation to civilization. It also discusses the interrelationship between language and culture and provides an insight on significant areas related to teaching culture such as approaches, goals, issues and strategies.

3.1 Definition of Culture

An anthropological approach to culture assumes that culture is everything and everywhere (Ivanovic, 2008). It also refers to general phenomenon characteristics of all human groups as their way of living. In the human sciences, culture refers to “the creation and use of symbols which distinguish a particular way of life, whether of people, a period or a group or humanity in general” (Williams, *n.d.*, cited in Baldwin et al. 1994, p.4). A group’s shared ideas is conveyed through symbols, which in a sense represent and define what something means. We have been taught that humans alone are capable of creating symbols and using them to communicate in a particular society; this makes culture an all

encompassing part of social life. It further implies that culture is a product of humans living together and that it is learned (Baldwin *et al.* 1994, p.6).

The term culture seems controversial; it can be viewed from different angles depending on whether we take into account its oral or written aspect, looking at highbrow or popular, or emphasizing on special events or everyday practices. Kramersch (1996, cited in Arabski and Wojtaszek, 2001) differentiates between two distinct ways of perceiving culture. The first way relies on humanities' perspectives; it perceives culture as a way that a social group represents its life and others through material productions, such as art and literature. The second way makes out the concept as derived from the involvement of social sciences and includes attitudes, beliefs, ways of thinking, behaving and remembering common in a community. Shiarev and Levy (2004, *ibid*) attempt to combine both ways; they define culture as a set of symbolic systems, including knowledge, norms, values, beliefs, language, art, customs, habits, and skills shared by members of a community.

William (1961, cited in Jenks, 2003) points out that there are three categories in the definition of culture. First, there is the ideal, which sees culture as a state or process of human perfection, in terms of certain absolute or universal values. Second, there is the documentary, which considers culture as the body of intellectual and imaginative work, in which a thorough way, human thought and experience are apparently recorded. Then third, there is the social definition of culture, which perceives culture as a description of a particular way of life, that conveys certain meanings and values not only in art and learning but also in institutions and everyday human behavior.

Based on the aforementioned categories in defining culture we can deduce that there are three distinct analyses to those definitions. By ideal, culture is mainly seen as the discovery and description in lives and works of those values which are considered to create an eternal order, or to have permanent reference to the universal human condition. By

documentary, it refers mostly to the activity of criticism by which the nature of the thought, experience, convention are described and esteemed. Then, by the social definition, it emphasizes strongly the clarification of meanings and values implicit and explicit in a particular way of life such as values, norms, every day practices, etc.

Another point of view indicates that the term culture has different meanings depending on whether having in mind the development of an individual, of a group or class, or of a whole society. Eliot (1949, p.19) claims:

The culture of the individual is dependent on the culture of a group or a class, and that the culture of the group or a class is dependent upon the culture of the whole society to which that group or class belongs. Therefore it is the culture of the society that is fundamental, and it is the meaning of the term culture in relation to the whole society that should be experimented first.

Eliot considers culture more important than the individuals, who are just leaves on the cultural tree. The transmission of culture requires the persistence of social classes. Social classes and elites are for Eliot paramount. In his view, they should not be rigid but social continuity may be more important than equality of opportunity. The culture of the individual depends upon the culture of a group or class and that depends upon the culture of the society.

Culture also can be regarded as an organizing and stabilizing influence. It can encourage or discourage specific behaviours and ways of thinking; it can help people to comprehend others in that culture and recognize what is expected from them as well. It is a kind of group adaptation that it is passed on by tradition and example (rather than by genes) from one generation to the next (Castro and Toro, 2004, cited in Bernstein, 2011). Thus, culture allows shaping peoples' behaviours and mental processes through time when encountering other people. They act together with the intention of becoming familiar to each

other through communicating their common culture. Through time this social culture can be reinforced by technological attainments, arts, law, education and so on. Accordingly, each generation records its achievements by adding a historical landmark to this social culture.

If culture is defined broadly, it includes aspects individuals face while living with other people such as politeness, moralities, etiquettes, habits, way of life, clothing, food, etc. This view shows that culture is an individual's behaviour with people in terms of action, interaction, reaction, etc. When they act in different situations, their behavior is may be observed and interpreted since actions which appear similar may have distinct significance in other cultures. Nieto (2002) validates that culture should not be limited to only aspects that are related to behaviour but rather it has to do with beliefs, values, norms, attitudes, etc that a group of individuals may share. This view shows that culture in an individual's knowledge in terms of philosophies about the appropriate way of life, beliefs about the mechanism of the world, etc.

Nevertheless, since culture is a dynamic concept, it has been a chief concern of a large category of researchers as linguists, anthropologists, scholars, to educators, and social scientists. Each one identifies it based upon his discipline that transpires a wide range of interpretations revealing various theories for comprehending human activities. So it can be an ideology, a philosophy, a product, a practice, or an action. Hence, culture throughout the previous point of views can be learned, acquired, created, shared, passed, inherited, or transmitted. Most studies acknowledge its humanistic feature taking for granted that this complex concept is 'man made'. (Taibi, 2002, cited in Abdessemed, 2006)

3.2. Culture vs Civilization

In fact, civilization and culture can be perceived differently, however, civilization largely dominated culture in many Anglo-Saxon countries. This dilemma is due to the historical usage of both concepts which appear to be employed differently and synonymously.

Through centuries, both concepts have been used interchangeably in a way that frontiers limiting their use and connotation.

The French term 'civilisation' is recent compared to the word 'culture' since it appeared in the late 18th century. It is derived from a Latin word 'civilis' which means 'citizen' and 'civitas' that means city or state in which citizen lived in an organized state against the tribesman (Kroeber and Kluckhohn, 1952). Civilization, as revealed by Braudel (1994) is inspired from the words 'civilisé' and 'civiliser' that had already emerged in the 14th century. It came to entail something further than organization; it refers to specific shared ways of thinking as well as a reflection on art, literature, drama and other cultural happenings. Its original meaning is the manner or condition in which men live together as citizens. Accordingly, Kroeber and Kluckhohn (1952, p. 145), confirm: "probably French and derived from the verb civiliser, meaning to achieve or impart refined manners, urbanization, and improvement".

Civilization is regarded as an advanced state of intellectual, cultural and material progress in human society marked by improvement in the arts and sciences, that extensive use of record keeping, including writing and the appearance complex political and social institutions. Schweitzern (1987, p.91) maintains that: "It is the sum total of all progress made by man every sphere of action and from every point of view in so far as the progress helps towards the spiritual perfecting of individuals as the of all progress". Along with this core constituents, civilization is often distinct by its combination of other secondary constituents, including an improved transportation system, writing, standards of measurement, formal legal system, great art style, monumental architecture, the mathematics and astronomy (ibid).

For the meantime, the concept culture has a Latin origin. It is derived from the word 'cultus' which means 'tending the soil'. The application of the concept culture to human societies was used about post-1750 in Germany against the French concept

“civilization” that denotes a high moral cultivation of individuals in the German tongue. During the social struggle of the German citizens against the French aristocracy, culture (Kultur) started to be used in the German language (Kroeber and Kluckhohn, 1952). During the middle of 18th century, the French language was mainly the language of the upper class in almost German states whereas the German language was the language of civilians (Norbert Elias, 1994, cited in Mehdaoui, 2013). This social conflict between the two classes led to the emergence of the dichotomy of culture and civilization. On the other hand, after the middle of the 18th century, many scholars believe that the concepts civilization and culture are synonymous and can therefore be used interchangeably.

Tylor (1871, p. 1), in *Primitive Culture*, designs a comprehensive concept of culture and civilization as a “complex whole which includes knowledge, belief, art, law, morals, custom, and any other capabilities and habits acquired by man as a member of society.” His inclusive definition of civilization and culture resulted to an amount of confusion that can still exist today. Even systematic works like those of Kroeber and Kluckhohn, who set up six categories (descriptive, historical, normative, psychological, structural, and genetic) and one hundreded sixty one separate definitions of culture, could not do more than strengthen Tylor’s perception (Bornstein, 2012).

Some theorists refuse the identification of the notion culture with the concept civilization. Roerich, as cited in Stasulan (2005, p. 130) maintains that people often make mistakes when they consider that culture and civilization can replace each other.

No matter how one may try to forget the very word culture and limit it to the concept of civilization, nevertheless, even upon the lowest steps of civilized society, all coarseness is definitely excluded.

Roerich sees that civilization and culture are not of an equal value by insisting on the continuous renovation and development of human life, because civilization is the foundation

of culture: “civilization on its highest synthesis forms the eternal and indestructible conception of culture” (ibid, 131). Thus, for him, civilization is not culture, the objects of any civilization can have a cultural aspect. Culture alone cannot be expressed without an intermediate, and civilization turns into an intermediate of its expression. Hence, civilization assists in the discovery of a mechanical tool for fulfilling human wants, culture comes in to give it a shape of refinement. He looks for constant improvement in the expression of each of these wants that would satisfy his aesthetic sensibilities.

The distinction between civilization and culture has been subjected to various points of view for many decades. In the past, neither the understanding of culture nor that of civilization could lead to a better understanding of the other. But in recent perspectives, both concepts, are sometimes used to refer to the same meaning. In language teaching, civilization is taught mainly to refer to culture product (big C), and culture to refer to culture practices (small c). According to Dale et al. (2003), Culture with (big C) includes making out and explaining geographical monuments, historical events, key institutions, and major artistic monuments. Whereas, culture with (small c) comprises making out and explaining everyday active cultural patterns (shopping, greeting, eating, etiquettes, etc), everyday passive pattern (social stratification, marriage, work, etc), and acting appropriately in various everyday settings.

3.3 History of Culture Teaching

As soon as the classical languages, Latin and Greek, started to be studied throughout the world, so that learners could read and translate the works of literature in these languages. This principle was also acknowledged by the Grammar-Translation- Method, which saw the main rationale for language learning in getting access to the so called ‘great works’ (Freeman, 2000, cited in Saluveer, 2004). Culture, in this period, was used to designate the refined ways of the elite and the powerful. It was universal and not related to any specific time or place.

Culture with big “C” was acknowledged in that period which refers mainly to history, geography, literature, art, etc and other achievements. In the half of the 19th century, other method of language teaching together with a different approach to culture started to expand. In Europe, the oral/natural/direct method emerged which emphasized oral language and viewed culture as a way of life (ibid). This approach went together with the expansion of the social sciences, especially anthropology and sociology, after the Second World War. Culture with small “c” was emphasized for the sake of enabling students to “function linguistically and socially in the contemporary culture” (Chastain 1988, p.303, ibid).

Nevertheless, culture was not related to language learning and presented as courses recognized as background studies, areas studies, British life and institutions. In Germany they were called “landeskunde”, in France as “civilisation”, and in Italy as “civilita”. Mountford & Wadham, 2000, cited in Saluveer, 2004) find that those courses were characterized by its emphasis on factual knowledge and describing the structure and function of the institutions as well as nations’ lives in bewildering and stereotypical way. Hence, teaching culture was believed to be complementary to language teaching rather than being an integral component of it.

Today, one of the main and most challenging goals of foreign language teaching is ‘intercultural competence’. Intercultural competence is defined as the “ability to interact effectively with people from cultures that we recognize as different from our own” (Guilherme, 2000, p. 297-300). She defines success in intercultural communication as “accomplishing a negotiation between people based on both culture-specific and culture-general a feature, which is on the whole respectful of and favourable to each”. Recent studies focus on the obvious relationship between second language (L2) teaching and target culture teaching and people involved in language teaching have started to understand the interrelated relationship between culture and language.

3.4 Culture and Language

The close connection between culture and language has been noted as far back as the classical, period, and probably long before. The ancient Greeks, for example, differentiated between civilized people and barbarous “those who babble”, i.e. those who speak unintelligible languages. The fact, those groups speak different unintelligible languages is often considered more tangible evidence for cultural variations than other less obvious cultural traits. A community’s ways of speaking or signing are a part of the community’s culture, just as other shared practices are. Language use is a way of setting up and displaying community’s identity. (Venugopalan, 2001)

3.4.1 Language and Culture Relationship

This intertwined relationship between language and culture is debated by a number of theorists and researchers in the field of L2 acquisition who confirm that language and culture are interrelated. Many Philosophers and linguists stress upon language and culture and their relation. Edward Sapir, in his studies with Benjamin Lee Whorf, acknowledged the close relationship between language and culture, maintaining that they were inextricably related to such an extent that one could not understand or appreciate the one without the other (Wardhaugh, 2002). However, he adds (p. 219-220):

The structure of a language determines the way in which speakers of that language view the world or, as a weaker view, the structure does not determine the world-view but is still extremely influential in predisposing speakers of a language toward adopting their world-view

In linguistics, the Sapir-Whorf Hypothesis affirms that there are certain thoughts of an individual in one language that cannot be understood or appreciated by those who live in another language. This shows that people’s culture appears in the language they use by valuing certain things and doing them in a certain way; they come to employ their language in

a way that reveals what they value and what they do. The hypothesis states that the way individuals think is strongly influenced by their native languages. It is a controversial theory which is based on the belief that the structure of a language determines or deeply affects the people's modes of thought and behavior of the culture in which it is spoken.

From the sociolinguistics perspective, language is a social activity. It is shaped not only by special and general inborn potentials, but also by physical and socio-cultural experiences. Cook (2003) in his book 'Applied linguistics' indicates that language is determined by several factors such as tone of voice and facial expressions; the relationship between the speakers, their age, sex, and their social status; the place and time. These factors are known as context, and they are all requisite for an effective language use. Cook (2003:50) also claims that when people speak, they do not only communicate through words, but they speak according to the context by using their body language. The communicative behaviours that are used in parallel with the language are part of cultural knowledge. Thus, understanding the context of the spoken language is an integral part of an effective communication:

A good deal is conveyed by tone of voice –whether we shout or whisper for example, and by the use of our bodies – whether we smile, wave our hands, touch people, make eye contact, and so on. Such communicative behavior used alongside language, is paralanguage.

A society's way of using language is part of a society's culture, just as other shared practices. The ways of speaking not only facilitate communication, but also serves to designate the culture of the community in which that language is being used. Language hence reflects its culture and varies not only in pronunciation, vocabulary or grammar, but also in having different cultures of speaking. Brenneis (2002) demonstrates that the tough link between language and culture has been acknowledged in American anthropology and he

suggests five characteristics that both language and culture have in common, in this manner strengthening this close link. Byram (cited in Pulverness, 2002, p.2) also advocates:

Language is regarded as a cultural phenomenon, embodying the values and meanings particular to a specific society, referring to the traditions and artifacts of that society and signaling its people's sense of themselves –their cultural identity

In the same context, of exploring the interrelated relationships between language and culture, Kramsch (1991, p.217 cited in Thanassoulas, 2001, p.7) validates that “culture and language are inseparable and constitute a single universe or domain of experience”. Brown (2000:177) is also persuaded about the connection between language and culture. He illustrates: “It is apparent that culture becomes highly important in the learning of a second language. A language is part of a culture, and a culture is part of a language; the two are intricately interwoven”. In the same way, Kramsch (1993, p.23) indicates:

Culture in the final analysis is always linguistically mediated membership into a discourse community that is both real and imagined. Language plays a crucial role not only in the construction of culture, but in the emergence of cultural change.

In other words, language is regarded as a means by which people communicate and interact with others, which in turn is responsible for cultural development. Language and culture have an inextricable and interdependent relationship. Mitchell and Myles (2004: 235) argue that “language and culture are not separate, but are acquired together, with each providing support for the development of the other”.

Wei (2005, p.56) argues that language plays a double character: a means of communication as well as a carrier of culture. Language without culture cannot be conceived, and vice versa. A particular language is a mirror of a particular culture. Liddicoat et al. (2003, p.9) also claim that language and culture interact with each other in a way that culture

connects to all levels of language use and structures; in other words, there is no level of language which is independent of culture (Figure.3.2, p.90). The figure demonstrates these ideas visually, showing how culture connects to all levels of language use and structure. At the far left, culture notifies understandings of the world, and knowledge types and sources that are appreciated within a particular cultural context. This knowledge also informs the shape and nature of genre within a culture. Culture also informs and constructs pragmatic and interactional norms including the ways in which politeness and appropriateness are recognized through selecting communication strategies and speech acts. Finally, at the far right, the last level concerns the ways in which we encode ideas, concepts, and relationships in language, including things like appropriate registers (e.g. formal, informal), appropriate amounts of physical contact, appropriate personal space, etc. What this shows is that there is no level of language which is independent of culture and, therefore, which is not open to cultural variation.

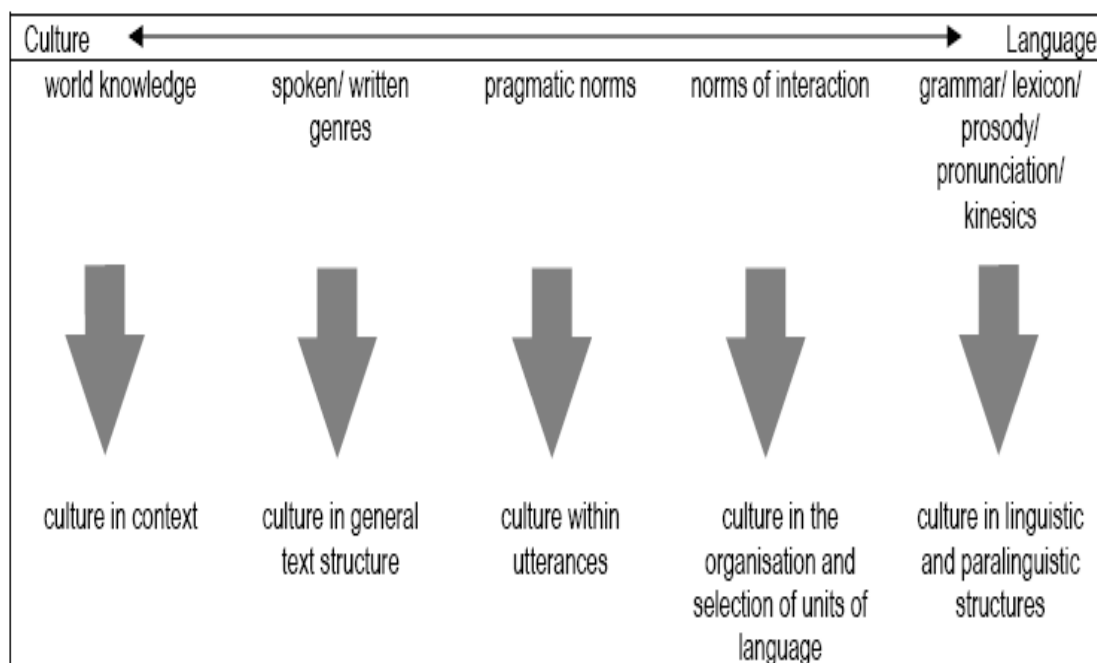


Figure 3.2: Points of articulation between culture and language (Liddicoat et al., 2003:9)

The relationship between language and culture is made meaningful in language learning as “the person who learns language without learning culture risks becoming a fluent fool” (Bennett, Bennett and Allen, 2003, p. 237)

Therefore, when it comes to the realm of teaching and learning, as Gao (2006) presents it, the interdependence of language learning and cultural learning is so evident that one can conclude that language learning is culture learning and consequently, language teaching is cultural teaching. Gao further states that foreign language teachers should be aware of the place of cultural studies in foreign language classroom and attempt to enhance students’ cultural awareness and improve their communication competence. Wang (2008, p.30), likewise, asserts that “foreign language teaching is foreign culture teaching, and foreign language teachers are foreign culture teachers.”

All of the above mentioned findings indicate a strong existence of a relationship between culture and language. The relationship between language and culture may be viewed from two opposite angles. The first one, language may be seen as closely related to a culture i.e. language and culture are regarded as inseparable phenomena. The second one, language is considered as an instrument of communication that may be used with any subject and anywhere in the world: language and culture are regarded as separated phenomena. The teaching of English as an international language is often accompanied by the second view.

3.4.2 The Implications for Language Teaching

The above discussions can explicitly confirm the inseparability between language and culture. Therefore, when learning a second or foreign language, one will inevitably encounter a new culture. The target culture may share some similarities with students’ own culture, but for the most part, they may differ from each other. If EFL teachers are not aware about these cultural differences, then, the final outcome of foreign language acquisition and

communicative ability may be affected. The misinterpretation of intercultural communication may take place among people from different cultures.

Based on this theoretical perspective, it follows that to teach culture without language is basically defective and to separate language and culture teaching is to entail that a foreign language can be treated in the early stage as if it were self-contained and independent of other sociocultural phenomena. The differentiation made in this statement is so fundamental that it indicates that language does not exist in a social vacuum, but is firmly fixed in the way of life, beliefs, practices and value system of its speakers (Han, 2010). Hence, language reflects culture and culture reflects language. Since there are differences in cultures and differences in languages, misinterpretations often may arise in intercultural communication. Accordingly, it is now commonly acknowledged that teaching a foreign language should not lay emphasis on just the language form, but also its culture.

Being exposed to a new language, thus, implicates more than the acquisition of linguistic and communicative competence in that language. It also necessitates an improvement in individual's familiarity with the language's cultural background, an expansion of the learner's cultural awareness and intercultural competence. For this reason, learning about L2 culture is an important component for successful communication skills that cannot be neglected. Teaching foreign languages is explicitly an intercultural subject matter since any language has to be used in a specific cultural context. So, there is great need to explore further what is the relevance of culture teaching in EFL classrooms in the next section

3.5 Teaching Culture in EFL Classrooms

Language and culture are two indivisible entities. Therefore, learning a language is at once learning the culture of the people using it. One's mastery of the linguistic elements of a language does not assure a person can communicate through it. Cultural understanding is required. This section discusses the various findings and ideas on integrating culture in

foreign language teaching. It highlights the importance, existence, impact, and the techniques of integrating cultural elements into the teaching of English as a foreign language.

3.5.1 Relevance of Teaching Culture

Linguists and anthropologists have long distinguished that the various forms and uses of a certain language reflect the cultural values of the community in which it is spoken. Linguistic competence alone is not enough for learners of foreign languages to be competent. Foreign language learners need to be conscious of the culturally appropriate ways to make requests, express gratitude, address people, and agree or disagree with someone. Byram et al., (2002, p.14) clarify that teaching culture is not just a matter of “the transmission of information about a foreign country”. They add that when educating learners for intercultural understanding teachers have to help their learners to understand how intercultural interaction takes place; how social identities are part of all interaction; how their perceptions of other people and other people's perceptions of them may affect the success of communication; how they can find out for themselves more about the people with whom they are communicating (ibid).

According to Chen and Starosta (2000, p.1), intercultural communicative competence includes intercultural awareness (cognitive dimension), intercultural sensitivity (affective dimension), and intercultural adroitness (behavioral dimension). Intercultural awareness denotes “the understanding of culture conventions that affect how we think and behave” . It includes two components, namely, self-awareness and cultural awareness. Intercultural sensitivity refers to the individual’s ability to build up positive emotion towards understanding and recognizing cultural differences that leads to promoting an appropriate behavior. Moreover, they state that intercultural adroitness refers to the behavioral aspect of intercultural communication competence. It includes four

components: message skills, appropriate self-disclosure, behavioral flexibility, and interaction management.

In response to the growing global dominance of the English language and the undividable link that language and culture hold, EFL teachers nowadays are facing further challenges. Teachers must not only acknowledge but address the complicated implication of teaching culture. EFL learners should recognize that behaviors and intonation patterns which are appropriate in their community may be observed differently by members of the target language community. In many regards, culture is taught implicitly, imbedded in the linguistic forms that students are learning. To make students aware of the cultural features reflected in the language, teachers can make those cultural features an explicit topic of discussion in relation to the linguistic forms being studied. Thus, cultural awareness, according to (Kramsch, 1993), should serve as an enabling EFL learners in improving their language proficiency.

3.5.2 Goals of Teaching Culture

Tomlinson and Masuhara (2004) proclaim that the main goals for raising learners cultural awareness are to help learners develop sensitivity to cultures, develop empathy with other cultures, acquire cross-cultural skills, and develop the ability to use language appropriately and effectively in various cultural contexts. In the same wave, Seelye (1987, cited in Cakir, 2006) identified seven goals of teaching culture in EFL classrooms:

- The functionality and relativity of culturally conditioned behavior: learners have to understand the foreign behaviour.
- The interaction of language and socio-cultural variables: learners have to understand that these variables affect the way people speak and behave.

- Conventional behaviour in common situation: learners have to demonstrate how people conventionally act in common situations in the target language.
- Cultural connotations of words and phrases: learners have to develop an awareness that cultural images are associated with the most common target words and phrases.
- Evaluating statements about a culture: learners have to be able to evaluate and refine generalities concerning the target culture.
- Researching another culture: learners have to show that they have developed skills needed to locate and organize information about the target language.
- Attitudes towards other societies: learners have to possess intellectual curiosity about the target culture and empathy towards its people.

For this reason, culture must be fully integrated as an essential component of language learning. EFL teachers should recognize key cultural items in every aspect of the language they teach. EFL learners can be successful in speaking L2 only if cultural issues are an inherent part of their curriculum.

3.5.3 Methods versus Approaches

It is important to distinguish between ‘method’ and ‘approach’ in culture teaching.

Knowing the differences between these two commonly confused terms can help language teachers select appropriately from the many practices available for culture teaching. The research literature includes various definitions for these terms. Brown’s (2002, p.9) explains a method as follows:

Method was defined as an overall plan for systematic presentation of language based on the selected approach. It followed that techniques were specific classroom activities consistent with a method, and therefore in harmony with an approach as well.

In Brown's explanation, the differences between 'approach', 'method' and 'technique' are concisely and usefully defined. However, twenty years later, Richards and Rodgers (1986, p.29, cited in Han, 2010, p.110) define the 'method' in a more detailed way and criticizes Brown's definition:

Method (in language teaching) is a way of teaching a language which is based on systematic principles and procedures, i.e. which is an application of views on how a language is best taught and learnt. Different methods of language teaching such as the direct method, the audio-lingual method, the grammar translation method, the silent way and communicative approach result from different views of the nature of language, the nature of language learning goals and objectives in teaching, the type of syllabus to use, the role of teachers, learners, and instructional materials, the techniques and procedures to use.

It can be seen that what constitutes teaching methods have changed in these two views. The move from a method to an approach has emerged from the recognition that 'designer methods were not leading to effective teaching' (Brown 2002, p. 11). According to Brown, the definition of an 'approach' to language pedagogy is:

Not just set of static principles 'set in stone'. It is, in fact, a dynamic composite of energies within a teacher that changes (or should change, if one is a growing teacher) with continued experience in learning and teaching.

Pedagogy is a dynamic process and the students' needs must be met by taking into account the character and dynamics of the learning process. Teachers become conscious of the need for designing tasks and techniques based on how approaching the teaching of language rather than by inventing new methods. Briefly, a method implies that a methodology needs to be applied to one's class. A principled approach demands that one's class room practice be relevant to a particular class of learners. In other words, an approach is always subject to

change based on what the teacher senses, observes and experiences in his/her language class (Han, 2010).

3.5.4 Approaches to Teaching Culture

From the challenge that EFL teachers may encounter in their classrooms is what approach to apply when teaching culture. Many EFL teachers have had no formal training in incorporating cultural elements, and there is no universally accepted set of criteria that instructors can use as a guide as asserted by Byrnes (2008). From the approaches that have been suggested to teaching a foreign culture is Paige's dimensions model (cited in Cohen et al. 2003, p.53). Paige categorizes culture learning as follows:

- the self as cultural
- the elements of culture
- intercultural phenomena (culture-general learning)
- particular cultures (culture-specific learning)
- acquiring strategies for culture learning

The aforementioned dimensions serve to enable students to be familiar with the target culture, increase their awareness about the cultural differences, and enhance their intercultural competence.

Risager (1998, p. 243-252, cited in Mehdaoui, 2013) further suggests four approaches: *foreign culture, intercultural, multicultural, and transcultural approaches*. First, the foreign culture is based on exposing students to the foreign culture to achieve better communication skills. Second, the intercultural approach is an effective way of integrating language and culture into lessons, and prepares exposing learners to real world communication. It serves at making learners act as mediators between two cultures through enabling them to enhance an ability to be users of intercultural communication. It supports using the target language as a means of interaction with other people of

different cultures. This approach has become increasingly recognized since 1980's. However, Risager (1998) proclaims that this approach is ineffective in view of the fact that there are subcultures within even one country, so he suggests the multicultural and transcultural approaches. Third, the multicultural approach deals mainly with the diversity of the target country, and the diversity of the learners own country. It aims at exposing learners to various cultures that exist in the target language. Fourth, The transcultural approach is based on the perception that the world nowadays is a small village, and people are close to each other than before thanks to migration, tourism, media...etc. Hence, this approach aims at making the EFL learners use this language for international communication.

Other approaches have been attributed to the teaching of culture in EFL classrooms. The *comparative approach*, for example, focuses on learners' ability to use their own beliefs, knowledge, and values with members of other cultures. Byram and Planet (2000:189, cited in Saluveer, 2004, p. 32) maintain:

So the comparative approach does involve evaluation but not in terms of comparison with something which is better, but in terms of improving what is all too familiar. Comparison makes the strange, the other, familiar, and makes the familiar, the self, strange and therefore easier to re consider.

The comparative approach is based on the idea that EFL learners should be provided with double perspectives. In this way, they do not need to evaluate which culture is better, but exploring and understanding the target culture in relation to their own. In this way, they may achieve a level of empathy, appreciating that the way people do things in their culture has its own coherence. It serves at recognizing both similarities and differences between their own culture and the target one.

The *theme-based or thematic approach* focuses on teaching culture through themes, for example religion, education, political system, values, etc. Nostrand (1974, cited in Mehdaoui, 2013) states that culture can be best learnt when delivered in a thematic way. He adds that the relationship in a given society can be best demonstrated when grouped under main themes. On the other hand, it is believed that this approach presents the target culture with a segmented vision. Thus, it might be difficult for EFL learners to understand the foreign social processes and values from this perspective and could lead to stereotyping.

The *task-oriented approach* also emphasizes research in dealing with the target culture. EFL learners are supposed to work in pairs or in small groups on given aspects of culture in which they exchange opinions and discuss their findings. Then, they will interpret the information within the context of the target culture and compare it with their own. (Saluveer, 2004).

The *problem-solving approach* seeks to enable EFL learners to raise interest in the target culture through exposing them to problem-solving activities. It serves at encouraging them to do some researches on their own and providing either written and/or oral reports. The teacher also may intervene in the process by helping the learners in the research bibliography.

The *skill-centered approach* is characterized by its practicality and usefulness for those who need to live within the target language community. It helps developing learners skills , which they may need to manage the issues involved in communication between cultures. According to Bolt (n.d. , cited in Saluveer, 2004) the skill-centered approach focuses on the awareness and skills as much as the content, the present and future as much as past, and similarities in cultures as much as differences.

The *Static and dynamic* approaches to culture are based on the idea that teaching culture in EFL classroom is greatly dependent on what is to be taught, and how the material should be conveyed. To illustrate the process of teaching and learning about culture, Scarino and

Liddicoat (2009, cited in, Management Association Information Resources, 2014) proposed conceptualizing these processes at two dimensions which give rise to four quadrants when they intersect (Figure 3.3).

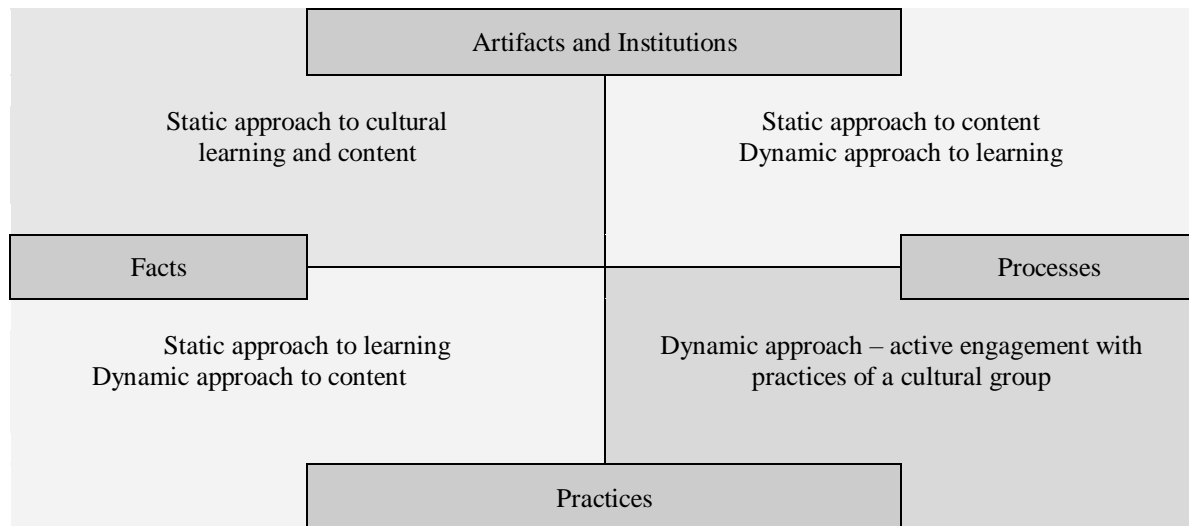


Figure 3.3: Approaches of teaching culture (adapted from Scarino and Liddicoat (2009, p.20, cited in, Management Association Information Resources, 2014, p.663)

One dimension is the axis of culture as facts or as processes, i.e. whether culture is regarded as a static body of information about characteristics of a society or as a dynamic system through which a society creates, represents, enacts and understands itself. The second axis represents the way in which culture is conceived in terms of educational content. It makes a distinction between artifacts and institutions and practices, i.e. whether culture is regarded in terms of the things produced by a society or as the things done by members of a society.

The most static way to the teaching of a culture typically stresses artifacts, institutions and factual knowledge. Both the approach to culture learning and the content itself are static. The lower left quadrant takes on a static approach to the nature of learning, but a more dynamic approach to the content, whereas the top right quadrant is static in terms of its

content, but dynamic in terms of its approach to learning (activities in which students engage with cultural artifacts). The most dynamic approach to culture is represented by the lower right-hand quadrant, which considers students actively engage with the practices of a cultural group. Briefly, the first quadrant is the most static way of teaching factual knowledge, whereas the fourth quadrant is the most dynamic way of teaching culture, through involving students in the practices of a cultural community.

The aforementioned approaches are very useful in teaching culture in EFL classrooms. However, the ability to learn beyond the classroom is perhaps more important than any particular information that students may learn about another culture in the classroom. Since it is impossible to teach about all what can concern a foreign culture because of its variability and diversity. EFL teachers have to know that what it can be taught in the classroom is certainly just a limited picture of the target culture. Seelye (1993, p. 135, cited in Saluveer, 2004:37) asserts that the focus has to be on “how societal values, institutions, language, and the land affect the thought and lifestyle of someone living in the culture we are studying”. Nevertheless, intercultural, thematic and problem solving approaches seem more efficient in teaching culture in EFL classrooms in Algeria. Students can develop intercultural skills through learning culture in a thematic way. In addition, students may play a significant role in the learning process when they carry out researches to enrich their cultural knowledge of the foreign language being studied.

3.5.5 Techniques of Teaching Culture

As mentioned earlier, an integral part of learning a foreign language is being acquainted with the culture associated with it. For EFL teachers, the issue is how to incorporate cultural knowledge and understanding within the context of English language learning. Having an acquaintance with the grammar, syntax, phonetics, and some of the social conventions associated with English will not help students to gain real insights into the daily

lives of the people whose language they study. However, there is a lack of consensus on how to bring in cultural elements into the courses.

3.5.6 Choice of Methodology

There is a variety of techniques for teaching culture in EFL classrooms proposed by researchers in the field. Many researchers have put forward numerous approaches and techniques associated with the teaching of culture. Stern (1992, p.223, cited in Abbaspour et al., 2012) differentiates between three situations in which the teaching/learning process of culture can take place:

1. Culture is taught in a situation, which prepares a student for a visit or work in a new environment. Even though the student is physically far away from the culture, s/he is psychologically better prepared and also more motivated to learn.
2. Culture is taught in the cultural setting (immigrants, students studying in a target language community). In this case, students need more help to come to terms with the foreign environment to avoid cultural misunderstanding.
3. Culture is taught in language courses, where students are physically and often psychologically removed from reality of the L2 culture. In this case, culture teaching provides background and context and helps students visualize the reality. This situation seems to be the most common one for teaching culture in many countries where there is no access to the target language's native speakers.

Each of the situations discussed above determines the goals and objectives of culture teaching and the topics to be covered throughout the course. For example, in the first two situations students need different skills of cultural practices. These skills can be best developed through role plays, drama, and dialogues, whereas, in the third situation, when the aim of the curriculum is to fill the students with some information about the new culture,

the most suitable activities might be reading and discussing literary and newspaper texts, watching videos and films. (ibid)

To assure an effective teaching/learning process of the target culture, EFL teachers have to bear in mind that they must implement the appropriate approaches and techniques. However, they have to take into consideration their students' age and language proficiency level as Byram (1997, p.55-56) demonstrates:

Teaching and learning aims which include understanding, tolerance, empathy, and related notions presuppose a psychological readiness in learners which may be age-dependent, may be influenced by social factors, may be furthered or even inhibited by exposure to a foreign culture and language.

It is not self-evident to understand willingly the otherness of the others and their background. Students, when turning their attention outwards from their familiar environment, discover a new world of diverse cultural factors and they also learn about themselves and their own culture.

Cultural activities and objectives should be carefully organized and incorporated into lesson plans to enrich and inform the teaching content. Some useful ideas for presenting culture in the classroom are described in this section. Stern (1992, p. 223-232) writes about techniques of culture teaching and presents the min eight groups according to what he calls different approaches. These are:

- creating an authentic classroom environment (techniques include, for example, displays and exhibitions of realia);
- providing cultural information (for example, cultural aside, cultural capsule and culture cluster);
- cultural problem solving (for example student research);

- behavioural and affective aspects (for example drama and mini-drama);
- cognitive approaches (for example student research);
- the role of literature and humanities (for example, literary readings and watching films);
- real-life exposure to target culture (for example, visits to the class by native speakers, pen-pals and visits to other countries);
- making use of cultural community resources (for example, when a foreign language learning takes place in the target-language community, the everyday environment can be used as a resource).

Hua (2013, p.5) state that Hughes (1986) and Risager (2007) also developed practical techniques to raise EFL students' cultural awareness as follows:

1. Culture capsules: this technique supports explicit discussion of the difference between one's own culture and the target culture through using visual illustrations of the differences. The visual illustrations and a summary of the discussion will be put into a capsule for later use. The main advantage of using a culture capsule is that students become involved in the discussion and are drawn to consider the basic characteristics of their own culture. However, the problem is that there is no principle of selection, i.e. teachers can face difficulties about deciding what material to select.

2. Culture assimilators: it the form of scenario-base questions and answers. In each scenario, a critical incident of intercultural communication (events in which there is communication breakdown or misunderstanding) is described and a number of possible explanations are given. The students would be asked to select the correct explanation. If the wrong choice is made, they are asked to seek further information that would lead them to the right conclusion. Culture assimilators serve at giving students understanding about cultural

information and they may even promote emotional empathy or affect if students have strong feelings about one or more of the options.

3. Culture island: it aims to raise students' awareness about cultural differences through decorating the classroom with posters, pictures, or anything else that remind them of the target language culture. In this case, the teacher maintains a classroom atmosphere that is essentially a culture island to attract students' attention, elicit questions, and comments.

4. Drama: it is a technique especially useful for directly involving students in cross-cultural misunderstandings by having selected members act out a series of short scenes including a misinterpretation of something that happens in the target culture, and the cause of the problem is typically clarified in the final scene. Mini-dramas are two- to three-act mini-plays in which misunderstandings are portrayed. They are generally written to foster sympathy for the non-native of the culture the wrong that is done to him/her by a member of the target culture. At the end of the mini-drama, some knowing figure explains what is really happening and why the L2 culture member was really not doing wrong. Mini-dramas work best if they deal, therefore, with highly charged emotional issues.

Moreover, there are many useful techniques for EFL teachers in order to teach the second culture effectively. Chastain (1988, cited in Saluveer, 2004) proposes:

5. Culture aside: It is often an unplanned, brief cultural comment. Its advantages are that it is easy for teachers to pick up the cultural knowledge related to the text they are going to teach and more flexible because they are no fixed topics of culture. The disadvantage is the lack of systematic presentation of cultural content. Culture aside is an effective technique for arousing affect (emotional feelings) about the cultural issue. Discussion or surveys about what native English speakers would do also promote intellectual understanding of the issues and give learners basic knowledge about the target culture.

6. Culture clusters: it is a combination of two or more culture capsules, which can form a cluster. Parts of a cultural cluster can be presented in succeeding lessons. In the final lesson, an activity is carried out where the set of capsules is integrated into a single sequence. The advantage of a culture cluster is that besides introducing different aspects of culture it ‘lends itself well to behavioural training’. Culture cluster is a useful technique for giving students knowledge and some intellectual knowledge about the cultural aspects being explained, but it generally does not cause much emotional empathy.

7. The audio-video unit: This was first developed to provide practical listening comprehension and to enliven the listening situation. Now it has been extended to involve visual support for students to understand what they are listening to and watching. Audio–motor units consist of verbal instructions for actions by students which the students then carry out. They work very well for any cultural routine which requires physical actions (e. g., eating with a knife and fork, shaking hands, listening actively, standing in line to buy a ticket, etc.). Audio–motor units give knowledge and practice with correct behavior. They do not necessarily promote understanding or empathy.

8. Cultoons: they are like visual culture assimilators. Its idea is based on giving students a series of (usually) four pictures depicting points of surprise or possible misunderstanding for persons coming into the target culture. The situations are also explained verbally by the teacher or by the students who read the accompanying written descriptions. Students may be asked if they think the reactions of the characters in the cultoons seem appropriate or not. After the misunderstandings or surprises are clearly in mind, the students read explanations of what was happening and why there was misunderstanding. Cultoons generally promote understanding of cultural facts, but they do not usually give real understanding of emotions involved in cultural misunderstandings.

9. Media/Visuals: Magazine pictures, slide presentations, and/or videos are among the kinds of media/visual presentations which can be used to teach culture. Usually with this method, the teacher presents a series of pictures or slides or a video with explanation of what is going on and what it means in terms of the target culture. Many aspects of culture, such as appropriate dress for activities, kinds of activities students participate in or the weekend, public transportation, etc. can be effectively presented with such visuals.

10. The micrologue: it is a technique where culture is made the focus of language teaching. The teacher chooses a cultural passage that can be read out in class. Students listen to it and then answer the questions asked by the teacher according to the passage. After that students are asked to give an oral summary and, finally, to write the material as dictation. This technique is effective for EFL teachers in the sense that it does not need to have any special cultural expertise and it takes only a small amount of time.

11. The culture self-awareness technique: It serves to raise to consciousness those basic beliefs that govern their values, attitudes, and actions and to enable students to begin to understand the role of culture in society and in individual lives. Teachers may use sensitivity exercise, self-assessment questionnaires, problem solving, profiles of personal attitudes, checklists of value orientations, or listening to the opinions of others as a means of increasing their awareness of their own cultural orientation.

12. Critical incidents/problem solving: These are descriptions of incidents or situations which could happen to anyone in real life. Students have to read the critical incident and make a decision about what they would do if they were in such a situation. Learners are divided into groups in order to discuss their decisions and suggestions and justify their choices. Later, learners should be given a chance to see how their suggestions differ from those of a person from the target culture. Critical incidents are a good technique for teaching culture, for they arouse an emotional approach to particular issues. They also give students the

knowledge about the target culture. Critical incidents do not take so much time; so more than one critical incident can be presented during a lesson but they must concern one cultural issue.

In a similar vein, Cullen (2000) also suggests the following techniques:

13. The quiz or multiple-choice: This technique is considered as a tool which enhances students' competition and helps creating an enthusiastic environment. It can be used to test materials that the teacher has already taught, but it is also useful in learning new information. Students work in pairs or groups. Finding the right answer is not so much important because students become more interested in predicting correct answers. The right answer will be provided by the teacher, through reading, by watching video, etc.

14. Students' research: this technique is regarded as one of the most effective tools that can be used with more advanced students because it combines their interests with the classroom activities. The students can be asked to search the Internet or library and find information on any aspect of the target culture that interests them. In the following class, they explain to their group what they have found out and answer any questions about it. This can lead to poster-sessions or longer projects.

Throughout the discussion of culture teaching techniques, there are other techniques that were cited in the literature such as proverbs, songs, films, role play, ethnographic studies, culture quest, the list cannot be exhaustive. Through the flexible use of these techniques, students can enrich their cultural knowledge as well as being aware of specific characteristics of their native culture and of the target culture. An effective technique helps students to develop understanding and empathy about different cultures. As mentioned earlier, culture should be an requisite component of an EFL curriculum. Accordingly, the teacher should adopt an appropriate approach as well as suitable techniques and activities for teaching target culture. Nevertheless, the teacher must bear in mind that the ultimate goal of teaching culture is to enhance intercultural communication among the EFL students.

3.5.7 Defining a Cultural Syllabus

Since the Second World War, the cultural syllabus has concentrated more on culture with small 'c', sometimes called deep culture which stresses the study of the everyday life of the target culture. It might include greetings, eating etiquettes, customs, manners, religion, etc. culture teaching gives life, meaning, and significance to the language being studied. It enables EFL students to integrate more successfully in the target language community and work against stereotypes (Baker and Jones, 1998). Stern (1992) was one from the few language theorists to recognize the importance of what he terms the 'cultural syllabus' for language learning, while Kramsch (1993) has taken this idea further to assert the value of cultural investigation as being an integral part of language learning (Breen and Littlejohn, 2000).

3.5.8 Topics for Teaching Culture

In a typical and popular approach to culture teaching, Stern (1992, cited in Kumaravadivelu, 2008) proposes that a cultural syllabus has to include cognitive, affective, and behavioural components. Cognitive components relate to various forms of knowledge (geographical knowledge, knowledge about the contributions of the target culture to world civilization, knowledge about differences in the way of life, as well as an understanding of values and attitudes in the foreign community. Affective component is related to students' curiosity and empathy towards the target culture. Behavioural component relates to students' ability to interpret culturally relevant behavior, and to conduct themselves to culturally appropriate ways. He adds that a cultural syllabus should focus on six topics covering main aspects of cultural knowledge. They are:

1. *Places*: demonstrating native speakers' perception of the geography.
2. *Individual persons and way of life*: making a personal contact with native speakers' everyday life.

3. *People and society in general*: identifying significant groups in terms of social, professional, economic, and age differences, as well as regional characteristics.
4. *History*: knowing the historical significant symbols, notable events and trends, and the main historical personalities as well as critical issues.
5. *Institutions*: understanding the system of government, the educational system, social welfare, economic institutions, political parties, and the media.
6. *Art, music, literature, and other major achievements*: acquiring knowledge about and an appreciation of artists, musicians, and writers.

In order to enable EFL students to understand the six aforementioned categories, a problem-solving approach is recommended for the sake of exposing them to culturally significant situations rather than just presenting information. Nevertheless, Stern (1992, p.207, cited in Corbett, 2003, p.19) recognizes some basic issues in implementing cultural syllabus:

In our view the following four issues have to be dealt with: (a) the vastness of the culture concept; (b) the problem of goal determination and the lack of accessible information; (c) questions of syllabus design and the difficulty of according an appropriate place to culture in a predominantly language-oriented approach; (d) questions of teaching procedures and the difficulty of handling substantive subject-matter in a mainly skill-oriented programme.

According to Stern the first two issues hindered the proliferation of a cultural syllabus. If culture is indeed the whole way of life, then it is certainly difficult to know how these concepts can be approached, particularly in language classrooms where communication is already constrained. A redefinition of the goals of the cultural syllabus design, and a skill-

based orientation towards intercultural exploration, are also other issues that may have a significant role in implementing cultural syllabus.

3.6 Issues in Teaching Culture in EFL Classrooms

Among the issues that may arise when teaching the target culture in EFL classrooms is the fear that the students will be influenced by the target culture and may lose their own identity. A number of authors have advocated the use of both native language and target language culture to deal with the limitations of using only one of the cultures. As a consequence, Ariffin (2009, cited in Choudhury, 2013) maintains that students will be encouraged to discover similarities between their own culture and the target language culture which could bring about common understanding and tolerance.

Many EFL teachers may not be aware of recognizing the interface between language and culture. Depending on various studies, certain issues may arise while teaching the target culture in EFL classrooms which leads to diversity in the process. In the following section, we try to shed light on the most common issues that may encounter EFL teachers when exposing their students to the target culture of the language being studied. Gonen & Sercan (2012) list five widespread issues:

First, one of the issues that EFL teachers may face is the overcrowdedness of the curriculum. Learning about the target culture requires sufficient time; therefore, many teachers think that students will not be exposed to cultural knowledge unless they have mastered the basics of grammar and vocabulary of the target language. However, this never seems to come for most students.

Second, EFL teachers may be afraid of not having sufficient cultural knowledge of the language being studied. This may make teachers unable to teach the different aspects of culture appropriately in their classrooms because they assume that they do not hold the

sufficient amount of cultural background. Thus, their role is only limited to exposing students to partial factual knowledge.

A third issue is students' negative attitudes. Students often assume target culture phenomena consisting of new patterns of behavior; thus, they try to understand the target culture within only their own framework of native culture. Students may set barriers between their own culture and the target culture by refusing all the values related to the target culture. When cultural phenomena vary from what students expect, they may respond negatively, portraying the target culture as strange.

The fourth issue is the lack of adequate training of teachers. Teachers may not have been adequately trained in the teaching of culture and do not have suitable strategies and clear goals that would help them to create a framework for organizing instructions around cultural themes. Hence, teachers would need special training before attempting to teach such a cultural syllabus.

Fifth, EFL teachers may be unable to evaluate students' cross cultural competence and changes in students' attitudes as a result of culture teaching. Byram and Kramsch (2008) also affirm that teachers who teach culture often fear of the stereotypes related to the target culture, and they have worries related to students' ability to figure out meanings from what they read and how they interact.

Salem (n.d) proposes solutions for the first two issues. Concerning the issue of the overcrowded curriculum, she recommends that teachers, instead of teaching language and culture in a serial fashion, they should teach them in an integrative fashion, from the beginning through the more advanced levels of proficiency. Whereas, for the second issue of teachers' limited knowledge, she suggests that teachers should explore and learn along with

the students. Also, it is necessary to help their students enhance the skills needed to explore the different aspects of the target culture.

Conclusion

The teaching of the target culture has to serve the development of cross-cultural communication. The culture of people refers to all aspects of shared life in a community. A language is learned and used with a context, drawing from the culture distinctive meanings and functions which must be assimilated by language learners if they are to control the language as native speakers control it. Therefore, teachers should set clear and realistic goals and adopt an appropriate approach as well as effective techniques and activities for teaching culture. Nevertheless, EFL students can be successful in speaking a foreign language only if cultural issues are an inherent part of the curriculum. As a consequence, EFL teacher must bear in mind that the foremost goal of teaching the target culture is to promote intercultural communication among the students.

Chapter Four

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Chapter Four

Research Methodology

Introduction

To achieve the present study, careful thought was given to its methodology taking into consideration several aspects; detailed descriptions will be presented in this chapter. Firstly, an overview of the research approach is outlined emphasizing the research methodology principles which were strengthened by the mixed method research approach leading to research tools being used to collect both quantitative and qualitative data. The research aims which guided this study are presented followed by a discussion of the data collection procedure. Procedures for analyzing the data collected are then detailed. Additionally, issues related to the legitimacy of the research such as validity, reliability, credibility and triangulation of the study are addressed.

4.1 Research Approach

This study employed a descriptive research method in which both qualitative and quantitative approaches were used to collect and analyze data. Thus, the combination of quantitative and qualitative data collection approaches were used for separate purpose to provide an overall examination of the issues raised in this study and were used separately at different phases (Tashakkori and Teddlie, 1998). This approach conforms to Greene, Caracelli and Graham's definition that as such a method "includes at least one qualitative method and one quantitative method" (1989, p.256).

The mixed-method approach was chosen for this research as it was the most appropriate way to address all the research objectives. Furthermore, qualitative and quantitative approaches were combined in this study for the sake of incorporating the necessary elements of both types (Creswell, 2003). The mixed method approach therefore was

chosen in order to adopt the strengths of each approach, and hopefully offset their respective weaknesses. For this reason, the two methods used to collect the data for this study were separated into two phases: quantitative and qualitative phases. During the quantitative phase two sets of questionnaires were designed and developed to examine selected variables across the sample of participants, whereas the classroom observation and semi-structured interview were conducted during the qualitative phase to examine the detailed variables with a smaller number of participants.

Likewise, the combination of both methods further allowed the collection of both broadly based data that allowed deeper insights into the participants' views towards quality teaching of English-speaking civilization and culture in EFL classrooms. Besides, the selected research methods were related to the two research questions: questionnaires, classroom observation and semi-structured interviews which were applied as the main research procedures for data collection and analysis.

Firstly, both sets of the questionnaire were distributed to EFL teachers and students of the three levels of English studies, i.e. first year, second year, and third year. First and second year students were chosen because they study the module of Culture of the Language. This module deals mainly with the history of the ancient civilization, whereas in the second year the syllabus is devoted to both British and US cultures through various topics such as history, political system, education, traditions and customs, social etiquettes, etc.

Third year students also were selected because **the study** focuses on the group which is specialized in Literature and Civilization. This group deals primarily with English-speaking literature and civilization. Secondly, the classroom observation sessions were conducted in the three levels of English studies and with the teachers teaching those lectures. This research method was used mostly to collect evidence on how lectures were prepared and presented to the EFL students and on how the students responded to the lectures in their classrooms.

Finally, the interview was then **conducted** with six teachers particularly to investigate the quality teaching of the lectures of English-speaking civilization and culture. In addition, the interview was also conducted to obtain some overviews on how to overcome the problems that both EFL teachers and students may **encounter during** those lectures.

4.2 Data Collection

A total of 140 participants (10 of teacher participants and 130 of student participants) from the department of foreign languages, division of English at Biskra University during the academic year 2012/2013 was involved in this study. Three different forms of data collection were used: questionnaire, classroom observation and semi-structured interview. These were in order to investigate the quality teaching of English-speaking civilization and culture at the department of foreign language division of English, in relation to the research questions.

As mentioned **in the beginning of this chapter**, there were two phases involved in the data collection: quantitative and qualitative data collection phases. Two sets of questionnaires were designed at the quantitative stage and distributed to EFL teachers and students of the three levels. Conversely, at the qualitative data collection stage, semi-structured interview sessions were conducted with six full-time and qualified teachers from the department who have an experience in the fields of English-speaking civilization and culture; classroom observation was also conducted with the teachers who were teaching those modules **at the time of the study**.

4.3 Participants and Sampling

The participants in this study were full-time teachers (T- participants) and students (S- participants) from the department of foreign language division of English at Biskra University. The total population of teachers in the division of English is 32 full-time teachers; only ten were chosen for this study. They were selected because they are the ones who taught or **currently** teach those modules. As a result, six EFL teachers volunteered to be interviewed

and 3 to be observed in their classes. The feature that characterizes most departments of English studies across the country is the deficiency in the teaching staff. On account of this a noticeable number of part-time teachers are called for to fill the lack of staff. The department of foreign languages, division of English at Biskra university also suffers from this problem. Despite its recent establishment, the department is looking forward to recruit EFL teachers in different fields to meet the needs of the students.

Concerning students, they were randomly selected from the three levels of EFL classrooms. Since we are not interested in selecting the population according to specific standards, random sampling is seen as an appropriate choice. Furthermore, the choice of this technique is made on the ground that students' characteristics are not important variable which may affect the study. All of them are EFL students aged between 17 and early 20's. As our classrooms are co-educational, both males and females students were involved in the investigation. It should be noted that in spite of that the students are affiliated to the university of Biskra, they come from many parts of Algeria with mixed ability potentials to learn English. Three levels of EFL students were used in the current research. Having only samples from certain population identified is a common practice in a survey methodology to collect information from a sample of individuals, groups, or organizations rather than all of them (Berends, 2006). For first year EFL students (N= 50), second year (N=60), and third year (N=20).

4.4 Quantitative Phase

In the previous section we pointed out that the data were collected at two phases: the quantitative and qualitative phases. At the quantitative phase, questionnaires were used to investigate the quality teaching of English-speaking civilization and culture in the department of foreign languages, division of English. Two types of questionnaire were developed for EFL teachers and students. The questionnaire was chosen at this stage because it allows "collection

of large amounts of data in a relatively short space of time” (Mills, 2000, p.58). In addition, the questionnaire was chosen because it could be administered without the researcher being present (Cohen et al., 2007) and it provided a high response rate from the participants, thus allowing the researcher to have confidence to generalize the results of the research population (Creswell, 2005).

Two sets of questionnaire were designed: **one** version for T-participants and another version for S-participants. Both sets of the questionnaire were structured questionnaires to cater to the large sample involved in this research (Cohen et al., 2007). In a structured questionnaire, information **is** elicited through a selected-response mode as it increases consistency of response and is less time consuming for the respondents to complete. The constructed items for both sets of the questionnaire contained different types of questions and content was based on a range of previous questionnaire studies. Participants were guided to consider and respond to questions in relation to their teaching or learning experiences in English-speaking civilization and culture lectures. The responses provided could be organized and analyzed as variables using statistical methods and tools. At this stage, the questionnaire offered an opportunity to gain concrete evidence within the research area and allowed a further exploration of the research matter at further stage.

Both teachers’ and students’ questionnaires consisted of different categories related to the issue investigated in this research; the first category elicits their general information and background. T-participants questionnaire contained **five** categories: planning skills, teaching methodologies, skills taught in civilization and culture lectures, and assessment. Each category includes a number of items. In the S-participants, the researcher used close-ended questions in the first part, in the second part thirteen items were designed in order to get data from the informants about their learning of English-speaking civilization and culture.

4.5 Teachers' Questionnaire

The questionnaire was used to collect the primary data, namely teachers' perceptions of quality teaching of English-speaking civilization and culture recognized by teachers themselves. Consequently, a mixture of closed and opened end questions were employed. This allowed the researcher to obtain valid quantification of results, though an opportunity was also embodied so that respondents might express any views or details.

4.5.1 Design of the questionnaire

It consisted of three parts containing twenty one (21) items which permitted teachers to express their beliefs, attitudes, and opinions that revealed their perceptions. The first part of the teachers' questionnaire serves to gain background information of teachers in terms of qualification and experience.

The second part tends to recognize views towards the essential qualities for a qualified teacher. In this part of the questionnaire, the researcher wanted to recognize T-participants' perception towards the essential teacher's qualities.

- **Item 1:** serves to distinguish their perceptions of the top ten essential qualities.
- **Item 2:** aims to identify which ones are paramount qualities where T-participants were asked to state a list that includes from one to three paramount teacher's qualities.

The third part focuses on teachers' practices in teaching civilization and culture .it consists of 19 items grouped under 4 sub-headings. It aims at shedding light on EFL teachers' practices when delivering the lectures. First, planning skills is the first element investigated in this part. T-participants were asked about their opinions concerning the adequate planning skills when delivering the lectures of civilization and culture. The researcher devoted five items:

- **Item 3:** it targets T-participants' preparation before delivering lectures of civilization and culture. Five alternatives were suggested and an opportunity to add others is permitted.
- **Item 4:** it seeks to know whether the learning objectives are stated clearly at the beginning of the lecture and whether they are given verbally or written
- **Item 5:** it asks about whether T-participants prepare the students for the lecture with assigned readings. Justification is recommended for the responses.
- **Item 6:** it serves to identify T-participants' views towards assessing students' prior knowledge to establish a link to the new lecture testing students' prior knowledge. In case of positive response, teachers were invited to choose from four alternatives.
- **Item 7:** it aims at distinguishing T-participants common techniques in starting lectures of civilization and culture by three alternatives.

Second, teachers' methodologies in delivering lectures of civilization and culture.

Accordingly, ten items were proposed for the T-participants to be investigated:

- **Item 8:** it seeks for T-participants common instructional resources in delivering the lectures, they were given six alternatives.
- **Item 9:** it probes teachers' perceptions about the essential elements that should take part in a handout for a lecture of civilization and culture. Six alternatives were also suggested.
- **Item 10:** it intends to look into T-participants' views towards the use of handouts by offering six alternatives.
- **Item 11:** it identifies T-participants approach in delivering lectures of civilization and culture for EFL students. Three alternatives were suggested.

- **Item 12:** it aims at indicating whether or not T-participants encourage EFL students' participation during the lectures of civilization and culture, and the widely used techniques they rely in doing so.
- **Item 13:** it shows whether there are students who tend to dominate discussion and hinder their classmates' participation. Here, T-participants were asked to justify their answers in case they respond positively.
- **Item 14:** it is devoted to investigate teachers' techniques in capturing students' attention during the lectures. We proposed five alternatives for that matter.
- **Item 15:** it relies on T-participants' techniques in keeping EFL students constructively engaged in the lectures of civilization and culture. Five alternatives were given.
- **Item 16:** it requires T-participants to say whether they assess their students' achievement of the objectives set for the lectures. In case of a positive response they have to point out which type they use (written or verbal).
- **Item 17:** it focuses on T-participants techniques in ending the lecture of civilization and culture by proposing six varied alternatives.

Third, the essential skill that should be taught through delivering lectures of civilization and culture for EFL students. Therefore, T-participants were required to provide the researcher about their opinions towards this issue by responding to four varied items

- **Item18:** it inquires T-participants about their viewpoints about which skill (s) should be given more emphasis rather than the others when learning civilization and culture. The item includes six alternatives.
- **Item 19:** it asks T-participants about whether EFL students are aware of those skills.
- **Item 20:** it requires T-participant to provided us with the most used instructions in data gathering tasks by choosing from six alternatives.

- **Item 21:** its main purpose is to recognize T-participants types of techniques in developing EFL students' data analysis skill. Six alternatives were suggested for this issue.

4.5.2 The Sample

The sample considered in this research consisted of EFL teachers of civilization and culture and they were ten in number. As the department of the English studies lacks teachers in the field, the researcher was obliged to involve all the teachers who have an experience in teaching these modules. This total population of is thirty two (32) full-time teachers. In fact, involving ten respondents was quite a considerable number to reach fitting results. Moreover, all of them cooperated actively with the researcher and afforded valuable data and comments.

4.5.3 Questionnaires Administration Procedure

The questionnaire was administered to ten teachers of English-speaking civilization and culture. With the distribution of the questionnaire, a cover page was attached informing the participants about the objective of the research and the importance of collaborating in answering the questionnaire. All of the questionnaires were returned after two weeks. None of the teachers denied participating. The responses were kept confidential and all of the items were checked carefully for the missing responses.

4.6 Students' Questionnaire

The questionnaire was a primary source to obtain an overview of students' perceptions toward quality teaching of English- speaking civilization and culture. The students belong to the department of foreign language division of English at the University of Biskra during the academic year 2012/2013. Moreover, they came from many parts of Algeria with mixed ability potentials to learn English language.

4.6.1 Design of the Questionnaire

In this part of students' questionnaire, the researcher wanted to identify S-participants' perception towards the essential qualities for a teacher of civilization and culture.

The researcher used close-ended questions in the first part and thirteen items were designed in the second part in order to get data from the informants about their learning of English-speaking civilization and culture. The first part is related to students' perceptions towards teacher qualities, it includes:

- **Item 1:** it gives S-participants the opportunity to choose from 10 teachers' qualities.
- **Item 2:** it aims to identify which ones are paramount qualities.
- **Item 3:** it gives insights about S-participants' perceptions about the essential teachers' qualities.

The second part focuses on S-participants perceptions about learning civilization and culture, it includes five items to be investigated. Four alternatives were offered for most items.

- **Item 4:** it deals with S-participants' opinions about the teachers' methodologies to deliver the lectures of civilization and culture.
- **Item 5:** it indicates S-participants common techniques that encourage active learning in learning civilization and culture.

Item 6: it shows to what extent the learning environment is motivational for the S-participants.

Item 7: it inquires S-participants to describe the type of relationships with their teachers of civilization and culture.

- **Item 8:** it seeks to investigate students' perceptions about teachers' assessment of civilization and culture tests and exams

The third part of the questionnaire gathers data about S-participants involvement and interest in learning civilization and culture. It is divided into eleven items focusing on various elements.

Item 9: it requires-participants to express their views about perceiving foreign civilization and culture.

- **Item 10:** it aims to investigate S-participants viewpoints about the preferable materials they enjoy when learning civilization and culture.
- **Item 11:** it is devoted to shed light on S-participants' frequent techniques in learning civilization and culture.
- **Item 12:** it demonstrates S-participants' opinion about the content of helpful handouts.
- **Item 13:** S-participants were asked to express their opinions towards the heavy reliance on the use of handouts rather than relying on other pedagogical sources.
- **Item 14:** This item inquired S-participants to give us an idea about their absences in the lectures of civilization and culture per semester.
- **Item 15:** it aims at investigating S-participants' frequency of note taking when exposed to lectures of civilization and culture.
- **Item 16:** it helps probing the degree of reviewing notes of civilization and culture for next lecture.
- **Item 17:** it informs about whether S-participants prefer to study in partnership when learning or revising civilization and culture.
- **Item 18:** it investigates S-participants' interest in learning civilization and culture.
- **Item 19:** it illustrates S-participants' degree of difficulties in following lecture of civilization and culture.

4.6.2 The Sample

A total number of one hundred thirty (130) students were randomly selected from the three levels of EFL classrooms. Since we are not interested in selecting the population according to specific standards, random sampling is seen as an appropriate choice. Furthermore, as our classrooms are co-educational, both males and females students were involved in the investigation. The participants were aged between seventeen and early twenties. For first year EFL students (N= 50), second year (N=60), and third year (N=20).

4.6.3 Administration of the questionnaire

Students' questionnaire was administered to EFL students from the three levels for 20 minutes after the lectures of English-speaking civilization and culture. Students were first given a brief verbal explanation of the purpose of the questionnaire, followed by specific clarification of the each question. All of the completed questionnaires were collected immediately at the end of the class. None of the students left without participating.

4.7 Qualitative Phase

In this phase, two data collection instruments were designed and delivered: classroom observation and semi-structured interviews. These two research instruments are described in the following sub-sections.

4.7.1 Classroom Observation

Classroom observation was used as another data collection instrument in the qualitative phase. It was intended to identify details of classroom interaction in order to explore the issue of keeping EFL students constructively engaged in learning English-speaking civilization and culture, particularly in relation to the second research question (p.5). The observation was also used to get some insights into the main problems that both EFL teachers and students may fall in dealing with those modules; this is the main aim of the third (p.5) research question. This research tool also allowed the researcher to understand teachers'

behaviour in the reality of the classroom context in which individuals think and react and to experience their thoughts, feelings and action (Wiersma, 2000). Observation as a method also enabled a better understanding of classroom behaviour in its authentic context; focus behaviours could also be identified and studied in order to describe them objectively.

Classroom observation can be considered as a type of naturalistic observation in this study. The researcher was a non-participant observer who was not involved in the classroom activities. During the observation of the lectures of English-speaking civilization and culture, teaching activities proceeded naturally without intervention of the researcher. Gay (1996, p.265) has described the advantages of this approach as follows:

Certain kinds of behaviours can only/best be observed as they occur naturally. In such a situation, the observer purposely controls or manipulates nothing, and in fact works very hard at not affecting the observed situation in anyway. The intent is to record and study behaviour as it normally occurs.

The researcher's understanding and familiarity with the context is very important in later analysis and interpretation of the data. Being a non-participant observer enabled the researcher to understand the classroom contexts and teaching routines and events (Wiersma, 2000). In the present study, the researcher watched what the teachers and students did during the lectures. Another significant role of classroom observation is to gather supporting data for the information obtained through the questionnaires. In other words, the observation was made to verify the responses the subjects would provide through the questionnaires.

The data collected in the classroom observations were recorded using an observation checklist (see Appendix 3) and field-notes. Several elements were recorded in the observation checklist:

- **Classroom environment:** It deals with the classroom environment and includes the general atmosphere and the facilities that are recommended in the

teaching/learning process like the appropriateness of the class in terms of size, cleanness and adequate pedagogical material.

- **Content organization:** It comprises teachers' way of organizing his/her lecture such as stating clear learning objective(s), relating lectures to each other, presenting overview of the lecture, presenting topics with a logical sequence, providing students with handouts in advance, and summarizing major points of lecture.
- **Teacher's presentation skills:** It focuses chiefly on the teacher's presentation skill. Here, the researchers demonstrate the gained results from observing teachers in terms of projected voice, use of board, concept explanation, time management, classroom activities support, and relevant written assignments provision.
- **Teacher-student interaction:** It attempts to describe teacher-student interaction and the relationship between teachers and students while the teaching-learning process takes place. It encompasses teachers' encouragement of students' discussion, maintenance of eye contact, response to students' nonverbal confusion, and use of humor to strengthen retention and interest.
- **Students' engagement:** It focuses on students' engagement in the lectures of civilization and culture. It is based on the following elements: attendance and punctuality, participation and involvement, as well as students' noise and disturbance during the session.

On the contrary, field notes were made during the classroom observation and were designed to write accounts about **participant** behaviors, activities, events, and other features of the observed setting. The field notes also recorded what had been seen and heard by the researcher (Maykut & Morehouse, 1994) and as much as possible, the researcher ensured the classroom observation was recorded in as detailed and as exact way as possible (Seale, 1999). Data from the field notes were then "synthesized and summarized immediately after each

classroom observation which included interpretations that came to mind and recording of any questions that were implied” (Wiersma, 2000, p.248). Interpretation of events, which happened during the lectures of English-speaking civilization and culture, recorded in the field notes, were clearly separated from the observation data by using brackets or parentheses to indicate that this was the researcher remarks rather than observation.

The data collection from the classroom observations took approximately three months and a half. A total of 12 observation sessions were conducted. On average, each T-participant was observed three times and each session lasted approximately 75-80 minutes which is the standard length of a session at the University of Biskra. Before the classroom observations took place, meetings between the researcher and the T-participants were conducted to agree on suitable time for the lecture to be observed. As mentioned earlier, the three levels of the English division were observed in this research.

In the first two levels (first and second year) the researcher observed the lectures of culture of the language, whereas in the third level (third year) the researcher focused on the observation of the lectures of English-speaking civilization which is considered as a branch of specialty for those EFL students. By observing the lectures, the researcher was provided with opportunity to record the behaviour, pedagogy, and teacher-student interactions in order to investigate the quality teaching of those modules in the EFL classrooms.

4.7.2 Semi-Structured Interview

Semi-structured interviews were chosen specifically to collect data in the qualitative phase because they allowed the T-participants to share their experiences and they allowed the researcher to explore the T-participants’ perception towards the research issues. Additionally, through the interviews the participants’ experiences, opinions, feelings and knowledge could be directly quoted (Patton, 2002). In addition, the interview was important for providing supportive data for the results obtained through the questionnaire and classroom observation.

As Gall, Borg and Gall (1996, p.307) advised, “a confirmation survey interview was intended to produce evidence to confirm earlier findings”. In terms of establishing rapport in the present study, the T- participants were encouraged to discuss **freely** with the researcher and to be observed, and familiarized themselves with the presence of the researcher during their lectures. **It is worth pointing out** that T-participants are our colleagues for many years and to further assist in rapport establishing, the T-participants were also permitted to use both French and Arabic languages in explaining some ideas during the interview if they felt this would put them more at ease at expressing themselves than using English.

In a semi-structured interview, questions are prepared and given to all respondents by interviewers to treat all interview situations in a like manner (Fontana and Frey, 2000). A semi-structured interview was adopted in this study within which the interview questions were constructed in relation to the contents of the study prior to the interviews being conducted. Though the questions were relatively precise and concise , the semi-structured interview was designed to allow in-depth exploration of the views, attitudes, thoughts, beliefs, knowledge, reasoning, motivations and feelings associated with the topic being researched (Johnson et al., 2007). Additionally, a semi-structured interview gives the researcher an opportunity to gain much deeper and richer understanding of the rationale behind the participants’ views and perceptions towards quality teaching of English-speaking civilization and culture in EFL classes.

The interview session with each T-participant lasted approximately 30 to 40 minutes in the staff room of the faculty of Arts and Languages at Mohamed Khider University using the mobile recorder. The researcher started it with introducing the topic as well as the main objectives of carrying out the present study for the sake of inviting the T-participants to be engaged in a conversation. The questions were then followed up by including their opinion/value and experience on issues related to quality teaching of English-speaking

civilization and culture. To create and to maintain a positive interviewing setting as much as possible, the researcher listened attentively and posed other related questions where necessary to elicit as much information as possible from the informant.

4.8 Pilot Study

A pilot study also called a ‘feasibility’ study is a mini-version of a full-scale study or a trial run done in preparation of the complete study. It can also be a specific pre-testing of research instruments, including questionnaires or interview schedules. (Van Teijlingen and Hundley, 2001). The pilot study will thus follow after the researcher has a clear vision of the research topic and questions, the techniques and methods, which will be applied, and what the research schedule will look like. Through the pilot study, the researcher will be able to find weaknesses of the research design which may lead to failure of the study, and whether the proposed instruments or data collection methods were inappropriate or too complicated (Van Teijlingen & Hundley, 2001).

As indicated, all the research instruments were piloted which included teachers’ questionnaire, students’ questionnaire, classroom observation checklist and interview questions. Both sets of questionnaires were piloted with the intention to get feedback on the clarity of the items and also to identify ambiguous and difficult words in the items. Moreover, piloting the questionnaires designed is essential to further avoid redundant and irrelevant items (Cohen et al., 2007).

In piloting teachers’ questionnaire, two groups of samples were selected: two teachers of English-speaking civilization and three teachers of culture of the language from the department of foreign languages, division of English at Mohamed Khider of Biskra University. These two groups were not random samples; instead, they were selected because they were in a position that enabled them to make valid judgments about the items as they were familiar with the variables under study and to give responses and comments. Similarly,

students' questionnaire has been piloted by selecting eighteen 18 mixed-proficiency levels of EFL students: six students from the first year, six students from the second year, and six students from the third year.

The interview questions were also piloted. Two teachers of English –speaking civilization and culture from the division of English were invited in this pilot study; the interview was conducted after observing their lessons for three weeks. Due to the lack of time for those EFL teachers the researcher gave them a printed version of the interview to be answered (see Appendix 5). Finally, the pilot study was also conducted with the observation checklist designed for the purpose of recording the data collected during the classroom observations. This research instrument was also tested with the same samples **that** were involved in the pilot study of the interview questions.

During the **piloting** of all the research instruments, few changes were made in accordance to the responses and comments **of** the informants. In addition, the results of the pilot study led to necessary revisions and reformulation of some questions **of the questionnaires and interviews** focusing on the feedback gained from the sample **of** EFL teachers and students involved in the research. The process of piloting the research instruments further enhanced the clarity of the questions and statements and the structures of these tools for the final study.

4.9 Data Analysis

There were two types of data collected in this research which reflected each stage of data collection: numerical data gathered at quantitative stage and the textual data collected at the qualitative stage of data collection. Numerical data from the two questionnaires **were** analyzed statistically whereas the data collected by the classroom observation were analyzed against the observation checklist designed. Data collected using interviews were analyzed by describing the responses of the interviewees. In other words, the responses of the EFL

teachers to their respective interview questions were first described. Then, the general view of the interviewees to each item was discussed qualitatively.

4.10 Limitation of the Research

The study investigated quality teaching of English-speaking civilization and culture at Biskra University; therefore the obtained findings cannot be generalized. In the Department of Foreign Language where the study was conducted, the English studies section is short of full-time teachers especially experienced in teaching the fields of civilization and culture. If the research was undertaken in another Algerian university, it could have led to different data and findings. This study does not provide a complete picture of quality teaching of both types of courses in terms of engaging EFL students actively in lectures. It has not, for example, asked some of the items in the questionnaires with more details which may account for some discrepancies during the classroom observation.

Furthermore, another issue has encountered the research when writing the Literature Review part is the lack of resources tackling the importance of teaching/learning English speaking civilization. Instead, most of the references used for the research rely on teaching/learning history. As nearly all EFL teachers, when teaching American or British civilization, concentrate mainly on historical facts rather than on the other aspects most data presented in chapter two refer to civilization.

Conclusion

This chapter has discussed and summarized how the researcher carried out this study. Two sets of questionnaires, classroom observation and semi-structured interviews were used as the data collection tools to shed light on the participants' teaching and learning experiences of English-speaking civilization and culture. The data were collected in two phases: Phase I – a quantitative data collection phase and Phase II – a qualitative data collection phase. The questionnaires were conducted to elicit the views of EFL teachers and students on the quality

teaching of civilization and culture modules. Classroom observation and semi-structured interviews, on the other hand, were used to investigate the teachers' beliefs and their classroom practices in teaching those modules. This chapter demonstrated the research design, including the population, sample, data collection as well as instruments to ensure the reliability and validity of the study.

Chapter Five

Research Findings

Introduction

5.1 Piloting of Questionnaires

5.2 Teachers' Questionnaire

5.2.1 Design of the Questionnaire

5.2.2 The Sample

5.2.3 Administration of the Questionnaire

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Chapter Five

Research Findings

Introduction

In this chapter, the results of the study are presented, including a brief review of the purpose of this study and the methodology used to collect the data. The chapter is divided into three sections. The first section presents the EFL teachers and students' perceptions of quality teaching of English-speaking civilization and culture course based on their responses from the questionnaires, followed by findings from the classroom observation, and lastly analysis on the findings from teachers' interview. The design of the study was an explanatory mixed methods approach that involved collecting quantitative data after a qualitative phase. In this qualitative data analysis and results chapter, the themes and categories which emerged from the interviews and classroom observations data are described.

5.1 Piloting of Questionnaires

Teachers' questionnaire was piloted earlier than distribution, for the sake of preventing the possibility of administering a poorly designed questionnaire which may lead to confusion or ambiguity. The questionnaire was piloted by five teachers of culture and civilization at the University of Biskra. They were not randomly selected; instead, they were selected because they were in a position that enabled them to make valid judgments about the items as they were familiar with the variables under study and to give feedback. Similarly, students' questionnaire has been piloted by selecting eighteen EFL students: six students from the first year, six students from the second year, and six students from the third year. The piloting brought about a number of slight modifications to the phrasing of questions, and also some

supplementary ‘others’ responses for teachers who might add additional answers. The design and length of the questionnaire received no comments.

5.2 Teachers’ Questionnaire

The questionnaire was used to collect the primary data, namely teachers’ perceptions of quality teaching of English- speaking civilization and culture recognized by teachers themselves. Consequently, a mixture of closed and opened end questions were employed. This allowed the researcher to obtain valid quantification of results, though an opportunity was also embodied so that respondents might express any views or details.

5.2.1 Design of the Questionnaire

It consisted of three parts containing twenty one items which permitted teachers to express their beliefs, attitudes, and opinions that revealed their perceptions. The first part of the teachers’ questionnaire serves to gain background information of teachers in terms of qualification and experience. The second part tends to recognize views towards the essential qualities for a qualified teacher. The third part consists of nineteen items grouped under four sub-headings. It aims at eliciting EFL teachers’ practices when teaching lectures of civilization and culture.

5.2.2 The Sample

The sample considered in this research consisted of EFL teachers of civilization and culture and they were ten in number. As the department of the English studies lacks teachers in the field, the researcher was obliged to involve all the teachers who have an experience in teaching these modules. This total population of is thirty two full-time teachers. In fact, involving ten respondents was quite a considerable number to reach fitting results. Moreover, all of them cooperated actively with the researcher and afforded valuable data and comments.

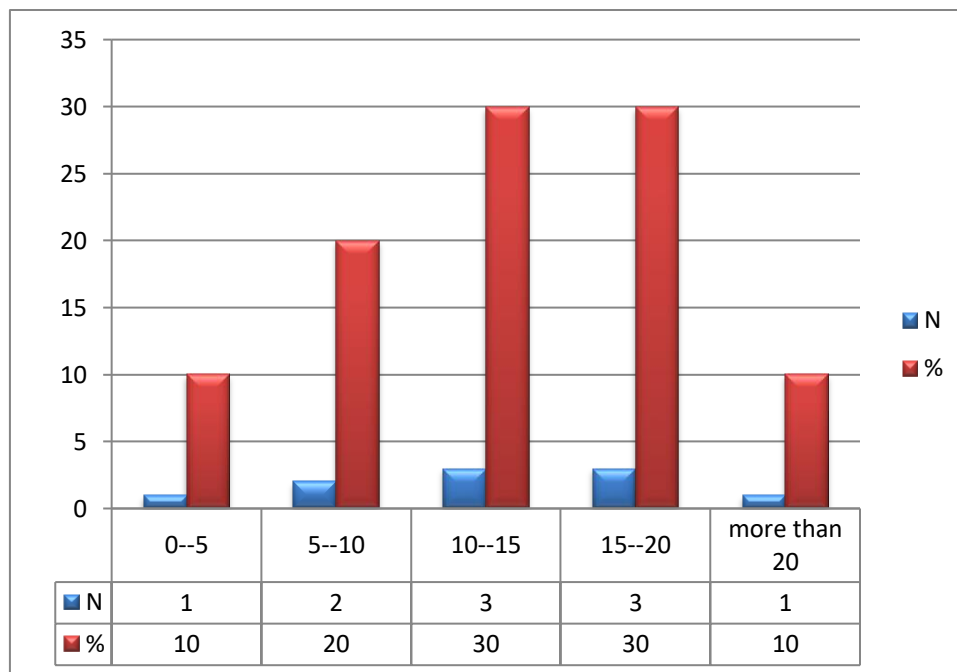
5.2.3 Administration of the Questionnaire

The questionnaire was administered to ten teachers of English-speaking civilization and culture. With the distribution of the questionnaire, a cover page was attached informing the participants about the objective of the research and the importance of collaborating in answering the questionnaire. All of the questionnaires were returned after two weeks. None of the teachers denied participating. The responses were kept confidential and all of the items were checked carefully for the missing responses.

5.2.4 Questionnaire Analysis

5.2.4.1 Teachers' Qualification and Experience

As far as teachers' qualification and experience are concerned, all of the ten T-participants are full-time teachers. All of them hold a Magister degree and PhD candidates in applied linguistics and civilization. Their experience in teaching English and in teaching civilization/culture varies. The **Graph 5.1** shows that just one teacher has an experience of more than 20 years, and the others vary from 5 to 20 years.



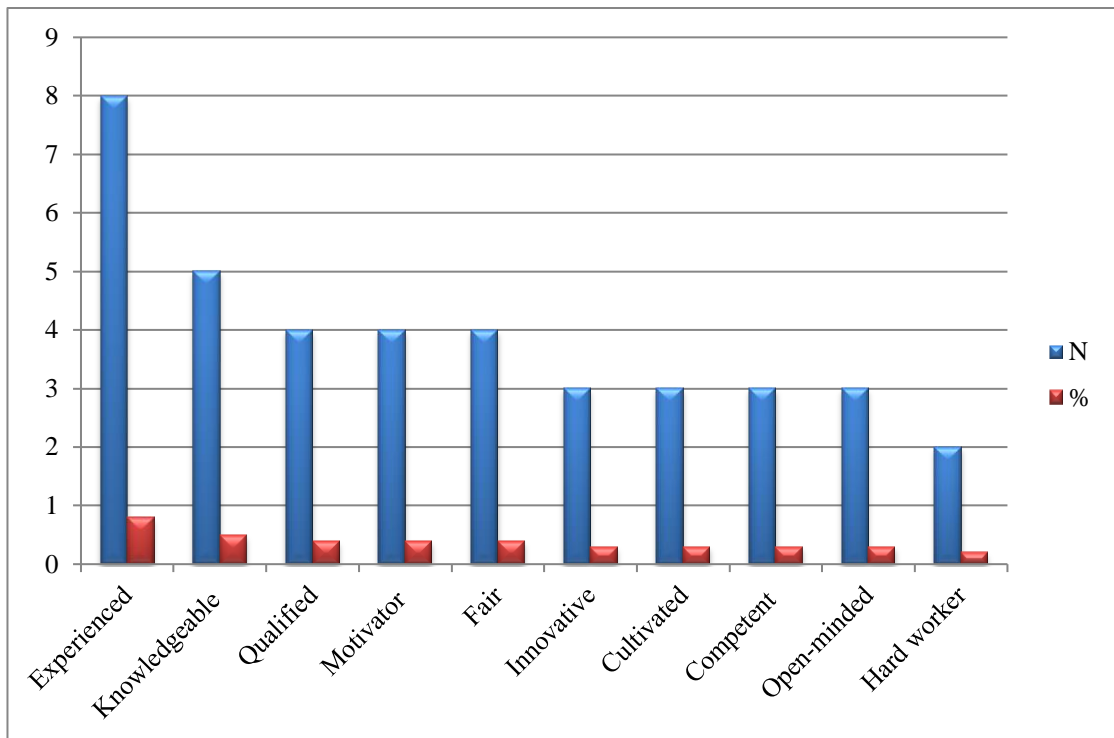
Graph 5.1: Teachers' experience

5.2.4.2 Teachers' Perception towards Essential Teacher's Qualities

In this part of the questionnaire, the researcher wanted to recognize T-participants' perception towards the essential teacher's qualities. The first item serves to distinguish their perceptions of the top ten essential qualities. The second item aims to identify which ones are paramount qualities.

Item 1: Top Ten Qualities

As far as the first item of the questionnaire is concerned, only four EFL teachers (40%) of civilization and culture completed the list of the top ten essential qualities as was required. However, the other remaining proportion of teachers (60%) offered uncompleted lists that generally contained from six to eight qualities. The obtained results are displayed in **Graph 5.2.**

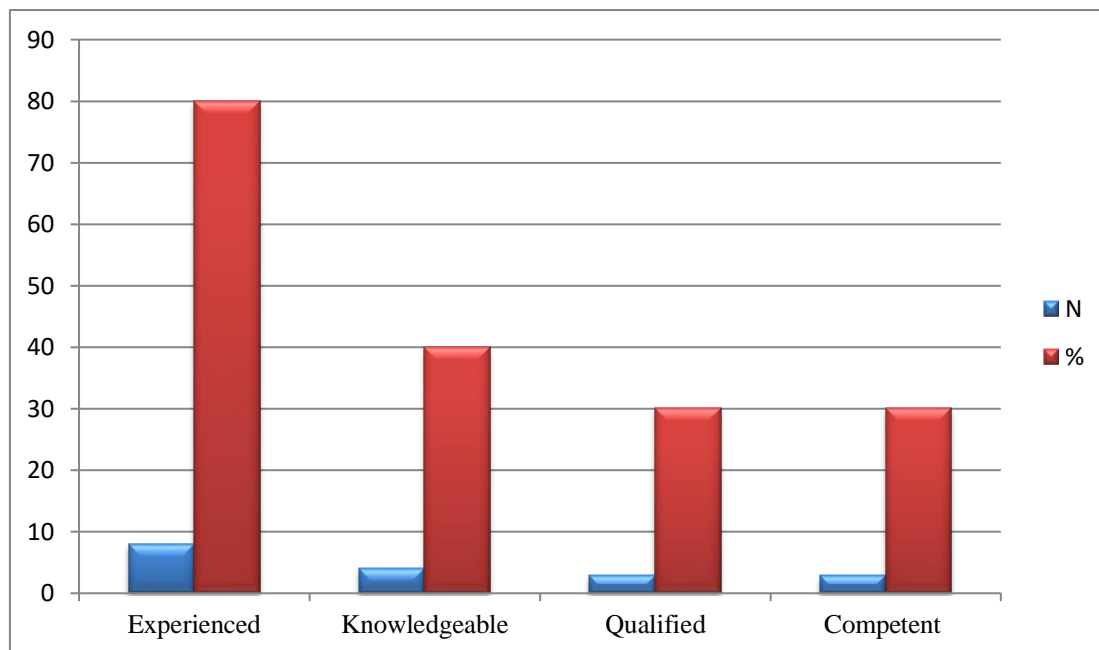


Graph 5.2: Teachers' Perception towards Essential Teacher's Qualities

According to T-participants, essential qualities for a teacher are numerous. However, they agreed on certain qualities and stated others like researcher, modest, continuous learner, active, flexible, good manager, strict, diplomatic, calm, ambitious, adviser, interested in teaching, skillful, organized, dynamic, punctual, methodologist, charismatic, educated, helpful, respectful, honest, sociable, leader, creative.

Item 2: Paramount Teacher's Qualities

This item of the questionnaire required the ten T-participants to state a list that contains from one to three paramount teacher's qualities. As a result, most of their responses were similar. They contained common qualities as were indicated in **Graph 5.3**



Graph 5.3: Paramount Teacher's Qualities

As it can be seen from the graph, T-participants identified varied teacher's qualities. The most selected ones as paramount according to their responses to this item were: experienced, knowledgeable, qualified, and competent. Further, a total of 80% of T-participants gave a great importance to the matter of experience as a paramount indicator of quality teacher.

5.2.4.3 Teachers' Practices in Teaching Civilization and Culture

This part of the questionnaire consists of nineteen items grouped under three sub-headings: planning skills, teaching methodologies, and skills taught in civilization and culture. The researcher tends to investigate EFL teachers' practices when delivering lectures of civilization and culture.

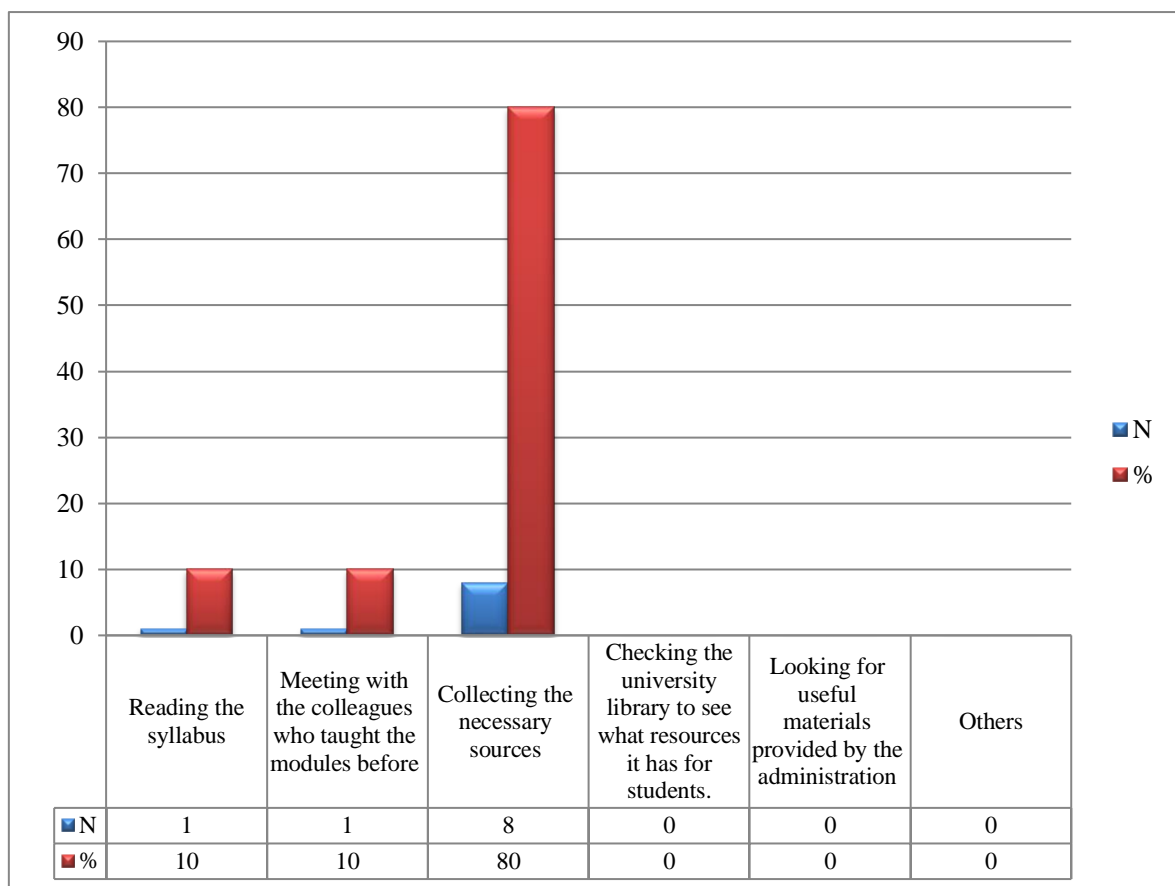
a) Planning Skills

Planning skills is the first element investigated in this part. T-participants were asked about their opinions concerning the adequate planning skills when delivering the lectures of

civilization and culture. The researcher devoted four items: teacher’s preparation, stating clear objectives, preparing students for the lecture, starting the lecture.

Item 3: Teacher’s Preparation

In the third item, the researcher wanted to look into T-participants’ preparation before delivering lectures of civilization and culture. They were given five alternatives and an opportunity to add others as displayed in **Graph 5.4**.



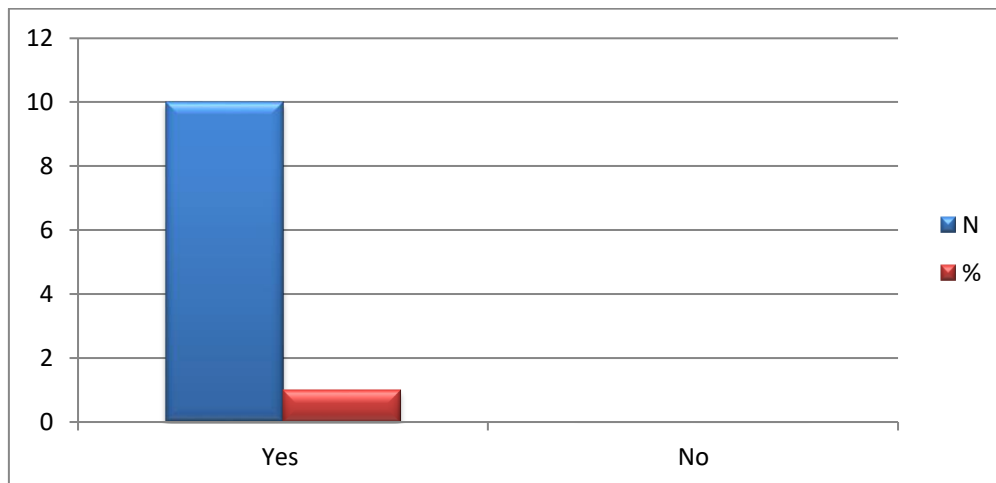
Graph 5.4: Teacher’s Preparation

When teachers were asked about how they prepare themselves for the teaching of foreign civilization, most of the T-participants (80%) responded that they collect the necessary sources for teaching the various topics of the module. Other two ways of preparation were also chosen equally (01%) which are reading the syllabus and meeting with

the colleagues who taught the modules in order to obtain lesson plans, quizzes, exam papers and tests. T-participants did not add any other manner of preparation.

Item 4: Stating Clear Plan and Objectives

The data on whether or not stating clear plan objectives at the beginning of the lecture were found from T-participants responses in the fourth item. The item also seeks to know whether the objectives are given verbally or written in case the informants responded positively.

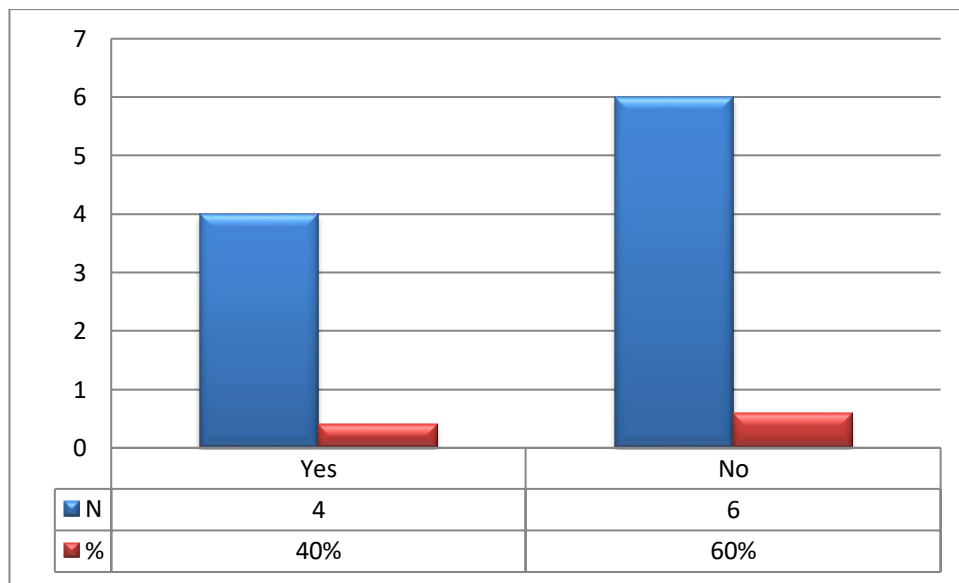


Graph 5.5: Stating Clear Plan and Objectives

As shown in **Graph 5.5**, the responses given by T-participants revealed that 80% of the teachers state clear plan and objectives before starting the lecture. This denotes that most of them are aware of the importance of helping students to form a clear reflection of what will be presented in the lecture. However, only 20% responded negatively to the question. Concerning those who said “yes”, they were asked again to reply if the plan and objectives were stated verbally or written. 90% of T-participants declared that they inform their students about the lecture’s plan and objectives verbally. The remaining teacher (01%) prefers to write them on the board.

Item 5: Preparing Students with Assigned Readings

In this item, the T-participants were asked about whether they prepare the EFL students for the lecture with assigned readings. In this case, whatever the answer was, the researcher recommended justifications to the responses.



Graph 5.6: Preparing Students with Assigned Readings

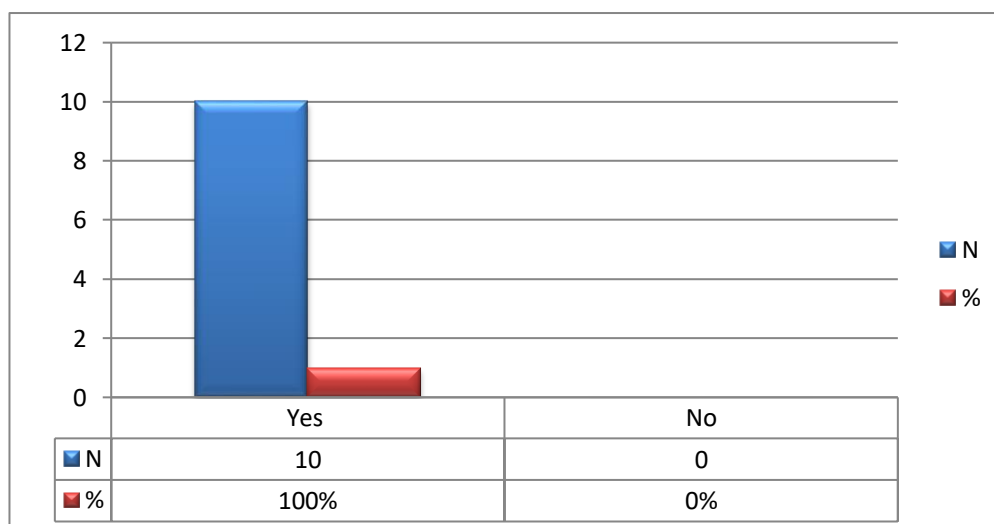
The **Graph 5.6** above indicates that a total of 60% of T-participants noted that they do not assign readings for their students before delivering the lecture. Hence, the reasons provided by the six teachers to justify their preferences were various. They asserted that students do not take this assignment into consideration. Even when asked to read handouts before coming to class, just a minority will do that. Another justification was about a complaint about the large number of students that hinders the teachers from providing supportive feedback.

All the reasons that were offered by the remaining proportion of 40%, who responded positively, were about engaging students actively when exposed to the lectures of civilization and culture. In their opinions, stressing the importance of preparing the students with adequate

reading assignments will enable students to be familiar with the lecture content. This may permit them to have a previous knowledge of the topic in terms of ideas, concepts, vocabulary, and comprehension. Another reason was about encouraging students to engage actively in discussing the topic either with the teacher or with their classmates. Besides, they maintained that it may enable students to prepare their questions as well as looking for additional details. One T-participant also reported that when students come with sufficient background about what will be presented in the lecture, they will gain more time to focus on important points.

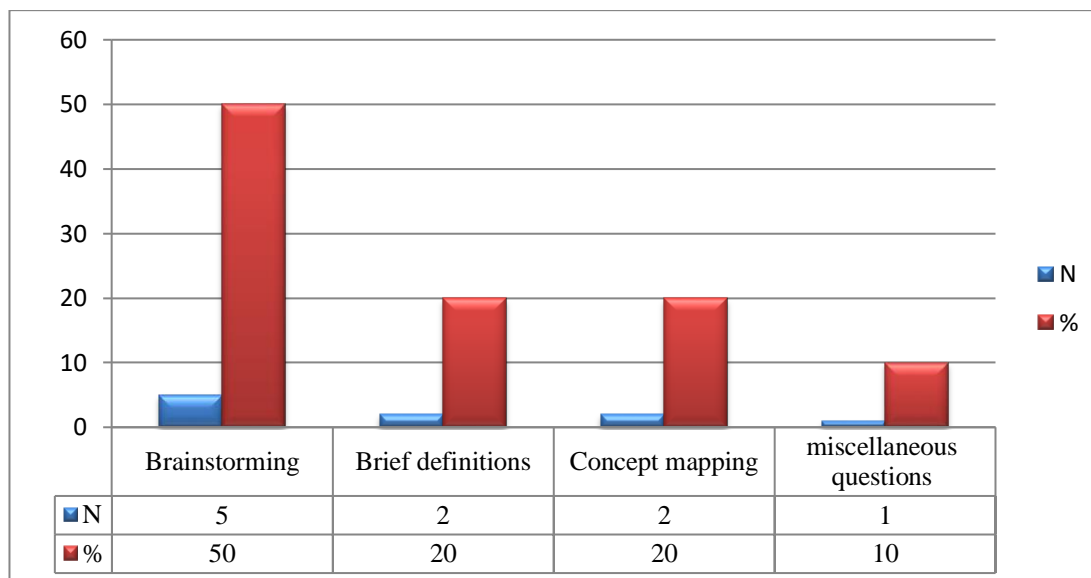
Item 6: Teachers' Assessment of Students' Prior Knowledge

This item serves to identify T-participants' views towards assessing students' prior knowledge to establish a link to the new lecture. It tries to find out whether they value the significance of interrelated lectures in terms of content (see **Graph 5.7**). Another complementary item was added to item 7 for the sake of having an idea about the techniques that are widely used among the teachers. **Graph 5.8** gives the details.



Graph 5.7: Teachers' Views towards Assessing Students' Prior Knowledge

What is remarked in **Graph 5.7** is that all EFL teachers of civilization and culture (100%) responded positively to the item. Therefore, they all agree that assessing students' prior knowledge about either civilization or culture is a necessary step to establish between lectures.

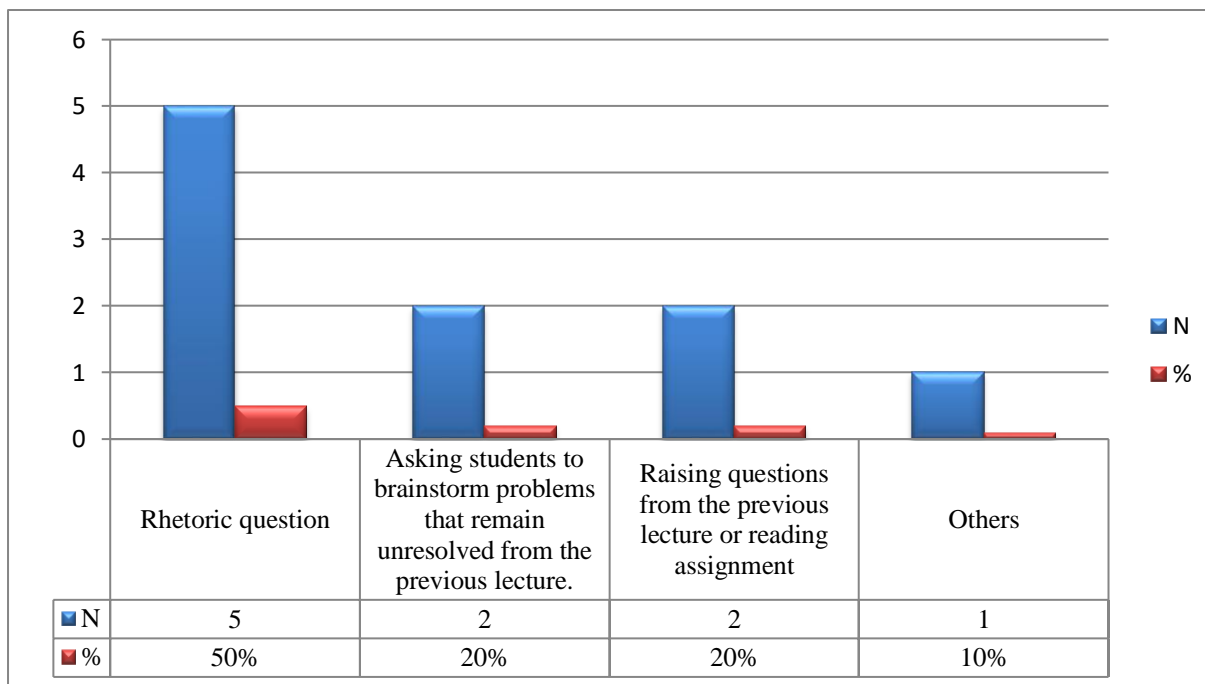


Graph 5.8: Teachers' Techniques in Assessing Students' Prior Knowledge

The answers to this question item, as shown above, revealed the following. The total number of teachers who use brainstorming is 5 (50%). In addition, the number of those who ask for brief definitions is 2 (20%), and those who ask for concept mapping is also 2 (20%). However, only 10% prefer to choose miscellaneous questions to fit the assessment.

Item 7: Teachers' Techniques in Starting the Lecture

This item aims at distinguishing T-participants usual ways of starting lectures of civilization and culture. T-participants were invited to report their views towards the appropriate way of starting an effective lecture. Thus, three alternatives were proposed with an opportunity to add others.



Graph 5.9: Teachers' Techniques in Starting the Lecture

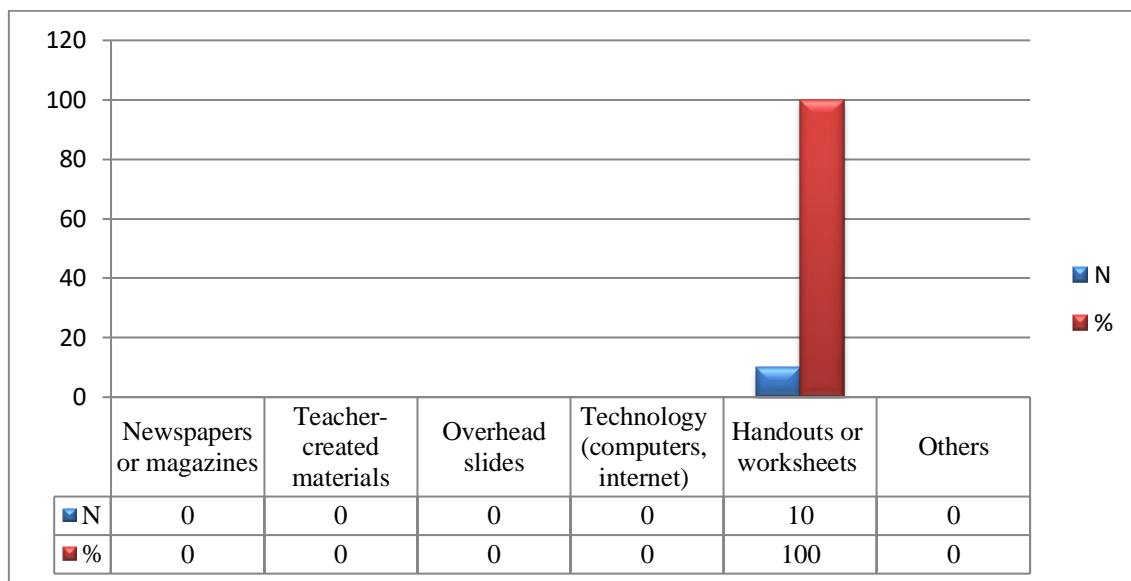
As the **Graph 5.9** shows, teachers have dissimilar manners of starting their lectures. According to the responses, half of the T-participants population (50%) chose the first alternative i.e. rhetoric question. However, 20% are used to start their lectures by asking students to brainstorm problems that remain unresolved from the previous lecture. The same number of teachers (20%) usually raises questions from the previous lecture or from a reading assignment. As far as the last alternative was concerned, only one teacher who gave another proposition, as it was permitted, which was “it depends on the lecture”.

b) Teaching Methodologies

The second element in this part is teachers' methodologies in delivering lectures of civilization and culture for EFL students. Hence, nine items were proposed for the T-participants to be investigated. The researcher, through this element, wanted to probe teachers' widely used methodologies and techniques in the aforementioned fields.

Item 8: Teachers' Use of Instructional Resources

In this item T-participants were invited to provide us with the type of instructional resources they generally use in teaching the aforementioned modules. For this reason, the researcher offered six common alternatives and of course they were welcomed to add any others.



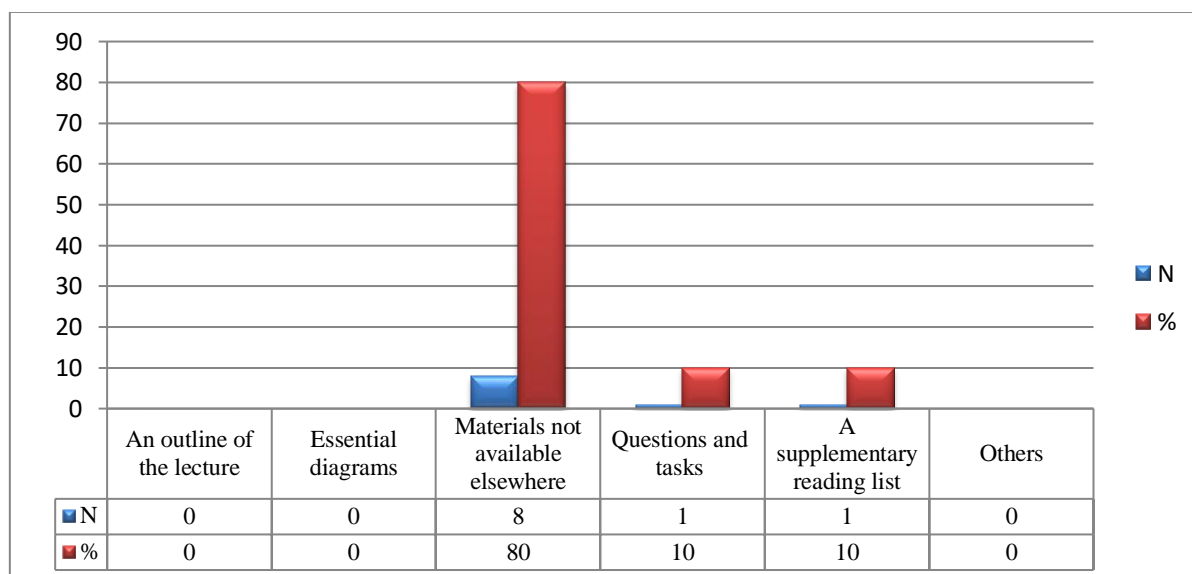
Graph 5.10: Teachers' Use of Instructional Resources

Based on the T-participants responses, there was a strong agreement on the use of handouts and worksheets as widespread instructional resources for teaching civilization and culture. All the teachers (100%) reported that they rely heavily on the use of printed handouts or worksheets in their lectures. Besides, neither other alternatives were chosen nor suggestions were given as exhibited clearly in the **Graph 5.10** above.

Item 9: Teachers' Opinions about Handouts' Content

As confirmed in the previous item, all T-participants tend to use the printed handouts or worksheets as adequate instructional resources for their lectures. This item, seeks to highlight teachers' perceptions towards the essential elements that should take part in a

handout for a lecture of civilization and culture. Teachers' responses are demonstrated as follows in **Graph 5.11**.

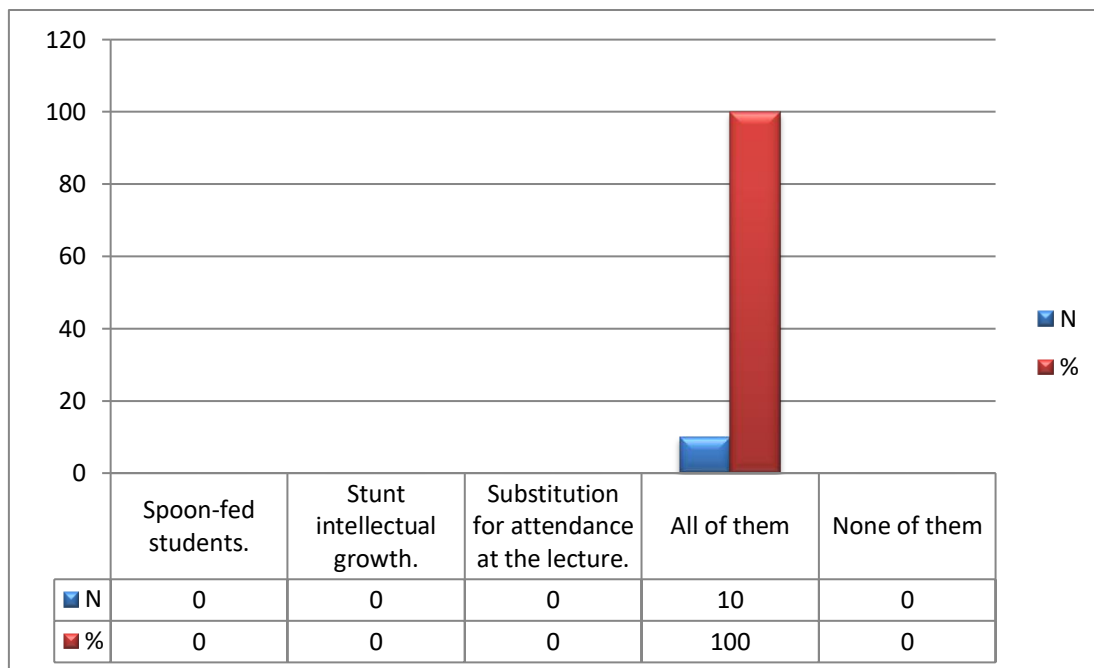


Graph 5.11: Teachers' Opinions about Handouts' Content

The obtained results illustrate that almost T-participants have the same tendency towards the appropriate content for handouts. A proportion of 80% responded by the same answer. They stated that, in most lectures, they provide their students with materials which may be difficult to obtain elsewhere. One teacher responded by the fourth alternative that denotes supporting handouts with questions and tasks that will encourage students to reflect on their learning. Also, the tenth teacher selected the fifth alternative that suggests including a supplementary reading list.

Item 10: Teachers' View toward the Use of Handouts

As displayed in item 7, T-participants strongly agreed on the use of printed handouts in their teaching process of the lectures of civilization and culture in EFL classrooms. Through this item, the researcher intends to look into their different points of view towards the use of handouts. The following **Graph 5.12** summarizes the responses.

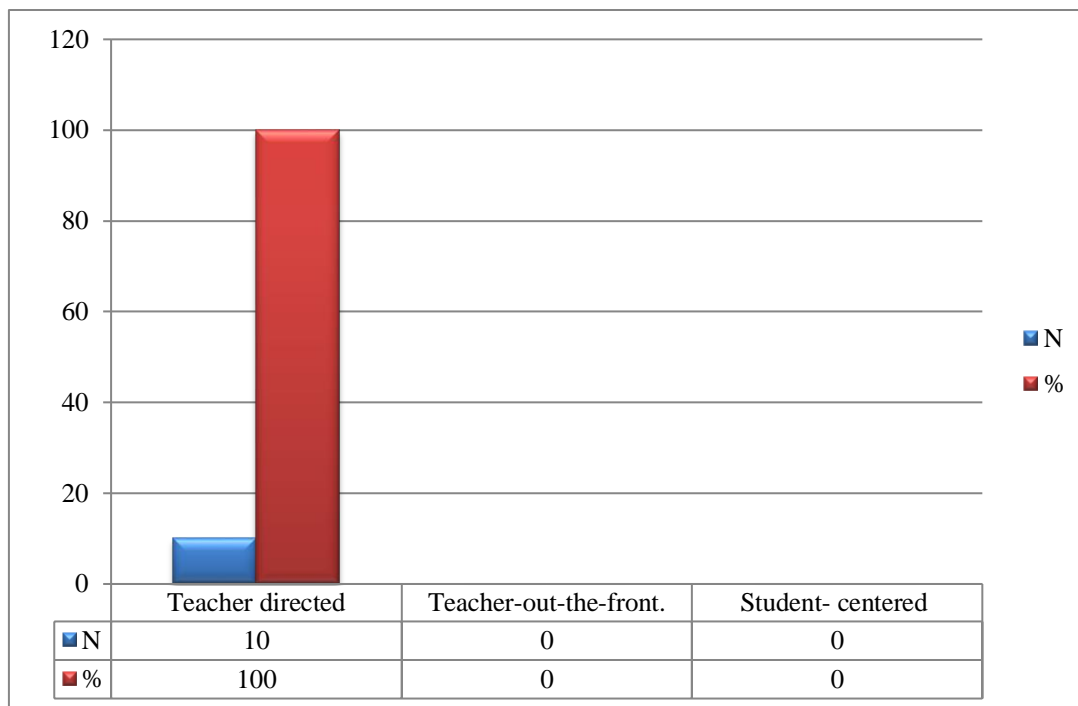


Graph 5.12: Teachers' Views towards the Use of Handouts

In this item, teachers were requested to express their opinions about the consequences of students' heavy reliance on the handouts. Despite the fact that all T-participants confirmed the use of the handouts as the most common instructional resources in teaching civilization and culture in the department, in contrast, they share the same opinion about their disadvantages. 100% of teachers agreed that the excessive use of handouts may lead to all of the researcher's suggested alternatives. Their response showed clearly their awareness towards this widespread issue in delivering lectures.

Item 11: Teachers' Approach in Delivering Lectures

As indicated in **Graph 5.13**, the researcher devoted item 11 for identifying T-participants' approach in delivering lectures of civilization and culture for EFL students. For this reason, he proposed three approaches in the question. Accordingly, the obtained results are shown as follows:

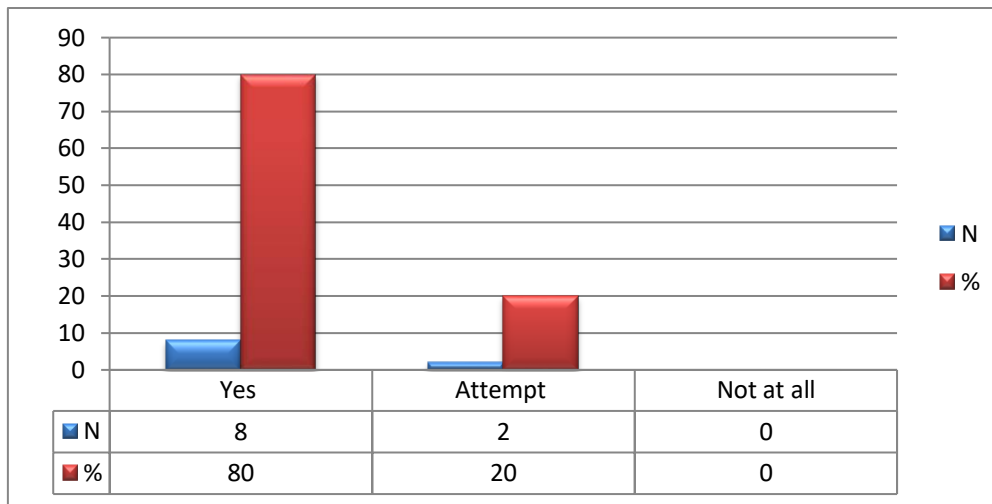


Graph 5.13: Teachers' Approach in Delivering Lectures

The results of this item reveal that all EFL teachers of civilization and culture (100%) shared the same answer. That is to say, the ten T-participants prefer to apply the teacher-directed approach with permitting high degree of individual initiative. These results clarify that most teachers do not appreciate to be out-the-front to direct all the activities all the time. Further, they also reject to apply the student-centered approach where they introduce the topic, suggest ideas and activities then students select a topic.

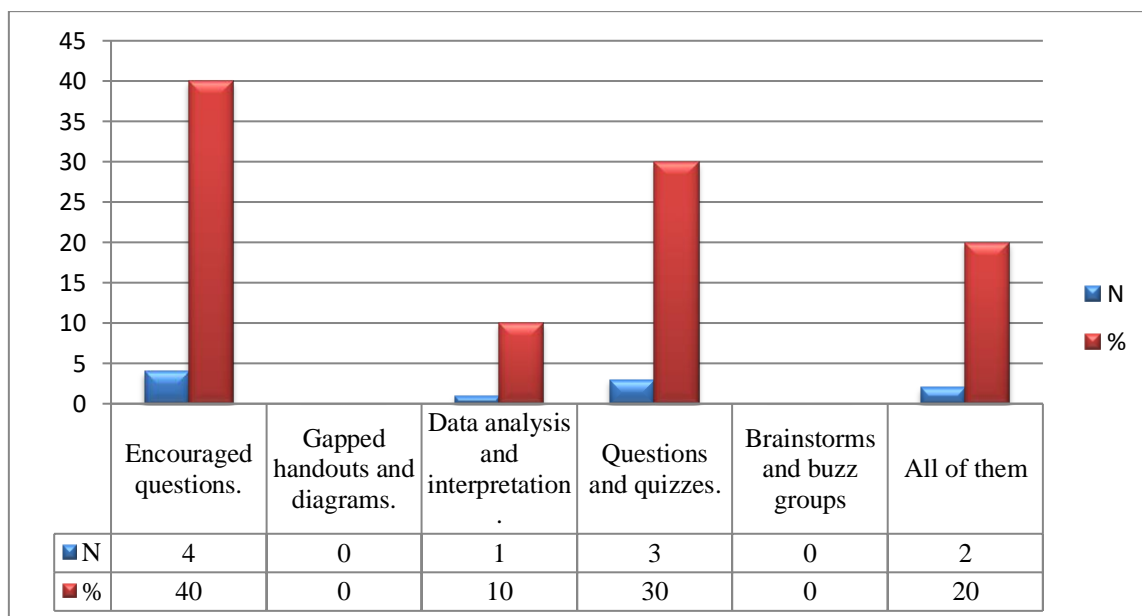
Item 12: Teachers' Opinions in Encouraging Students' Participation

As far as item 12 is concerned, T-participants were required to inform us about whether or not they encourage EFL students' participation during the lectures of civilization and culture (see **Graph 5.14**). An additional question was added to enable the researcher to recognize the widely used techniques they rely on (See **Graph 5.15**).



Graph 5.14: Teachers' Opinions about Encouraging EFL Students' Participation

Almost T-participants (80%) answered by “yes”. This indicates that they are aware of the significance of motivating students to participate in class. Only 20% who attempt to promote participation among the students. But no one responded by the third alternative that deny that teachers' paramount role in this issue.

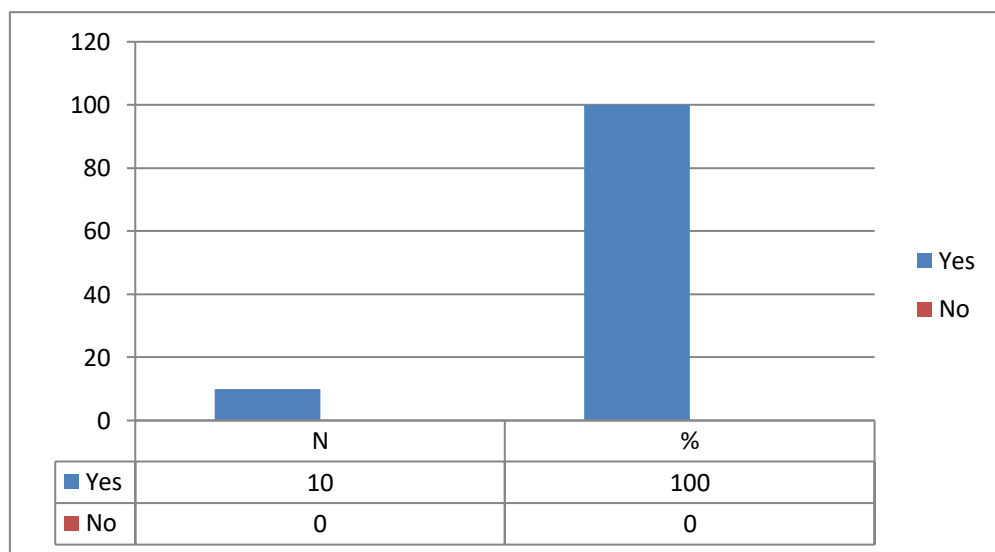


Graph 5.15: Teachers' Techniques in Encouraging Students' Participation

As shown in the previous page, teachers' responses about how they play an important role in increasing students' participation were varied. . Six alternatives were provided as illustrated in **Graph 5.15**. 40% promote it through encouraging questions, 30% prefer to raise question and quizzes, 20% found it necessary to move through the five techniques suggested in the item. However, 10% represent the only teacher who supports attracting students to take part in data analysis and interpretation.

Item 13: Teachers' Perceptions towards Students' Participation Dominance

Since most T-participants confirmed their awareness about the value of encouraging participation in lectures. They were asked, in this item, about whether there are students who tend to dominate discussion and hinder others' participation. If they respond positively, they have to justify the answer. The obtained responses will be demonstrated in **Graph 5.16**.



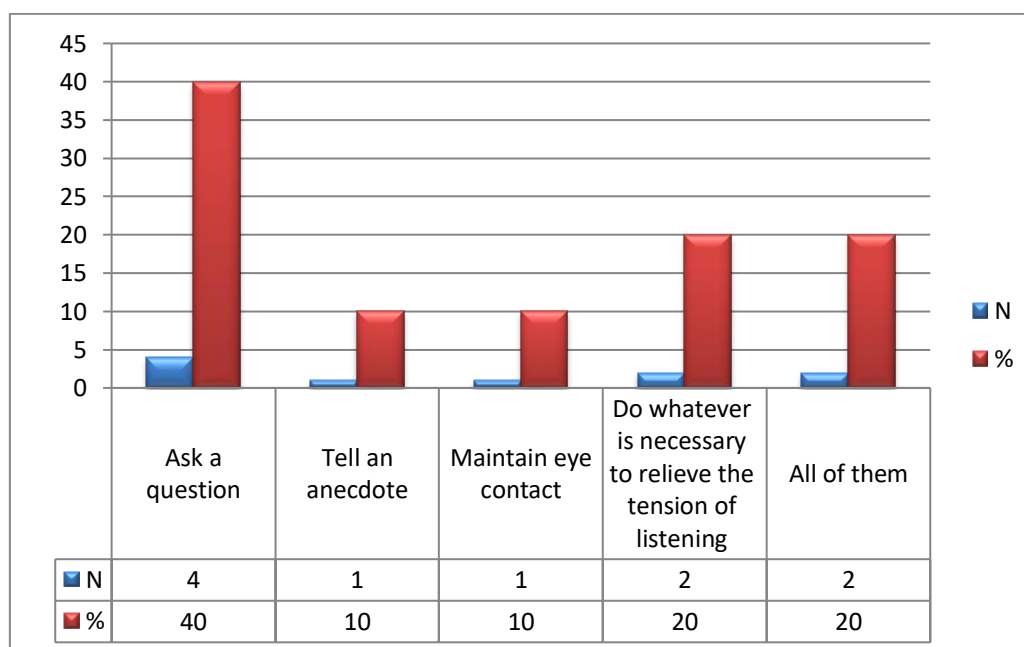
Graph 5.16: Teachers' Perceptions towards Students' Participation Dominance

A proportion of 90% of T-participants responded negatively to the question. It was strongly confirmed that throughout the lecture students participate equally i.e. opportunities to participate are given to everyone without exception. Although, one teacher (10%) responded

positively. He referred that to the highly qualified and motivated students who succeed in attracting teachers' attention and making poor ones will feel inferiority and anxiety. As a consequence, they will be hindered from showing their abilities. But the teacher's role is considerably important in reaching balance.

Item 14: Teachers' Techniques in Capturing Students' Attention

This item is devoted to investigate teachers' techniques in capturing students' attention during the lectures. T-participants were provided by seven alternatives with a possibility to add if any. Their responses are indicated in **Graph 5.17**.



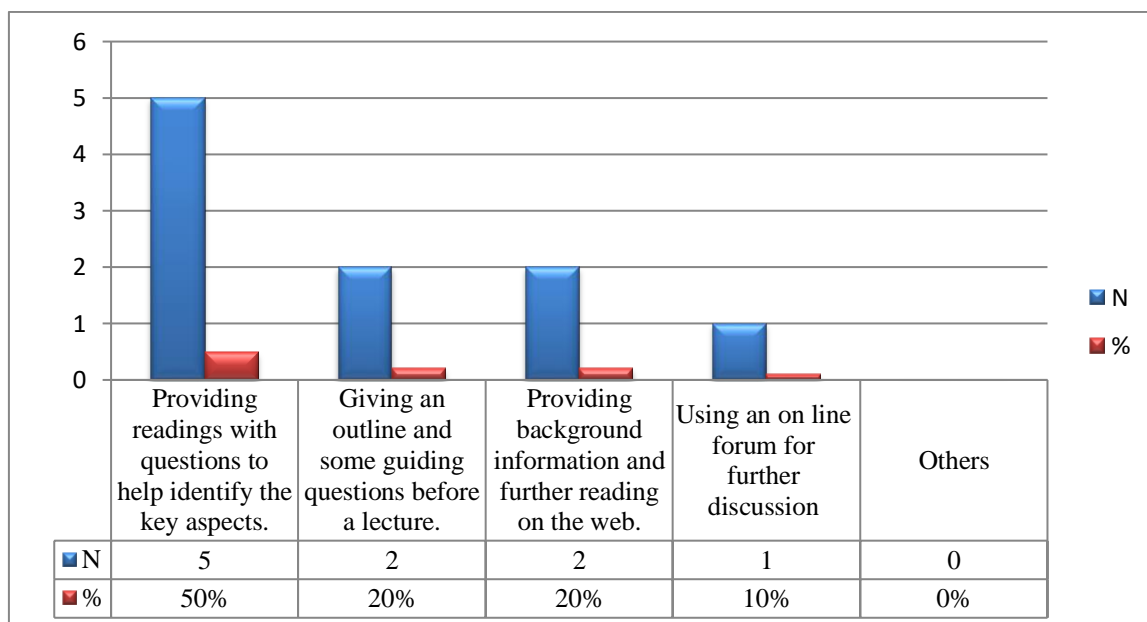
Graph 5.17: Teachers' Techniques in Capturing Students' Attention

From the data demonstrated above, we can understand that there were some T-participants who gave more than one answer. Almost all alternatives were selected except the second one which denotes capturing students' attention through spending no more than 10 minutes on straight lecture. 40% of T-participants are used to attract students' attention through asking questions. However, with the same percentage of 20%, four alternatives were

selected: ‘telling an anecdote’, ‘doing whatever is necessary to relieve the tension of listening’, and ‘all of them’. Only 1% of the T-participants prefer to ‘maintain eye contact’.

Item 15: Teachers’ Perceptions towards Keeping Students Constructively Engaged

T-participants were asked about how they keep EFL students constructively engaged throughout the learning process of civilization and culture. Teachers were given a list that consisted of three alternatives. The following **Graph 5.18** displays the results.



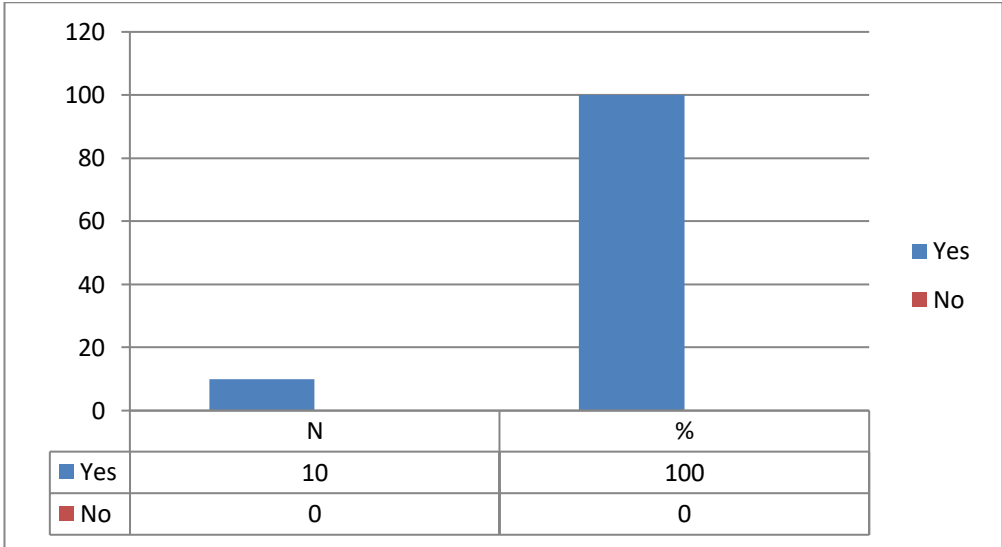
Graph 5.18: Teachers’ Perceptions towards Keeping Students Constructively Engaged

The responses of T-participant to this item discussed in this part indicated that 50% of them tend to providing readings with questions in order to keep students constructively engaged in learning. 20% try to give to an outline and some guiding questions before a lecture. Similarly, 20% selected the third alternative that suggests providing background information and further reading on the web. The remaining teacher preferred using an online

forum for further discussion. That means that teachers are using various techniques for the sake of keeping their students engaged in learning civilization and culture.

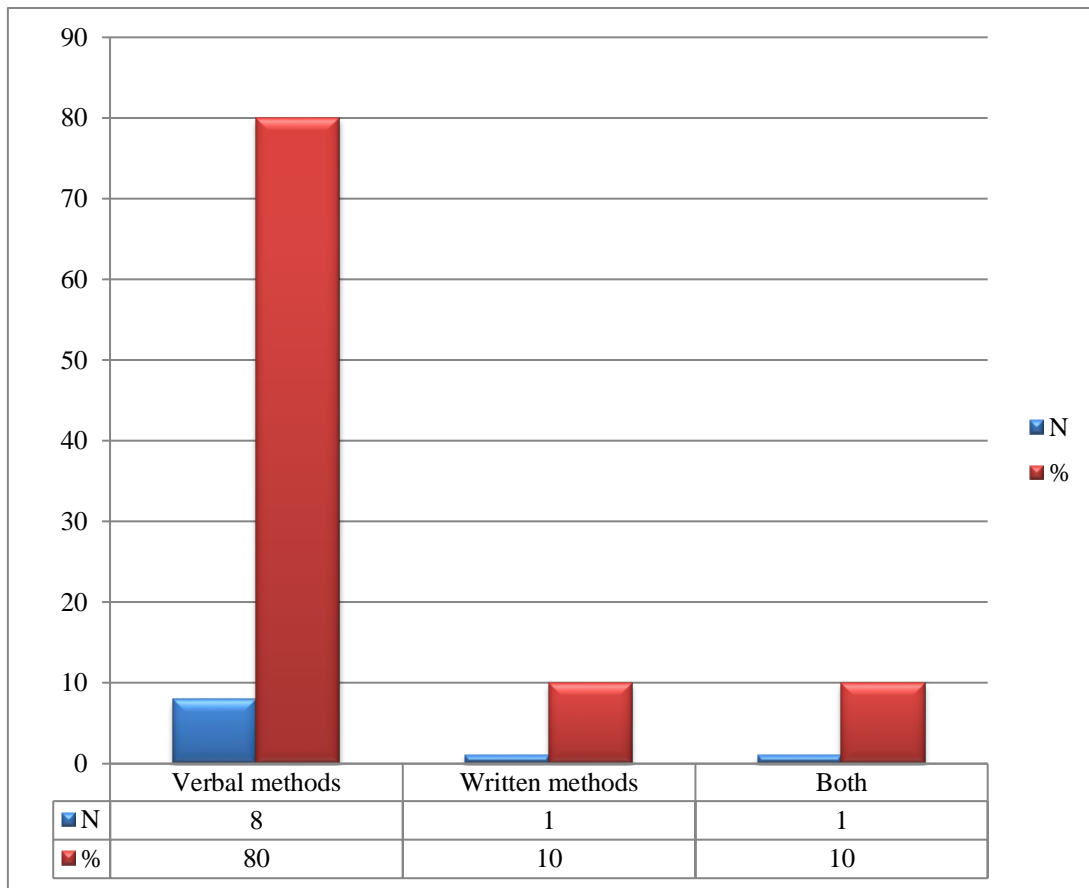
Item 16: Teachers’ Assessment of Achieved Objectives

This item asks T-participants about whether they assess their students’ achievement of the objectives set for the lectures of civilization and culture as displayed in **Graph 5.19**. In case of a positive response, the researcher added a complementary question in which teachers were required to confirm their use of either verbal or written methods. The teachers’ selection yielded the results displayed on **Graph 5.19**



Graph 5.19: Teachers’ Assessment of Achieved Objectives

One further thing worth mentioning is that the number of teachers who assess students’ achievement of objectives is relatively high. Statistically speaking, from the total number of the respondents, 70% responded by ‘Yes’ and only 30% responded by ‘No’. Those who responded positively affirmed the type of methods used for the assessment in the following item as indicated in **Graph 5.20**.

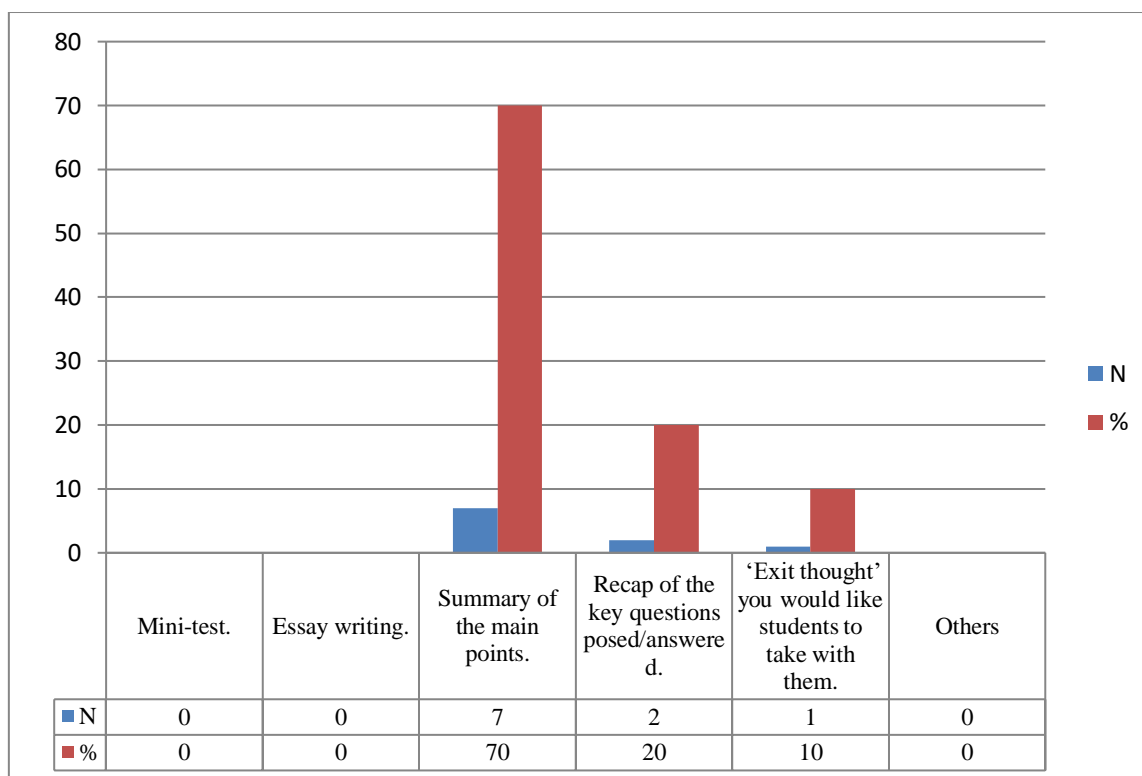


Graph 5.20: Teachers' Methods of Assessing Students' Achievement of Lecture Objectives

According to the **Graph 5.20**, in terms of percentages, nearly all T-participants (80%) asserted the use of verbal methods when checking students' understanding of the important points of the lecture. However, only 10% selected the second alternative which is 'Written methods', and the other remaining proportion (10%) responded by 'Both'.

Item 17: Teachers' Techniques in Ending the Lecture

The last item in this element is intended to focus on ending lecture techniques. For that reason, through item 17, T-participants were required to inform the researcher about their preferred ways of an attractive end for civilization and culture lectures. Thus, six varied propositions were offered as designated in **Graph 5.21**.



Graph 5.21: Teachers' Techniques in Ending the Lecture

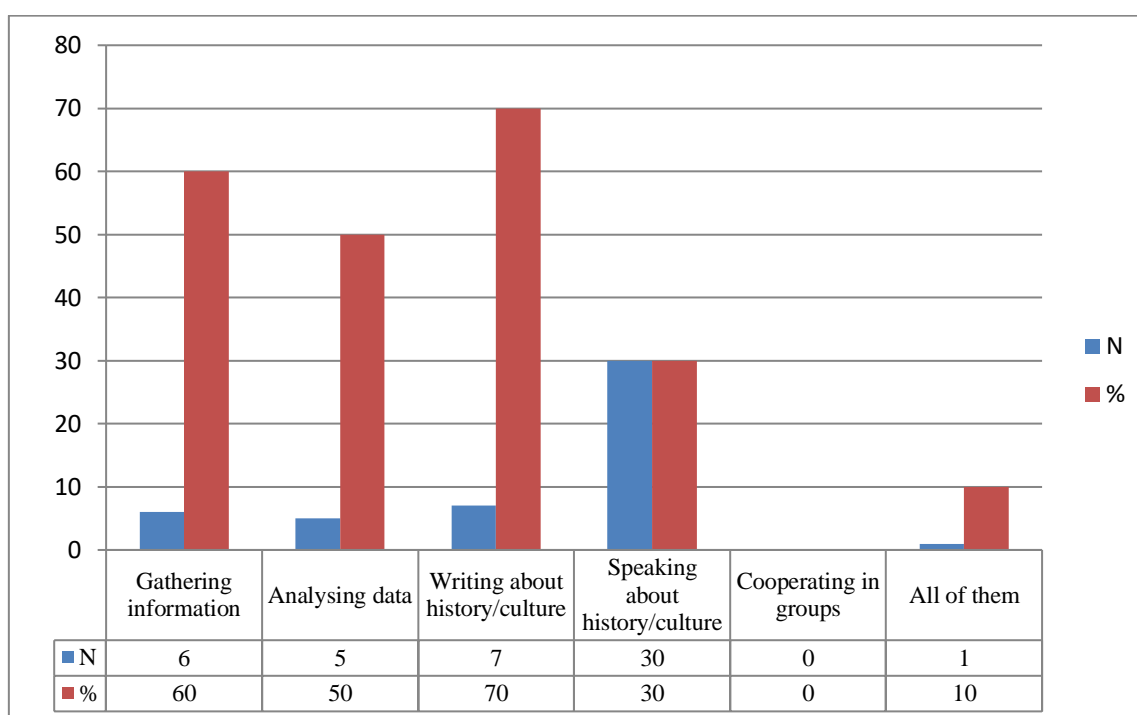
Relying on the obtained results, the third alternative was chosen by 70% of T-participants. In other words, the majority of them gave more emphasis to end the lecture through summarizing the main points. 20% found that it is efficient to recap the key questions that were posed or answered previously. However, just 10% of teachers who chose an 'exit thought' they would like students to take with them.

c) The Skills Taught in Civilization and Culture Lectures

The third part in teachers' methodologies looks into the essential skill that should be taught through delivering lectures of civilization and culture for EFL students. Therefore, T-participants were required to provide the researcher about their opinions towards this issue by responding to four varied items.

Item 18: Teachers' Opinions about the Important Skills in Learning Civilization and Culture

Being exposed to various historical and cultural topics in a foreign language necessitates developing certain skills. Item 16 relies mainly on inquire T-participants about their viewpoints about which skill (s) should be given more emphasis rather than the others. The results in **Graph 5.22** are an indication of this.



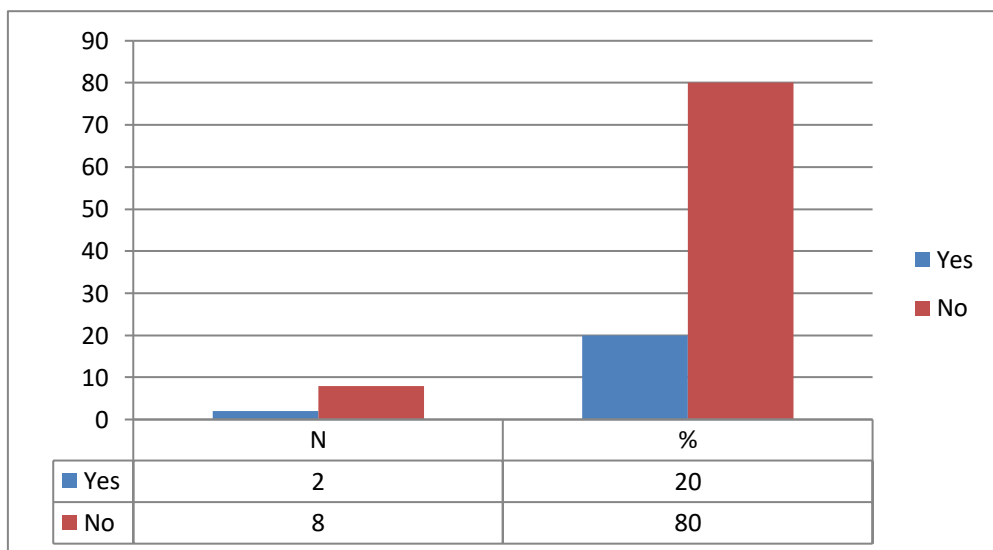
Graph 5.22: Teachers' Opinions about the Important Skills in Learning Civilization and Culture

As noticed in above, some teachers gave more than one alternative for this item. The majority (70%) shows a strong agreement for the fact that EFL students should focus on developing skills related to writing about history as well as culture. (60%) of teachers shared the same view towards the importance of gathering historical and cultural information. Half of teachers selected the second alternative which suggested analyzing historical and cultural

data. In addition, 30% saw that speaking about history and culture is the skill that needs to be enhanced. However, just one teacher who believes that all the proposed skills in the item are paramount in learning the civilization and culture.

Item 19: Teachers’ Views about Students’ Awareness of the Important Skills

When T-participants were asked about the different skills that need to be given priority when exposed to the lectures of civilization and culture, a variety of responses were offered. Item 17 is a complementary question to the previous one. They have been inquired about whether or not EFL students are aware of the aforementioned skills.



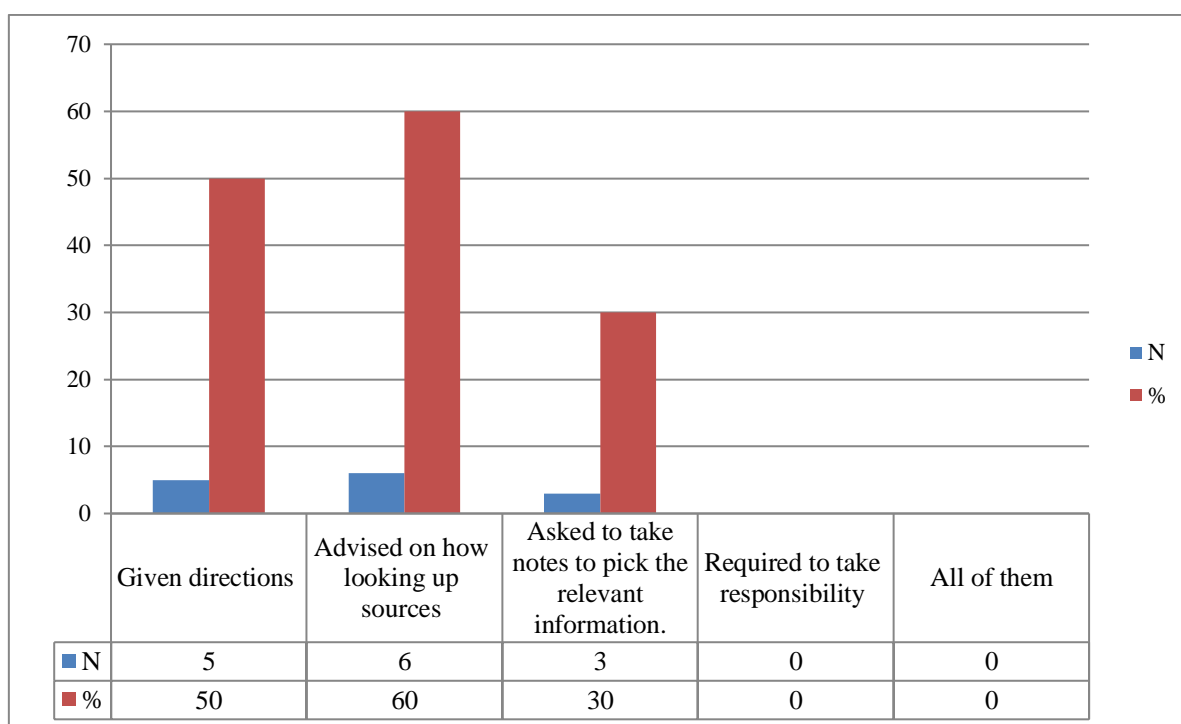
Graph 5.23: Teachers’ Views about Students’ Awareness of the Important Skills

As shown in **Graph 5.23**, nearly all T-participants (80%) confirmed that EFL students are not aware of the necessity to develop the required skills in learning civilization and culture. Conversely, only 2% were against their colleagues and believe that EFL students recognize the significance of increasing particular competencies when dealing with foreign civilization and culture. According to most teachers, EFL students rely chiefly on

memorizing facts, events, dates, definitions, and biographies. Furthermore, they argued that the curriculum constitutes of heavy lectures that are not accompanied by session of practice where given opportunities to carry out various activities in the field. Their responses also ranged between the nature of the courses which is purely narrative with its accumulating details.

Item 20: Teachers' Instructions in Data Gathering Tasks

Generally, EFL students are frequently asked to gather data for assignments or research projects. In this item, T-participant provided us with the most used instructions in data gathering tasks. Their responses were presented as follows in **Graph 5.24**.



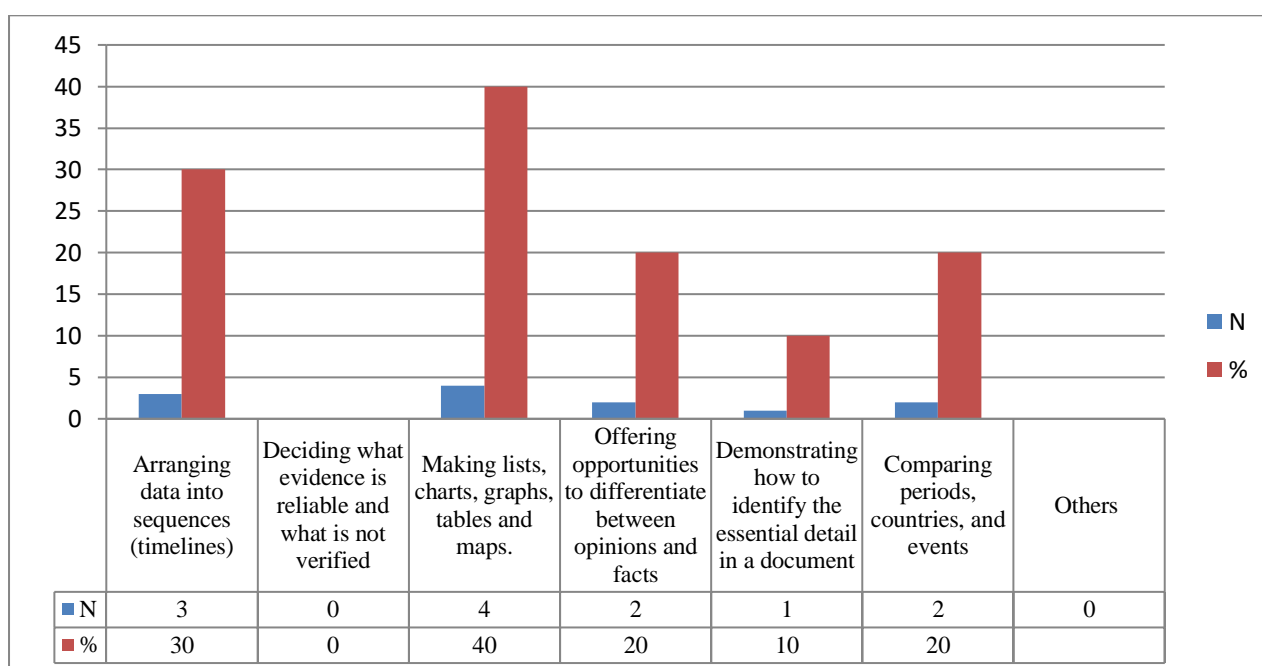
Graph 5.24: Teachers' Instructions in Data Gathering Tasks

Five alternatives were proposed and some teachers gave more than one. 60% are used to advise their students on how looking up sources in the library or on the internet. 50% prefer to give constructive directions on where to find the answers. The remaining 30% chose the

third alternatives that suggests taking notes to pick the most important and relevant information during research. The last two alternatives were not taken into consideration.

Item 21: Teachers’ Techniques in Developing Students’ Data Analysis Skill

Lastly, the chief purpose of this item was to recognize T-participants types of techniques in developing EFL students’ data analysis skill. Therefore, six chosen techniques were offered for the question with a possibility to provide others (see **Graph 5.25**).



Graph 5.25: Teachers’ Techniques in Developing Students’ Data Analysis Skill

The results reveal that T-participants use varied techniques when developing EFL students’ data analysis skill. 40% reported to making lists, charts, graphs, tables and maps, 30% to arranging data into sequences, 20% to offering opportunities to differentiate between opinions and facts, 20% to comparing time periods, countries, and events. However, just 1% responded to demonstrating how to identify the essential detail in a document or fragment from the past.

5.3 Students' Questionnaire

The questionnaire was a primary source to obtain an overview of students' perceptions toward quality teaching of English-speaking civilization and culture. The students belong to the department of foreign language division of English at the University of Biskra during the academic year 2012/2013. Moreover, they came from many parts of Algeria with mixed ability potentials to learn the English language.

5.3.1 Design of the Questionnaire

The researcher used close-ended questions in the first part and thirteen items were designed in the second part in order to get data from the informants about their learning of English-speaking civilization and culture. The first part is related to students' perceptions towards teacher qualities. The second part is related to students' perceptions towards English-speaking civilization and culture. It included five sub-headings: content presentation and organization, active learning, motivation, teacher-student relationships, as well as assessment. The third part focused mainly on their interest and involvement in learning.

5.3.2 The Sample

A total number of one hundred thirty (130) students were randomly selected from the three levels of EFL classrooms. Since we are not interested in selecting the population according to specific standards, random sampling is seen as an appropriate choice. Furthermore, as our classrooms are co-educational, both males and females students were involved in the investigation. The participants were aged between seventeen and early twenties. For first year EFL students (N= 50), second year (N=60), and third year (N=20).

5.3.3 Administration of the Questionnaire

Students' questionnaire was administered to EFL students from the three levels for 20 minutes after the lectures of English-speaking civilization and culture. Students were first given a brief verbal explanation of the purpose of the questionnaire, followed by specific clarification of the each question. All of the completed questionnaires were collected immediately at the end of the class. None of the students left without participating.

5.3.4 Questionnaire Analysis

As described before, students' questionnaire aims at probing their perceptions towards quality teaching of English-speaking civilization and culture. The first part inquires students to express their opinions about how they see teachers of those lectures in terms of qualities. The second part compromises five sub-headings focusing on their views on the methodologies used by teachers in teaching civilization and culture. Furthermore, in the third part they are required to answer various questions linked to the involvement and interest in learning.

5.3.4.1 Perceptions towards Teacher Qualities

In this part of students' questionnaire, the researcher wanted to identify S-participants' perception towards the essential qualities for a teacher of civilization and culture. The first item gives the opportunity to choose from 10 qualities. The second item aims to identify which ones are paramount qualities.

Item 1: Students' Opinions about Essential Teacher's Qualities

Concerning the first item, S-participants gave more numerous qualities for a teacher of civilization and culture. Thus, the obtained data from the three levels were varied. The results are shown as follows in **Table 5.1**:

Alternatives	First year		Second year		Third year	
	N 50	%	N 60	%	N 20	%
Respectful	17	34%	21	35%	12	60%
Experienced	35	70%	52	87%	20	100%
Knowledgeable	40	80%	60	100%	20	100%
Approachable	00	00%	06	10%	04	20%
Engaging	20	40%	15	25%	08	40%
Communicative	18	36%	11	18%	12	60%
Organized	14	28%	20	33%	15	75%
Responsive	19	38%	11	18%	17	85%
Professional	22	44%	32	53%	18	90%
Humorous	09	18%	14	23%	05	25%

Table 5.1: Students' Opinions about Essential Teacher's Qualities

In this question, we introduced a list of some teachers' qualities, and we wanted S-participants to identify which of them are essential. According to first year students, 80% reported to 'knowledgeable', 70% to 'experienced', and 44% to professional. For second year students, all students (100%) responded by 'knowledgeable', 87% by 'experienced', and 53% by professional. Whereas, all third year students (100%) show strong agreement about both qualities (knowledgeable and experienced), and 90% selected 'professional'.

Item 2: Students' Responses to their Teachers' Qualities

To see if EFL teachers of civilization and culture are characterized by the aforementioned qualities, T-participants were asked to give their opinions about it. The researcher offered four alternatives. As it becomes clear from the **Table 5.3**, a proportion of 56% of first year students answered by most of them, 20% by none of them, and with the same percentage of 12% responded by all and few of them. 38% of second year students answered by few of them, 30% by most of them, 18% by all of them, and 13% by none of them. For third year, 65% responded to most of them, 25% to few of them, and 10% to all of them

Alternatives	First year		Second year		Third year	
	N	%	N	%	N	%
All of them	06	12%	11	18%	02	10%
Most of them	28	56%	18	30%	13	65%
Few of them	06	12%	23	38%	05	25%
None of them	10	20%	08	13%	00	00%

Table 5.2: Students' responses to their teachers' qualities

Item 3: Students' Perceptions towards Paramount Quality Teacher

This open question is chiefly used by the researcher in order to gain useful insight about S-participants' perceptions towards the essential qualities for a teacher. They were given the opportunity to identify a maximum of five paramount qualities as indicated in the tables below.

	N	%
Knowledgeable	38	76%
Engaging	29	58%
Communicative	22	44%
Responsive	18	36%
Professional	16	32%

Table 5.3: Paramount Teacher Qualities for First Year Students

What would be gained from the results displayed in **Table 5.3** is that 76% of the S-participants selected 'knowledgeable', 58% selected 'engaging', 44% selected 'communicative'. The last two qualities 'responsive' and 'professional' were identified by 36% and 32% respectively.

	N	%
Engaging	51	85%
Knowledgeable	25	41.66%
Organized	19	31.66%
Professional	17	28.33%
Experienced	17	28.33%

Table 5.4: Paramount Teacher Qualities for Second Year Students

As can be seen, ‘engaging’ was the most mentioned quality (85%), followed by ‘knowledgeable’ (41.66%) and ‘organized’ (41%). Both ‘professional’ and ‘experienced’ were mentioned by 28.33% of the second year S-participants.

	N	%
Professional	18	90%
Engaging	16	80%
Communicative	15	75%
Experienced	13	65%
Knowledgeable	12	60%

Table 5.5: Paramount Teacher Qualities for Third Year Students

When looking at the Table.5.5, of the third year S-participants, 90% mentioned ‘professional’, 80% mentioned ‘engaging’, and 65% mentioned 75%. However, the remaining two qualities ‘experienced’ and ‘knowledgeable’ were chosen by more than the half of the respondents.

5.3.4.2 Perceptions about Learning Civilization and Culture

To know S-participants perceptions towards learning civilization and culture, they were given five areas to be investigated: Content presentation and organization, active learning, motivation, teacher-student relationships, and assessment.

Item 4: Students' Opinions about Content Presentation and Organization

This item deals with S-participants' opinions about the teachers' methodologies used to deliver the lectures of civilization and culture. **Table 5.6** demonstrates the obtained results.

Alternatives	First year		Second year		Third year	
	N	%	N	%	N	%
The teacher stimulated our thinking	09	18%	11	18%	05	25%
I could understand the relevance of what was taught	34	68%	32	53%	10	50%
Current issues were used to make the lecture interesting	02	04%	07	11%	03	15%
The lecture outline was clearly described	05	10%	10	16.66%	02	10%

Table 5.6: Students' Opinions about Content Presentation and Organization

We can notice that all the alternatives were chosen by the students. In terms of teacher's stimulation of thoughts, the results are as follows: 18% reported from both first and second year, whereas 25% from the third year. Students' understanding of the lecture, in the three levels, was represented by 68%, 53%, and 50% respectively. Concerning teachers use of current issues to raise interest, first year students answered by 04%, second year by 11%, and third year by 15%. The fourth alternative which is about the lecture's outline, percentages were lower (10%, 16.66, and 10%).

Item 5: Students' Responses to Active Learning

Believing that S-participants learn more when they are actively involved in the learning process, they were required to express their opinions about it. **Table 5.7** summarizes their responses.

Alternatives	First year		Second year		Third year	
	N	%	N	%	N	%
A variety of teaching methods were used.	02	04%	05	08.33%	02	10%
Using activities which encouraged the application of knowledge	09	18%	15	25%	08	40%
Asking questions to monitor students' progress	29	58%	23	38.33%	06	30%
I was asked to provided alternative explanations	10	20%	17	28.33%	04	20%

Table 5.7: Students' Responses to Active Learning

The results showed that 58% from the first year reported by teacher's questions to monitor students' progress. The same alternative was chosen by 38% of second year students. Conversely, 40% from the third year answered by the employment of activities which encourage the application of students' knowledge. The other percentages vary from one alternative to another, and from one year to another as indicated above.

Item 6: Students' Opinions about Motivation

In this item, the researcher proposed a list of alternatives that refer to classroom motivation during lectures of civilization and culture. The purpose was to recognize whether or not the environment is motivational for the S-participants.

Alternatives	First year		Second year		Third year	
	N	%	N	%	N	%
Our contributions were encouraged and valued	09	18%	08	13.33%	02	10%
The teacher is enthusiastic	12	24%	29	48.33%	11	55%
I found the lectures interesting and enjoyable.	10	20%	13	21.66%	09	45%
The teacher motivates us to do further independent study.	19	38%	10	16.66%	16	80%

Table 5.8: Students' Opinions about Motivation

As illustrated in **Table 5.8**, first year students' responses were divided into the four alternatives with different percentages. 38% agreed that the teacher motivates them to do further independent study. 48% from the second level confirmed that their teacher is enthusiastic. However, concerning the third level, S-participants selected more than one alternative. Thus, 80% reported to the fourth, 55% to the second, 45% to the third, and 10% to the first.

Item 7: Students' Perceptions about Teacher-Student Relationships

The perception of EFL S-participants about teacher-student relationships was uncovered from their responses to the 7th item. They were inquired to describe the type of relationships with their teachers of civilization and culture. The **Table 5.9** indicates the findings.

Alternatives	First year		Second year		Third year	
	N	%	N	%	N	%
I feel that the teacher understood our learning needs.	08	16%	15	25%	03	15%
The teacher was willing to understand students' problems	05	10%	13	21.66%	05	25%
Our teacher knew the individuals in the class.	05	10%	10	16.66%	03	15%
Our teacher paid attention to the progress of individual students.	19	38%	24	40%	09	45%

Table 5.9: Students' Perceptions towards Teacher-Student Relationships

The obtained results reveal that the highest percentages, in the three levels, were achieved in the fourth alternative by 38%, 40%, and 45% respectively. That means that EFL students approved the role of teachers in paying attention to their progress. However, the lowest percentages were realized in the third alternatives that indicated teachers' unfamiliarity with the students in terms of names, abilities, or needs.

Item 8: Students' Perceptions towards Teachers' Assessment

In this item, the researcher aims at probing students' perceptions towards teachers' assessment. Here, EFL S-participants responded according to the four suggested options as displayed clearly in **Table 5.10**.

Alternatives	First year		Second year		Third year	
	N	%	N	%	N	%
A variety of assessment methods were used.	04	08%	09	15%	02	10%
The assessment tested our understanding of key concepts.	33	66%	36	60%	16	80%
The teacher provided examples of good work.	01	02%	05	08.33%	00	00%
The teacher quickly provides test results	12	24%	10	01.66%	02	10%

Table 510: Students' Perceptions towards Teacher's Assessment

It is obvious from the table above that most students, from the three levels, showed strong agreement about teachers' assessment purpose. As a result, 66% from the first year, 60% from the second year, and 80% from the third year validated that assessments used in the courses of civilization and culture usually test their understanding of key concepts. In opposition, just few S-participants (02% and 08%) indicated that they were provided by examples of good works. We can also notice that teachers do not use a variety of assessment methods (08%, 15%, and 10%) as well as taking more time to provide test results (24%, 01% and 10%) .

5.3.4.3 Involvement and Interest in Learning

The third part of the questionnaire seeks to gather data about S-participants involvement and interest in learning civilization and culture. Furthermore, it is divided into eleven items focusing on various elements and containing a wide range of alternatives as it will be illustrated in the following results.

Item 9: Students' Views towards Civilization and Culture

This item resulted in **Table 5.11** is designed to elicit information from S-participants on the idea of perceiving foreign civilization and culture. Three alternatives were put for selection as follows:

Alternatives	First year		Second year		Third year	
	N	%	N	%	N	%
Subject and no more	41	82%	39	65%	02	10%
A chance to learn from failures and successes of others	02	04%	18	30%	12	60%
A number of instructive examples of what is right or wrong, good or bad	07	14%	03	05%	06	30%

Table 5.11: Students' Views towards Civilization and Culture

The majority of both first (82%) and second year (65%) EFL students considered civilization and culture as subjects no more. While, just around 60% from the third level perceived them as a chance to learn from failures and successes of other nations, and 30% from the same level selected the last alternative which denotes the consideration as a number of instructive examples of what is right or wrong.

Item 10: Students' Preferences of Deliverance Materials

Didactic aids can play an important role in raising students' interest and motivation. As far as the item 10 is concerned, S-participants were inquired to express their viewpoints about the preferable materials that they enjoy when exposed to lecture of civilization and culture. Their choices are described in **Table 5.12**.

Alternatives	First year		Second year		Third year	
	N	%	N	%	N	%
Technology (computers, internet)	20	40%	37	61.66%	12	60%
Handouts/worksheets	13	26%	19	31.66%	05	25%
Research papers	02	04%	04	06.66%	03	15%
Other	00	00	00	00	00	00

Table 5.12: Students' Preferences of Deliverance Materials

Generally, most students of the three levels (40%, 61%, and 60%) showed strong agreement about the use of the different technological tools used in education as their preferable materials when dealing with civilization and culture. The remaining materials such as handouts or research papers were also chosen but by few students as indicated above. Moreover, they did not suggest any other material as it was permitted by the researcher.

Item 11: Students' Techniques in Learning Civilization and Culture

The researcher devoted this item to shedding light on S-participants' techniques frequently used in learning civilization and culture. **Table 5.13** below shows both the alternatives that were given as well as the results.

Alternatives	First year		Second year		Third year	
	N	%	N	%	N	%
Memorizing facts and ideas.	43	86%	42	70%	13	65%
Analyzing data	05	10%	19	31.66%	15	75%
Synthesizing and organizing ideas	07	14%	12	20%	10	50%
Making judgments	02	04%	07	11.66%	03	15%

Table 5.13: Students' Techniques in Learning Civilization and Culture

As remarked, the most used techniques for third year students are analyzing data (75%) memorizing facts and ideas (65%), In addition to synthesizing and organizing ideas (50%). In the other hand, the majority of first and second year students (86% and 70% respectively) declared that they focus primarily on memorizing facts and ideas found in the lecture of civilization and culture. However, just few of them chose the remaining techniques.

Item 12: Students' Attitudes towards Helpful Handouts

The researcher intended to ask similar question to that of teachers in order in compare if they share the same opinion about the content of helpful handouts.

Alternatives	First year		Second year		Third year	
	N	%	N	%	N	%
An outline of the lecture only.	00	00	03	5%	00	00
All the elements of the lecture.	42	84%	39	65%	20	100%
Unavailable materials elsewhere.	03	06%	17	28.33%	05	25%
Questions and assignments.	00	00	01	01.66	02	10%

Table 5.14: Students' Attitudes towards Helpful Handouts

The obtained results for this item are shown in **Table 5.14**. They clearly demonstrate the strong agreement of EFL S-participants about the importance of teachers' incorporation of all the elements of the lecture in the printed handout. The percentages were as follows: First year (84%), second year (65%), and third year (100%).

Item 13: Students' Opinions about the Excessive Use of Handouts

In this item, S-participants were asked to express their opinions towards the heavy reliance on the use of handouts rather than relying on other pedagogical sources. Four alternatives were suggested as indicated in **Table 5.15**

Alternatives	First year		Second year		Third year	
	N	%	N	%	N	%
Spoon-fed students.	05	10%	03	05%	00	00
Stunt intellectual growth.	02	04%	07	11.66%	00	00
Substitution for lecture attendance	09	18%	07	11.66%	00	00
All of them	34	68%	43	71.66%	20	100%

Table 5.15: Students' Opinions about the Excessive Use of Handouts

Overall, most of EFL students' confirmed the negative effect of the excessive use of handout on their learning. They highly agreed (68%, 71.66%, and 100%) that the heavy reliance on the content of teachers' handouts may lead to laziness, stunt intellectual growth, and substitution for lecture attendance.

Item 14: Students' Absences Per Semester

This item inquired S-participants to give us an idea about their absences in the lectures of civilization and culture per semester. The main reason for asking this question is the belief that the students do not attend those lectures regularly.

Alternatives	First year		Second year		Third year	
	N	%	N	%	N	%
None	14	28%	17	28.33%	13	65%
1 - 2 absences	20	40%	26	43.33%	02	10%
3 – 4 absences	11	22%	14	23.33%	03	15%
5 or more absences	05	10%	03	05%	02	10%

Table 5.16: Students' absences in civilization and culture lectures

As the **Table 5.16** illustrates, students' responses were divided into the four alternatives that were proposed. 40% of first year students answered by 1-2 absences, 28% by none, 22% by 3-4, and a minority answered by 5 or more absences. Concerning the second year, students gave nearly the same responses. 43.33% selected 1-2 absences, 28.33% by none, 23.33% by 3-4, and the remaining proportion (05%) answered by 5 or more absences. However, for the third level, 65% confirmed their regular attendance, 15% by 3-4, and by the same percentage (10%) for the remaining alternatives.

Item 15: Students' Frequency of Note Taking

This item aims at investigating S-participants' frequency of note taking when exposed to lectures of civilization and culture. **Table 5.17** is an indication of this.

Alternatives	First year		Second year		Third year	
	N	%	N	%	N	%
Rarely	07	14%	09	15%	00	00
Sometimes	29	58%	29	48.33%	00	00
Very often	11	22%	06	10%	02	10%
Always	13	26%	16	26.66%	18	90%

Table 5.17: Students' Frequency of Note Taking

In general, the findings show that EFL students' frequency of taking notes during lecture of civilization and culture differ from one alternative to another. 58% of first year and 48% of second year students reported by 'sometimes'. On the other hand, almost third year students (90%) responded by 'yes'. The remaining suggested propositions were selected by minorities from the three levels.

Item 16: Students' Degree of Reviewing Notes for Next Lecture

The degree of reviewing notes of civilization and culture for next lecture was uncovered from S-participants' responses in item 15. Hence, **Table 5.18** shows the attained findings as follows:

Alternatives	First year		Second year		Third year	
	N	%	N	%	N	%
Rarely	07	14%	12	20%	04	20%
Sometimes	29	58%	32	53.33%	02	10%
Very often	03	06%	07	11.66%	08	40%
Always	11	22%	09	15%	06	30%

Table 5.18: Students' Degree of Reviewing Notes for Next Lecture

Depending on the findings, all the alternatives were selected by the T-participants but with different proportions. The researcher will focus on the highest ones. As far as the first year is concerned, out of 50 students, 29 of them responded by 'yes', For the second year, out of 60 students, 32 of them also responded by 'yes'. Whereas, for the third year, out of 20 students, 08 of them replied by 'very often, and 06 replied by 'always'.

Item 17: Students' Participation in a Study Partnership for Exams

Preparation

This item indicates whether S-participants prefer to participate in a study partnership with their classmates for exams preparation. The results are displayed in **Table 5.19**.

Alternatives	First year		Second year		Third year	
	N	%	N	%	N	%
Yes	41	82%	49	81.66	13	65%
No	09	18%	11	18.33%	07	35%

Table 5.19: Students' Participation in a Study Partnership for Exams Preparation

The **Table 5.19** reveals that 41 students from the first year, 49 from the second year, and 13 from the third year responded positively to whether or not they participate in a study partnership with their classmates for exams preparation. The remaining proportions responded negatively, they prefer to revise civilization and culture courses individually. This is an indication that most EFL students have the tendency to cooperate with their classmates in order to benefit from each other.

Item 18: Students' Degree of Interest in Learning Civilization and Culture

The data on whether S-participants are interested in learning civilization and culture were found from their responses to the 18th item. Students were asked about the degree of their interest as displayed below in **Table 5.20**. After responding to the item they were asked to justify their answers.

Alternatives	First year		Second year		Third year	
	N	%	N	%	N	%
Not interested	24	48%	32	53.33%	00	00
Interested	17	34%	13	21.66%	03	15%
Very interested	09	15%	15	25%	17	85%

Table 5.20: Students' Degree of Interest in Learning Civilization and Culture

The majority of first and second year students (48% and 53%) claimed that they are not interested in learning civilization and culture. Besides, 34% and 21.66% from the same levels reported by 'interested' respectively. In contrast, excluding 03 students from the third level, 17 students asserted that they are 'very interested' in learning the aforementioned subjects. Justifications given by the S-participants to those responses were varied. The researcher reported some of them as they were stated as follows:

For first and second year students:

- “ Our teacher does not explain all the ideas found in the handout”
- “ I rarely attend the lectures of culture because they are boring”
- “ I am not interested in attending these lectures because I am unable to get good marks in the exam”
- “ Most of students who attend are trouble-makers and sometimes they make the teacher feels nervous”
- “ I do not appreciate the lectures of culture because they are difficult to understand and they contain a lot of information”
- “ The teacher reads from the handouts so why I bother myself to attend every week”
- “ I like culture but I do not to learn it in the amphitheater because it is not suitable”
- “ Culture contains a lot of difficult vocabulary”

For the third year students:

- “ I am interested in the lectures of civilization because it was my choice to be specialized in”
- “ Civilization is an important subject in the specialty I am studying”
- “ Because I have to attain good marks”
- “ I enjoy learning about the history of UK and USA”

- “The teacher gives us valuable information so I find myself obliged to attend”

Item 19: Students’ Difficulties in Following Lectures of Civilization and Culture

This item investigates the S-participants’ degree of difficulties in following lecture of civilization and culture. It tries to find out to what extent these lectures are difficult for an EFL student. The following **Table 5.21** gives the details.

Alternatives	First year		Second year		Third year	
	N	%	N	%	N	%
Easy	09	18%	07	11.66%	05	25%
Somehow difficult	05	10%	03	05%	12	60%
Difficult	33	66%	43	71.66%	02	10%
Very difficult	03	06%	07	11.66%	01	05%

Table 5.21: Students’ Difficulties in Following Lectures of Civilization and Culture

The answers to item 18, as shown in the above table, revealed the following. On the one hand, first year students, 66% of them viewed those lectures ‘difficult’. Also, 71% of second year had the same point of view. On the other hand, 60% of the third level reckoned to consider these lecture ‘somehow difficult’. As far as reasons were concerned, S-participants shared almost the same factors, they are:

For first and second year students

- The amount of information delivered through lectures.
- The teachers’ traditional way of teaching.
- Their lack of English cultural background.
- The difficulty of understanding and memorizing the concepts.

- The inability to carry out further readings for the density of the sources.

For the third year students:

- The difficulty to follow and to memorize lectures' details due to the nature and rigidity of the courses.
- The shortage of historical background as far as Great Britain and United States are concerned.
- The habitual way of delivering the lectures this is generally based on handout.
- The lack of practical sessions that enable developing the necessary skills.
- The absence of students' commitment in the lecture that may decrease interest, participation, and competition among them.

5.2 Classroom Observation Analysis

Classroom observation was conducted to gather supporting evidence of the EFL teachers' quality teaching of Civilization and culture. In addition, the researcher used these observations to gather data to support the five areas in which this research focused: (1) classroom Environment, (2) content organization, (3) teacher's presentation skills, (4) teacher-student interactions, and (5) students engagement.

The researcher' plan is to conduct a formal observation as a follow-up to the questionnaire. For example, if a teacher mentioned in the questionnaire that he keeps students constructively engaged in learning these modules, the researcher would attempt to observe that specific action during the observation. The qualitative phase of the study consisted of eleven (11) classroom observations of civilization and culture classes including the three levels (first, second, and third year). In the first two levels, two teachers were observed for four (4) sessions. However, in the third level, one teacher was observed for a four (4)

sessions. To collect specific observation data related to the questionnaire, the researcher designed a classroom observation checklist.

When conducting the observation, the researcher noticed that the formal observation was not affording the valid data as teachers did not behave in a relaxed way. They were approximately performing during conducting the observation. For this reason, the researcher tended to conduct more repeated informal classroom observation. This alteration was effective in gaining more valid data. Thus, most of teachers became familiarized with the researcher's attendance, which helped to sustain the researcher's role as a non-obvious observer.

5.2.1 Classroom Environment

The first category in the designed classroom observation deals with the classroom environment. It includes the general atmosphere and the facilities that are recommended in the teaching/learning process like the appropriateness of the class in terms of size, cleanness and adequate pedagogical material.

5.2.1.1 Organization and Appropriateness

During the classroom observation session, throughout the three levels, the researcher recognized that most classrooms were organized, neat & uncluttered. Bearing in mind that these lectures are either delivered in amphitheaters or in TD rooms. First and second year students, regarding their numbers, are exposed to the lectures of culture in amphitheaters. However, third year students, whose specialty is literature and civilization are taught in TD rooms. The university is chiefly responsible for structuring relatively modern and well-equipped buildings as well as working on the availability of lavatories and a clean water supply, classroom maintenance, space and furniture.

5.2.1.2 Visual Supports and Technology Equipment

The researcher remarked that both the amphitheaters and the TD rooms do not contain any adequate instructional materials, technological equipment or an appropriate atmosphere for students and teachers to carry out certain pedagogical tasks or experiments. Teachers have to bring their own didactic aids or technological tools when needing their support. The three (3) teachers that we have observed deliver their lectures using handouts to explain the major points of the topics. They also use the board very often for explaining concepts, giving examples, or summarizing ideas. Throughout the observation sessions, in the three levels, the researcher noticed that there have been a lot of absentees in the lectures especially in the first two levels.

5.2.2 Content Organization

In the second category, many aspects of lecture content organization have been discussed. It comprises teachers' way of organizing his/her lecture such as stating clear learning objective(s), relating lectures to each other, presenting overview of the lecture, presenting topics with a logical sequence, providing students with handouts in advance, and summarizing major points of lecture.

5.2.2.1 Defining Clear Objectives

Firstly, stating clear learning objectives of the lecture plays a significant role in the teaching/learning process. Kaufhold (2002:125) assumes that the statement of objectives can “serve as a guide for a lesson, denotes the required learning for the students, serves as a basis for evaluation, and helps the teacher in the selection of supplementary materials”. Nevertheless, teachers vary in the degree of accuracy with which they perceive the learning objectives they are practicing in their teaching process. During the observation, the researcher

remarked that the three (3) teachers, of the three levels, did not state the objectives of their lectures at the beginning. They just inform their students about the lecture's title if it is a new or following up the previous one.

5.2.2.2 Lectures Relationship

Secondly, concerning relating the actual lecture to previous ones, we have remarked this only in first and third year classes as lectures are interrelated. In first, the lecture was about the ancient civilizations, so the teacher could not start the lecture without referring to the previous one. The same case for the third level, the lecture was about the American Revolution, in which the teacher went back about the previous point to enable his students to make a link between the lectures. Whereas, in the second year, the teacher presented the lectures separately from each other, i.e each lecture undertakes one aspect of either US or British culture. The lecture we observed was about the American political system and she did not refer to the prior aspect (the American educational system) for the reason that it does not have a link.

5.2.2.3 Lecture Outline Provision

Thirdly, in this case attempt was made to see whether teachers give a lecture outline before transferring the core of the information. Students have to be informed of the lecture structure at the beginning for being able to form a clear reflection of what will be presented. Sidiqqi (2008:37) points out: "Plan the beginning carefully. Initially, focus on: stimulating the interest of the audience to gain their attention, establishing a relationship with the group, and outlining the content and structure of the lecture". In almost all of the sessions observed, teachers of the three levels directly wrote the lecture's title on the board, briefly introduced it, then starting dealing with the first element. Students did not have a visual presentation of the lecture structure on the board. This may refer to the availability of the handouts given to

students, for this reason teachers suppose that students already have the lecture overview and prefer to not devote time to it.

5.2.2.4 Teacher's Use of Handouts

Fourthly, EFL teachers, as they do not have direct access to technological equipments and authentic materials, they extremely rely on handouts in their teaching. The results of the observation, however, showed different situations. In the first year level, the teacher gave the handout at the beginning of the lecture, so students did not have prior information about main points of the topic. The teacher appointed two students to distribute them equally. As there were many absentees in the amphitheater, some students asked for more than one for their classmates. In the second year level, the teacher already prepared the handout and informed the students to buy them from the library (near the university). In both levels, the researcher remarked the absence of most students mainly because they think that handouts cover all lectures elements and no need to attend. Sidiqqi (2008:42) avows:

If handouts are too long and detailed it is difficult to see why students should bother attending lectures in the first place. Lengthy handouts given before a lecture tend to distract students and become a source of irritation for the lecturer. If lecture guides are used, they should provide a concise outline only, perhaps with some key terms defined and key references.

Whereas, in the year level, handout were found in the teacher's blog where students had an easy access to lectures or any information. Nearly everyone downloaded the lecture and printed it before attending the course.

5.2.2.5 Lecture Summary Provision

Fifthly, the last indicator was about giving students a summary at the end. In general, a lecture summary has to be concise and concentrates only on main points. In the twelve (12) sessions we observed, only in two (2) sessions that the teacher gave a brief summary. It was at

the level of the third year where the teacher summarized the key points of the lecture through giving students the chance to elucidate their understanding of the topic. He also used the blackboard to shed light on the major ideas discussed earlier and students wrote them down. In contrast, during the researcher's observation of the first and second year level, both teachers concluded their lectures by just explaining the last point found in the handouts i.e. no summary was given.

5.2.3 Teacher's Presentation Skills

Delivering an effective lecture necessitates certain essential skill performed by teachers. The third category focuses chiefly on the teacher's presentation skill. Here, the researchers demonstrates the gained results from observing teachers in terms of projected voice, use of board, concept explanation, time management, classroom activities support, and relevant written assignments provision.

5.2.3.1 Projected voice

As well as teacher's voice is concerned, we have remarked that rooms do not contain any microphones or speakers. These types of classroom devices can reduce students' concentration to hear, loss or mishearing information. In fact, the teacher's projected voice should audible in a variety of situations. Harmer (2007) commends three issues concerning the significance of the teacher's voice in classroom management: audibility, variety and conservation. Throughout our observation, as we mentioned above, rooms were not provided by microphones or any other magnifiers. In the third level, due the reduced number of students, the teacher did not face noticeable problem in manipulating his voice projection. Whereas, in both first and second year levels, the problem was apparent. As a result, teachers did more efforts in forcing their voice in order to be easily heard especially in case of internal

or external noise. Also, Students at the back were unable to hear as those at the front. This resulted to disinterest and disengagement among them.

5.2.3.2 Board Use and Organization

The board is one of the important materials that can facilitate the teaching/learning process. When observing the sessions of the civilization and culture at the three levels we have distinguished that both first and third year teachers relied somehow on the board. They used it to write the lecture's title, new concepts, words' synonyms or translation, drawing presentation...etc. Both teachers used legible handwriting and an organized manner of dividing the board. Third year teacher, very often, used various chalk colours to emphasize key words and at the time attract students' attention. He also recommended his students to use different colours when taking notes or when highlighting ideas on handouts. But during second year classroom observation, in the four (4) sessions, the teacher had not used the board. Principally, she read from the handouts and explained the lecture's points for the students.

5.2.3.3 Concept Explanation

Concerning explaining new concepts, the researcher remarked that the three teachers had distinctive ways. For example, at the level of the first year, the teacher incorporated the definitions of the new concepts as well as explanations in the handouts. Moreover, he tried to interpret, summarize, or paraphrase information whenever necessary. Students did not claim about either a misunderstanding or ambiguity. In the second year, the courses we observed were about the American educational system and political system. Both courses contained a lot of concepts and new vocabulary. The teacher, when facing a new concept or word, she either explained it relying on the handouts or asking students to search for it in their

dictionaries. Furthermore, she attempted to clarify the definitions and illustrate with examples when students asked for more clarification.

5.2.3.4 Time Management

Lecture time management has a great impact on the teacher's teaching process. Mainly it serves at prioritizing his planned activities during a limited period of time. When managing /adjusting appropriately it can save time without compromising the teaching of the lecture.

At the beginning of the observed sessions, the researcher had a small talk with teachers about the points that will be discussed in the lecture during ninety (90) minutes. Teachers came to their classes on time or sometimes ten (10) minutes late. Students from their part can spend from five (5) to (10) minutes to be ready for the lecture. The remaining time may vary from seventy (70) to eighty (80) minutes in common sessions. Relying on the plan we discussed with teachers, we found that they did not have a schedule of their teaching time. In addition, we noticed that all of them tried to cover the planned points in order to fit our classroom observation objectives.

5.2.3.5 Classroom Activities Support

In almost all of the sessions observed, teachers relied chiefly on delivering information through the use of handout either provided before or after the lecture. At the three levels, the researchers did not remark any type of activities employed to support lecture's objective (s). Thus, the results of classroom observation illustrated that the teaching process employed in the sessions observed was found to be dominantly traditional. In one hand, the three teachers were concentrating on the delivering of information. Lectures were for the most part dominated by the teachers' talks. In the other hand, students were inactively receiving what their teachers were presenting.

5.2.3.6 Written Assignments Provision

Pertaining to providing students' with relevant written assignments, we have remarked that EFL teachers of civilization and culture rarely allotted written assignment for their students. For example, in the first year level, lectures of culture were not succeeded by any homework. Similarly, in the third year level, the teacher ended the lecture by informing students to prepare the next lecture found in the blog, as well as, preparing their questions if any. Whereas, in the second year level, when observing the US political system, the teacher asked her students to re-read their lecture and try to make comparison between both the British and the US political systems. Students appreciated the idea because they already studied the British policy. This assignment was informal; the teacher did not intend to check it or correct it, she just wanted her students to do a further researcher outside the classroom.

5.2.4 Teacher-Student Interaction

In the fourth category, the researcher attempts to see teacher-student interaction and task relationship between teachers and learners while the teaching-learning process takes place. It encompasses teachers' encouragement of students' discussion, maintenance of eye contact, response to students' nonverbal confusion, and use of humor to strengthen retention and interest.

5.2.4.1 Encouraging Students' Discussion

Encouraging and maintaining students' discussion in delivering a lecture is not an easy task for most teachers. During the observation, it can be noted that the three teachers faced difficulties in encouraging their students to discuss the topic being studied. In first year sessions, the teacher asked students whether they had questions but no one answered. He also tried to increase their participation through demanding some words' definitions but only few students responded. For the teacher of the second year, she attempted to encourage participation among the students by asking questions related to the lecture. However, they

rarely answer. In observing the third year sessions, the teacher frequently appointed students to read the different paragraphs of the lecture. This had helped in maintaining attention and concentration in the classroom but did not help in encouraging discussion.

5.2.4.2 Maintaining Eye Contact

Maintaining eye contact with students can give teachers an insight about whether what they are presenting is grasped or not. It also helps students to make out that teachers are paying attention to their behaviours and practices. All of the three teachers were aware of the significance of maintaining eye contact when teaching. They seemed as if they were building instant rapport and inviting students to take part in what they say. Likewise, teachers desired to create a welcoming, accepting atmosphere that encourages students to actively engage in the learning process of the lectures of civilization and culture. Nevertheless, the researcher noticed the uncomfortability of some students when teachers directed eye contact with them. This may, in most cases, refer to the different types of personalities and ways of thinking.

5.2.4.3 Responding to Nonverbal Cues of Confusion, Boredom, or Curiosity

As we mentioned above, teachers can have an idea about students non verbal cues, boredom, or curiosity when maintain eye contact. At the levels of the first and second year, the researcher detected that many students used some gestures that can reflect either ambiguity or boredom. For example, they tended to check their classmates' notes, turned left and right asking for time and so one and so forth. In opposition, there were no teachers' reactions to respond to those non verbal cues. However, the teacher of the third year, in most observed session, directed his attention to detect students' unusual behavior as a sign of the aforementioned cues. He often reacted through giving more clarification, illustrating with examples, drawing diagrams...etc. Students' reactions were often positive and satisfactory.

5.2.4.4 Using Humor to Strengthen Retention and Interest

Teaching with a sense of humour can be very effective when used appropriately. The most known benefits of humour in the classroom is increasing students' understanding, holding their attention, coping disruptive behaviour, raising interest, and managing anxiety. Unfortunately, the researcher did not notice any integration of humour as a strategy in all the observed sessions. All the three teachers, when delivering lectures of civilization and culture, were not interested in fostering students learning, attention, and interest through using humour. Additionally, students seemed they were not accustomed to doing so.

5.2.5 Students' Engagement

In the fifth category of the classroom observation, the researcher focused on students' engagement in the lectures of civilization and culture. He stressed the following elements: attendance and punctuality, participation and involvement, as well as students' noise and disturbance during the session.

5.2.5.1 Attendance and Punctuality

Students' attendance and punctuality are indispensable to success and achievement at university. In higher education, it is very important for students to become independent and be responsible for developing time-management skills. The first remark observed is that most students did not attend the lectures of civilization and culture. However, all students are expected to attend according to their designed timetable. Another remark is that students did not come on the exact time. They came late for five (5) to ten (10) minutes and even for twenty (20) minutes in some sessions. The table below shows the low rate of students' attendance.

	First year (469)		Second year (546)		Third year(37)	
	N/234	%	N/273	%	N/37	%
Session 1	69	29.48	41	15.01	15	40.54
Session 2	42	17.94	52	19.04	21	56.75
Session 3	74	31.62	49	17.94	19	51.35
Session 4	47	20.08	57	20.87	17	49.94

Tables 5.22: Students' Attendance and Punctuality

As described in **Tables 5.1** above, lectures in first and second year are taught in sections. The number of students in the first year is 469 but they study in two separate sections. Each section contains approximately 234 students. The same division for the second year, the total number is 546 while each section consists of 273 students. However, third year students are not divided in such a manner. Their total number is 37. The results show low rates of students' attendance throughout the three levels. The highest percentages (56% and 51%) were achieved in the third year. While, in all the other sessions percentages are lower than 50%.

5.2.5.2 Participation and Involvement

Lectures are commonly difficult for students to participate and involve effectively. For those who attend regularly, they think that their role is only to write down every single word the lecturer may say. In fact, being an active student in a lecture involves numerous tasks to be carried out like asking and responding to questions, taking notes, paying attention, listening attentively and promoting discussion. However, in nearly all of the classrooms observed, we remarked that students did not play an essential part in the lecture.

For first year level, the teacher was dominating most of the lecture's talk, while students were passively listening to him. Besides, he did not try to approach his students and inviting them to discuss their ideas without restraint. They took notes when exposed to a new

idea or word. Those sitting on the back were neither listening nor paying attention to the teacher's talk. Correspondingly, for second year students, they played passive roles in most of the lectures. Their participation was directed and highly managed by the teacher. Students rarely spoke and even when they did, it was when her teacher invited them to interact. In most cases they responded in chorus. On the other hand, third year students showed more interest toward the lectures. A group of students dominated the discussion as well as asking and responding to questions. Most of them were listening attentively to the teacher, taking notes and using dictionaries when required.

5.2.5.3 Noise and Disturbance

Inside classrooms, students are accountable for their behavior particularly when they may affect the learning process of other students. In fact, excessive noise may have a negative effect on the teaching/learning process, in view of the fact that it can lead to distraction, disturbance, and difficulty in listening as well as understanding. During observing the first year level, obvious noise and disturbance were noticed. For example, students' frequent arrival late to amphitheater, talks with each other, and cell phone use (secretly). The teacher was too annoyed and tried to manage students' disturbing behavior. In the second session the teacher lose control and left the room. Almost the same remarks were observed in the second year sessions, however, the teacher insisted on calming students and asking for silence and attention. She used different ways as calling some noisy students by their names, banging tables, and stopping the lecture for few minutes. By contrast, third year students were very quiet and silent. The class was calm and the teacher maintained control over them.

5.3 Teachers' Semi-Structured Interview

Introduction

The main aim from designing the interview is to provide supportive information for the results obtained from questionnaire and classroom observation. The interviewer used note taking for recording the interviewees' responses. A sample of six teachers for a qualitative interview was a suitable number as qualitative studies are not apprehensive by the number of the target population as pointed out by Steinberg (2008). In fact, qualitative interviews are conducted to explain the issue thoroughly in order to find out new views, attitudes and perceptions. EFL teachers (**T₁, T₂, T₃, T₄, T₅, and T₆**) of civilization and culture were interviewed by using the questions indicated in Appendix 4.

5.3.1 Perception on Formal Training in Teaching English-speaking Civilization and Culture

Q1. Have you had any formal education or training in teaching this module, and if so, where did it happen and what are some of the key principles you remember? Were they helpful?

When asked about whether they have any formal education or training before teaching these courses, all teachers responded negatively. They asserted:

T₂: "No, I have not. I have just been in an informal training during PhD preparation".

T₄: "I have not received any formal training in teaching civilization. However, I participated in a seminar that debated this issue".

The other interviewees show their excitement towards the idea, they reported that:

T₁: "Unfortunately, no. But I suggest engaging EFL teachers in formal training in order to develop their professional career".

T₃: "No. I think it is worth interesting to benefit from such trainings".

T5: “No, but I would like to have such an opportunity”.

T6: “No, but I hope so”.

In their interview, all EFL teachers, mentioned that they have not received any formal education or training in teaching these modules. However, and most of them appreciated the idea of keeping themselves in touch with the immediate scientific and educational stream for improving profession performance. As workshops, conferences and seminars have a positive effect on teachers’ teaching practices, regrettably, only one of the interviewees (T4) argued that he participated in a seminar where teaching civilization for EFL students was among the topics there were tackled.

5.3.2 Differing Perceptions around the Concept of Quality Teaching in Higher Education

Q2. How do you perceive the concept of *quality teaching* in higher education?

In order to shed light on the concept of *quality teaching*, the interviewees were required to state their perceptions towards it, T1, T2, and T3 agreed on certain points, they pointed out:

T1: “I think that quality teaching in higher education can be seen in the teacher’s intellectual capacity, pedagogical awareness and teaching experience”.

T2: “I can say that quality teaching in higher education is a mixture of the teacher’s intellectual knowledge as well as personal features that can attract students attention such as humour, enthusiasm, sympathy...etc”.

T3: “Teacher’s experience is an important element in determining the quality of teaching in higher education. But even experienced teachers need to develop their abilities whenever needed”.

T4: “Through the best applied pedagogy concerned with teachers and students depending on the teaching/learning process”.

Further T₅ gave a more obvious description of the concept, she reported that:

“Quality teaching in higher education is a far reaching concept at the present situation of the Algerian university; however, I can say that it refers to the features of a good teacher at a classroom setting that makes him/her displays guidance and management. The qualified teacher gets these features in pre-service training”.

Also T₆ added:

“Quality teaching in higher education is ensured when the instruction given to learners meet their expectations and satisfy their present requirements to prepare them for the future career. It also meets teachers’ needs and eases their task for better outcome”.

Teachers’ perceptions towards quality teaching in higher education vary; that it is very complex to identify this concept in higher education. Sometimes what can be perceived as good quality teaching by some teachers can be perceived as poor quality teaching by others. By responding to this question, teachers stated many quality teaching indicators such as teacher’s intellectual capacity, teacher’s pedagogical awareness, teacher’s personality traits, teacher’s experience, and students’ achievements.

5.3.3 Views about Indicators of Quality Teaching Measurement

Q3. In your opinion, can we measure quality teaching in higher education? How?

According to teachers’ responses, quality teaching can be measured by different criteria. Some focused on teachers’ experience and students’ outcomes, they argued:

T₁: “I think, yes. It can be measured through teacher’s qualification and pedagogical practices. Students’ achievement can also be considered as an indicator of quality teaching assessment”.

T₂: “In my opinion, quality teaching can be measured by assessing students’ feedback”.

T₃: “Teacher’s experience is an important element in determining the quality of teaching. But even experienced teachers need to develop their abilities whenever needed”.

T₆: “Yes, we can. Quality teaching can be measured by the quality of learners’ outcomes and the extent of their performance”.

Others taught that it can be assessed by teacher’s qualification and pedagogical practices (**T₁**). On the other hand, setting high and explicit expectations about learning outcomes was another criterion that was revealed by (**T₄**), in his words:

“Yes, quality teaching can be measured by setting high and explicit expectations about learning outcomes that make students do their best to achieve the targeted goals”.

5.3.4 Importance of Learning English-speaking Civilization and Culture in EFL classes

Q4. Why is the field of English –speaking civilization/culture important for EFL students to study? Do your students value this importance? Do you emphasize this value in your lectures?

Being exposed to a foreign language, thus, implicates more than the acquisition of linguistic and communicative competence in that language. It also requires an improvement in individual’s familiarity with the language’s cultural and historical background, an expansion of the learner’s cultural awareness and historical knowledge. Indeed, **T₁** and **T₂** confirmed this strong link that exists between the two. They maintained:

T₁: “Learning about culture and civilization of the foreign language being learned is a significant process for EFL students. As a teacher of civilization I insist in my lecture to focus on that. I do not think that students appreciate those lectures as they find them complex and require specific skills”

T₆: “The two components are interwoven and inseparable. A learner of a foreign language cannot fully and meaningfully learn that language unless a good knowledge of its culture is provided. Language encompasses the components of culture, therefore,

learners need to be acquainted with features of culture for better language learning. Making students aware of all those benefits is not an easy task but fortunately the majority of them recognize this relationship”.

Unlike, four of them, affirmed the disinterest of the students towards these lectures, as **T₂** and **T₅** demonstrated:

T₂: “Civilization and culture course are beneficial for EFL students because they enable them to create a native speaking environment. Unfortunately, students do not value their importance”.

T₅: “Those courses play a significant role in enhancing EFL students’ discourse and pragmatic competencies. But most of them do not value their importance as they contain detailed information and complex concepts”.

They also referred this to the complexity of the topics, detailed information, and lack of the necessary skills required:

T₃: “Learning about both topics is an integral part of EFL students’ syllabus. Through them students can enhance their historical and cultural knowledge. Teachers have to work hard on making these courses motivating and interesting. Certain students do not find them attractive because they may face some barriers like the detailed information delivered”.

T₄: “This field allows EFL students to use the language and to think in contextualized environments different from their own to try to communicate and understand the others and this is very crucial. For students, I can say that they are not attracted to such modules because they think that they require a lot of memorization. As a teacher in the field, I often foster this importance of both modules”.

5.3.5 Supporting Lectures of English-speaking Civilization and Culture with TV Programs

Q5.Do you discuss during your lectures the history/culture TV programmes or films students watch at home? Why?

Interviewees' responses were varied in this question, five teachers asserted their discussion of the history/culture TV programmes or films that students watch at home but with different degrees (sometimes, frequently, and very often). They reported that:

T₂: "Yes sometimes. Using authentic material in these lecture may give more insights to EFL learners. I think it is better to expose them to real material to have a deep knowledge of the suggested topic".

T₃: "Sometimes, I devote few minutes to refer to specific TV shows, series, or movies to discuss certain points of the lecture".

T₄: "Yes, Frequently in order to try to bring a real image about historical or cultural events to their mind and discuss any comments or additions about it"

T₅: "Yes, very often, to discuss certain events ideas or different historical or cultural aspects".

In addition, **T₁** pointed out that they can benefit from certain media issues in fitting lectures' objectives and giving more insights in the field being learned, he said:

"Yes, when it comes to illustrate with example. Nowadays, students have a direct access to the media so they may have knowledge about the different aspects that are included in their curriculum".

Whereas, **T₆** declared that he rarely does that due to time restrictions and absence of appropriate pedagogical material, he stated:

"I rarely do! The time and the already set program do not permit for such tasks during lecturing unless for illustrative purposes in addition to the absence of multimedia resources to fulfill such task".

5.3.6 Key Tasks for an EFL Teacher of English-speaking Civilization and Culture

Q6. In your opinion, what are key tasks for an English-speaking civilization/culture teacher in EFL classrooms? What task(s) are paramount?

This question mainly aims to identify teachers' opinions about the key tasks for an English-speaking civilization/culture teacher in EFL classrooms. The question also seeks to distinguish the paramount tasks (s) for them if any. Teachers cited various tasks that can be carried out in teaching the topics related to civilization and culture. An emphasis was chiefly on assisting in enriching students' historical and cultural knowledge, developing certain skills related to research skills, writing essays, analyzing data, debating and discussing. The following interviewees share the same opinion. **T₂**, in precise words, he explained:

“In teaching foreign culture and civilization, teachers have certain important tasks like helping student to enrich their historical and cultural knowledge of the language being studied, develop their research skills, writing essays, and analyzing data obtained from reading various sources. In my opinion, the core tasks are enhancing students' research skills and analyzing data”.

Also **T₃** and **T₅** added:

“The main tasks for a teacher of civilization and culture are: raising students' cultural awareness, enhancing research and analysis skill, as well as encouraging reading about the various topics that can enable them to gather more knowledge. I consider all the tasks paramount”.

“Using the authentic materials, helping students to memorize information, as well as using the gained knowledge appropriately. However; we can cite some essential tasks like developing students' skills of research, analysis, discussion, and debate”.

Another emphasis was on the responsibility of teachers to have a deep knowledge of the topics they deliver and the ability to apply effective strategies to engage students in learning as confirmed below:

T₁: “Teachers of these modules have to be skillful and knowledgeable in the subject matter they present. They have to motivate their students to be interested in the topics they present through searching for the effective teaching strategies and employing attractive material which can facilitate the learning process. The paramount task, in my point of view, is being knowledgeable and able to gain students interest and engagement”.

As well as exposing EFL students to interactive situations in which they can have the chance to raise their cultural awareness like **T₆** further pointed out:

“Acquainting learners with the basic cultural/historical elements of the language through reading passages about certain topics, discussing some cultural/historical differences between L1 and L2 erasing some of the biases and pre-judgments about the target culture /history through exposing learners to different concepts like cliché, taboo, stereotype and prejudice”.

5.3.7 Difficulties when Exposed to English-speaking Civilization and Culture lectures

Q7.Do you think that EFL students have difficulties when exposed to those modules? Why?

Concerning the difficulties that can face EFL students when learning these modules, most teachers validated the existence of serious problems that need to be investigated. **T₂**, in his point of view, claimed that students may be hampered by the insufficient time allotted, the overcrowded classes:

“Yes, most of them due to the lack of the necessary perquisite knowledge which may enable them to acquire what have been suggested in the curriculum. In addition, students may suffer when being in overcrowded classes in which they feel unable to interact either with the teacher or with their peers”.

The remaining interviewees tackled the issues of lack of the necessary perquisite knowledge, lack of useful pedagogical material, detailed information, misunderstanding of new concepts, and the inability in collecting and dealing with data for a research. They clarified:

T₃: “Yes, they do. In fact, exposing students to a foreign culture and history is difficult. Teachers have to be aware that they cannot perceive certain data without a direct exposure to it. For example, delivering historical and cultural information using traditional way of teaching may decrease students’ motivation and reduce their classroom engagement”.

T₅: “To a certain extent. They may have difficulties in following the lectures if they contain detailed information, in understanding new concepts, in collecting data for a research, in writing about the historical or cultural topics”.

T₆: “Yes, they do. Many students are not familiar with many cultural elements like first year students who come with a load of mother culture. Nevertheless, some of them have more open minds to these cultural features especially if they get enough exposure to foreign language movies and songs as the main holders of culture available to them”.

Further, T₁ tackled the point of the typology of exams followed by the teachers. He maintained that students are not taught about how to answer questions in history or culture, for example, devoting more time to give samples of the exam questions that can enable students to deal with different types of instructions in terms of debate, discussion, comparison, explanation...etc. He certified:

“Yes, they do. In my point of the principal reasons may refer to the insufficient time allotted to those courses and the typology of exams. Firstly, in one hour and half per week, the teacher is unable to cover all the points of the lecture in details. Explaining, illustrating, and checking comprehension needs more time. Secondly, students may have poor marks in the exams because they are not taught about how to answer questions or write essays in these modules”.

In contrast to the aforementioned point of view, T₄ thought differently, he asserted that:

“Generally, no. But I feel we have to change the way we give lectures to attract students’ attention by introducing new technological tools”.

5.3.8 Satisfaction with the Range of Teaching Resources Available for the Teaching Process

Q8. Are you satisfied with the range of teaching resources available to you? How do you manage to overcome this lack?

As we have mentioned before, teaching about a foreign culture and history through motivating resources is an effective way to gain students' engagement and interest. In this interview question, the six teachers asserted the total absence of the appropriate pedagogical material that may aid them in delivering their lectures. They showed their dissatisfaction towards the poor resources available at the level of the department (blackboard and data show). The majority of teachers rely on their own resources (computers, maps, pictures, newspaper...), as they proclaimed:

T₁: "No, I am not. Students may usually get bored of the lack of technological tools in the classes. For me, I bring my own resources whenever necessary and whenever available of course".

T₃: "No, I am not. Most of the time I rely on my personal resources to deliver the lectures. When it comes to oral research presentations students do efforts in bringing the necessary ones".

T₅: "No, I am not. Our department does not contain equipped amphitheatres or projection rooms that may facilitate the teaching-learning process of these modules. So, most of the time, I rely on my own resources like, computer, maps, data show...etc".

In some cases they ask students to bring the necessary aids when it comes to research presentations:

T₂: "Unfortunately, no. I usually suggest group work for students, so they can bring their own resources".

5.3.9 Perceptions on How to Structure the Curriculum

Q9. If you could make any changes to the current curriculum of those modules, what would these be?

As far as the changes that can be made on the current curricula of the modules of civilization and culture in EFL classrooms. Teachers, in their interview responses, suggested different important elements which may play a significant role in enhancing the teaching/learning process. The response of **T₁** comprises various propositions like devoting sessions for more practice, equipping the amphitheaters and large classes with up to date technology, getting rid of overcrowded classes, and engaging students in supervised cultural activities in the department. He estimated:

“In my opinion, I propose devoting sessions for more practice that may raise students’ motivation and interest, equipping the amphitheaters and large classes with technology, decreasing students’ number in the groups, engaging students in cultural activities supervised by their teachers for the sake of creating a motivating environment for learning culture and history”.

For **T₂**, he suggested organizing seminars or conferences at the level of the department on strategies of teaching these courses. In precise words:

“I personally suggest devoting more time to the lectures, exposing students to practical activities, implementing authentic material, introducing ICT, and organizing seminars or conferences on strategies of teaching these courses ”.

Also, **T₅** recommended the incorporation of current events and introducing field work. As stating clear objectives is an integral part of teaching, besides mentioning previous elements:

“I really prefer to include activities to the suggested topics that may give the chance to the students to enhance the four language skills. For examples, plays, talk shows, posters, oral presentations, book review...etc”.

Additionally, T₆ advocated the necessity to have clearly defined objectives and sub-objectives for helping both teachers and students in what should be delivered:

“First of all, defining clearly the broad objectives of the course and the sub-objectives is necessary so that the teacher will have a clear and easy line to follow. Second, the gradual exposure to foreign culture to create a learning sequence that makes learning meaningful. Enriching the lectures with illustrative courses to avoid the heavy and boring theoretical courses besides assignment for comprehension. Third, dividing the class into small groups is certainly needed. Finally, giving teachers a total access to different teaching sources to cope with the demands of quality teaching”.

5.3.10 Beliefs about Major Challenges Faced in Teaching English-speaking Civilization/Culture at the University of Biskra?

Q10. To sum up, what are the major challenges that you face in teaching English-speaking civilization/culture at the University of Biskra?

In the last interview question, EFL teachers in the department of English studies at Biskra university faces numerous challenges. The paramount challenges in teaching the modules of civilization and culture have been cited in teachers’ interview responses. They have principally focused on three levels: at the level of the administration, teachers, and students. The administration is accountable for the availability of equipped rooms, pedagogical aids, and teaching resources. It also plays an important part in decreasing students’ number in the groups. Also, the administration has to cooperate in designing up to date syllabus with clearly stated objectives that fit students’ needs and interest as confirmed by two interviewees:

T₂: “Absence of clearly stated objectives, lack of documentation and pedagogical aids”.

T₆: “Overcrowded classes, poor teaching environment, lack of resources and ill-designed syllabus”.

At the level of teacher, the interviewees focused on the continuous professional development that has a positive impact on their teaching process through seminars, conferences, workshops...etc. **T₃** added:

“Most teachers teach the way they were taught. Our department lacks experienced teachers in both modules. Ongoing professional development is very important in teaching where teachers can gain more insights in the process.”

At the level of students, teachers affirmed various challenges as students’ demotivation, disinterest, deficiency and entirety dependence on teachers’ lectures, i.e. no efforts done in terms of further readings or research:

T₁: *“Overcrowded classes, absence of equipped rooms, teachers’ lack of experience, students’ disinterest, deficiency and dependence”.*

T₄: *“For student, demotivation, disinterest, dependence on teachers’ information (only), and unawareness of the interrelated link between the courses and the foreign language they learn can be regarded as chief challenges”.*

Above all, the interviewees were eager to provide the researcher with helpful insights related to the teaching/learning process of English-speaking civilization and culture for EFL students. They showed interest towards debating the concept of quality teaching in higher education as well as about the content of the questions that were selected for the semi-structured interview. In addition, they shared the same point of view about taking into account all the data, facts, and suggestions given by colleagues for the betterment of teaching these modules at the University of Biskra.

Chapter Six

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Chapter Six

Discussion of the Findings

Introduction

In this chapter, the main findings with regard to the research questions and hypotheses are discussed. Besides, it is devoted to the interpretation of the obtained results from the three research tools. Thus, the results obtained would help the researcher to gain insights about their perceptions towards the essential qualities for a teacher of civilization and culture in EFL classrooms at Biskra University.

6.1 Discussion of Teachers' Questionnaire Results

The results obtained from the teachers' questionnaire would help the researcher to gain insights about their perceptions towards the essential qualities for a teacher of civilization and culture in EFL classrooms at Biskra University. It was first hypothesized that EFL teachers and students may have different perceptions about effective university teaching. The teachers' questionnaire provided insightful feedback regarded to EFL teachers' perceptions about the essential qualities of a teacher of civilization and culture in EFL classrooms at Biskra University. In addition, it was helpful in enabling the researcher to investigate the teaching/learning process of English-speaking civilization and culture. The questionnaire consists of three parts: teachers' background information in terms of qualification and experience, teachers' perceptions towards the essential qualities for a qualified teacher, and teachers' classroom practices when delivering lectures of civilization and culture.

6.1.1 Evaluating Teachers' Qualification and Experience

As far as the information obtained regarding qualification and experience, all ten T-participants are Doctorate students in applied linguistics and hold a Magistere degree.

Additionally, in this period of carrying out the questionnaire, their teaching experience of English, either at the university or in different types of schools, varies from five to twenty years. However, only one teacher from the participants has a teaching experience of more than twenty years.

6.1.2 Evaluating Teachers' Perceptions about Essential Teacher's Qualities

To gain insight about T-participants' perception about the essential teacher's qualities, the researcher devoted two items for the second part. The first item serves to distinguish their perceptions of the top ten essential qualities, while the second item aims to identify which ones are paramount qualities. Based on T-participants questionnaire responses, diverse qualities were offered. The top qualities that were provided were 'experienced', 'knowledgeable', 'qualified', 'motivator', 'fair', 'innovator', 'cultivated', 'competent', 'open-minded', and 'hard worker' respectively. Hence, we have realized that EFL teachers of civilization and culture have different perceptions towards the essential teacher qualities. A considerable proportion focused on the experience and knowledge; another believed in qualification, motivation, and fairness. Three teachers agreed on innovation, cultivation, competency, and mind openness. Yet, only two teachers mentioned the quality of being hard worker.

What is notable for the second item, which requires teachers to identify the paramount qualities for a teacher, is that the researcher demonstrated that they have different perspectives about quality teaching indicators. Thus, T-participants valued four qualities: 'experienced', 'knowledgeable', 'qualified', and 'competent'. However, the majority (80%) gave more importance to experience. This explains their belief that experience is the paramount indicator of a qualified teacher. Additionally, all responses provided relied on the professional qualities rather than other types of qualities like those related to the personality. It was also an

account of how EFL teachers perceive the types of criteria to set up their judgements on the quality of teaching.

6.1.3 Evaluating Teachers' Practices

The third part of the questionnaire is devoted to teachers' practices in delivering lectures of civilization and culture and it explores three elements. Firstly, the planning skills part which deals with teachers' preparation in terms of stating objectives, preparing students, and starting the lecture. Secondly, teaching methodologies part that focuses on the common techniques used by teachers when exposing EFL students to lectures of civilization and culture. Thirdly, the skills taught through these lectures, where we intended to shed light on the essential skills that should be developed for efficient learning.

6.1.3.1 Teachers' Planning Skills

When T-participants were asked about how they generally prepare themselves before delivering lectures of civilization and culture, about 80% assumed that they collect the necessary sources for the subject matter. Therefore, the researcher makes out that EFL teachers give considerable importance to gathering the needed materials for teaching the different aspects of English-speaking civilization and culture. To this end, Mukalel (2007, p.13) outlines: "There are those who go right into source or text books in search for materials immediately before every lecture. This is a poor and most uncertain way of preparing a lecture". Nevertheless, less importance is granted to examining the syllabus (01%). Further, we can claim that checking the sources available for students at the level of the library and looking for the material provided by the administration were totally ignored. Mukelel (2007, p.13) adds: "The teacher has to work thoroughly on the syllabus which offers the outline of the course on which his lectures will be based. This is the time when he does a wide range of reference to find enough material to develop and elaborate upon syllabus items". Thus,

teachers have to consider the syllabus as an intensive groundwork that enable them to make detailed notes before delivering the lectures.

T-participants positive responses to item 4, reveal their awareness about the importance of stating clear plan and objectives at the beginning of the lecture that enable students to form a clear reflection of what will be delivered in the lecture. Contrary, they responded negatively to the written form of the lecture plan and objectives. Mintzes and Leonard (2006, p. 276) claims: “The main lecture points should be available in written form along with the stated lecture objectives”. Hence, it is decidedly recommended that teachers have to set concrete and specific plan and objectives for their lectures of civilization and culture through a written form. This may help students to identify what is expected from them and cue to emphasize major points.

Preparing students with assigned readings before the lecture was the core element of item 5. 60% of T-participants argued that they do not assign students with pre-reading assignments before the lectures of English-speaking civilization and culture. In their opinion, EFL students generally do not take these assignments into consideration. Furthermore, even when asked to read handouts before coming to class, only a minority will do that. Another justification was about the large number of students that hinders teachers from providing supportive feedback when assigning pre-readings. Conversely, only 40% who confirmed that they recognize the several benefits of pre-reading assignments. According to their responses, pre-reading assignments will enable EFL students to gain and checking their general knowledge before the lecture. They will be acquainted with the basic definitions and vocabulary, as well as having the opportunity to work through simple examples and try to comprehend concepts in their own manner. Additionally, they mentioned that when teachers recommend assigned readings or call on what has been noted from the previous lecture,

students will get more out of class and come prepared for the lecture with variability in background knowledge.

Concerning assessing students' prior knowledge before the lecture stated in item 6, all T-participants (100%) gave positive response. Hence, the responses of the teachers to the items thus indicates that the respondents seem to be aware of the issue which may help them to adapt their teaching process to the needs of the students. Prior-knowledge assessment that takes place at the beginning of the lecture may play a significant role in applying the appropriate teaching instructions. However, prior-knowledge assessment alone is not adequate, Hailikari et al. (2008, p. 98) add: "students should be provided with feedback on their performance and instructors should be aware of how the assessment results can be used in instructional design". As prior knowledge may differ from one student to another, T-participants use a variety of ways in order to relate it to the new knowledge. The answers to this question item revealed that half of them agreed to exercise brainstorming; in order to help students exchange point of views and probably change their perceptions towards certain issues. Additionally, it permits students to have equal opportunity to participate.

Responses of T-participants to item7 revealed that 50% agreed with starting a lecture with rhetoric question. Concerning the remaining proportion, one fifth that gave positive response to tackle unsolved problems from the previous lecture, yet $\frac{1}{5}$ answered positively to raising questions from the previous lecture or assignment. This indicates that teachers did not give importance to lectures interrelation. Instead, they prefer to focus on the current lecture points rather than to go back to preceding questions or ambiguities raised from previous lectures or reading assignments.

6.1.3.2 Teachers' Methodologies

In the second element of teachers' practices part, a series of items were designed by the researcher in order to probe into EFL teachers' widely used methodologies and techniques in delivering lectures of English- civilization and culture. Accordingly, T-participants have expressed their different viewpoints and perceptions through their responses to nine items tackling various issues in the teaching/learning process of the aforementioned lectures in EFL classrooms.

When T-participants were asked about their usual instructional resources when delivering lectures of English-speaking civilization and culture, they showed a strong agreement (100%) on the use of handouts and printed worksheets. However, the other proposed alternatives for item 7 as magazines, newspapers, teacher-created material, overhead slides, and technology were not selected. Hence, this indicates that teachers rely heavily on the traditional way of teaching that may not gain then the interest of the students. Teachers have confirmed that their lectures are delivered only through the use of handouts or worksheets without integrating any other motivational instructional resources like technology. This may refer to the faster photocopying that occurs at the level of the university and the easiest reprographic technology that can be used.

The responses of the T-participants to items 9 thus show that almost all of the respondents (80%) seem to have the same view towards the fitting content of handouts used as the paramount instructional resources for their lectures of civilization and culture. They agreed to use materials which may be difficult for students to obtain elsewhere rather than other elements. Only, one teacher responded by the fourth alternative that denotes supporting handouts with questions and tasks that will encourage students to reflect on their learning. Similarly, a minority (01%) suggested a supplementary reading list. That means that most

teachers' handouts lack important elements, Race (2001, p.104) clarifies that: "Many advocate the use of handouts materials agree that is what students do with handouts that really matters. Handouts should be learning tools, not just compendia of information". As a result, handouts should be interactive, i.e. including additional material to read after the lecture. In this case, during the lecture, the teacher can focus on explaining key information bearing in mind that students have copies of relevant material to take away.

Race (2001, p.103) adds: "The principal danger is that students can be tempted to switch off mentally, if they believe that they will be receiving everything important that is being covered in the lecture". Commonly speaking, the heavy reliance on handouts in teaching can have negative effects on students' learning. All T-participants (100%), in their responses to item 10, confirmed that matter. They approved that excessive use of handouts in lecturing may usually affect students learning in terms of engagement, intellectual growth, and lecture attendance. Hence, most of them will rely principally on the information found in the handouts and skip lectures seeing that they already have the required material.

Based on EFL T-participants' responses to item 11, the researcher recognized that delivering lectures of English-speaking civilization and culture relies mainly on applying teacher-directed approach with permitting high degree of students' usual initiative during the lecture. Additionally, the findings to this item reveal that all EFL teachers of civilization and culture (100%) agree on adopting this approach. Hence, these results make clear that teachers disagree with the idea of being out-the-front to direct all the activities during the lecture. This may refer to the nature of the material being taught; teachers have to consider students as an integral part in the teaching process. They can direct their lectures through students' discussion, debate, questions, etc. Further, they also reject to apply the student-centered approach where they introduce the topic, suggest ideas and activities then students select a topic.

Pertaining to students' participation in lectures of civilization and culture, almost EFL T-participants (80%) responded positively to item 12. Therefore, the results may clarify teachers' awareness towards the significance of motivating students to participate actively during a lecture. In contrast, only a minority (20%) argued that they attempt to promote participation among the students. What could be gained from this item is that EFL teachers of these courses take into account this essential pedagogical task of promoting students' participation during lectures. Further, according to their responses, they showed strong disagreement about neglecting the teachers' paramount role in creating positive learning atmosphere and raising students' engagement. The techniques adopted by EFL teachers of civilization and culture in promoting students' participation are diverse. The majority (40%) stated they favor to invite students to ask questions. Whereas, the remaining proportion responses varied from rising question and quizzes, data analysis and interpretation.

In the same context of students' participation, T-participants' responses to item 13 confirmed that throughout the lectures of civilization and culture an equal opportunity for participation is given to all students. One teacher affirmed the idea of students' tendency to dominate discussion and hinder others' participation. He linked that to the highly qualified and motivated students who succeed in attracting teachers' attention and making poor ones will feel inferiority and anxiety. As a consequence, they will be hampered from exhibiting their intellectual qualities. Nevertheless, the teacher's responsibility is significantly important to attain balance in giving equal chance for students to participate.

Capturing students' attention during a lecture is regarded as one of the major teachers' roles. Accordingly, what has been acquired from item 14 is that EFL T-participants employ dissimilar techniques. Based on their questionnaire responses, teachers (40%) capture students' attention through asking frequent question. They think that students will be more attentive to what is delivered if the teacher invites them to answer frequent questions. Others

had different point of view, they prefer to tell an anecdote, doing whatever necessary to relieve the tension of listening, and maintaining eye contact with students.

In item 15, the researcher inquired T-participants about how they keep EFL students constructively engaged throughout the learning process of civilization and culture. Students need to be motivated to learn, so teachers have to get them actively engaged in the learning process. Teachers' responses to this item showed that they employ a variety of techniques when delivering lectures of civilization and culture. However, half of them agreed on providing readings with questions. Danielson (2007, p.83) points out: "When students are actively engaged in learning, their activities and assignments (including homework) challenge them to think broadly and deeply, to solve a problem, or to otherwise engage in non-routine thinking". Others prefer giving outline and some guiding questions before a lecture, providing background information and further reading on the web, and using an online forum for further discussion.

When T-participants were asked about whether they assess students' achievement of the objectives set for the lectures of civilization and culture, the majority (70%) responded positively. Yet, the researcher added a complementary question that seeks at identifying which types of methods they use. Hence, what has been recognized is that most of teachers (80%) assess learning objectives through verbal methods when checking students' understanding of the important points of the lecture. However, only a minority (10%) 'written methods', and both verbal and written methods. In view of that, teachers rely mostly on verbal methods when assessing students' achievement of the objectives stated for the lectures of civilization and culture such as, mini tests, quizzes, miscellaneous questions, etc.

The way of ending a lecture is not similar to that of starting a lecture. Therefore, teachers have to give much more importance to the last few minutes. Aarabi (2007, p.98) sustains: "The last few minutes of a lecture are the ones that the audience will remember best,

consequently, every attempt should be made to inspire and excite the audience in a memorable way during this period". The researcher, in item 17, asks T-participants to point out their common ways of ending lectures of civilization and culture. The majority (70%) gave more emphasis to summarizing the main points. Thus, most T-participants tend to center EFL student's attention on the main points of the lecture. This may help them collecting any unplanned feedback.

6.1.3.3 Evaluating teachers' view of the development of the essential skill in learning civilization and culture lectures

The third element in teachers' practices looks into the essential skill that teacher believe should be taught through delivering lectures of civilization and culture for EFL students. It covers teachers' perceptions about the essential skill(s) when learning about foreign civilization and culture as well as their common techniques in enabling students to develop such skill. This element inquired T-participants to respond to four items.

Item I8 serves at exploring T-participants' viewpoints about the skill (s) that should be given more priority than the others. According to their response to the item, teachers stated more than one skill. The majority (70%) agreed that EFL students should give more priority to developing skills related to writing about history and culture. Additionally, 60% focused on the importance of gathering historical and cultural information. Half of teachers (50%) selected the skill of analyzing historical and cultural data. In addition, 30% saw that speaking about history and culture is the skill that needs to be enhanced. However, just one teacher believes that all the proposed skills in the item are equally important in learning the civilization and culture. This is an indication that EFL teachers of civilization and culture valued all the suggested skills with more emphasis on the skills related to writing about history and culture.

Moreover, they have been asked about whether or not EFL students are aware of the aforementioned skills. Nearly all T-participants (80%) confirmed that EFL students are not aware of the requirement to improve the essential skills in learning civilization and culture. Most teachers' arguments centered EFL students' reliance on memorizing facts, events, dates, definitions, and biographies. Besides, they upheld that the current curriculum constitutes of heavy lectures that are not supported by sessions of practice where students are given opportunities to carry out various activities in the field. Teachers' responses also ranged between the nature of the courses which is purely narrative and its accumulating details.

In item 20 T-participants provided us with the commonly used instructions for data gathering activities as EFL students are frequently asked to gather data for assignments or research projects. 60% advise their students on how to look up sources in the library or on the internet. 50% give constructive directions on where to find the answers. However, a proportion of 30% advocated taking notes to pick the most important and relevant information during research. What could be gained from the findings is that teachers follow constructive instructions when giving assignments or project research. They attempt to guide students in reaching the necessary data needed for the task. Also, they make students familiar with the different types of sources related to civilization and culture.

The last item of the third element aims at identifying T-participants types of techniques in developing EFL students' data analysis skill. Statistically speaking, nearly half of teachers (40%) make lists, charts, graphs, tables and maps, 30% arrange data into sequences, 20% offer opportunities to differentiate between opinions and facts, and 20% compare time periods, countries, and events. This may clarify that EFL teachers expose students to a variety of techniques when developing data analysis skill. Nevertheless, they insist more on analyzing data through transforming them into lists, charts, graphs, tables, and maps that may enable students to interpreting the connotation of the data they have gathered,

ordered, and illustrated in those forms. Moreover, these data representations entail searching for similarities, differences, and possible relationships that may take place.

6.2 Discussion of students' questionnaire results

The students' questionnaire was a supportive tool for probing their perceptions towards quality teaching of English-speaking civilization and culture. The first part covers their opinions about how they see teachers of those lectures in terms of qualities. The second part is composed of five sub-headings focusing on their perceptions towards teachers' methodologies in delivering lectures of civilization and culture. Furthermore, in the third part they are required to answer various questions associated with their involvement and interest in learning.

6.2.1 Evaluating students' perceptions towards essential teacher qualities

From the list of teacher's qualities provided for S-participants to select the essential ones the researcher recognized that students of the three levels shared common qualities. The obtained findings showed that EFL students, regardless of their level, needs, age...etc value the necessity that a teacher should be featured by three essential qualities. Therefore, they associate a qualified teacher to knowledge, experience, and professionalism. Firstly, it is vital for a teacher to have a deep knowledge about the subject matter they teach through being relaxed and comfortable. Secondly, being experienced or teaching for many years in the field of teaching may make teachers benefit from various pedagogical aspects they cultivated during their career. Thirdly, professionalism in teaching embraces an assortment of attributes related to personal appearance and organizational skills. A professional teacher is also considered as an expert in the subject matters he is teaching as well as in the fitting pedagogy s/he is employing.

In view of that, item 2 required S-participants to state whether their teachers of civilization and culture are featured by these qualities. 56% of first year students answered by 'most of them'. 38% of second year students responded by 'few of them'. Additionally, 65% of third year students argued that their teachers hold most of the qualities. Thus, the majority of S-participants of the three levels asserted that their teachers cannot be featured by all the qualities mentioned in item 1. Only a minority validated that EFL teachers of civilization and culture have all the qualities proposed by the researcher.

With reference to item 3, S-participants recommended a variety of paramount qualities. However, the researcher focused on only the first five qualities. The list included knowledgeable, engaging, communicative, responsive, communicative, organized, experienced, and professional. Precisely, more emphasis was given to one quality rather than the others at the three levels as follows: knowledgeable, engaging, and professional respectively. Subsequently, EFL students perceive paramount teacher qualities in a different way. First year students favored those who have a vast knowledge of the subject matter, second year students preferred an engaging one, and third year students valued professional teachers.

6.2.2 Evaluating Students' Perceptions towards Learning Civilization and Culture

In order to distinguish S-participants perceptions towards content presentation and organization in learning civilization and culture, the researcher devoted item 4 for their opinions about the teachers' methodologies used to deliver the lectures. What has been attained is that most of EFL students could just understand the relevance of what was taught or delivered through the lectures. Conversely, they showed strong agreement towards other

fundamental aspects related to lecture presentation and organization such as stimulating thinking, incorporating current issues, and describing clear outline.

With reference to active learning in item 5, El-Hawej et al. (2008, p.113) assert that: “Usually the next step after higher education is professional career. This is why the role and importance of active learning, and not passive (in which an instructor depends solely on passive lectures), is crucial throughout higher education”. In one hand, first and second year S-participants asserted that teachers have a preference towards asking questions to monitor their progress. In the other hand, third year students maintained that a range of activities are used to encourage the application of knowledge. In consequence, students’ responses revealed that EFL teachers do not use various teaching methods when delivering lectures of civilization and culture. They rely basically on delivering lectures through traditional way that may decrease enthusiasm and interest among students.

S-participants’ responses to item 6 provided the researcher with insights about classroom motivation. First year students’ major response to the item that asked about teachers techniques in raising motivation among students was teacher’s motivation to do further independent study. Being enthusiastic in delivering the lecture was a common reply for both second and third year students. Therefore, the researcher realized that EFL students do not find lectures of civilization and culture interesting and enjoyable. They also maintained that their contributions are not encouraged and valued. Additionally, EFL teachers of those modules find that motivating students through encouragement to carry out further research is an effective way in enhancing classroom motivation.

A positive teacher-student relationship is difficult to set up in higher education because of miscellaneous factors. Hence, the criteria for a positive relationship can vary from one classroom environment to another. Students, in their responses to item 7, pointed out that

they have a limited relationship with their teachers. It is chiefly concerned with evaluating progress of individual students. In contrast, a minority of S-participants proclaimed that teachers know the individuals in class or have the tendency to understand their needs and problems. They have proved teachers' unfamiliarity with their names, needs, and problems. Hagenauer and Volet (2014) distinguished between two variations in teacher-student relationship. Firstly, the affective dimension that forms the foundation for secure and affective relationships. Secondly, the support dimension that serves at sustaining students' success at university (e.g., teachers setting clear expectations, answering emails promptly).

As far as assessment process is concerned in the learning civilization and culture, S-participants' responses revealed that most of assessments carried out by teachers test their understanding of key concepts. However, they showed strong disagreement towards teachers' use of a variety of assessment methods. This is an indication that EFL teachers rely solely on the official written examinations scheduled during the academic year. Generally speaking assessing students' knowledge through one assessment method does not reflect their accurate level. But teachers, due to the huge number of students, prefer to expose them to only the official written exams rather than employing numerous methods.

6.2.3 Students' Involvement and Interest in Learning

Findings obtained from item 9 gave us an idea about how EFL students perceive lectures of English-speaking civilization and culture. Most of first and second year students argued that they consider them as only a subject. This may lead us to say that students make out little value in the content of subject matter they are learning where they may not be motivated to expend considerable effort in learning. Moreover, if students clearly make out how subject matter content is linked to their goals, interests, and needs, they will be more expected to value it, and as a result more motivated to devote time and effort. In opposition,

third year students as they are specialized in the field of civilization, argued that these lectures give them the opportunity to learn from the success and failure of other nations.

On the basis of the questionnaire responses, we recognized that the majority of EFL students from the three levels (40%, 61%, and 60%) prefer the integration of technology in delivering lectures of civilization and culture. This explains their awareness about the benefits of incorporating technological tools in classrooms. Overall, technology has a positive effect compared with the traditional way of teaching when it comes to quality of instructions, and students' engagement. In this case, technology can bridge the gap between students and teachers through managing and sharing research paper content via technology. However, a considerable number of surveyed EFL students enjoy learning civilization and culture through printed handouts designed by teachers as they responded to the questionnaire. Additionally, students see that presenting research papers by their classmates is unattractive.

What has been achieved from item 11 is that 86% and 70% from first year and second year level students respectively depend on memorizing facts and ideas techniques when it comes to learn about civilization and culture. By contrast, the most used techniques for third year level students are analyzing data (75%) memorizing facts and ideas (65%), in addition to synthesizing and organizing ideas (50%). Seeing that third year students are taking courses of civilization as the core of their specialty, they are aware of the significance of the aforementioned techniques in the question item. As a consequence, they consider these techniques as an integral part of successful learning. Generally, EFL students at the three levels are short of critical thinking. They rely heavily on rote memorization in their studies and think they sufficiently understand the subject matter. Nowadays, students in higher education and even in lower levels are not attaining deep learning. All what they learn is superficial, mostly soon forgotten. Moreover, they need coherence, connection, and deep understanding that is associated with critical thinking when exposed to lectures of civilization

and

culture.

T-participants' responses concerning the content of the handouts used in delivering lectured of civilization and culture revealed their preference of including materials which may be difficult to obtain elsewhere, most S-participants think that handouts should contain all the elements of the lecture. Also, they are disinterested in the other elements that can enrich the content like the lecture outline, additional material, and assignments. In this case, students favor being provided by all lecture information which may however encourage them to be passive and discourage their attendance.

Responses to item 14 proved that EFL students do not attend lectures of civilization and culture regularly. Most first and second year students skip from one to five lectures per semester. For the third year, 65% declared their regular attendance but the remaining proportion (35%) proved skipping from one to five lectures per semester. This reveals that most EFL students are not regular attendants of civilization and culture lectures as stated before. Hence, many intervening factors can explain this issue.

It is apparent in item 15 that first and second year level students are not frequent note-takers. Notably, this may refer to students' unawareness of the benefits of note-taking skill. In fact, those who take note will have the chance to highlight the key ideas of the lecture making learning and understanding easy. However, students may deny note-taking and prefer teacher's handouts during lectures because they are not motivated by the material presented or they consider note-taking as an inessential skill. Instead, 65% of third year level students claimed that they always take notes during lectures and realize the advantages of this skill in facilitating learning after class.

Besides, the findings of item 16 revealed that first and second year level students sometimes review prior notes for the next lecture. Whereas 40% of third year students asserted their frequent review of the material before the next lecture for being able to make

out points of confusion. Further, it gives them the opportunity to prepare questions or inquiries. Nonetheless, most EFL students do not give importance to regular notes review to be prepared for the next lecture. Hence, they will find it difficult to remember what has been presented before as well as to increase retention during the lecture.

S-participants showed strong agreement about carrying out study partnership for exam preparation in item 17. Accordingly, they proved that study partnership enables them to engage in a more in-depth debate with partners, sharing information and knowledge, benefiting from other perspectives, and reducing exam anxiety. They prefer to be prepared for exams through revising in groups where they can explain concepts, review notes and exchange thoughts. Therefore, student need to set regulations and instructions for group formation, they have to select interested ones who make revision effective. Also, partners who tend to dominate group discussion have to be avoided.

First and second year level S-participants who reported their disinterest in learning civilization and culture gave distinct reasons for that. For instance, they mentioned teacher's methodology, content difficulty, overcrowded classes...etc. In contrast, third year level students affirmed their interest in being exposed to lectures of civilization and culture. They give high importance to studying civilization as it represents the major module in their specialty. Furthermore, they enjoy learning about civilization of the United States as well as United Kingdom.

After requiring S-participants to answer several questions about learning English-speaking civilization and culture, we wanted to devote item 19 to probe the main difficulties that may hamper students to attain positive outcome. According to their responses, the content of civilization and culture lectures is difficult to follow. Moreover, they reported that they encounter various difficulties, for examples, the traditional way of teaching, the amount of information required to learn, shortage of knowledge, inability of carrying out further reading

because of the complexity of the available sources, and the absence of students' commitment in the lecture that may reduce interest, participation, and competition among them.

6.3 Discussion of Classroom Observation Results

After carrying out the classroom observation, the researcher attempted to analyze each element separately in the previous chapter (p.170). The researcher used these observations to gather data to support the five areas that dealt with classroom Environment, content organization, teacher's presentation skills, teacher-student interactions, and students engagement. The obtained results proved the second hypothesis, which assumed that the quality teaching of English-speaking civilization and culture at Biskra University may not raise EFL students interest and engagement.

6.3.1 Evaluating Classroom Environment

For instance, what could be gained from the first category of the classroom observation checklist is that amphitheaters and the rooms that are provided for teachers to deliver civilization and culture do not contain helpful instructional materials, technological equipment or an appropriate atmosphere for both students and teachers to carry out certain pedagogical activities. For most cases, teachers have to bring their own aids or technological tools when needed.

6.3.2 Evaluating Content Organization

For the second category that focuses on the content organization of civilization and culture lectures, the researcher noticed that some T-participants responses to certain items did not correspond to what has been observed in the classrooms. Firstly, conversely to item 4 findings, the observed teachers did not state the main objectives of their lectures at the beginning. Rather, they only inform students about the lecture's title if they will teach about

content or they follow up the previous one. Secondly, teachers' positive view towards assessing students' prior knowledge before tackling another content material discussed in item 6 was not apparent in the observed lectures. Thirdly, teachers' support to concluding lectures with summarizing major points related to item 17 opposes the observation results.

6.3.3 Evaluating Teacher's Presentation Skills

In the third category related to teachers' presentation skill, the researcher found that the observed teachers of civilization and culture have almost the same way of lecturing. As far as voice projection is concerned, both teachers of first and second year level were not provided by microphones or other magnifiers which lead to do more efforts in forcing their voice in order to be easily heard especially in case of internal or external noise. Besides, we noticed that students sitting at the back were not inattentive as they were unable to hear like those at the front. Teachers also share common techniques in using the board, explaining new concepts, managing time, and using printed handouts as their main instructional resource as discussed earlier in chapter five.

Concerning providing relevant assignments, the observed third year level teacher did not ask student to prepare something formal at home. Rather, he only required them to prepare the next lecture found in the blog, as well as, prepare questions if any. Whereas, in the second year level, the teacher asked her students to re-read their lecture and answer one question related to comparing two aspects (the British and the US political systems). The assigned task was informal; the teacher did not intend to check it or correct it, she only required students to do a further researcher after the lecture.

6.3.4 Evaluating Teacher-Student Interaction

In the fourth category, the researcher recognized that, as it was achieved from the questionnaire in item 12, the observed teachers of first and second year level tended to encourage students' participation through raising question but they rarely answer. However, the third year teacher frequently devote time for selecting students to read a given passage from the lecture handout. To some extent, it aided in maintaining attention and concentration in the classroom but did not help in encouraging discussion. Additionally, all of the three observed teachers were aware of the significance of maintaining eye contact when lecturing in order to create a welcoming, accepting atmosphere that encourages students to actively engage in learning. Furthermore, they reacted differently to non verbal cues of boredom or curiosity when maintain eye contact. First and second year level teachers' reactions were negative comparing to third year level teacher who directed his attention to detect students' unusual behavior and attempted to give more clarification, illustrating with examples, drawing diagram, etc. We also noticed that the three teachers were not interested in fostering students' learning through humour.

6.3.5 Evaluating Students' Engagement

In the fifth category, the findings demonstrated that most students did not attend the lectures of civilization and culture regularly and most of the attendants did not come on the right time. Instead, they came five to ten minutes late and even for twenty minutes in some sessions. The researcher also recognized that third year level students showed more interest toward the lectures. Most of them were listening attentively to the teacher, taking notes and using dictionaries when required. In contrast, first and second year students were passively listening to their teachers. They rarely spoke and when they did, it was when they invited to interact. Further, teachers' reactions to frequent distraction and disturbance during lecturing

(as it was observed in the both first and second levels) were almost similar. For example, they called some noisy students by their names, banging tables, stopping the lecture for few minutes, and even leaving the amphitheater.

6.4 Discussion of Teachers' Interview Results

In this section we discuss the teachers' responses which arise from the interview. Moreover, this research tool helped us to distinguish teachers perceptions towards quality teaching as a concept as well the different issues that are related to the teaching/learning process of English-speaking civilization and culture in EFL classes.

All six EFL teachers interviewed admitted that they have not experienced any formal education or training in teaching civilization and culture. However, those who go for informal trainings provided by the university will not receive formal education for developing the quality teaching of what they teach in classrooms. Instead, EFL teachers have to consider continuing professional development as an integral part of their profession that provides opportunities to develop their pedagogical knowledge. Furthermore, a significant majority of the teachers are subject specialists, with no pedagogical training needed for recruitment.

When teachers were required to say what generally constitute quality teaching in higher education, they stated various indicators. Principally, three main areas were categorized as follows: Firstly, teachers' characteristics brought into the classroom such as experience, intellectual capacity, and personality traits. Secondly, teachers' practices in the classroom in terms of adopted methodologies and techniques thirdly, student learning achievements and what can take out of the classroom. Also, concerning measuring quality teaching, the interviewed teachers focused on four criteria: teacher's experience, qualification, pedagogical practices and students' outcomes. Hence, these two interview questions (Q2 and Q3, see appendix 4) confirm the first hypothesis that teachers have different perceptions

towards quality teaching in higher education. They perceive qualified teachers differently, as far as experience is concerned, they consider that teachers with fewer years of experience are not as qualified as teachers with more years of teaching experience. Commonly speaking, academically qualified teachers have more authentic knowledge about the subject matter they present than the less academically qualified teachers.

Apparently, all the interviewees value the importance of learning English-speaking civilization and culture in EFL classes. They agreed that these courses have to be taught along with the target language. Furthermore, the obtained responses stressed that when exposing students to a foreign language, teachers are required to develop their familiarity with the language cultural and historical background, raising cultural awareness and historical knowledge more than focusing on acquiring linguistic and communicative competence in that language. In the same question, EFL teachers maintained that their students do not value the important place of these courses in the curriculum. Hence, Q4 confirms our second hypothesis which states that quality teaching of English-speaking civilization and culture at Biskra University may not raise EFL students' interest and engagement in learning. It is also apparent that their disinterest towards attending the lectures is due to the traditional way of teaching, the complexity of the topics, detailed information, and lack of the necessary skills required for learning.

Additionally, according to the interviewees when asked about the key tasks for an EFL teacher of English-speaking civilization and culture is that many tasks were considered paramount. Firstly, a meeting point was for the most part on enriching students' historical and cultural knowledge, improving certain skills related to research skills such as writing essays, analyzing data, debating and discussing issues associated with the topics selected for the curriculum. Secondly, another focus was on the accountability of teachers to have a sound knowledge of the subject matters they deal with and the aptitude to employ effective

strategies and techniques to engage students actively in learning. Thirdly, as far as raising cultural and historical awareness, teachers have to expose EFL students to interactive situations in order to discuss some cultural/historical differences between L1 and L2, and to get rid of the biases and pre-judgments that may exist in the target culture /history through exposing EFL students to different concepts as *cliché*, taboo, stereotype and prejudice.

As far as EFL students' difficulties in learning English-speaking civilization, the interviewees attested the existence of serious problems that need to be explored. In view of that, some believe time allotted for these lectures is insufficient compared with the designed curriculum. Additionally, regarding the problem of large classes, teachers may be stressed out and overwhelmed, feeling as though they lack the time and resources. In fact, they may find themselves spending more time managing the lecture organization and students' behavior than actually concentrating on individual level. However, other teachers think that there are other difficulties EFL students may face when exposed to these courses. Their responses included students' difficulties in terms of lack of the necessary prerequisite knowledge, lack of useful pedagogical material, detailed information, misunderstanding of new concepts, inability to carry out academic research, and the inability to cope with the typology of exams followed by teachers that is based on specific types of instructions in terms of debate, discussion, comparison, explanation, etc

In addition, the interviewees confirmed that quality teaching of the courses of English-speaking civilization and culture in EFL classrooms may not gain students interest and engagement in learning. Concerning the probable changes that can be made on the current curricula of the courses EFL teachers tackled various issues related to the improvement of quality teaching of both fields. Therefore, most suggested changes support devoting additional sessions for practicing what has been gained from the lectures, equipping the lecture halls and classes with up to date technological tools, minimizing students' number,

and engaging students in supervised cultural activities at the department level. Furthermore, commonly speaking, teaching with appropriate pedagogical tools can deepen students' learning by supporting instructional objectives. Nevertheless, all teachers asserted the inaccessibility of the necessary pedagogical materials at the level of the faculty at the Biskra University that may help them in delivering engaging lectures. Also, they declared full reliance on their own resources when needed such as computers, maps, pictures, newspapers, etc.

Conclusion

The present chapter discusses the data generated by the three research instruments used in the present thesis which are the questionnaires, the classroom observation, and the interview. The next chapter will elicit some educational recommendation for teachers and students as well as suggestions for further research into higher education are presented.

Chapter Seven

Educational Recommendations and Suggestions for Further Research

Introduction

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Chapter Seven

Educational Recommendations and Suggestions for Further Research

Introduction

The findings of this research have led to a number of educational recommendations which could lead to many improvements in quality teaching of English-speaking civilization and culture for EFL students. Furthermore, this research appears to support the argument for a change in perceiving quality teaching and learning of these courses. Therefore, based on the findings drawn in the previous chapter, the present chapter presents recommendations for two categories: Firstly, developing quality teaching in higher education focusing on the responsibility of the university, teachers, and students. Secondly, suggesting practical techniques for engaging EFL students in lectures of English-speaking civilization and culture:

7.1 University Responsibility

Commonly speaking, universities tend to invest in individual, physical, and information resources to achieve an effective organizational structure. Primarily, these key resources and organizational structures serve to achieve educational objectives and create a qualified environment for teaching/learning.

7.1.1 Physical Structure

The university is required to provide infrastructure to support a high quality learning environment through its libraries, systems, equipment and teaching and learning spaces such as classrooms and other facilities, and provide services to enrich and support students' learning.

7.1.2 Professional Training

As teachers face continuously new challenges in the teaching process/learning process, their university has to provide both initial and continuous supervised training. Such trainings that guarantee quality teaching have to encompass various areas including curriculum design, teaching methodology, pedagogical practices. Therefore, professional training has to be considered as an integral part of quality assurance in government authorities and higher education policy.

7.1.3 Administration staff development

Supporting administration individual staff development is considered central in enhancing working conditions and giving opportunities for innovation towards ensuring the services necessary to enrich and support students' positive learning. For example, developed academic staff in libraries, resource and computer centers is of a great help in advising students on information retrieval process and having easy access to knowledge. Thus, the use of technology necessitates the mastery of up-to-date techniques and software in searching for information.

7.1.4 Rewarding Teachers

Recognizing and rewarding qualified teachers can lead to motivation towards developing quality teaching. Therefore, administrators at university can encourage teachers for their creativity, innovation, tutoring, and guiding students in the teaching process through complimenting their efforts during a period of time. This complementation helps in gaining a feeling of appreciation and gratitude among teachers.

7.2 Teachers' Responsibility

The quality of higher education depends upon mostly on teachers, in other words, teachers are responsible for the enhancement of the education system and maintaining the standards of higher education in the following manners:

7.2.1 Curriculum Design Development

Re-designing English-speaking civilization and culture curricula should focus on defining clearly the broad objectives and the sub-objectives of the courses. Also, it should enrich the lectures with illustrative courses to avoid the heavy and boring theoretical information including assignment for comprehension.

7.2.2 Continuous Research

The relationship between teaching and research is extremely significant. It enables teachers to be in touch with latest studies' findings related to education. Also, bridging teaching and research results in a continuous improvement in pedagogy, employment of technologies, improving assessment methods, and emphasizing student-centered learning. Furthermore, continuous development gives teachers the opportunity to use approaches to teaching that can motivate and inspire students to learn.

7.2.3 Colleagues Collaboration

Collaborating with colleagues teaching same subjects enables ensuring that courses they teach achieve positive learning outcomes. Additionally, teachers' collaboration leads to a wider range of communication and cooperative working through learning platforms.

7.2.4 Continuous Commitment

Mainly, teachers should be committed to their own professional development through carrying out self-reflection, reviewing and evaluating their teaching practices, through a range of tools, including student feedback. Moreover, such devotion and commitment of teachers plays a vital role in improving the quality of education and determining the future of the community.

7.2.5 Supervising and Motivating Students

Principally, organizing supervision or teachers' official meetings gives students the chance to have an appropriate environment for a relaxed discussion tackling various issues (pedagogical, social, psychological, economic, etc). This seems obvious; however, it is not always easy to achieve especially when much teaching takes place. Besides, teachers should act as a motivator aiming at creating a positive learning environment where students are given confidence to think cautiously and rationally about their learning experience.

7.2.6 Effective Use of Resources

Generally, efficient use of pedagogical resources helps to develop quality teaching/learning. In teaching, EFL teachers have to use attractive aids and continuous modernization of teaching methods for making their courses and lectures effective. Hence, is it recommended that teachers have to be knowledgeable about these resources and in terms of use and outcome.

7.2.7 Academic development

As far as academic development is concerned, EFL teachers are required to carry out self development throughout their teaching career for generating knowledge and being in the mainstream of the newest research findings in the subject matters they teach. In addition, it

aims at obtaining continuous support for the enhancement of their quality teaching. However, it relies on various activities such as participating in national and international seminars or conferences, upgrading academic qualifications, writing academic paper in reliable reviews or journals, and cooperating with fellow researchers in other universities.

7.2.8 Professional Ethics

Consideration of ethics when teaching in higher education plays a crucial role in reaching quality teaching. Hence, teachers at this level are recommended to exhibit high ethical standards in most situations they encounter with their students. Being aware of this responsibility helps teachers direct their work and their interactive relations at the professional level. Promoting teacher's ethics serves to fight against corruption among university members.

7.3 Students' Responsibility

Nowadays, students have to master important skills that will facilitate preparing them for the challenges at university. Thus, being ready for this new environment does not only depend on academic content, however, it necessitates knowledge various issues related to higher education standards.

7.3.1 Commitment in Learning

Students at university level must bear in mind that learning is a serious commitment. Mostly, it requires hard work and building up continuous knowledge. They are also responsible for taking part entirely in the academic carrier showing interest in their studies and for developing intellectual independence as a core member of the university.

7.3.2 Engagement in Learning

Engagement in the learning process can be achieved through creating dynamic partnerships with peers, teachers and researchers, full participation in the university community through their representatives on academic and student liaison committees at University, faculty and academic unit level.

7.3.3 Decision Making

At higher level of education, students have to be aware of their responsibility towards decisions they make about learning. Along with teachers support and guidance, university students have to think rationally about the effective strategies used to study for exams, about the techniques used for assigned reading, and about other choices needed for tasks or decisions in the learning process.

7.3.4 Self-Assessment of Learning

Students' assessment of their own learning progress enables improving the skill of self-reflection. Accordingly, students can evaluate the progress they are reaching as long as they gain new knowledge or skills; they can distinguish the features of a good work, and they can assess their own efforts and accomplishment as well. At the same time as students become skillful in monitoring their learning progress, they tend to be more motivated by their successes and start to obtain a sense of responsibility for the efforts they make.

Moreover, other recommendations can be put forward for engaging and raising EFL students' interests in learning English-speaking civilization and culture courses:

7.4 Planning Skills

Firstly, before delivering a lecture, EFL teachers have to consider significant skill in planning, and preparation phase. A focus should be given to identifying necessary resources and documents for the students. Moreover, when planning for a lecture, it is highly

recommended to emphasize the curriculum content and appropriate strategies that can be employed in delivering the material rather than relying on selecting and arranging data. Secondly, at the beginning, students have to be informed about the main objectives and outline of the lecture. Sharing the lecture organization clarifies ideas for students and enables recognizing what it expected from them to learn. Thirdly, during the preparation phase, EFL teachers have to consider the amount of information planned to deliver. It is essential not to over-prepare i.e. lectures should not cover too much information to retain.

7.5 Teaching Methodologies

Before starting a new lecture content, it is recommended to review the major points from the last lecture. Reviewing previous knowledge can be through asking students to brainstorm answers to a question for drawing content connections. This also effective for relating the new knowledge with previously delivered content. Besides, assigning learning before the attending the lecture may give students the opportunity to consult various resources about the lecture topic in advance.

During the lecture delivery, EFL teachers have to direct attention towards students' non-verbal communication as confusion, boredom, eye contact, seating form...etc. However, this can be through looking at the students, moving around seats or rows, and using humor. Expressing enthusiasm for the teaching subject matter in the fields of civilization and culture can have a positive impact on student interest and engagement. Otherwise, when EFL teachers seem to appear bored or stressed while dealing with lecture content students may lose interest and attention.

At the end of the lecture, summarizing lecture major points enables students comprehend the delivered content. Moreover, the summary should connect the material to the defining objectives, guide students on how to follow-up the lecture through further readings

or assignments as well as permit students to give their own summaries and ask questions about ambiguous points. Furthermore, using technology in teaching civilization and culture can make the lecture more informative, attractive, and interesting. For example, multimedia presentations play an important role in facilitating learning by providing students with additional support and illustrated example. Nevertheless, to achieve a successful visual presentation teachers have to avoid complexity, ambiguity, and irrelevance of the material used.

7.6 Developing Skills

Lectures of English-speaking civilization and culture have to be supported by small group activities. Generally, in large classes students will not have the opportunity to participate so these activities expose students to varied tasks related to skills development including analyze and discussing, comparing and contrasting, evaluating and reordering, etc.

Principally, EFL teachers have to raise students' awareness towards the benefits of taking notes. This essential skill enables students to remember the lecture major points and remain attentive till the end. Furthermore, more guidelines can be illustrated by teachers to avoid writing all what can be said instead of writing key terms or ideas.

The designed handouts used for lecture of civilization and culture should be interactive. Although they can be effective for illustrating complex data, detailed information, and diagrams they have not to include all lecture contents for the sake of avoiding being an alternative to students' attendance. Thus, it is suggested to employ handouts that permit students to complete as they participate in class for ensuring taking personal notes meaningful to each one.

7.7 Suggestions for Further Research

As the nature of research always gives rise to other questions, further investigation is recommended. The present research that has been undertaken for this thesis has highlighted a number of topics on which further research would be beneficial. The lack of agreement in the literature as to what constitutes quality teaching in higher education is challenging. Advanced research focusing on perceiving quality teaching in EFL classrooms is needed. Thus, particular consideration should be taken into account on how perceptions of effective teaching change over time due to continuous change in students' needs, and technological innovation. Moreover, it is suggested to investigate university members as teachers, students, and administrators' perception towards quality teaching, besides how these perceptions may vary through time.

It is also worth exploring the field of teaching/learning English-speaking civilization and culture in EFL classrooms. These courses are in need of developing teaching strategies and technique that can enhance teachers' pedagogical practices as well as raise EFL students' engagement. The literature is short of identifying types of learning engagement as an indicator of qualified teaching which calls for further research.

General Conclusion

Ensuring high quality of teaching in higher education is integral regarded among the main responsibilities of most stakeholders at universities. However, keeping students attentive and actively engaged in learning is one significant indicator. Engaging students actively in learning has been considered important in retaining students especially in lectures. In this research, we attempt at answering a set of questions related to quality teaching of civilization and culture in EFL classrooms. In the light of the description of the context of the problem and purpose of the study given above, this current research will attempt to answer the following research questions:

1. Do EFL teachers and students at Mohamed Khider of Biskra (MKUB) University have the same perceptions about effective university teaching quality?
2. To what extent quality teaching of English-speaking civilization and culture at Mohamed Khider of Biskra (MKUB) University may raise EFL students' interest and engagement.
3. What kind of existing constraints hamper EFL teachers of English-speaking civilization and culture from delivering interactive lectures?

According to the questionnaires results teachers of English-speaking civilization and culture valued four indicators: experience, knowledge, qualification, and competence. Hence, all indicators provided pointed to the professional qualities rather than other types of qualities that are related to personality. In fact, it was also an explanation of how EFL teachers perceive the type of criteria they use to set up their judgements on the quality of teaching. In contrast, first year level students favored those who have a vast knowledge of the subject matter, second year students preferred an engaging one, and third year level students valued professionalism. In the view of that, students expect their teachers of English-speaking

civilization and culture to be knowledgeable in the subject matter, skillful in employing the effective teaching strategies and techniques that may engage them actively in learning, as well as professional in teaching in terms of personal appearance and organizational skills.

The results for the second research question also revealed English-speaking civilization and culture at Biskra University does not raise EFL students' interest and engagement. As presented previously in chapter five, the analysis of both quantitative and qualitative data collected from the questionnaires, classroom observation, and semi-structured interview indicate that EFL teachers of English-speaking civilization and culture, at the beginning of the academic year, focus on gathering the necessary materials for teaching the different aspects of both fields instead of checking the sources available for students at the level of the library. Also, they are aware of the importance of stating clear plan and objectives at the beginning of the lecture that enable students to form a clear reflection of what will be delivered in the lecture. However, they use the oral form rather than the written one that may aid students to make out what is expected from them.

Lectures of English-speaking civilization and culture are not supported with assigned reading. According to EFL teachers, two reasons can explain the neglect of this important pedagogical practice. First, students do not take these assignments into consideration. Second, the large number of students that plays a significant role in impeding teachers from providing supportive feedback when assigning pre-readings.

Starting a lecture with rhetoric question is the common technique used by teachers of English-speaking civilization and culture. This is an indication that no importance is given to lectures interrelation. As an alternative, they prefer to rely on the current lecture content rather than referring to previous question or ambiguities raised from preceding lectures or reading assignments.

Handouts prepared by teachers of these courses contain chiefly materials which may be difficult to obtain elsewhere rather than including additional material to be read and processed after the lecture. Additionally, most EFL teachers confirm that the excessive use of handouts in lecturing may usually affect students learning in terms of engagement, intellectual growth, and lecture attendance.

Assessing lecture objectives achievement is carried out through verbal methods such as, mini tests, quizzes, miscellaneous question, etc rather than written methods for checking students' understanding of the important points. Besides, EFL teachers of civilization and culture valued skills that are related to writing about both fields and give less importance to other skill as gathering, analyzing, and speaking about data associated with history and culture. However, EFL students are not aware of the necessity to develop the essential skills in learning civilization and culture. On the other hand, they rely for the most part on memorizing facts, events, dates, definitions, and biographies.

Teacher-student relationship is limited to evaluating progress instead of familiarity with their names, needs, and problems. Subsequently, it needs both the affective dimension that forms the foundation for a secure relationships and the support dimension that serves at sustaining students' success at university.

Most assessments used by the teachers tend to test EFL students' understanding of key concepts. Furthermore, due to the huge number of students, teachers have a tendency to employ only the official written exams rather than using extra assessment.

Third year students, as they are specialized in field of civilization, these lectures give them the opportunity to learn from the success and failure of other nations. Whereas, first and second year level students consider culture as only a subject and may not be motivated to expend considerable effort in learning.

EFL students from the three levels showed their preference towards the integration of technology in delivering lectures of civilization and culture. Hence, this indicates their awareness of the advantages technology in modern education when compared with traditional way of teaching in terms of quality of instructions, and students' engagement.

EFL students are short of critical thinking; however, they rely heavily on rote memorization in learning. Most gained knowledge is superficial, frequently soon forgotten. Besides, they need coherence, connection, and deep understanding that is associated with critical thinking when exposed to lectures of civilization and culture.

Due to several factors, including quality teaching the majority EFL students are not regular attendants of civilization and culture lectures. They skip from one to five lectures per semester. Additionally, they are not frequent note-takers during lectures. This may indicate their disinterest in the subject matter presented or their view of note-taking being an unnecessary skill in learning. Also, teachers play a vital role in teaching about this skill for the sake of helping students differentiating between what is relevant and what is irrelevant to record.

Various difficulties may face EFL students when exposing to lectures of civilization and culture. For examples, they claim about the traditional way of teaching, the amount of information required to learn, shortage of background knowledge, and the inability of carrying out further reading because of sources complexity.

Teachers' questionnaire responses to certain items did not correspond to what has been observed in the classrooms. The issues are concerned with content organization as stating lecture objectives, assessing students' prior knowledge, and concluding lectures with summarizing major points.

Teachers selected for the class observation in this research tended to encourage participation through raising question but students rarely answer. They also frequently ask students passage from the lecture handout in order to maintain attention and concentration in the classroom but did not help in encouraging discussion.

Generally speaking, third year level students showed more interest in the lectures. In most observed sessions, they were listening attentively to the teacher, taking notes and using dictionaries. In contrast, first and second year students were passive, rarely spoke and even when they did, it was when they invited to participate.

EFL teachers admitted that they have not received any formal education or training in teaching civilization and culture. However, those who go for informal trainings offered by the university will not receive formal education for developing their quality teaching.

Principally, teachers consider quality teaching in higher education as encompassing three main areas: teachers' characteristics (experience, intellectual capacity, and personality traits), teachers' practices (adopted methodologies and techniques), and student learning achievements (what can be taken out of the classroom).

Teachers of English-speaking civilization and culture believe that they have significant tasks to accomplish when dealing with two fields. Thus, several tasks have been cited such as being knowledgeable about the subject matters, employing effective strategies and techniques to engage students actively in learning, enriching students' historical and cultural knowledge, improving certain skills related to research skills such as writing essays, analyzing data, debating and discussing. Measuring quality teaching, according to EFL teachers, is based on four criteria: teacher's experience, qualification, pedagogical practices and students' outcomes.

EFL teachers confirmed that quality teaching of the courses of English-speaking civilization and culture in EFL classrooms may not gain students interest and engagement in learning. As a result, they suggested the following:

1. Devoting additional sessions to support lectures major points.
2. Creating modern amphitheatres and large classes.
3. Minimizing students' number.
4. Engaging students in supervised cultural activities at the department

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APPENDICES

Appendix 1

EFL teachers of English-speaking Civilization and Culture Questionnaire

Dear colleagues,

I am conducting a study on the quality teaching of English- speaking civilization and culture in EFL classrooms. The results of this study will hopefully shed light on the teaching – learning of those modules, as well as the major problems that may hamper teachers and students to achieve the objectives stated in the curriculum.

I am interested in your experiences in the field; so I have designed a questionnaire which asks you to respond to a series of statements and questions. The items in the questionnaire focus on your planning, methodology and assessment in these interesting modules.

Your identity and information you provide will be treated confidentially.

Your participation will be greatly appreciated.

Thank you!

A. Teachers' qualification and experience

Degree:

How many years have you been teaching?

- 0 – 5 years 5 – 10 years 10 – 15 years 15 – 20 years more than 20 years

B. Teachers' perception towards essential teacher's qualities

1. In your point of view, what are the top ten teacher qualities?

- | | |
|---------|---------|
| • | • |
| • | • |
| • | • |
| • | • |
| • | • |

2. Which one (s) you think are paramount?

.....

.....

.....

C. Teachers' practices in teaching civilization and culture

a) Planning skills

3. How do you prepare yourself for the teaching of foreign civilization and culture?

- reading the syllabus.
 meeting with the colleagues who taught the modules before
 collecting the necessary sources for the module.
 checking the university library to see what resources it has for students.
 looking for other useful materials provided by the administration that will enhance your lectures.
 others

4. Do you state a clear plan and objectives at the beginning of the lecture?

- Yes No

If 'yes', are they given

- verbally written

5. Are the students prepared for the lecture with assigned readings?

- Yes No

Whatever your answer give some justifications

.....
.....

6. Do you test student's prior knowledge to establish links to the new lesson?

- Yes No

If "yes", is it through

- brainstorming
 brief definitions
 concept mapping
 miscellaneous questions

If 'no' explain why

.....
.....

7. Do you begin your lecture with

- rhetoric question (a question to which no answer is expected).
 asking students to brainstorm problems that remain unresolved from the previous lecture.
 raising questions from the previous lecture or reading assignment.
 others.....

b) Teaching methodologies

8. What instructional resources do you use regularly?

- newspapers, magazines.
 teacher-created materials.
 overhead slides.
 technology (computers, internet)
 handouts, worksheets
 Other, please specify: _____

9. What do you usually include in your handouts:

- an outline of the lecture.
 essential diagrams.
 materials that students may find difficult to obtain elsewhere.
 questions and tasks that will encourage students to reflect on their learning.
 a supplementary reading list.
 others.....

10. In your opinion, do you think that the use of handouts can lead to

- spoon-fed students.
- stunt intellectual growth.
- substitution for attendance at the lecture.
- all of them
- none of them

11. Which approach do you support in delivering your lectures:

- teacher directed, but allows a high degree of individual initiative.
- teacher-out-the-front (you are the director of all activities, all of the time).
- student centred learning (you introduce the topic, suggest ideas and activities then students select a topic, how they will address the task, how they will work and how they will report).

12. Do you encourage student participation in class?

- yes attempt not at all

If yes, which of the following techniques are used?

- encouraged questions.
- gapped handouts and diagrams.
- data analysis and interpretation.
- questions and quizzes.
- brainstorming and buzz groups.
- all of them

13. Does one group dominate discussion and hinder others' participation?

- Yes No

If 'yes', why ?

.....
.....

14. What do you do to capture students' attention and keep them actively engaged throughout the lecture?

- ask a question
- tell an anecdote
- maintain eye contact
- do whatever is necessary to relieve the tension of listening
- all of them
- others.....

15. How do you keep students constructively engaged in learning these modules

- providing readings with questions to help identify the key aspects.
- giving an outline and some guiding questions before a lecture.
- providing background information and further reading on the web.
- Using an online forum for further discussion
- others.....

16. Do you test whether students achieved the objectives set for the topic (using either verbal or written methods)?

- Yes No

If 'yes', do you use

- verbal methods
 written methods
 both

17. How usually do you end the lecture, is it by

- mini-test.
 essay writing.
 a summary of the main points.
 a recap of the key questions posed/answered.
 an 'exit thought' you would like students to take with them.
 others.....

c) The skills taught in civilization and culture lectures

18. Which skill(s) do you think that a student has to develop when learning about foreign civilization and culture?

- gathering information
 analysing data
 writing about history/culture
 speaking about history/culture
 cooperating in groups
 all of them

19. Do you think that students are aware of developing such skill(s) ?

- Yes No

Please justify

.....
.....

20. When asking for data gathering about a specific topic, are students

- given directions.
 advised on how looking up sources.
 asked to take notes to pick the relevant information.
 required to take responsibility.
 all of them

21. Which technique (s) do you support in enabling students to analyze data in these modules?

- arranging data into sequences (timelines).
- deciding what evidence is reliable and what is not verified.
- making lists, charts, graphs, tables and maps.
- offering opportunities to differentiate between opinions and facts.
- demonstrating how to identify the essential detail in a document.
- comparing time periods, countries, and events.
- others.....

Mrs. SAID SALHI Ahlem

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Thank you for your cooperation!

Appendix 2

EFL students Questionnaire

Dear students,

I am conducting a research on the quality teaching of English- speaking civilization and culture in EFL classrooms. The data obtained from this study will hopefully shed light on the teaching –learning process of those modules, as well as the major problems that may hamper teachers and students to achieve the objectives stated in the curriculum.

I am interested in your point of views, so I have designed a questionnaire which asks you to respond to a series of questions and statements with which you can show your agreement/disagreement.

Your participation is too significant for our research. So please try to answer all the questions.

Thank you.

A. Perceptions towards teacher qualities

1. How do you see a good teacher of civilization/culture?

- Respectful
 - Experienced
 - Knowledgeable
 - Approachable (friendly, personable, helpful, accessible, happy and positive)
 - Engaging (enthusiastic, passionate, motivating, creative, charismatic, stimulating, interactive, energetic, and assertive)
 - Communicative (clear, understandable, thorough, constructive, and attentive)
 - Organized (efficient, focused, and prepared)
 - Responsive (available, helpful, efficient, perceptive)
 - Professional (dedicated, punctual, dependable, efficacious, hygienic, and confident)
 - Humorous
 - Others, please specify
-

2. Does your teacher have these qualities?

- All of them Most of them few of them none of them

3. In your opinion which qualities are paramount?

-
-
-
-
-

B. Perceptions towards learning civilization and culture

Tick the teaching practices that you think they are achieved

4. Content Presentation and Organization

- The teacher stimulated our thinking
- I could understand the relevance of what was taught.
- Current issues were used to make the lecture interesting

5. Active Learning

- A variety of teaching methods were used.
- Using activities which encouraged the application of knowledge
- Asking questions to monitor students' progress
- I was asked to provide alternative explanations

6. Motivation

- Our contributions were encouraged and valued
- The teacher is enthusiastic

- I found the lectures interesting and enjoyable.
- The teacher motivates us to do further independent study.

7. Teacher-Student Relationships

- I feel that the teacher understood our learning needs.
- The teacher was willing to understand students' problems
- Our teacher knew the individuals in the class.
- Our teacher paid attention to the progress of individual students.

8. Assessment

- A variety of assessment methods were used.
- The assessment tested our understanding of key concepts.
- The teacher provided examples of good work.
- The teacher quickly provides test results.

C. Involvement and interest in Learning

9. What do civilization and culture mean to you?

- subjects and no more
- A chance to learn from failures and successes of others
- A number of instructive examples of what is right or wrong, good or bad

10. Do you enjoy being exposed to civilization /culture through:

- technology (computers, internet)
- handouts/worksheets
- research papers
- Other, please specify.....

11. Which of the following techniques do you rely on in dealing with these modules?

- Memorizing facts and ideas.
- Analyzing data
- Synthesizing and organizing ideas
- Making Judgments

12. In your point of view, helpful handouts have to provide:

- an outline of the lecture only.
- all the elements of the lecture.
- Unavailable materials elsewhere
- questions and assignments.

13. In your opinion, do you think that the use of handouts can lead to

- spoon-fed students.
- stunt intellectual growth.
- substitution for lecture attendance

14. How many times have you been absent so far this semester in this class?

- None 1 - 2 absences 3 – 4 absences 5 and more absences

15. How frequently do you take notes during the lecture class?

- Rarely Sometimes Very often Always

16. How often do you review your notes prior to the next scheduled lecture?

- Never/Rarely Sometimes Often Very often

17. Do you participate in a study partnership with classmates for an exam preparation?

- Yes No

Why?

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

18. How interested are you in learning the course material?

- Uninterested Interested Very interested

Why?

.....
.....

19. How difficult is it to follow the lectures of civilization and culture?

- Easy somehow difficult difficult very difficult

Please justify

.....
.....

Thank you for your cooperation!

Mrs. SAID SALHI Ahlem

c/o Prof. HAMLAOUI Naima- Annaba University

Appendix 3

Classroom Observation Checklist

Date: -----

Level: -----

Module: -----

Number of Students present: -----

1. Classroom Environment

- Organized, neat & uncluttered
- Visual learning supports
- Technology equipment

2. Content Organization

- Made clear statement of the objective(s) of the lecture
- Defined relationship of this lecture to previous lectures
- Presented outline of the lecture
- Provided students with handouts in advance
- Summarized major points of lecture

3. Teacher's presentation Skills

- Projected voice so easily heard
- Used the blackboard to explain ideas
- Varied explanations for complex and difficult concepts
- Managed time allotted
- Supported lecture with useful classroom activities
- Provided relevant written assignments

4. Teacher-Student Interactions

- Encouraged students discussion
- Maintained eye contact
- Responded to nonverbal cues of confusion, boredom, or curiosity
- Used humor appropriately to strengthen retention & interest

5. Students Engagement

- Present and punctual
- Participating in discussion
- Disengaged/Disruptive

Adapted from <http://www1.umn.edu/ohr/teachlearn/resources/peer/instruments/>

Appendix 4

Interview questions for EFL teachers of English-speaking Civilization and Culture at Biskra University

Question one

Have you had any formal education or training in teaching this module, and if so, where did it happen and what are some of the key principles you remember? Were they helpful?

Question two

How do you perceive the concept of *quality teaching* in higher education?

Question three

In your opinion, can we measure quality teaching in higher education? How?

Question four

Why is the field of English –speaking civilization/culture important for EFL students to study? Do your students value this importance? Do you emphasize this value in your lectures?

Question five

Do you discuss during your lectures the history/culture TV programmes or films students watch at home? Why?

Question six

In your opinion, what are key tasks for an English-speaking civilization/culture teacher in EFL classrooms? What task(s) are paramount?

Question seven

Do you think that EFL students have difficulties when exposed to those modules? why?

Question eight

Are you satisfied with the range of teaching resources available to you? How do manage to overcome this lack?

Question nine

If you could make any changes to the current curriculum of those modules, what would these be?

Question ten

To sum up, what are the major challenges that you face in teaching English-speaking civilization/culture at the University of Biskra?

المخلص

يسعى هذا البحث إلى دراسة جودة تعليم الحضارة والثقافة الناطقة باللغة الإنجليزية في قسم الدراسات الإنجليزية بجامعة بسكرة. وهو يحاول التحقيق في جودة التدريس فيما يتعلق بتحديد أسباب عدم اهتمام الطلاب وخاصة في المحاضرات. ولتحقيق هذه المشكلة، وضعنا فرضيتين: 1. قد يكون لدى الأساتذة والطلاب في جامعة محمد بن خضر من جامعة بسكرة تصورات مختلفة حول جودة التدريس الجامعي الفعال. 2. جودة تعليم الحضارة الناطقة باللغة الإنجليزية والثقافة في محمد خضر من جامعة بسكرة قد لا تحصل على اهتمام الطلاب والمشاركة في التعلم. وكان المشاركون في هذه الدراسة 10 أساتذة في اللغة الإنجليزية و 130 طالبا من قسم اللغات الأجنبية، قسم اللغة الإنجليزية في محمد خضر من جامعة بسكرة للعام الدراسي 2013/2012. واستخدمت الاستبيانات، والمراقبة الصفية، والمقابلات شبه المنظمة كأدوات لجمع البيانات لتقييم تجارب المشاركين والتعلم في الحضارة والثقافة الناطقة بالانكليزية. النتائج تكشف ان الأساتذة والطلاب ينظرون تعليم الجودة بشكل مختلف. الأساتذة يقدرون الصفات المهنية بدلا من أنواع أخرى من الصفات التي ترتبط بالشخصية، ومع ذلك، يتوقع الطلاب من الأساتذة ليكونوا متمكنين من المادة، ماهرين في توظيف استراتيجيات التدريس الفعالة والتقنيات التي قد تشاركهم بنشاط في التعلم، وكذلك المهنية في التدريس من حيث المظهر الشخصي والمهارات التنظيمية. كما أظهرت النتائج أن محاضرات الحضارة والثقافة الناطقة باللغة الإنجليزية في جامعة بسكرة لا تثير اهتمام الطلاب في اللغة الإنجليزية كلغة أجنبية. وأخيرا أوصت الباحثة بالتعاون بين الجامعة والمعلمين والطلاب والتي يمكن أن تؤدي إلى العديد من التحسينات في جودة تعليم الحضارة الناطقة باللغة الإنجليزية والثقافة لطلاب اللغة الإنجليزية كلغة أجنبية .

Résumé

La présente recherche cherche à étudier l'enseignement de qualité de la civilisation et de la culture anglophones au département des études d'anglais de l'Université de Biskra. Elle tente de repérer l'enseignement de qualité en ce qui concerne l'identification des causes de la rétention des étudiants et le désintérêt. Afin d'étudier ce problème, nous proposons deux hypothèses: 1. Les enseignants et les étudiants de l'EFL à Mohamed Khider de l'Université de Biskra peuvent avoir des perceptions différentes de la qualité effective de l'enseignement universitaire. 2. L'enseignement de qualité de la civilisation et de la culture anglophones à Mohamed Khider de l'Université de Biskra peut ne pas acquérir l'intérêt et l'engagement des étudiants de l'EFL. Les participants à cette étude étaient 10 enseignants EFL et 130 étudiants du département des langues étrangères, division de l'anglais à Mohamed Khider de Biskra University de l'année académique 2012/2013. Les questionnaires, l'observation en classe et les entrevues semi-structurées ont été utilisés comme outils de collecte de données pour évaluer les expériences d'apprentissage et d'apprentissage des participants de la civilisation et de la culture anglophones. Les résultats révèlent que les enseignants EFL et les étudiants perçoivent l'enseignement de qualité différemment. Les enseignants ont évalué les qualités professionnelles plutôt que d'autres types de qualités liées à la personnalité, mais les étudiants s'attendent à ce que leurs enseignants soient bien informés sur le sujet, habiles à utiliser les stratégies et techniques d'enseignement efficaces qui peuvent les impliquer activement dans l'apprentissage. comme professionnel dans l'enseignement en termes d'apparence personnelle et de compétences organisationnelles. De plus, les résultats révèlent que les conférences de civilisation et de culture anglophones à l'Université de Biskra ne suscitent pas l'intérêt et l'engagement des élèves de l'EFL. Enfin, le chercheur recommande la collaboration de l'université, des enseignants et des étudiants, ce qui pourrait entraîner de nombreuses améliorations dans l'enseignement de la qualité de la civilisation et de la culture anglophones pour les étudiants EFL.