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IMRPROVING STUDENTS' ACHIEVEMENT IN AMERICAN CIVILIZATION
COURSE THROUGH THE USE OF CULTURE-BASED LITERARY
TEXTS: AN EXPERIMENTAL APPROACH

THE CASE OF SECOND YEAR STUDENTS AT THE DEPARTMENT OF ENGLISH,
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THESIS

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DEDICATION

To my students
To my family
To my teacher Mr. Bechar
To my colleagues in Biskra

AKNOWLEDGEMENTS

Many are to be counted, but just One is to start with. If there is someone whose help I should acknowledge first, it would be God, the One and Almighty. Yet, thanking God requires a similar gratitude to His people. Therefore, I should acknowledge the fact that many people have been also so kind and so keen that they will dwell in my memory for their precious help and their kindness.

First of these are my dearest parents. They were the king and the queen who ruled over the heart and have sustained the efforts of the mind to keep my person standing all along the way.

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RESEARCH METHODOLOGY

Introduction

Unless research is conducted scientifically, it is unlikely that the researcher, who is investigating a problem, would find answers to his questions or settle the phenomenon under investigation intellectually, far from any emotional or intuitive statements. Using a scientific approach gives research a shape that defines clearly the necessary steps the researcher should follow, to anchor his problem safely on the shores of science.

The investigator puts in clear terms the problem for investigation in a hypothesis; then, he starts collecting the necessary data using the appropriate method. After that, the collected data are submitted to analysis and interpretation adopting the appropriate tools and techniques. Finally, on the basis of what has been collected and analyzed, the researcher is supposed to reach certain conclusions, which would support his pre-set hypothesis or simply reject it (Billy and George, 1971).

I- The choice of method

There exist different methods in research, and only the problem under investigation can determine the method to be employed. In the field of education, unlike other fields, speculating about human issues is not an easy task that lends itself to the exactitude and explicitness required in science. As we attempt in our work to lay ground for the held assumption that introducing texts literary in the American civilization course would raise students' achievement and understanding of the target culture in learning English as a foreign language. Therefore, we think that the experimental design would fit best the outlined objectives. (Billy and George, 1971).

I-1 The experimental method

The experimental method is believed to suit our research, since it permits a close examination of the effects that literary texts may have on the students' cultural awareness in learning English as a foreign language. Experimental research has gained an immense importance as “ *many problems in education are best investigated by means of experimental research.*” (Billy and George, 1971: p. 62).

The condition being evaluated is known as the “*independent variable*” and the criterion used to evaluate this condition is the “*dependent variable*”. Therefore, the independent variable in the problem we attempt to investigate in this work would be the literary texts to be used in the course of the experiment, whereas the dependent variable would be the students' understanding and awareness of the target culture. If the experiment is well conducted, the researcher is allowed to attribute any change in the dependent variable to the independent variable; yet, other factors than the independent variable may interfere in the course of the experiment and be a cause to the change observed dependent variable. So, to assume the above would be an oversimplification that may ruin the researcher's efforts to reach objective and convincing conclusions (Billy and George, 1971).

To guarantee the validity of the obtained results using an experimental method, the appropriate experimental design has to be adopted

I-1-1 Experimental design

The experimental design we believe it to enable us conclude that any difference is due to the independent variable and not to other extraneous variables, is the Pretest- Post test Control Group Design. The subjects who were randomly assigned to the experimental and control groups are administered a pretest to evaluate their achievement level before

the experiment and a posttest following the experiment. The scores gained from the pretest to the posttest are computed and the t-test is used to test the significance of difference between the gain scores means.

I-2 Strengths and weaknesses of the experimental method

Being able to determine the relationship between the use of literary texts and the students' understanding and awareness of the target culture in teaching English as a foreign language, would give credit to the experimental method. Demonstrating such a link between the two variables would shed light on further important issues. For instance, the significance that reading has acquired as a bridge leading to cultural literacy. Moreover, the experimental design permits to treat quantitative data, which if followed systematically, would allow for future generalization and open new ways for making use of literary texts, in teaching English as a foreign language, as manifestations of the target culture and new tools for achieving a better understanding and awareness of the target people' attitudes, beliefs and values. Yet the experimental method has also its drawbacks.

The major drawback of the experimental design is the difficulty to exclude all the extraneous variables, which, if not controlled or neutralized to the maximum, are to bring a bias to the work. Such factors can be classified under two major categories. First, variables related to the subjects on whom the experiment will be conducted. Subjects' attitudes in the course of the experiment may be negative in the sense that their prior-knowledge that they are part of an investigation may cause a change in their behavior and this would ultimately be responsible on the change witnessed in the dependent variable rather than the independent variable itself.

Another type of variables, which may be responsible for the shortcomings of the experimental method, is the whole context where the subjects are under experiment. This may range from the researcher's biased behavior to the kind of tasks. The researcher may

unintentionally attribute any observed change to the independent variable, as he desires to prove that. Or he may double his efforts with the new tasks he uses in the experiment, which may lead to the expected change.

However, an appropriate selection of the sample and an adequate use of data gathering material in addition to a systematic analysis and interpretation of the obtained results, would reduce the negative influence of such extraneous variables and make the experimental design valid and reliable to the work.

II- The participants

II-1 The population

The population representing our study is second year students of the Department of English at the University of Batna. Choice had fallen on thirty students, representing ten percent of the whole population to make the sample of our study. On what basis the subjects were selected and on what grounds can we assume that the sample can be representative of the whole population will be examined with more details.

II-2 The sample

Working with the whole population of second year students whose number is around three hundred, sounds to be a difficult task, as it requires, more efforts, material resources and time. For these reasons, in research it is possible to work with a sample and be able to generalize the findings later on the rest of the population. Yet to make this condition possible in research, the appropriate sampling techniques must be followed.

A sample in research methodology refers to “ *a selected finite set of persons, objects or things that an investigator employs in this study.*”(Billy and George, 1971: p. 107). Once the researcher has finished his study on a precise sample, he assumes that

repeating the same experiment with another sample drawn randomly from the same population would bring the same results. Therefore, random sampling is the basic technique to obtain a representative sample.

As we aim to generalize the findings of this work on the whole population of second year students, we believe that random sampling would be the most adequate sampling technique to our work. A random sample can be obtained using different methods and as names of second year students are available on lists of an easy access in the administration, we have simply selected thirty names randomly to make the sample of our study.

To assume that using literary texts would bring change and improve the subjects' achievement in the civilization course and ultimately their understanding of the target culture, we need to work with two similar groups. Only one group will be taught using the literary texts, the other will be instructed in the traditional way. So that any observed change with the first group, can be attributed to the newly used technique and not to other factors.

Therefore, the chosen sample will be further subdivided into two similar groups of fifteen students. The first group will make the experimental group with whom the literary texts will be used. And the second group will function as a control group, which will be taught using the traditional method.

III- The Instruments

The basic tools, which were employed to collect the necessary data, were: an attitude questionnaire administered to students and a rating scale to record the observed behavior of students in the course of the experiment.

III-1 The students' questionnaire

An attitude questionnaire was administered to a sample population of ten percent from second year students and it aims at collecting necessary data from students before starting the experiment. The data concerned their attitudes towards the civilization courses in general, American civilization with a particular focus, also, their attitudes and opinions about reading in general and reading literature in particular. The questionnaire is a thirty-one item questions divided into four sections.

Section one

It deals with students' background information: their ages, gender and streaming.

Section two

It investigates students' understanding of culture and civilization. How they value the civilization courses, but American civilization with a special focus. Moreover it tries to get their attitudes toward history and historical knowledge they always encounter in the civilization course.

Section three

It attempts to discover students' opinions about reading in English as a foreign language, with a special focus on reading literature. Do they perceive the importance laying in such an experience or not. If they do not, what or who could be responsible on that.

Section four

It aims at getting students' attitudes toward literature and the reading of literature. What are their preferences from the different literary genres.

Information obtained from the questionnaire will make a useful reference to the planning of the reading sessions, as far as the choice of the texts and the kind of tasks and activities to be used along the readings are concerned.

III-3 The rating scale

Assuming that using literary texts in the American civilization course has brought change in their understanding of the target culture and therefore improving their achievement in the civilization course prove it is not easily observed and are distinct from other types of behavior. It can only be inferred from other kinds of observable behavior. Introducing literary texts will involve students in a variety of activities which will stimulate their oral as well as written use of language. Both forms of language would be an indicator of their beliefs and attitudes of the target culture. Therefore language and the use of language will be a reference to evaluate the students' understanding and awareness of the target culture.

To obtain such quantitative and qualitative data about the observed behavior, we opt for a rating scale, since they “ *are easy to construct, inexpensive to make and use, and are adaptable to many kinds projects.*” (Billy and George, 1971, p. 136). Different kinds of rating scales are used in research, but we have chosen the numerical scale. Rating scales cannot be of much help if used inadequately by the researcher. Characteristics on which an individual is rated and the different levels of gradation that are to be used in the scale must be clearly defined.

In order to obtain the necessary data required in our experimental design we used a rating scale to observe a four categories of students' behavior to be observed in the course of the experiment and which are:

- 1- **Students' prior knowledge:** students' guesses, predictions and background knowledge about the specific topic.
- 2- **Factual understanding:** students' grasp and understanding of the basic meanings and facts.

3- Factual analysis: students' reactions, construction of meaning and discussion of ideas.

4- Written performance: students' creativity and development of ideas.

Moreover, five levels of gradation is to be used in this rating scale

- ▶ 0= null
- ▶ 1= inferior
- ▶ 2= below average
- ▶ 3=average
- ▶ 4=above average
- ▶ 5= superior

VI- The procedures

Following the pretest administered to both groups to test their achievement level prior the experiment, the reading sessions were started. They were organized in a non-examination period and were usually held in the mornings. This is to ensure students' cooperation and readiness to attend the sessions. The reading sessions were exactly five sessions expanding over a period of five weeks (the first session meant for the pretest is to be excluded). Each session was given ninety minutes divided on the different activities as follows: fifteen minutes for pre-reading activities, twenty minutes for while reading activities, twenty minutes for post reading activities and thirty five minutes to the follow-up activity.

The selected texts to be used in the reading sessions were from different literary genres. Two essays, a short story, a poem and a play. The selection was done with the intention to meet the different tastes of the students in reading literature. The five texts, though, explored one basic theme in the history of the United States, the American Revolution; they were a reflection of basic American beliefs, attitudes and cherished

values. So, if students were able to detect them through the readings, then it would be possible to discuss them to discover students' understanding and reaction to such cultural system. And we would ultimately arrive to the stage of making students compare their culture with the target culture to arrive at an objective understanding. And this will be a positive step toward a better understanding of the foreign culture.

Finally, to conclude that the sampling procedure and the data collected from and about the subjects using the above explained tools, were enough to obtain reliable results to the experimental design, we must prove that any observed difference in the experimental group is due to the independent variable and not to chance or extraneous variables. So, the hypothesis should submit to a statistical test. The one that fits a pre-test post-test control group design is the t-test.

VI- 1 The t- test

To ensure the validity of the gain scores from the pre-test and the post-test (the last lecture is taken as a post-test), the t- test is applied. Such test must prove that a true difference exist in the means of the two groups and is due to the treatment used in the course of the experiment and not to a mere chance, so that the null- hypothesis can be rejected. If difference between means could have occurred only one time out of one hundred or at large five times out of one hundred level of significance, then difference was not due to chance or other extraneous variables but is the result of the independent variable (Billy and George, 1971)

Conclusion

As we have stated in the introduction, conducting research should conform to some regularities specific to science and scientific research, otherwise all efforts would go in vain. This is not to exaggerate the task waiting any researcher, but just to state in

objective terms the basic requirements of any scientific research. Therefore, we find it of a crucial importance to clarify to the reader through this section the research methodology used throughout the work.

We have clarified the reasons behind utilizing the experimental method and design, the procedures followed in choosing the sample, the tools used in collecting the necessary data and the different procedures adopted in analyzing and interpreting the obtained results. What is left is to implement this in practice, since only such a step can bridge the gap between research in theory and practice.

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ABSTRACT

Acquiring a basic understanding of the culture of the people whose language is being taught has become a prime objective in foreign language education. With the world changing so rapidly and bringing cultures close to each other more than anytime before, has made it so. Actual practices in classrooms, however, reflect a continuing carelessness toward the civilization courses, whose significance goes beyond mere historical narration to the past. To bring change to the above-described situation, this research attempts to investigate the role that literary texts, as the alternative teaching strategy to the civilization course, have on improving students' achievement in the civilization course in learning English as a foreign language. The work is divided into two main parts. Part one, further subdivided into two chapters, covers a basic overview of the literature on the topic. The first chapter introduces the reader to a brief identification of culture and culture teaching in foreign language education, while the second chapter clarifies the importance of reading as a bridge to the target culture and the uniqueness of literary texts in constructing that bridge. Part two, brings the topic to concrete teaching situations by collecting the necessary data on the topic through an administered questionnaire and set up experimental courses with a sample population of second year students. The obtained results will finally be submitted. to further analysis and interpretation. The work, in short explores the benefits of using literary texts in the civilization course for better awareness and understanding of the target culture in teaching English as a foreign language.

INTRODUCTION

I-Statement of the problem

Assuming that native language learning goes along with the learning of the ways and attitudes of the social group that are wholly expressed through the language (Rivers, 1968), may imply of a similar process in foreign language learning. Learning about peoples' attitudes, beliefs and values or what is termed in language education cultural learning, has become a preaching song in foreign language education and all efforts to make of it a realizable objective have been sustained.

The western world is known to have the lead in culture teaching, and the different teaching methodologies designed around cultural learning have translated the deep convictions of the importance lying behind it. Differences in perceptions diverged the teaching practices, but similarity in objectives converged them. Thus, no teaching method to culture can be seen as a total failure or a full success, and no one can deny the progress made by Europeans as well as Americans in culture teaching.

Attempts to achieve the same and walk on the same paths can be sensed in the Algerian educational system to foreign language education. The different textbooks used in middle and secondary schools can be witness on that, as students are instructed in the foreign language with a constant reference to the foreign culture. This may range from dialogues picturing daily life situations to a variety of cultural information about the target people from the target culture. However there is doubt of whether students are aware of the importance of such cultural teaching and learning.

The process of culture teaching and learning being pursued at more advanced levels, such as the university level, acquires more importance and significance as courses are devoted exclusively to the teaching of culture like American civilization and British civilization. Different topics in American civilization are covered in the curriculum, which spans three years of instruction. Courses such as the American Revolution, the Civil War, Reconstruction or Slavery tend to be courses in history than in culture or civilization. This nature of the courses in civilization forced many students to believe that what they acquire from such courses is more or less historical knowledge, which has no link with culture. Thus they put their major focus on learning by heart a lot of details and facts, which they feel obliged to remember during exams only.

Not being aware of the significance of history and historical knowledge to the understanding of any culture and civilization in addition to the inadequate teaching strategies resulted in the students' negative attitudes toward the course in civilization, which has ultimately resulted in losing the course its basic educational value. Regaining the lost interest among students and making them behave positively toward the civilization course necessitates the adequate remedies. Thus, many ways exist but many are not possible as well. Spending some time in the foreign country where the language is spoken, or having native speakers in the different teaching contexts cannot be easily afforded. Yet other cheaper routes exist.

Reading which has always been regarded as the best transmitter of thought and knowledge between cultures, has acquired a unique place in foreign language education and precisely in the teaching of culture. Though, one of the oldest methods in culture teaching, reading proved that "any authentic use of language, any reading of original texts (as opposed to those fabricated for classroom use)... will introduce cultural concomitants into the classroom whether the teacher is conscious of them or not" (Rivers, 1968: p. 262), and therefore put away all kinds of prejudices that may view reading an old

fashioned teaching method which does not correlate with the rapid changes witnessed in foreign language education. But are students capable of perceiving the significance of reading? And are they ready to spend more time on reading along with the oral lectures in civilization?

The present situation, undoubtedly, reveals other facts. A regress in the reading habit is to be noticed among students learning English as foreign language and the few readings achieved with a relative success are part of a course requirement. Moreover, students are always complaining about the difficulties they meet while reading. Sometimes it is the language, which they find difficult and at others, it is the content of the reading that sounds strange and beyond their schemata knowledge. Therefore, a careful selection of what to read and an appropriate type of activities to be developed around the readings are necessary if the ultimate goal from reading is to improve students' achievement in the civilization course and promote their cultural understanding.

The use of authentic texts appeared to take several forms. They can be factual like newspapers and magazines, or expository, like narratives and poetry. Which of these forms can be useful in the context that has been just described cannot be easily decided. Literature, however, sounds to have more appeal among students and is expected to yield the desired objectives. Literature with its recognized authenticity and being part of the target culture is capable of raising the learners' awareness of the different human life situations, and of contributing to world knowledge. Moreover, it develops the reading skill and makes reading an enjoyable activity (Cambridge University Press, 1996). Yet, to think of using literature in the described context seems to be theoretically more feasible, as students may complain about the usefulness of literature in the civilization course while a separate course in literature is designed to fulfill the course requirements. Hence, the use of literature in the course of civilization should be made relevant to the course to reduce such negative attitudes and reactions from students.

In the light of all what have been stated, the present research attempts to answer a set of basic questions:

- ▶ What significance is accorded to the civilization courses? Are they meant for enhancing cultural understanding among students along with foreign language learning? Or, they are just courses designed to fill gaps in the curriculum?
- ▶ Does history really present students with learning difficulties that make the civilization course lose its significance?
- ▶ If so, how alternative teaching strategies capable of meeting the basic objectives of civilization teaching can be decided for?
- ▶ And what are the possible ways that can make of reading an enjoyable activity leading to cultural understanding and better achievement in the civilization course, and not an extra load to be shouldered by students?
- ▶ How can literature be integrated in the teaching of civilization to achieve a better understanding of the target civilization and culture?

II- Hypotheses

To demonstrate the role that the civilization course has on enhancing the students' understanding of the target culture and therefore promoting an area of cultural understanding in teaching English as a foreign language, the following hypotheses were set:

Hypothesis 1

It is supposed that a reconsideration of the importance accorded to the civilization course by teachers, students and curricular designers would give back the course the basic goals it was meant for.

Hypothesis 2

Students' negative attitudes towards the civilization course and its historical aspects are expected not to be due to the nature of the course itself, but to the way it is being taught.

Hypothesis 3

The use of literary texts as a supporting material to the American civilization course is expected to enhance cultural understanding of students and improve their achievement in the course of American civilization.

III- Background of the Study

Teaching foreign languages has acquired significance and importance in the Algerian educational system. Achieving a linguistic competence in the target language, and providing some knowledge about the culture to which the language belongs form two basic goals in the different designed curriculums. This reality, however, is just a reflection of the importance that 'culture teaching' has gained in the western world years ago, and how it was of a prime concern in foreign language education. Europeans along with Americans were the first to make progress in this field and their teaching methodologies translated their cherished goal of awarding culture and culture teaching a similar weight like language teaching in foreign language education.

In the different Algerian educational contexts, there are attempts to make of culture and culture teaching integral components in foreign language teaching. The integration of courses devoted exclusively to the teaching of the target civilization/s and culture/s can reflect the seriousness of the matter. American civilization and British civilization for example, are two main courses whose main objective is to introduce

students learning English as a foreign language to the cultures of the people who speak the language. The importance of such courses can be sensed in the period of time devoted to each. Students keep having such courses for three years starting from the second year.

A close observation of the designed curriculum shows that the courses are introduced to the students cross-historically by tracing back the origins of the two civilizations, their progress in time and space, besides some insights in the different institutions making the target civilizations. But, can it be assumed that the civilization courses have achieved the ultimate goals for which they have been designed? And are students aware of their true significance? Both questions will undoubtedly raise big issues for investigation but the present work is meant to cover just a small part of the whole matter.

Teaching culture should be more than a historical narration to the past or factual presentation. Students learning the foreign language must be given the opportunity to establish categories of contrast and comparison and gain an objective insight into the different ways of thinking and reacting of the target culture. And the teacher should not “confirm the prejudices of his students nor attack their deeply held convictions. His aim should not be to win converts to one system or the other” And, “ his presentation of cultural material must be objective, analytic and informative” (Rivers, 1968, p. 270).

Having students capable of holding objectively the different worldviews and transcending their mono-cultural vision is the ultimate goal intended from teaching civilization. Thus, stress will be on the fact that a reconsideration of the set objectives from culture teaching, along with new teaching strategies will improve the students’ understanding of the target culture, which will ultimately result in a better achievement in the civilization course and a better mastery of the English language. Focus, however, will be on the effective use of literary texts as a cultural authentic material in the

American civilization course that are expected to meet the objectives sought for this research.

VI- Objectives of the Study

The present work attempts to shed light on an important issue, which may have escaped attention. The status that civilization courses have acquired in Algerian universities does not correlate with the rapid changes characterizing the world. Cultures are brought closer to each other more than at anytime before. The present situation warns that a mutual understanding between the different cultures has become a necessity rather than a choice. Therefore, the preached goals of culture teaching in foreign language teaching are requiring serious consideration in real teaching contexts.

Students must be aware of the fact that the different ways of thinking, behaving and acting are culturally determined and does not necessarily mean issues of wrong and right. Such awareness would reduce the prejudices students may hold while learning about the target culture. Yet, what is stated in theories is something and what is witnessed in practice is something else. Students may be aware of the changes globally witnessed, but there is doubt of whether they are conscious of being part of these changes, or that learning a foreign language is more than a linguistic competence to be acquired in the language. The students' attitudes toward the civilization courses are continuously felt to be negative. They view them as a heavy burden loaded with hundred of facts to be grasped and digested during exams only.

Consequently attempts to demonstrate the tight link between language teaching and culture teaching and the importance of culture teaching, which should not be minimized or viewed, with marginal consideration is a prime objective in this work. On the other hand, students must be made aware of the significance lying behind teaching culture and that if they are looking to a better mastery of the English language, learning

the language along with the culture of the people who speak the language has become a necessity in foreign language education. This awareness, however, should not be a student's only. Teachers are part of the issue and are expected to make the first steps towards a real change in their teaching strategies of the civilization course for better cultural teaching and learning.

CHAPTER ONE

HISTORY AND THE CONSTRUCTION OF CULTURAL KNOWLEDGE

Introduction

Teaching foreign languages, namely English and French, is acquiring more significance and importance in our universities. Teaching the linguistic side of the language and, providing some insights about the culture of the people whose language is being taught, form two basic goals in the curriculum. The teaching of culture has proved to be as important as the teaching of language, and its realization was through different mediums and at varying levels, for example, teaching American civilization to students learning English as a foreign language.

Research in the field has shown the great advance made by Europeans as well as Americans in teaching culture in foreign language education. Different methodologies have been worked out to fit the different teaching contexts and attain the goals designed by educators as well as politicians. If the aim is to achieve similar progress in teaching civilization and culture, efforts must be based on previous research and on the different findings made in the field. So that, it would be possible to decide on how it can be managed to adequately relate them to the meant teaching contexts and the designed pedagogical goals. Pursuing such

perspectives requires, first, a grasp of the basic assumptions related to the topic, something which will be the essence of this first chapter. Therefore, important concepts essential to the understanding of the concept of culture will be clarified and the intricate link between culture and language will be explained as well, since the teaching of civilization and culture usually takes place in the context of language education. Moreover, the role that culture has in language teaching and learning, and the basis upon which old and recent methodologies have been designed to teach culture in foreign language education will be demonstrated.

In a second section of the chapter, more attention will be devoted to an omnipresent element of civilization: "History". Certainly, teachers and students alike have noticed the dominant role of history in clarifying facts about the target culture. If the teacher, for example, has to explain something related to the political system or to the social life in the United States, he would always go back to history tracing back the precise topic and showing its development over time. On the basis of such knowledge students will be able to have their own analysis and understanding of facts. In short history proved to relate closely to culture and civilization, and it is of an immense importance to show the significance it has acquired in foreign language education and how it can be a bridge leading to better cultural learning and understanding in foreign language education.

I- Culture and culture teaching

I-1 Defining culture

In different contexts the word culture is commonly used to refer to the aesthetic productions of any society manifested in its literary works, music, art.

Such understanding reflects just one side of the word's meaning and attempt to get its exact nature, proved to be difficult. Being a concept that falls in the category of the ones difficult to define and which changes over time and disciplines have made it so. Therefore, it is important to clarify this basic term, even though it may look obvious and clear to many.

The literal definition of culture traces back to its Latin origin, "*edere*", which stands for the cultivation of earth, animals or the mind (Oxford English Dictionary, 1995). A fuller and better understanding of the term, however, transcends the dictionary's definition. Different disciplines have gone deep into investigating the true essence of the word. Sociology, for example, defines culture as a system that regulates peoples' behavior. People behave in a certain way and not in another because they belong to this culture and not to another. Anthropology in, a similar way, regards culture as peoples' way of life and a manifestation of their observable achievements and in their non-observable way of thinking and feeling (Thanasoulas, 2000). In this way, culture functions like an identity card containing important information about the individual according to which he is identified and distinguished from other individuals.

In education, two main dimensions of the word's meaning have been distinguished. One is narrow, and stands for the literature, history, geography, drama, music, etc of any society. The other is broader, and covers the society's customs, traditions and thoughts (Long-Fu, 2001). On the whole, culture throughout the different disciplines, or at least the ones covered here, is seen as the dint that distinguishes people from each other through their achievements and

thinking and behaving patterns. The teaching of culture throughout history was known under different names of which civilization sounds to be the most commonly used term. But is culture synonymous with civilization? Do they make similar entities? Byram believes that both terms stand for one thing and he clarifies this saying: " by culture and civilization I refer to the whole way of life of the foreign country including but not limited to *its* production of arts, philosophy and high culture" (1989: p.15). Similarly, the Oxford English Dictionary (1995) defines civilization as: " a society, its culture and its way of life during a particular period of time and in a particular part of the world." Both Byram's definition and the dictionary's one consider culture to be an ingredient of civilization that in no way opposes it. Throughout this work, the term culture will be used as a referent to civilization and a basic ingredient of it as well. The reason behind this is that culture as it was defined and understood before covers two main dimensions; each reflects the broad and narrow meanings of civilization.

Educators consider "culture" and "culture teaching" a necessity to be pursued with all means. Yet, the most common medium through which culture is being transmitted is the language classroom. Other mediums like, visits to the foreign country or a direct contact with the people who speak the language are not possible in all teaching contexts. Teaching culture using language has solid educational grounds to support it.

Language is said to be a mirror to culture and by teaching the language we are, at the same time, teaching something about the culture of the people who speak the language. But, what proves that culture is an inseparable element of

language and that by teaching the language we are teaching culture as well? The question of the interwoven relationship between language and culture was a matter of debate for years by many researchers in the field, who did their best to clarify this relationship and show the extent to which culture and language are agents to the same coin.

I-2 The relationship between culture and language

Different linguists, anthropologists and sociologists have debated the relationship between language and culture. Most of the obtained results demonstrated the intricate link between the two entities, so that it is quite hard to draw a borderline between them. This relationship manifests itself in different ways. One of the simplest but also the most expressive manifestations of culture through language is the vocabulary used in any society. Samover & Jain believe that the vocabulary used by any social group projects its values, beliefs and needs, and that it would be difficult to infer the exact meaning of any word unless we relate it to the whole social and cultural context of use (cited in Thanasoulas, 2000). Two persons, for example, from different cultures, talking the same language might face breakdowns in their communicative process. Something not due to the vocabulary, which is not understood, but to the cultural background behind its use, which is not the same. Brown supports this view and says: "misunderstandings are . . . likely to occur between members of different cultures . . . differences are real and we must learn to deal with them in any situation in which two cultures come into contact" (Cited in Byram & Morgan, 1994).

Although it is less likely for the students to be in direct contact with the people from the target culture, nonetheless, there exist other possible ways that are likely to reflect the target culture. The literary productions of any society are an example of that; one can be taken to another culture in a fraction of a second through a story, a poem or an article. (More will be said about the value of literature and how literary productions can reflect culture successfully in the second chapter).

So, if the vocabulary used in any communicative context is likely to transcend the surface level of the word's meaning, then it should not be a surprise to find students unable to guess the meaning of a clear, oral or written language. Their lack of the appropriate and necessary cultural background of foreign language use results in many difficulties to interpret language correctly. Many, however, would argue that culture in the meant teaching contexts " may be seen as peripheral... in that a communicative urgency is diminished" but they should also recognize that "a thorough understanding of the language can only be gained by understanding the cultural contexts which has produced it" (Byram & Morgan: 1994, p. 11). Therefore, it would not be efficient to equip learners in foreign language classrooms with a language that is detached from its culture. This would bring no results to a successful language acquisition.

The grammar of the language according to Troike has, also, a sensitive role in reflecting the culture of the people. Not all languages share a common grammatical system. This is not due to the differences between languages, but to the differences between cultures. A Greek, for example, cannot perceive the future

the way an American does. The Greek considers the future to be beyond reach or imagination. An American would behave differently, however. So, perceptions of space and time are determined to a large degree by the culture of the people who speak the language.

One last example of the interwoven relationship between language and culture is the way people use language to indicate their social status and cultural belonging. Byram (1989) believes that people tend to use varieties of language in different contexts for varying goals. For instance, educated people would use a variety of language that is distinct from the one used by common people to indicate their educational level. A Queen or a king would, also, use a variety of language that is specific to the monarchy and which shows clearly his/her social grouping, cultural status and activity.

So, culture is deeply embedded in language and learning any language must be carried out hand in hand with the culture of the people who speak the language. Educators sensed the immense role culture plays in language learning. Views and arguments were in favor of including a cultural element in language teaching. But the question to be raised by many is: how can culture be a fostering or a hindering element to language learning? The answer to this question would help, foreign language educators, decide about their teaching goals and devise the appropriate methodologies to carry them out.

I-3 The Importance of culture in language teaching

The central aim from learning any language is to be able to use it effectively in communication. However, a good use of language was always perceived through

the microscope of linguistic performance. If learners were able to decode speech linguistically and use it for further communicative exchange, then, they can be classified as successful language learners. Culture, which cannot be taken away from language, was given a considerable weight by early language educators, but in as far as it contributes to better linguistic performance of learners. The early teaching methodologies integrated culture in the curriculum with the basic goal of improving the linguistic performance of learners and culture was never taken as an independent element, which deserves the same importance accorded to language learning (Byram, 1989).

Another reason for including culture in language teaching is affective. Teachers and educators recognize the important role affectivity has in language learning and how the emotional side of learning is a determining factor to the success or failure of language acquisition. If the learner does not feel confident within the new language system, he would resist and achieve poorly in learning and acquiring the language (Brown, 1987).

Different affective factors have been identified, and their interaction can yield positive or negative attitudes toward language learning. Culture is one of those factors. Selinger clarifies the affective side of culture in language learning as follows: " since language is used in social exchanges, the feelings, attitudes and motivation of learners in relation to the target language itself, to the speakers of the language, and to the culture will affect how learners respond to the input to which they are exposed" (Cited in Byram & Morgan, 1994).

Viewing the target culture positively or negatively would either lessen or increase the learners' interest in knowing more about it and ultimately in their response to the language itself. Teachers should minimize the negative attitudes of learners and make them react positively. In other words, they should help learners build an objective view of things and have a logical reasoning, which would result in an objective judgment of the target culture they are introduced to. All kinds of prejudice should be taken away since, "the encouragement of tolerance is one of the unchallenged beliefs of language teachers" (Byram, 1989: p.15).

Consequently, acquiring a new language goes beyond a mere acquisition of the language system. The learner will encounter a new culture and experience a new way of thinking, feeling and acting (Brown, 1987). The language teacher must be aware of these changes and work for the creation of an intercultural dimension in teaching culture to enable the learners avoid all kinds of stereotypes.

Brown (1987) defines a stereotype to be a previous, predetermined and may be false preconception of other cultures. The formation of cultural stereotypes originates from the cultural milieu of the individual learner, hence building a view of any culture is based on what learners hear and see around them. The possibility of being in touch with our global neighbors has increased in the new age, via different mediums of communication systems, like TV and the Internet. And this has also enlarged the cultural milieu of learners. It is not the family or the school, but the larger world. Therefore, a growing responsibility of teachers to adjust their teaching to the requirements of the new age. Byram (1989) talks about Buttjes' view of learners whose ability to construct their own view and understanding and

avoid being in a position of holding beliefs that are not theirs, can categorize them as good learners, who are able to think deeply and critically of their own culture and the culture they are introduced to.

These are just some of the intended goals from teaching culture in the language classroom. And from all what has been said, one can realize that teachers are not in a position to decide whether to teach culture or not. The decision would be rather of the possible teaching methodologies that could best promote cultural understanding and among learners. Deciding about the best way to teach culture would take us into a journey to the past to have an idea about the old teaching methodologies that are still in use or have been updated to meet the requirements of the new age.

I-4 Culture teaching in the different methodologies

Long- Fu examined the early years of language teaching in Europe and the United States and noticed the special focus on teaching about peoples' way of life. The teaching of Latin colloquy and dialogue was the main stream that reflected the teaching of culture. Other important mediums were adopted as well like, songs, drama and reading. Travel and exchange of university students were also part of the language programs in the teaching of culture at the time. Oxford and Cambridge universities were at the heart of this kind of intellectual exchange (2001). To see this in more details, a brief history of culture teaching throughout the different teaching methodologies, would clarify better how objectives and the means employed to teach culture changed over time and space.

I-4-1 The Grammar translation method

Rivers talked extensively about Latin in the middle ages, and how it acquired a status of an international language used for international communication. It was the language of science and art. And, to have access to the different literary and scientific productions of great civilizations, one should know Latin or Greek. Translation from and into Latin, mastery of the grammatical rules, a lot of reading, a learning by heart of long lists of vocabulary in addition to a constant comparison of the two languages were the only ways to grasp and appreciate the meanings embodied in the language and these were the basic principles to the grammar translation method (cited in Long-Fu, 2001).

Long-Fu (2001) believes that translation from and into the target language was a full recognition of language as a social phenomenon that connects people together and transmits their thoughts and beliefs. Therefore, the method is far from being a simple mechanical process of translating words, as many would believe.

I-4-2 The Direct method

The Grammar Translation method, dominating the educational scene for a long time, seemed to be out of tune with the changes witnessed in the field of education. Appreciating art and literature were minor goals compared to communicative ones. The economic changes altered the view to foreign language teaching. Learning the language to communicate was a basic goal to the new method.

The dialogues characterizing the 'Direct Method' reflected the teaching of culture. The topics around which the dialogues were constructed stem from daily life situations depicting the target culture. So, though communicating in the target language was the central goal in the new method, it was not considered in isolation. The socio-cultural context, which gives language its meaning and significance, was emphasized (Long- Fu, 2001: pp. 35-39).

I-4-3 The Audio-lingual method

Long- Fu clarifies the reasons behind the emergence of the audio-lingual method in language teaching. The need for competent users in the language brought up a revolution in language teaching. The Second World War and attack on Pearl Harbor hastened the process. The Americans fighting an enemy, who speaks a different language, realized that they should have competent speakers in the enemy's language. Intensive courses were designed around this goal, and emphasis on the oral skill overshadowed their interest in placing language in its context or caring about a cultural dimension in their teaching (2001, pp. 39- 42).

I-4-4 The functional approach

Long- Fu (2001) carries on tracing the major causes that led to the emergence of new teaching methods and the disappearance of others. Economy, society and science were still the main factors that always helped in bringing changes to foreign language education. The importance of culture in the language classroom was still debated by educators and researchers. The last decades of the

twentieth century were truly years of radical change. People were getting closer to each other and the new age transformed the world into a small village inhabited by different cultures. Therefore, learning foreign languages became more pressing and the inclusion of culture in the curriculum was not something to be questioned. The new approach, the "Functional or Communicative" approach, considers the learner a key element in any learning process thus, enabling him to communicate in different contexts is a central aim to be realized through teaching the language of everyday use (p. 45).

So, the language to be taught has to be situated in its cultural and social contexts since, communicating successfully in the language must not be limited to the ability of interpreting meaningful utterances in relation to their contextual meaning, but it should also take into consideration the socio- cultural context. This latter stands for " . . . a particular reference frame which is partly different from that of the foreign language learner" (Byram, 1997: p. 35). In other words relate the use of language to the culture of the people including all that helps distinguish the target culture from the native one.

To conclude this first section of the chapter it can be said that, the integration of culture in language teaching was based on the way culture was perceived and valued throughout the history of foreign language teaching. But for sure, there was a growing concern toward culture as an integral part that cannot be ignored or taken with marginal consideration. The continuity between the different methods is to be felt despite the differences characterizing each method.

The oldest methods for example saw in history an essential element in culture teaching as it helps identify the culture of any nation. Through history the learner of a foreign language is introduced to the civilization of the people whose language is being taught. Yet, to conclude the effectiveness of history in culture teaching has to be proved by demonstrating the link between history and culture and how history has become a relevant element in teaching the target culture.

II- History and the teaching of culture

II-1 Defining history

History has been defined in different ways but a common definition considers history to be: "the experience of human life extended over time" It is like a story that narrates human experience over time and space (Stanford, 1994: p. 10). The term experience is not limited to a single person, but to a group of people living in one community. According to Stanford (1994) history is characterized with change. What changes, however, are not the experiences lived in the past, these can never be altered or lived again. It is rather the way historians account for the past. So, it is important to make the distinction between history as "event" or "actual history", and history as "account" or "known history".

Differences in account are due to the process followed by historians in their search for truth. They rely on different kinds of evidence which may include ruins, works of art, written documents...etc. All of these are witnesses of people who existed and lived in the past. After selecting and organizing the different sources of evidence comes the last stage of interpretation and explanation of past events as

they have been recorded. Arriving to the adequate interpretation of the past proved to be the most important but most difficult task of historians. Because, what was left as evidence mainly in the form of texts, letters, political documents...etc, do not state in explicit terms the intentions and thoughts of the people who lived in the past and who behaved in a certain way. And it is up to the historian's intellectual capacities to end up with the appropriate interpretation. Throughout the process, his views, beliefs and personal judgments may interfere and result in biased and subjective reflections of the past (Stanford, 1994).

Historians are quite aware of this, Stanford (1994) in defense of the historian's efforts to arrive to objective interpretations of the past says:

... we historians can not hope to reach a fair understanding of what went in the history of the people, unless we have some grasp of how they thought consciously and sub-consciously, and what sort of actions seemed open to them, and what not. And if possible, we should like to penetrate to what it never occurred to them to think.

(p. 34)

Nonetheless, search for truth demands from the historian to be keen in discovering the true meanings embodied in those documents, as they were produced in their original cultural context. Robert Brady wrote of the ancient texts used in his introduction to the old English History: "before the use of them I

considered again and again whether I might not be mistaken in their true meaning and likewise considered all circumstances" (cited in Stanford, 1994: p. 32). History in search for truth, rarely avoids the subjective process throughout hence, the outcome would be different accounts of history to one single past.

History as the central leading way to people's memories has a basic role in education. Enabling learners to use the knowledge acquired in schools in real life situations has become a preaching song of educators. The prime concern of history and history teaching is the widening of the learner's scope of knowledge about the human world with its complexities and differences.

II-2 The uses of history in education

History should be more than dates to major battles and great achievements. Since, history is a reflection to human life extended over time and space. And learners can benefit from historical knowledge in different ways. A privilege to be gained not only by students learning their nation's history only, but it extends to foreign language learners who are being introduced to the history a foreign culture and civilization. Realizing the crucial role of history as a basic source of knowledge to any society would bolster all efforts pursued in teaching history in foreign language education. History is proved to develop different skills and intellectual capacities of learners.

II-2-1 History and instructive knowledge

II-2-1-1 Promoting critical thinking

According to Hirsch (1987) the cognitive capacities of people are generally manifested in their thinking skills. Research in cognitive psychology has shown that cumulative knowledge, learners acquire from different disciplines, fosters their independent thinking and problem-solving abilities. History, in particular, offers an unlimited core of information, which is not stored for later remembrance but processed for organization and analysis. And this is possible only if history, as a body of knowledge, is presented in a more active learning process. Learners must be engaged in the process of asking questions, gathering evidence, reviewing previous opinions to finally, reach satisfying conclusions (McNeill, 1997). Integrating students in meaningful activities would foster their thinking skills and break their tradition of seeing in history just a source to a chronologically ordered events and major facts to be learned and memorized for later retrieval during exams (Mc Bride & Hollister, 1997).

II-2-2-2 Improving judgments

People who read history judge the past and people who made the past out of passion or ignorance. They believe in better actions and more choices that could have been taken. These pronouncements are not necessarily wrong, but for sure, are not objective. History should offer the opportunity to objective and reasonable thinking in pronouncing judgments, and if we are to quest a fair understanding of the past or the present, part of which is continuity to the past, consulting history for more knowledge and better understanding can be helpful to achieve that.

But are we to trust everything told in history? History cannot reveal the total truth of the past. This is not due to the historian's lack of evidence or subjectivity only. Stanford believes them to be the outcome of the intentional falsification of history. Different institutions and politicians make of history a tool for shaping public attitudes and manipulating opinions as they are in constant need to supporting historical accounts to back their political cause and reach their goals. History, however, should not be abused by power or politics and must account for both ups and downs, the good and wrong deeds, to enable learners gain a fair understanding and judgment of both, past and present (1994).

II-2-2 History and cultural knowledge

II-2- 2-1 History and establishing the sense of community

Human nature can be depicted through history. The deeds of people voice their character and behavior. Wood (1997) identifies the value of history in establishing the identity of any social group, in that it tells us what man has done and therefore what man is. Therefore, knowing that much of the present has been weaved by the past, would make people aware of the indissoluble link existing between the community's self-identity and history. Stanford believes strongly that people who ignore their origins would not understand why they behave in a certain way (1994). Hence it would be necessary for foreign language learners to be aware of the immense role history plays in identifying the people whose language they are learning and how it constitutes a body of knowledge for society.

II- 2- 2-2 Promoting cultural understanding

Beyond the intellectual capacities that learners develop, there is more to be gained from history and historical knowledge. The belief that history promotes cultural awareness and understanding had been a dominating trend in the field of Educations for years, and serious efforts have been made to make it a basic objective in the curriculum.

The link that exists between history and culture makes it difficult to disassociate the two. The historian in his attempt to reach a fair understanding and objective conclusions about the past, bases his analysis around three main axes known as "**the context of action**" and which are: the physical environment, the social setting and culture. What interests us more is the last axe of action.

Culture consists of the beliefs, attitudes and customs of people that shaped events in the past and gave them meaning and significance. To get such ingredients of culture is not an easy task for the historian, since they almost exist beyond the level of consciousness and the social and moral codes of any society are not stated explicitly in the written documents, he uses as evidence. Therefore, it would be hard to build again this inner world of people. Yet, it is not possible to exclude it, as it contributes to a better understanding of the past or this latter would lose its authenticity and end up in bare facts to be recorded but soon forgotten (Stanford, 1994).

So, history can be a bridge to understand the native culture or other foreign cultures as it enables, as well, to penetrate different horizons in behavior and thoughts, and discover new people whose actions shaped the past and gave their

nation a sense of existence and identity. So, it becomes important that students learning English as a foreign language made be aware of the significance behind the introduction to the national history of the United States or Great Britain. These should not be considered as a stone thrown haphazardly by educators to fill a gap in the curriculum, but a significant element in studying any civilization. Since, it leads to a better awareness and understanding of the target culture and better realization that their own beliefs and actions differ from theirs and that they arise from the divergent cultural heritage of the people.

Conclusion

Culture has acquired a unique place in the teaching of foreign languages, especially in teaching English as a foreign language. Being an integral element of language and therefore language teaching, culture was integrated in the different teaching methodologies with different views and perceptions of the true nature of the concept and therefore of the task. Despite the differences characterizing the different teaching methodologies, continuity was to be noticed and each new method came to fill the gaps left in the previous method/s.

Being the oldest method, the grammar translation method was the first to recognize though, in less explicit terms, the significance of culture in language teaching and thus opened the horizon for further work that could result in the suitable teaching strategies to culture. Classroom practices tried to meet the requirements and uniqueness of each teaching context and have fulfilled the needs of the time.

Culture teaching was known under different names, of which civilization was the most common term used in foreign language education. In educational contexts where the foreign language is being instructed, historical knowledge has been a dominating element in the teaching of civilizations, thus reflecting the link between history and culture. History proved to be more than a narration to the past which if well exploited, it can foster various capacities of the students learning the foreign language. It enhances their thinking and analytic abilities and enables them to see through the history of the foreign nation, how people lived, behaved and thought. Thus, discovering another world with its complexities and particularities. And on the basis of such knowledge, the same students will behave differently toward the taught civilization. They will construct categories of contrast and similarity between their native culture and the foreign culture whose language they are learning, achieve better understanding and function better in the large world they live in.

Achieving such endeavors from the teaching of culture in teaching English as a foreign language necessitates a careful implementation in the desired teaching context. For this reason, the second chapter shall clarify better this statement by making the topic more precise and concise to the reader in the context under investigation.

CHAPTER TWO

READING, LITERATURE AND CULTURAL LITERACY

Introduction

Talking about culture and the importance of culture in foreign language education raises many questions about the way/s in which a cultural element can be added to the teaching of English as foreign language mainly in our educational contexts, where the best ways are either impossible or too expensive. In the first chapter the oldest as well as the recent methods used in teaching culture have been traced back. Reading, one of the oldest methods, proved to be successful in transmitting thought and knowledge between cultures. And although new methods came to meet the requirements of the new age, the reading method never lost its fame among the different teaching methodologies to foreign language education.

Despite the new technologies used in teaching culture in foreign language education, reading has floated again to the surface to regain its status among the best methodologies. Thus, it would be important to clarify in this chapter the different ways that have awarded reading a crucial role to construct the needed bridges between cultures and to create a new kind of literacy. Not literacy as it was understood in the past, the ability to write or read, but a new kind of literacy that requires and invites readers as well as writers to have deep insight into the thoughts and knowledge of other cultures.

How to establish such a bridge between cultures along with the differences characterizing the students' native language and culture, and the foreign language and

culture of the texts to be read is a crucial point that requires further clarity. Making clear such a point would facilitate the process of specifying the element of literature, in the next step, among the reading materials which is shown to meet the designed goals from reading in foreign language education and which, if well exploited, can have a strong appeal among our learners. Hence, it become of an immense importance to point to the possible practical uses of literature in the classroom, which are expected to make of the latter a useful teaching strategy to realize the above-described goals from teaching culture in learning English as a foreign language.

I.1. Literacy Redefined

Literacy has been usually taken as “ the ability to transcribe what is spoken and recite what is written down” (Tuman, 2001: p. 26). People who can write and read are considered by the whole society and according to the common standards of literacy to be literate. Schools and educational contexts in general are believed to be the prime contexts where literacy is to be developed. The individual lies at the center of the process and is seen as the most important element in literacy acquisition. This autonomous view of literacy centered on the individual person has changed over time and there was a shift toward society and the whole social context. A socio-cultural perspective of literacy considers literacy to be more than the ability to read and write. The development of thinking and understanding through the use of language, which guarantees better communication between people, should be the ultimate goals of literacy. This type of literacy was further specified under the concept of “cultural literacy”.

I.1.1. Cultural Literacy

Tuman (2001) believes that the true essence or meaning of literacy must be viewed from a cultural standard. This means that the individual should develop emotional

sympathy towards the other and a critical understanding while reading or writing a text. It also stands for the manipulation and understanding of knowledge and its use in everyday life. Language, the criterion according to which literacy is defined, has gained further meanings and different functions for those who believe that true literacy is cultural. Tuman comments about the use of language for further cultural practices and says:

Language should be used for the creation of meaning and understanding, and that being literate engenders the experience of a writer generating ideas and new understandings as well as readers trying to build up a new sense of a world based on understanding. (p. 26)

The notion of literacy transcended the simple assumption of decoding speech to the wider ability of working with a certain kind of text and viewing the world through language. Depth of experience with written language altered the classical question usually encountered in literacy circles, of whether the person is literate or not, to a more sophisticated question, of how literate is he/she? And this is the kind of questions that should be asked in foreign language classrooms.

Having students who are expected to possess some prior capacities in the foreign language should alter the kind of asked questions. Instead of wondering whether they are capable of reading a certain text in the foreign language, it should better to ask if they could grasp the deep meanings lying behind the language. Therefore, the tradition of weighing students' performance against a certain kind of linguistic knowledge has to take

into account their cultural knowledge, which is of equal importance to a full mastery of language.

I.2. Reading and cultural literacy

The notion of literacy has changed in the last century to cover a wider understanding strictly attached to the ability of working with a certain text and the ability of readers to extract meaning from those texts and arrive at the different ways that make those meanings strange or familiar to them. In this sense, the meaning of reading has been also altered. It is no more "the action of pursuing written or printed matter" or "the interpretation or meaning one attaches to anything, or the view one takes of it" (The Oxford English dictionary, 1995). Reading is seen as another experience that readers are engaged in. It is the experience to comprehend complex meanings embedded in texts and the capacity to generate new ones, which did not exist before (Tuman, 2001).

Tuman (2001) accounts for the new role assigned to readers engaged in deep reading. Depth in reading is not taken as "a pre-existing idea that is merely conveyed by writing, but a complex, new experience that is, as it were, created by the text" (p. 55). Reading, as a skill, has gained a considerable importance especially in foreign language education. It functions as a bridge to reach the culture of the foreign language. And many cases are reported of foreign language learners who become successful language learners not because they had the opportunity to be in direct contact with the target culture but because they had access to its literary productions.

Although many would take literacy and reading as synonymous concepts, they are distinct categories, in fact. Research conducted in both fields made the distinction clear enough, so that reading should never be confused with literacy or vice versa. The focus in literacy research is on the different social and cultural contexts surrounding the reading

process. This is in contrast with research in reading, which investigates reading as a skill. How it is acquired? What are the different individual characteristics that affect it? And what is the process involved in reading? Such questions and others are far from being the concern of literacy issues (Wagner, 1986).

I.3. Reading and cultural differences

Research conducted on reading in foreign language education proved that this latter is quite different from reading in the first language. Several factors interact and make it a difficult process to be observed and understood. Yet classroom activities obliged teachers as well as researchers in education to detect the possible factors, which may have an impact on reading in a foreign language. Not all the factors will be considered, as it not the ultimate objective, and focus will be just on those believed to be responsible on making students, in the described context, in a situation that can be best described as follows:

Advanced learners think they do not know the foreign language well enough to read efficiently in it. They start reading a text with the fear that they are going to have problems with vocabulary and unfamiliar structures, and so they read carefully and slowly weighing and measuring every word, with a dictionary at their elbow as a life support system. (Lucas, 1990: p. 29).

Students seem to fit best the above-described case. A considerable regress is being observed along with a constant struggle with the reading activity, which has resulted in a

minority of students who kept faithful to their books. Most of them read out external forces, which they cannot resist. But, who is to blame for this? Surely, many factors are involved, and it is not the occasion to discuss them all, focus will be on one factor only which if seriously thought of would ease some of the reading difficulties encountered by learners learning the foreign language, and would make them aware of the ultimate goal from reading: realizing cultural understanding and awareness in the foreign culture. This factor has to do with the background of both the reader and the text.

I.3.1. What readers and writers may share

Sharing the belief that “ any authentic use of language, any reading of original texts...will introduce cultural concomitants into the classroom”(Rivers, 1968: p. 262), means that the chosen texts have to fulfill some criteria which are believed to be basic to a fuller grasp of the meanings embodied in the language.

To construct meaning from texts, two processes come into interaction. Bottom-up processes and top-down processes. By the first, it is meant word, sentence and structure recognition. While the second refers to the prior-knowledge readers bring to the text while reading. Identification of words and structures is not the sought concern. The types of learners meant from this study have, normally, gone beyond this stage and are expected to have difficulties in constructing meaning.

To have an appropriate grasp of meanings readers and writers must have common schemata. Schemata, a term frequently used in the field of literacy, refers to “ the prior knowledge that individuals bring to current reading and writing situations” (Johns, 1997: p. 11). Readers are constantly drawing from their schemata to comprehend a certain text. In EFL classrooms, students are usually striving to achieve a certain understanding and

interaction with the text, but not sharing the schemata of the author and text may handicap their efforts. So, what kind of schemata readers and writers may share?

I.3.1.1. Shared knowledge of text content and register

Text content and text conventions or register are two basic features of texts, which challenge students' understanding. The vocabulary used to convey the values and communicative purposes of both readers and writers, has always been a difficulty for students, who are expected to draw meaning from what they read or write. Text content, as well, has a significant role. If it is unfamiliar to them, processing and comprehending the discourse may face breakdowns and ultimately fail (Johns, 1997). So, if the goal is to arrive at a certain level of text comprehension, which would ultimately result in a better grasp of the cultural meanings loaded in words, there must be a bridge to be built between the students' prior knowledge of content and register and the ones of any text representing the target culture. Preparing students for the texts they will read and providing them with schemata- development exercises can fulfill the above task. An example of such activities can be a discussion of the topic to be read. This may arouse students' expectations and elicit references in the text and situations known to the learner. Another type of activity is vocabulary brainstorming. Unfamiliar vocabulary can be made familiar by providing a glossary of the most difficult words whose meaning cannot be deduced from the whole context, this may facilitate the process of constructing meaning (Ur, 1996).

I 3.1.2. Shared cultural values

It has become common knowledge that language is an integral component of any society's social system. The attitudes, beliefs, values and practices of any social group are

expressed through language. Osgood argued that any word acquires its full meaning as a result of the individual's experience with that word in the cultural environment where he has grown up (cited in Rivers, 1968). So, taking this for granted would mean that students reading any extract in the foreign language, are going to be in one of the following situations: whether they read and interpret what they read according to their own cultural background, or they read with a superficial grasp of the surface meaning of the text, the deeper meanings keep beyond their reach. In both cases a remedy must be sought to enable the students gain an insight into the foreign culture. This can be realized by developing strategies for processing discourse within a culture (Purves cited in Johns, 1997).

Cultural background knowledge determines to a large extent the reader's comprehension of a specific text. If both authors and readers share the same cultural schemata, understanding would find its way easily among readers. Meaning is not a fixed entity to be stated in explicit terms in a text. It differs across the different readers whose social, educational, and religious background will determine their interpretation of any text (Lazar, 1993). To have a better idea about what makes reading efficient or not, and the factors which interact and influence the outcome of reading in a foreign language, the figure below will show them clearly in addition to other factors which will be discussed in a latter section in this work.

Figure 1: Efficient and Inefficient Reading

	Efficient	Inefficient
1-Language	The language of the text is comprehensible	The language of the text is too difficult
2-Content	The content of the text is accessible to the learners:	The text is too difficult in the sense that the context is too far removed from the knowledge

	they know enough about it to be able to relate to their own background knowledge	and experience of the learners.
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3- Speed	The reading progresses fairly fast: mainly because the reader has 'automatized' recognition of common combinations, and does not waste time working out each word or group of words anew.	The reading is slow: the reader does not have a large 'vocabulary' of automatically recognized items.
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4- Attention	The reader concentrates on the significant bits, and skims the rest; may even skip parts he or she knows to be insignificant.	The reader pays the same amount of attention to all parts of the text.
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5- Incomprehensible vocabulary	The reader takes incomprehensible vocabulary in his or her stride: guesses its meaning from the surrounding text, or ignores it and manages without; uses a dictionary only when these strategies are inefficient.	The reader cannot tolerate incomprehensible vocabulary items: stops to look every one up in a dictionary, and /or feels discouraged from trying to comprehend the text as a whole.
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6-Prediction	The reader thinks ahead, hypothesizes, predicts.	The reader does not think ahead, deals with text as it comes.
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7- Background information	The reader has and uses background information to help understand the text.	The reader does not have or use background information.
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8- Motivation	The reader is motivated to read: by interesting content or challenging task.	The reader has no particular interest in reading.
9- Purpose	The reader is aware of a clear purpose in reading: fro example, to find out something, to get pleasure.	The reader has no clear purpose other than to obey the teacher's instruction
10- Strategies	The reader uses different strategies for different kinds of reading	The reader uses the same strategy for all texts.

Source: Penny Ur, *A Course in Language Teaching*, 1996, pp. 62-63

In this first section of the chapter, there was an attempt to clarify the concept of literacy: How it was perceived in the old theories of learning and how the changing patterns of life gave it a new understanding. Literacy no longer signifies mere reading or writing. It is a new experience, which engages individuals in deep reading and writing. Reading, as a skill has, consequently, acquired more significance in foreign language education as a bridge connecting people from different cultures through the powerful effect of language. Extensive work has been conducted in the field of education to identify the reading processes that can make of a certain text from the target culture the speaking tongue on behalf of that culture. And more energy was devoted to explore the possible ways that instructors in foreign language education can follow to reach the ultimate goal of making reading a communicative tool leading to the target culture.

II- Literature and Cultural Awareness

II-1 Literary texts as cultural artifacts

It has been assumed that access to the foreign language means also access to the culture of the people who speak the language and whose literature holds all of its assumptions, beliefs, attitudes and values (Rivers, 1968). Therefore, reading literature should not be taken as an entertaining material to be read for leisure or in free times, but as a unique experience between reader and text as well as between two cultures which come into contact through the power of the written or spoken word. This broad statement about the special status of literature in foreign language education must be approached with some clarity and further explanation. But, before this, defining exactly the concept of literature, which encompasses different categories and which might be confused must be made first.

II-1-1 Defining literature

Giving literature a precise definition proved to be difficult and controversial among the different literary theorists. But, in its general use, the term refers to the different literary productions like, novels, short stories, poems and plays. All these are believed to reflect the lived world and are part of the writer's imaginary created world. Literature can also stand for a world where different thoughts, ideas and beliefs meet, interact and share experience through the creative use of language (Lazar, 1993). Literary language is therefore what characterizes literature. It is not totally separate from the different forms of language. But the language we find in novels, short stories or poems though simple, it is rich with deep conveying meanings. Therefore reading literary texts is one way leading to the appreciation and discovery of different levels of meanings and

metaphoric language (Lazar, 1993). The focus on literature as a rich and important material to be used in foreign language education leads us to ask the following: why literature in particular? Different arguments were in favor of using literature in the language classroom as a useful and resourceful material. Usefulness of literature was perceived from different angles, but focus would be just on those that relate to the topic under investigation. To start with, is the authenticity of literature.

II-2 The importance of literature in foreign language education

II-2-1 Literature is authentic

Since most of the students learn the foreign language, especially the English language, with the little hope of being one day in direct contact with the language in its authentic setting, teachers in foreign language classroom attempt to bring for this lack. Authentic material used in classroom contexts is expected to fill the gap. Literature is seen as one of the most valuable authentic materials that teachers can make use of.

Authenticity of material is an expression frequently used in language teaching to mean that a certain type of material is created to serve the goal in the large community where it has to be used (Fenner, 2001). This applies to literary language. It is sophisticated that way to serve a larger communicative goal. Readers of literature cannot resist the strong appeal to travel in space and time to different cultures, to live and share those human experiences portrayed in the different literary works (Collie & Slater, 1987). In other words, students are not in need to passports and to travels to feel and live the authenticity of language use. Literature is capable of creating the same authentic settings met in real life situations through language only.

Bakhtin comments about literary language and says that it is not “ a unitary, completely finished off and undisputable language. It is represented as a living mix of varied and opposing voices” (Cited in Fenner, 2001). This implies that literature is authentic mainly because of its language, which is so flexible and can talk to different readers in different tongues and voices. There is no predetermined meaning to be arrived at from reading any piece of literature. Different readers who arrive to different understandings voice different meanings.

II-2-2 Literature is a bridge to culture

The second strongest motive to use literature in foreign language classrooms is what is deeply believed about literature as a vehicle to the culture of the people whose language is being taught. To gain a full mastery over a foreign language, learners need to acquire some knowledge and awareness about the culture of the foreign people as well. Many language learners hold the belief that paying a visit to the country where the language is being spoken, and spending some time there, is the best way to enhance their cultural knowledge and understanding. This is, however, an opportunity offered to a limited category of learners whose social and economic situation allows for such a possibility. The rest has to be satisfied with the cheaper indirect routes constructed by educators to serve the same purpose.

Although the world created in novels, short stories or other literary genres is a created and fictitious one, yet the reader in a fraction of time can be taken to another world. To live with other people, though imaginary ones, and to discover their thoughts, beliefs, feelings and behavior which make their cultural identity. The foreign reader is forced into a real society through the imaginary power of the word (Collie & Slater, 1987), and he/she is offered a conceptualization of how people live, react and feel in that society.

Despite the strong arguments advocating the use literature in foreign language classrooms to be a bridge to the target culture, the issue entails more complexity than it seems to be.

Lazar (1993) has pointed out to different intriguing questions as to the link between literature and culture. He argued that students should not be drawn into the belief that literary texts are a total reflection of real life situations since, only few works can depict the totality of a society at a particular point in time and space. He has also, questioned the kind of culture portrayed in literature. Is it the culture meant for the way of life of a particular society, or is it the knowledge of the well educated found in many pieces of literature? Certainly, answers to such questions would determine the objectives sought from using literature to promote cultural awareness and understanding among foreign language learners. In short, defining precisely the kind of culture sought from the literature to be used would according to Stern “. . . help students understand, empathize with and vicariously participate in the target culture” (Cited in Baştürkmen, 1990: p. 18).

All the above statements in favor of literature as a bridge to the target culture sound attractive. But, is it all that we want from our students? Do we want them to read literature and literary texts just to get cultural knowledge in a passive and submissive ways? Certainly, this could not be the ultimate goal. Promoting a zone of cultural understanding calls for a specific way to reading literature“ it should always be a critical one, so that the underlying cultural and ideological assumptions in texts are not merely accepted and reinforced, but are questioned, evaluated, and if necessary, subverted” (Lazar, 1993: p. 17). The possibility for realizing this will be approached with more details in a later section of the work. Being authentic and a route to the culture being studied are not the sole goals sought from the teaching of literature. There is another ultimate goal, which cannot be taken with a marginal consideration, but is to be pointed at briefly.

II-2-3 Literature is language acquisition

Language learners can find in literature the impetus to develop their linguistic competence. Literature with its multiplicity of meanings creates a context for learners to engage in a dialogue with a certain text, to infer meaning and give their personal interpretation. Along the process, they are using language in its oral as well as written forms. Their constant interaction with literature can be witness on their gradual development of oral performance in the language as they struggle to voice their own understanding and convince the audience of their personal interpretation of a certain text. Reading literary texts also familiarizes students with the different features of written language and helps them develop their writing skill (Collie& Slater, 1987). However, this is theoretically more possible and easier than in practical teaching situations. Only a well-designed objectives plus a careful planning of classroom activities can guarantee language improvement using literature.

II-3 The type of literary texts to be used

Recognizing the advantages of literature use in foreign language classrooms would remain a kind of propaganda, unless an appropriate use of literature is adopted in real teaching contexts. The type of literary texts to be selected and the different ways in which they can be used form two basic guidelines to literature use. An appropriate selection of material is far from being an easy task. Since it is the one that decides about the realization of the goal/s targeted by the teacher. Enhancing students cultural understanding therefore is a general aim that has to be narrowed to the context where it has to be met. Certain criteria must be considered before a further decision is to be taken. These are essentially related to three main points: the type of the course where the texts

are to be used, the type of students with whom they are to be adopted, and finally criteria related to the text itself (Lazar, 1993).

II-3-1 The type of course

A major distinction has first to be made between two ways of using literature. A usage that takes literature as content or subject for study, and another use that considers literary texts a source like many other sources used to teach the language (Lazar, 1993). In our case, using literature as content is far from being our main objective. The targeted pedagogical goals would converge rather with the use that considers literature a source in the foreign language classroom. To add more about the course where the literary texts are to be used is the following: It is a course in civilization, American civilization precisely. The course does not require a specific type of English, though specific terms related to the different institutions are introduced from time to time, thus general English would fit the course objectives. Moreover, it is not an intensive course; the program necessitates one session of ninety minutes per-week. This is in contrast with other language courses like, linguistics, phonetics or grammar. Although teachers of the course are limited with a program extending over three years of instruction, they can add other items to the course, which they believe are relevant and necessary. The program is of a flexible nature.

Literature as a supporting material has never been used in the course, since American literature is a separate course in itself. The kind of support this latter offers does not converge with the goals we look for from integrating literary texts in the teaching of American civilization. It is not the literature possessed by the elite of society, we wish to use and introduce to our students. It is rather the literature that best reflects the target culture and that can help students know and understand better the people whose language they are being taught.

II-3-2 The type of students

The type of students with whom the teacher should work and to whom the literary texts will be assigned is a decisive factor that influences the whole teaching process (Lazar, 1993). For they are expected to play the largest part of the work and the teacher would only act as a facilitator. For this reason, the selection of texts depends on some factors related to the kind of students we have. And these can be summed-up in the following:

II-3-2-1 The student's cultural background

Considering the students' cultural belonging is important before any selection is made. Because to help students understand the texts they are about to read, the gaps that exist between the student's cultural background and that of the texts', there should be a meeting point between the two (Lazar, 1993). Extreme caution has to be exercised by the teacher about how a certain text will be interpreted by students from their own cultural value system, since language is more than a decoding process of symbols. How to achieve this will be examined with further details in classroom activities.

II-3-2-2 The students' linguistic proficiency

The language of the chosen texts must cope with the level of students since, "they have a linguistic and cultural gap to bridge" (Collie & Slater, 1987: p. 6). If they are to check every word in the dictionary to guess the meaning of the text, this will be a tiring process and they would quickly lose interest in the reading and give- up. Thus, they would lose the opportunity to finish the reading and appreciate the meanings hidden inside.

This, however, does not also mean, that the texts should not contain challenging vocabulary, which can stimulate their guesses, and thinking abilities. It should be of the type described in Krashen theory. The language must be of the level I+1 [I+1 is input + 1 or a level of comprehensible language input slightly above the level on which the learner is currently functioning] (Guin, 1990: p. 10). So, it must not be too easy to be low estimated or too difficult to be overlooked.

II-3-2-3 Criteria related to the text

Knowing the type of the course where the literary texts will be introduced, and defining the necessary criteria related to students, remains an incomplete process unless the precise work selected for use has the following characteristics:

- a- **Provocative:** in the sense that it stimulates the students' personal involvement and positive reaction. And this is possible if the text makes sense to the readers and wins their enjoyment.
- b- **Relevant:** the chosen text must have some relevance for students to spend extra time and energy reading it. In the context being described, the kind of literary texts that have been opted for seem remote in time and space. Yet, that was not done haphazardly. Course requirements necessitates this particular choice and this is not bad as many might think since, "reading the literature of a historical period is, after all, one of the ways we have to help us imagine what life was like in that foreign territory" (Collie & Slater, 1987: p. 4). So, as far as these texts relate to the syllabus and are expected to raise students' awareness of the target culture, then there is no harm in using them.

After having decided about the major criteria of text selection, the teacher is now faced with another critical question: how to work with the selected texts in the classroom

and what are the possible activities that can serve best the pre-set objectives. An identification of the different criteria teachers should take into account for text selection can be summed up in the following points:

Figure .2. Checklist for choosing literary texts

Type of course

Level of students
Students' Reasons for Learning English
Kind of English Required
Length/ Intensity of Course

Type of students

Age
Intellectual Maturity
Emotional Understanding
Interests/ Hobbies
Cultural Background
Linguistic Proficiency
Literary Background
Other text- related Factors

Availability of texts

Length of Texts
Exploitability
Fit with Syllabus

Source: Lazar, Literature and Language Teaching, 1993, p. 56

III- The type of classroom activities to be used with literary texts

III-1 Literary theory and classroom practice

Shift in literary theory has also led to a shift in classroom practice with literary texts. Focus on the teacher, as a source of meaning construction and explanation has been an old practice. The reader or the student and his own understanding of the text turned to be the new approach to reading and working with literary texts.

If language is considered to be an expression of culture as well as communication, and if it is believed to develop both linguistic competence and cultural awareness, then reading literary texts entails a communicative process with both: the text and the target culture. Communicating with a specific text means that the reader is generating his own understanding and interpretation. But, if he fails in doing so, then misunderstanding and a breakdown in communication will have occurred. Trying to identify the reasons behind should raise the awareness of the gaps, linguistic as well as cultural, which exist in the reader's prior knowledge. Therefore, language, content, and cultural aspects of the text are largely influenced and determined by the cultural background of the reader (Fenner, 2001).

As teachers have no insight on how learning goes on inside the learner, the latter must be engaged in a further process of talking or writing to gain that insight and to be able to enhance the learner's knowledge and understanding (Fenner, 2001). For this reason, classroom activities will be developed around oral as well as written performance. These two will be witness of the learner's enhanced cultural understanding and linguistic competence.

III-2 Classroom activities with literary texts

Most of the activities designed to work with literary texts are generally divided into two types. The first type is intended for oral performance of the students, while the second is for their written performance. The activities developed around the spoken language can be classified under three major types, different in nature and goals, but all converging to meet the ultimate goal.

III-2-1 Pre-reading activities

It is of great importance to get students ready for the text they will read. This is mainly to reduce the negative attitudes that may result from encountering literature. Since' students difficulties to cope with texts are in most cases due to the cultural features of the text. So, there must be some strategies to overcome such obstacles and gain the students' interest before further activities are to be carried out. Cultural implications in the reading can be met in different ways. An oral discussion of the theme to be studied, or a speculation of the text content through its title can be effective activities to tease out what learners' prior-knowledge, what they know and they do not.

Students may also be discouraged if they find the vocabulary difficult and unfamiliar. So, another kind of pre-reading activities can be an association of the most difficult vocabulary by providing a glossary of the words whose meaning cannot be inferred from the whole context of the reading (Guin, 1990).

III-2-2 While reading activities

After students have been cued into the topic of the text to be read, they can start reading and can be reminded if necessary that they should not be discouraged if they do not grasp everything. The kind of activities to be adopted at this stage aim at discovering

explicit meanings in the text and checking students' overall comprehension. Asking different questions that touch several aspects of the text and the possible information that may have escaped the students' attention can do this.

III-2-3 Post- reading activities

Discovering explicit meaning of the text is just a preparation to a more important stage. Post-reading involves the students in a more fruitful discussion that should make them react, discuss their ideas and make their own meanings. At this stage, students get below the surface meanings of the text to discover implicit meanings. This is possible if appropriate questions are framed to encourage students to infer cultural information from the text. " Making cultural comparisons by getting the students to brainstorm ideas about their own society and then compare them with those in the text" (Lazar, 1993: p. 68) is an effective way that make students aware of the cultural differences existing between their own culture and the target culture, which will further make them react objectively to the meanings found in the text and construct their own understanding.

III-2-4 Follow-up activities

As it has been stated previously, it would be better if classroom activities were developed around the two forms of language use: the written and the oral forms. The three above activities aim at involving the students in an oral activity that would pronounce their understandings of the basic facts found in the text and their deeply hold beliefs and views. The attempt to provoke students' creativity can be more effective through a written task. Students should add something to the work and give their personal reactions and opinions about it. They can back their views with information from the text and personal experience. Evaluating their written performance would take

into consideration content before form. These different activities are designed for literary texts in general. And they can be narrowed down and developed to meet the different literary genres.

Conclusion

Exploring the realm of reading and cultural literacy, literature and the uses of literature in the foreign language classroom is a task of much complexity. It has no limited scope and it provokes the discussion of further issues of similar importance. Reading proved to be more than a skill like the four skills and literature more than a novel or a poem to be read for enjoyment and pleasure. Investigating the true nature of each would open new horizons and give new opportunities to teachers to benefit from their use in the teaching of English as foreign language. The coming chapters will investigate the credibility of such assumptions and will give the topic a concrete substance for investigation in real teaching situations.

The t- value distribution**(5 per cent significance level for two-tailed test)**

DF	t
01	12.706
02	04.303
03	03.182
04	02.776
05	02.571
06	02.447
07	02.365
08	02.306
09	02.262
10	02.228
11	02.201
12	02.179
13	02.160
14	02.145
15	02.131
16	02.120
17	02.110
18	02.101
19	02.093
20	02.086
21	02.080
22	02.074
23	02.069
24	02.064
25	02.060
26	02.056
27	02.052
28	02.048
29	02.045
30	02.060
40	02.021
60	02.000
120	01.980
∞	01.960

Abridged from table 12 of the E.S. Pearson and H.O Hartley Biometrika tables for statistics, vol.1 Cambridge University Press, 1954.

Source: experiment, design and statistics in psychology by Colin Robson. Penguin books. GB. 1973

CHAPTER THREE

STUDENTS' QUESTIONNAIRE

Introduction

The current study aims at investigating the relationship between reading culture based texts and improving students' achievement in learning American civilization. The attitude questionnaire is a thirty one-item questionnaire divided into four sections. Its basic aim was to get the students' attitudes, views and opinions about the teaching of civilization courses, American civilization in particular. How they would value reading in general and reading literature in particular. And how they would react if literary texts are to be used in the civilization course as a new teaching strategy.

The questionnaire was submitted to second year students who formed the population of our study. A sample of 10% was randomly chosen and informed of their selection. The questionnaire was self-administered, a type most favored in research; in as far as it, saves time, money and energy. The students took thirty minutes to answer all the questions.

Section One: Students' background information

Table .1. Students' ages

Age	18	19	20	21	22	23	24	25	31	32	35	Total
Number	1	2	9	7	1	4	2	1	1	1	1	31
%	3.22%	6.45%	32.35%	22.25%	3.22%	12.90%	6.45%	3.22%	3.22%	3.22%	3.22%	100%

The results show diversity in ages, ranging from eighteen to thirty five. The average age is twenty years old and it represents 32.35% of the whole population. In a second position, came those who are aged twenty-one. The rest of students have different ages as demonstrated in the above table. Having students representing different categories of learners reflects the tendency of many young as well as relative aged people to learn foreign languages especially English and this may bring for the needed motivation to learn the language.

Table 2. Students' Gender

Sex	N	%
Male	4	12.90%
Female	27	87%
Total	31	100%

It is clearly seen from the table that girls overpopulate boys. A characteristic of the current observed situation in foreign language department in general, and the department of English in particular. The overrepresentation of girls would be a significant fact to the study, as it would show whether sex has an impact on students' tastes in reading literature, and therefore a careful and appropriate selection of the different reading material must be made.

Q.1. Your choice of studying English at the university was

Table 3. Students' Streaming

	N	%
Personal	21	67.74%
Imposed	5	16.12%
Advised	5	16.12%
Total	31	100%

A majority of students (67. 74%) have opted for studying English as personal involvement while the rest confessed that being in the department of English was due to a piece of advice or an external obligation. Obtaining a high percentage of students, who are studying English because they have chosen that, can be taken as an advantage, since it would at least be a source to the motivation needed to learn English and interest to know anything that relates to the language for instance, civilization and culture, which are important aspects of the language to be learned.

Section Two: Students' Attitudes Towards Civilization Courses and History Knowledge

Q .1. According to you, culture is:

Table. 04. Students' responses to question 1

	N	%
Similar to civilization	2	6.45%
Different from civilization	6	19.35%
A component of civilization	19	61.29%
A separate element of civilization	4	12.90%
Total	31	100%

61. 29% believe that culture is a component of civilization, and by this they are, in a way, recognizing the difference between culture and civilization. A view that was clearly expressed by 19. 35%, and also by 12.90% who believe that culture is a separate element of civilization. Only few students representing 6.45% believe that culture and civilization are similar entities. Thus, differing views about the true nature of civilization and culture.

This warns us that making clear such concepts may enable the students to perceive the significance in the civilization courses.

Q. 2. What does culture mean to you?

Table. 05. Students' responses to question 2

	N	%
Society's customs, traditions and beliefs	3	9.67%
Society's literature, history & geography	3	9.67%
Both of the above	23	74.19%
No specific idea	0	0%
Other meanings	2	6.45%
Total	13	100%

74.19% of the respondents take culture as a concept which covers two dimensions, the broadest dimension reflected in the literature, history... of the society, and the narrow dimension usually taken as the behavior of people. However, 9.67% believe culture to be just society's traditions, beliefs and customs. 9.67% of students on the other hand, think that culture to be best manifested in the literary productions of society. The rest of students represented by 6.45% came with further understandings of the concept. They see it as "the art of communication", a view which correlates with the one that takes culture to be best manifested in the different kinds of people's behavior, of which language is the most important as it reflects their beliefs, values, attitudes, etc.

Q .3. Do you know the reason behind the inclusion of some courses devoted to both American and British civilizations?

Table. 6. Students' responses to question 3

	N	%
Yes	25	80. 64%
No	6	19. 35%
Total	31	100%

Most of the students 80.64% have replied positively as to the aim that lies behind the teaching of the civilization courses. Yet, 22.58% ignore why they are taught these courses.

Q. 4. If yes they have been included to:

Table. 7. Students' responses to question 4

	N	%
Discover new civilizations and cultures	6	19. 35%
Introduce you to new people	2	6.45%
Enable you to see the difference between your culture and other cultures	4	12.90%
Make you realize that you cannot learn the English language without its civilization	12	38. 70%
Other reasons	1	3. 22%
Total	25	100%

A considerable number of students 38. 70% showed an awareness of the indissoluble link between language and culture thus, they believe they are taught the civilization courses because they cannot learn the language without its culture. In a second position came those who think that the new courses are channels leading to the discovery of cultures and civilizations. 12.90% believe that through the civilization course,

they can see and make the difference between their culture and the foreign culture. 6.45% hold also the belief that the civilization courses would enable them to discover new people, thus in a way sharing the view that knowing the people will lead them to discover anything that characterizes the people belonging to the target culture.

Q. 5. Do you like the new civilization courses?

Table .8. Students' responses to question 5

	N	%
Yes	23	74.19%
No	8	25.80%
Total	31	100%

74.19% of the students expressed their appreciation of the civilization courses, while 25.80% have negative attitudes toward them.

Q .6. If yes, say why?

YES 74.19%

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

► Many students representing 32.25% believe that the civilization courses would give them the opportunity to learn more about the English language and to improve their linguistic competence.

► 16.12 % have the desire to discover new civilizations and to know about the beliefs of other people.

► 16.12% not only have the desire to discover, but to understand the circumstances, which laid to the basis for those civilizations.

▶ 6.45% believe that knowing more about the history of the people, under focus, was another motive to learn the new courses.

▶ 3.22%, however, were attracted to the civilization courses just because of the teacher's way of teaching.

Q .6. If no, is it because

Table. 9. Students' responses to question 6

	N	%
There is no need to know about other civilizations	0	0%
You don not expect to meet people from other civilizations and cultures	1	3.22%
You can learn the English language without referring to its culture	4	12.90%
Other reasons	3	9.67%
Total	8	100%

12. 90% of the students believe that it is possible to learn the English language without bothering oneself to know about the culture of the people who speak the language. A belief that was hold strongly by many linguists years ago. 3.22% simply do not see the usefulness of being introduced to a culture with which they will have no contact in the future. No one, however, was against the principle itself (knowing about other civilization). This is a positive outcome, as it would facilitate the task of changing any negative attitudes toward the civilization course. 9.67% have talked about other reasons behind their dislike to the course. The different views were summed up in the following points:

- ▶ The way the courses are taught is dull.
- ▶ The courses are difficult to understand.

► There are other possible, but more interesting, ways of teaching the course. For example by using TV, newspaper articles, Internet.... etc.

Q .7. As far as the American civilization course is concerned, did you have any previous knowledge about Americans and their culture before coming to the course?

Table .10. Students' responses to question 7

	N	%
Yes	23	74.19%
No	8	25.80%
Total	31	100%

74.19% revealed that they had some prior knowledge about the American civilization, while 25.80% had not.

Q. 8. If your answer is yes, was it the outcome of:

Table. 11. Students' responses to question 8

	N	%
The different mass media	17	54. 83%
Your personal curiosity	2	6. 45%
The influence of the American culture on your culture and which is observed around you	3	9. 67%
Other ways	1	3. 22%
Total	23	100%

The technological developments in the field of communication lay at the heart of the major reasons behind students' previous knowledge about the Americans and their culture. Internet, in particular, can be taken as the prime source in shaping students' beliefs and attitudes about the civilization in question. 6.45% revealed that it was their personal curiosity, which motivated them to discover many things about the American

civilization. 3.22% have stated that studying in other fields like political sciences enabled them to know many things about these people and their culture.

Q. 9. Do you think the American civilization course is providing you with more knowledge about:

Table. 12. Students' responses to question 9

	N	%
About the history of the United States	9	29.03%
About the daily life of Americans	1	3.22%
About the different American institutions	3	9.67%
About the American English language	0	0%
All of the above	18	58.6%
Total	31	100%

More than the half of students 58.6% have realized that the course is a bridge to know anything that may identify Americans, their language, history, institutions and so on. 29.03%, however, believe that the course is more or less a course in history. 9.67%, on the other hand, have noticed the prominence of topics dealing with the different American institutions. In the same way, 3.22% believe that it is knowledge about the daily life of Americans they are acquiring more. No one, however, stated that the course is in itself a devotion to study the English language.

Q.10. Do you like the American civilization course when it deals with the history of the United States?

Table .13. Students' responses to question 10

	N	%
Yes	26	83.87%
No	5	16.12%
Total	31	100%

A majority of the students (83. 87%), do not hold offensive views against the element of history in the civilization course, however, 16.12% expressed the opposite. Although, not numerous, one should detect the reasons behind.

Q 11. If yes, is it because:

Table .14. Students' responses to question 11

	N	%
History looks like a story	5	21.73%
History is one of your favorite subjects	0	0%
You want to learn about the past of American people	6	26.8%
You come to understand better Americans through their history	9	39.13%
Other reasons	3	13.43%
Total	23	100%

A considerable number of students represented by 39.13% realized the role history plays in clarifying facts about Americans. 26.03% on the other hand, wanted to know more about the past of Americans, and this is a desire behind which lies an other one, to know better Americans through their past. 21.73% saw in history a story narrating events of people and places. 13.04% have talked about other factors, which shaped their positive attitudes toward the course. And they were as follows:

► They wanted to understand how America became the strongest nation in the world.

► They like history because it provides them with major insights about the roots of the American nation, the way people think, behave, and they said that this kind of knowledge can help them achieve the same in their own culture (To take the target culture as an example of success to follow).

►Others like history, simply because the teacher was capable of making it enjoyable and understood.

Q. 12. If your answer is no, is it because American history is

Table. 15. Students' responses to question 12

	N	%
Full of facts to be memorized for exams	3	9.67%
Full of facts difficult to understand	4	12.90%
Taught in a dull way	0	0%
Other reasons	1	3.22%
Total	8	100%

12.90% of the respondents believe that the difficulty to link all historical events and follow their progress were major reasons behind their dislike to the course. There are also those whose fear from exams and from the many details to be memorized drove them to look at the course as an extra load to be shouldered. 3.22% had other expectations, which to an extent, had not been fulfilled by the course. All these facts should be stimulating to think about other strategies to be adopted with the civilization course to overcome such negative attitudes of students toward the course.

Section Three: Students' Attitudes Towards Reading as a Bridge to Cultural

Literacy

Q .1. Do you think the teacher was capable of making history a vivid element of civilization?

Table. 16. Students' responses to question 1

	N	%
Yes	14	45.16%
No	17	54.83%
Total	31	100%

54.83% of the collected answers confirmed negatively the inability of the teacher to make of history an interesting subject to be learned while, 45.16% have positive views as far as the role of the teacher is concerned. Having nearly the same percentage of views against the teaching method of presenting historical knowledge, should lead us to discover the reasons behind. Since to have positive attitudes toward history, but at the same time express negative attitudes towards the method of teaching it, can be a strong factor to lose this category of learners who can achieve good results in the course.

Q. 2. If your answer is no, is it because:

Table. 17. Students' responses to question 2

	N	%
The teacher does not belong to the target culture	1	3.22%
His knowledge about American history is limited	2	6.45%
Lecturing is not enough for a better understanding of the facts	7	22.58%
All of the above	5	16.12%
Other reasons	2	6.45%
Total	17	100%

An overwhelming majority of students (22.58%) justify the negative role of the teacher with relation to the method of presenting historical knowledge. The common method of lecturing is not a too much-favored way to the students. 16.12%, however, believe that many factors were involved. For instance, being foreigner to the culture and possessing a limited knowledge about people's history, in addition to the method used contribute to the ineffective role of the teacher to transmit historical knowledge, which holds inside cultural knowledge.

6.45% consider the limited knowledge of history on the part of the teacher a major reason. Yet, 3.22% attribute it to the fact of being stranger to the culture. 6.45% have added other reasons:

► The limited time allocated to the course, hinders the teacher from doing his best to present everything

Q. 3. If your answer is yes, say how?

► 45. 16% tried to explain how the teacher was capable of making history an interesting element of American civilization to be learned. According to them, the teaching method played an essential role and they have specified two major techniques:

► 22. 58% consider questioning and presenting the lecture in the form of a story helped them better understand and process information easily. 9. 67%, however, found difficulties to use language in an appropriate way to express their views about the method and they simply described it as a good way of teaching. 9. 67% of the answers were invalid and therefore kept out of consideration.

Q. 4. Apart from the oral presentation of the teacher, are you given any handouts to read?

Table. 18. Students' responses to question 4

	N	%
Yes	19	51. 61%
No	12	38. 70%
Total	31	100%

Most of the students (61.29%) have recognized that they have been given additional readings related to the American civilization course. Yet, 38.70% replied negatively.

Q 5. Do you read these handouts?**Table. 19. Students' responses to question 5**

	N	%
Yes	10	51. 61%
No	9	9. 67%
Total	19	100%

From the 61.29% who are provided with extra readings, only 51. 61% have fulfilled the task of reading, while the rest have not.

Q 6. If you answer is yes, is it because:**Table .20. Students' responses to question 6**

	N	%
You like reading in general	1	3.22%
You understand better your courses through the readings	6	19.35%
The teacher obliges you to read	0	0%
The readings might be included in exams	2	6.45%
Other reasons	1	3.22%
Total	10	100%

The majority of students, who read their handouts, did so because they believe they help them understand better their courses. However, 9. 67% read just to avoid troubles during exams. Both reasons reveal that external forces are behind students' motivation to read. Only a minority represented by 3.22%, read because they have this desire inside. This is disappointing as to the lack of the reading habit among our students.

Q 7. If your answer is no, it is because:

Table. 21. Students' responses to question 7

	N	%
You don not like reading in general	1	3. 22%
Reading in English is difficult to you	0	0%
The selected readings do not fit your taste in reading	4	12. 90%
The selected readings have difficult language	1	3. 22%
The selected readings contain unfamiliar meanings	1	3. 22%
Other reasons	2	6.45%
Total	9	100%

The obtained results have shown that 12. 90% of students do not read because they were not given texts, which fit their reading tastes. While 3. 22% claimed of finding difficulties in the language and meanings found in the given texts. This should warn us that selection of texts must take into consideration the level of learners. Other reasons besides the ones suggested were as follows:

- ▶ The lack of time.
- ▶ The lack of care from the teachers who assign the readings and do not give too much importance to them.

Q .8. When you read, do you feel that you:

Table. 22. Students' responses to question 8

	N	%
Learned more about the English language	2	6. 45%
Learned about new ideas and beliefs	2	6. 45%
Both of the above	6	19. 35%
None of the above	0	0%
Total	10	100%

A majority of students confirmed the double role of texts as the best sources to learn language and culture. 6.45% believe that it is the language that they have been acquiring more while, 6.45% said that they are being introduced to new meanings rather than language.

Section Four: Students' Attitudes Towards Reading Literary Texts as Cultural Artifacts.

Q. 1. What kind of texts you prefer to read with relation to American civilization course?

Table .23. Students' responses to question 1

	N	%
Narratives	14	45.16%
Poems and songs	6	19.35%
General essays in politics, economy. ...Etc.	8	25.80%
No specific preferences	3	9.67%
Other preferences	0	0%
Total	31	100%

Reading narratives (short stories or novels) was the dominant preference of students among the different literary productions belonging to the foreign culture. 25.80% prefer general essays while, 19.35% appreciate poems and poetic language. In a last position came those who have no specific preference and read whatever they are given.

Q .2. Can you explain why?

1/ The students who prefer reading narratives came with the following justifications:

► Short stories and narratives are enjoyable to be read, inspiring to imagination, and easy to reach the readers.

► Events narrated in the form of short stories or novels are easier to remember and understand than if they were presented merely as bare facts.

► They are rich of the English language.

2/ Poems and Songs:

► Convey meanings using simple, rhythmic deep language.

3/ General essays in politics, economy...etc.

► Easy to understand with its informative nature.

► More authentic and reflect reality better than other literary genres.

4/ No specific preference:

► All literary genres are demonstrations of any civilization.

► All the different literary genres are important in, as far as, they contain rich language.

Q. 3. The literary texts you read are:

Table. 24. Students' responses to question 3

	N	%
Enjoyable to be read	20	64. 51%
Not interesting to be read	0	0%
Difficult to understand	11	35. 48%
Total	31	100%

The reaction of students toward the texts they read was divided between enjoyment, which was the general tendency and difficulty. While, no one showed the lack of interest to read them.

Q .4. Do you think that any literary work you read is?**Table. 25. Students' responses to question 4**

	N	%
Representing its author	2	6.45%
Representing the culture of its author	7	22.58%
Just a work of art	2	6.45
All of the above	20	64.5%
Total	31	100%

An overwhelming majority of students declared that whatever they read in English belongs to an author who is producing a work of art that identifies his culture, which is different from theirs. Such results are positive in the sense that the category of readers we have, are conscious of the nature of the literary productions belonging to the culture being studied. 22. 58% assume that any literary work is in the first place a reflection of the culture it belongs to. 6. 45% on the other hand, read with the strong belief that they are reading to an author. The rest, however, consider any literary production as a work of art before being anything else.

Findings**Section One: Students' background information**

Information obtained from this section demonstrated the following: students of second year are not homogenous in their ages. We can find the young (18 years) and the relatively old (35 years). Although, diversity in sex exist but it is not that apparent because of girls' overpopulation. Results about streaming have shown that the majority of students opted for English study as a personal endeavor. These findings are expected to

be helpful to our study as they would show if: first, age (which means as well experience in life) would have an effect on changing or adjusting the previously determined cultural attitudes toward the target culture, by improving their cultural understanding.

Second, it will be demonstrated if studying English out of a free will is positive in so far it helps achieve better reading in foreign language classrooms (reading anything in English in general, and reading literature in particular). Finally, all of the above factors are going to be taken into consideration when designing the literature reading experimental courses, aiming at enhancing students' cultural understanding and improving their achievement in the course of American civilization.

Section Two: Students' attitudes towards civilization courses and history knowledge

Although most of the students expressed their positive readiness to have the new courses in civilization, yet they ignore their true substance and what are the courses exactly meant for. Very few have recognized the tight link between culture and language, and their expectations from the course were linguistic in the first place. Others on the other hand, have expressed their wish to have a better understanding of the cultures being studied along with the English language.

The negative attitudes toward the civilization courses can be attributed to two major factors: the insignificance these courses meant to many, besides the inadequate teaching strategies, which make information difficult to process and understand.

The different mass media, namely Internet and TV, were found to be major sources for the students' previous knowledge about the American civilization. This might reveal a lot about their reading habits (if they read or they prefer the easily obtained information).

The history of the United States seems to be interesting to many. And this is mainly due to its story- like nature and the useful insight it offers about the American

civilization. Yet, many have been claiming and have expressed their dislike of history. The teaching methods, according to many, were behind. Therefore students' requests to use more motivating teaching techniques must be seriously thought of, if the ultimate goal of bridging the cultural gap is to be realized.

Section Three: Students' attitudes towards reading as a bridge to cultural literacy

Despite the fact that many have recognized that they have been provided with different readings related to the American civilization course, many have confessed that they rarely take them seriously, and therefore very few accomplish the task of reading. In justifying this negative attitude, all opinions turned around one important element: "*selection*". The inappropriate selection of the texts to be read (the texts which sometimes have difficult language and at others contain unfamiliar meanings), create difficulties to many who by the end prefer to give up reading. This is a painful truth, knowing that most of the students showed an awareness of the usefulness that texts offer to foreign language learning.

Section Four: Students' attitudes towards reading literary texts as cultural artifacts

The majority of students hold the belief that whatever they read in English is representing the culture to which the work belongs. And most have the tendency to prefer fiction as the alternative or supporting material to be used in the teaching of civilization. Being close to human issues, enjoyable to read, easy to understand and rich with the English language, are according to many students the prime features which make of narratives (novels or short stories) their favorite readings. This truth, however, should not mean that other literary genres are to be marginalized when a selection it to be made. On

the contrary, reading tastes must be familiarized with the different literary genres, if the designed objectives are to be attained and achieved successfully.

CHAPTER FOUR

THE EXPERIMENTAL DESIGN

Introduction

Attempt to see the effect of culture based literary texts on a better achievement in learning and teaching American civilization course, necessitates a careful implementation in real teaching situations. Such implementation requires the adoption of an accurate experimental design. This latter demands a special attention from the researcher conducting the experiment as; different variables may interfere and lead to undesirable outcomes. So, to avoid all kinds of ambiguities that may face the reader, the different steps followed along the course of the experiment in this chapter will be clarified and explained.

I-The experimental Design's Procedures

Key elements and several aspects were taken into consideration to ensure the best conditions for the experiment. These were mainly the choice of the texts and classroom management techniques.

I-1 Selection of the reading texts

The selection process of texts expected to meet our research goals was not an easy task. Choice was based on different criteria:

- a- The chosen themes were relevant to the program of second year in the American civilization course and they turned around one basic theme "the American Revolution".

- b- The different readings represent different literary genres, two general essays, a short story, a poem and a play. Thus meeting different tastes of different readers.
- c- The time allocated for the reading sessions did not exceed ninety minutes, to keep the students motivated and not to lose their attention.
- d- The readings were supported with a glossary to clarify the vocabulary expected to be difficult for second year students. Saving time and coping with the students' level, which may spend too much time on word identification and may forget the basic goal from the reading, are two major reasons behind including such a glossary.
- e- The selected texts, though, historical in nature (representing the historical period under focus) are expected to provide the reader with insight about the attitudes, beliefs and values of the people who lived at that time, and who are the continuity to those who live in the present. Choice had fallen on five texts which are: *Conflicting Interests* (Garet Garrett), *Moral Freedom* (Henry Thoreau), *Washington at Valley Forge* (Maxwell Anderson), *Paul Revere' s Ride* (H. Longfellow), *Boston Challenges the King* (John Hyde Preston).
- f- The texts go in logical progress with the revolution and represent major phases of the war.

I-2- Classroom management

Since classroom management is of a significant role to the success of any learning process, several conditions were respected and important steps were followed to guarantee the well conduct of the experiment. The kind of tasks adopted with the experimental group were the same with the control group, the only difference was the use of texts with the experimental group.

I-2-1 The Reading sessions

The reading sessions were carefully planned with the experimental group only.

The activities developed around the readings were as follows:

I-2-1-1 The Pre-reading activities

The pre-reading activities intends to create a warm up, which would tell us a lot about students' guesses and predictions about the topic and would be a basic reference to evaluate their prior- knowledge.

I-2-1-2 While reading activities

The While- reading activities provide a means for checking students' understanding and grasp of the basic meanings of the texts.

I-2-1-3 Post -reading activities

This stage is devoted to facts analysis, interpretation and evaluation. The aim from this activity is to make students react to the work, construct meaning from it and discuss their ideas with each other.

I-2-1-4 Follow-up activities

At this stage, the work acts as an impetus for their own creativity and a stimulus for the development of their own ideas. It also gives the opportunity to introvert and shy students who rarely take part in the oral discussions, to express their ideas freely in a written form.

I-2-2 The Lecturing sessions

Both groups had lectures the traditional way of lecturing and they have proceeded the way described bellow:

- ▶ At the beginning of each lecture, a warm-up is created to engage the students in a discussion that relates to the topic.
- ▶ The warm-up is followed by the teacher's explanation of the course to clarify the different points related to it.
- ▶ Students' general understanding of the presented facts is checked through a question/answer activity.
- ▶ A debate to answer students' questions and interventions is opened at the end of each lecture.

Remarks

1/ Since the experimental group has the opportunity to a written activity at the end of each reading session, and to guarantee the validity of the observed behavior of both groups, the control group will also have a written task at the end of each lecture.

2/ The boys whose size in both groups, experimental group and control group, is tiny compared to girls should be taken into consideration. So they have been purposefully integrated in the group, to avoid their isolationist attitude, which may affect negatively the experiments' results.

I-3- Planning the sessions

The experimental courses took place at the Department of English, University of Batna. They were planned in a non- examination period, to avoid having students stressed and taken by revision. The sessions were also scheduled during mornings, the best timing to have students fresh and ready to take part in the different designed activities related to the readings. Each lecture was devoted a full session, thus six sessions, equal to six courses expanding over a period of six weeks.

The reading sessions always took place after the oral lecture. The students were provided with the literary excerpts supported with a biography of the author and a glossary of the vocabulary difficult to guess from the whole meaning of the text.

II- The Experimental Design Results

The French Indian war was the subject of the pretest. The choice was intentional, as it is the introductory course in the American Revolution. The obtained results were as follows:

Second Year**American Civilization****Week One: Pretest****Course One: The French Indian war****The Control Group****Table .1. Observation grid of the pre-test for the control group**

	Prior-knowledge					Factual Understanding					Factual Analysis					Written Activity					A out of 20				
	0	1	2	3	4	5	0	1	2	3	4	5	0	1	2	3	4	5	0	1		2	3	4	5
H. Zoubida			x						x						x							x			09/20
D. Ataf		x								x					x							x			09/20
D. Samira		x								x					x						x				8/20
B. Hania			x							x						x							x		12/20
D.Sabah			x							x					x							x			10/20
D. Houria		x								x					x						x				07/20
C. Ismahane		x								x						x						x			09/20
H.Torkia		x								x						x						x			10/20
D. Anissa		x								x						x						x			10/20
B. Meriem			x							x						x							x		12/20
B. Rima			x							x						x					x				10/20
H. Nadjjet			x							x						x							x		12/20
B Fouzia			x							x						x						x			11/20
D. Dallel			x								x						x						x		14/20
D Aicha		x								x						x					x				07/20
Total	1.53					2.13					2.66					2.93					10.00				

The Rating Scale

- ▶ 0= null
- ▶ 1= inferior
- ▶ 2= below average
- ▶ 3=average
- ▶ 4=above average
- ▶ 5= superior

Second Year**American Civilization****Week One: Pretest****Course One: The French Indian war****The Experimental Group****Table .2. Observation grid of the pre-test for the experimental group**

	Prior knowledge					Factual understanding					Factual analysis					Written activity					A out of 20				
	0	1	2	3	4	5	0	1	2	3	4	5	0	1	2	3	4	5	0	1		2	3	4	5
G.Hayet		x								x						x							x		11/20
D.Assia			x							x						x							x		11/20
C. Samia		x								x						x							x		10/20
G. Saliha			x								x						x							x	14/20
B. Amina		x								x						x								x	10/20
G. Salima		x								x						x						x			08/20
B. Asma			x							x						x						x			10/20
B. Louiza		x								x						x							x		08/20
B.N. Eddine			x							x						x							x		10/20
B. Imene			x								x						x							x	15/20
G. Mohamed			x							x						x							x		11/20
B. Farida		x								x						x							x		09/20
D. Nessma		x								x						x							x		09/20
B. Laatra			x							x						x							x		10/20
C. Samira			x							x							x							x	13/20
Total	1.53					3					2.8					3.26					10.6				

The Rating Scale

- ▶ 0= null
- ▶ 1= inferior
- ▶ 2= below average
- ▶ 3=average
- ▶ 4=above average
- ▶ 5= superior

Control group**Table 3: Scores of the pre-test achieved by the control group**

	Score	Level	
PK	1.53	=	00
FU	2.73	=	00
FA	2.66	=	00
WA	2.93	=	00
TA	10.00	=	00

Experimental group**Table .4. Scores of the pre-test achieved by the experimental group**

	Score	Level	
PK	1.53	=	00
FU	3	=	00
FA	2.8	=	00
WA	3.26	=	00
TA	10.6	=	00

Results:

- ▶ With a tiny difference of 0.6, both groups the EG and CG were relatively similar, this gives credit to random sampling employed in a pre-test-post-test control group design.
- ▶ The two groups have shown an acceptable understanding of facts, low background knowledge and modest attempts to discuss the deep meanings of the course.
- ▶ Their written performance was acceptable. It reflected their understanding of the elements exposed in the lecture.

Second year

American civilization

Week two

Course two: Conflicting Interests in the New World

1/ Objectives

▶ Discussing the British policies adopted in the colonies after the French Indian war.

▶ Introducing the students to the concept of “interests”.

▶ Enabling students perceive the concept from the American point of view and compare it with theirs.

2/ Materials

▶ A typed extract of the text “ **Conflicting Interests**” by **Garet Garrett**.

▶ A typed biography of the author.

▶ A typed glossary of the difficult vocabulary.

3/ Procedures

3/1 Pre-reading Activities (15 mn)

▶ The title of the text was written on the board to attract the students’ attention and stimulate their curiosity about the significance it may hold.

▶ A warm-up was created around the following questions:

— How do you understand this term: “Interests”?

— In what way can your interests go against the interests of other people?

— Can differing interests lead to violent actions against the other/s?

3/2 While-reading Activities (20 mn)

▶ The students were given the text supported with a biography of the author, plus a glossary of the difficult vocabulary.

▶ The students read the text silently.

▶ They listen to the teacher's reading.

▶ The students' general comprehension of the text is tested by asking the following questions:

- What is the text all about?
- What were the basic interests of the English in America?
- What was the basic interest of the Americans in America?
- How American labor threatened British business?
- What were the consequences of restricting American trade?

3/3 Post reading Activities (20 mn)

▶ A debate was opened around the following question:

- Infer from the text the attitude of the time toward Negroes?
- What lessons ought nations that have colonies to learn from this text?
- Find in the text the sentimental grounds that make Americans so opposed to any state control and so favorable to commercial freedom?
- Compare Americans' trade policies in the past with the recent ones?

3/4 Follow-up Activities (35 mn)

▶ the students were asked to answer the following question in a short composition.

“ Do you think that the economic causes of the war between Great Britain and the colonies have completely disappeared from our modern world, still persist, or have become more menacing” Justify your opinion with facts if you can.

Second Year**American Civilization****Week Two****Course Two: Conflicting Interests in the New World****The Control Group****Table .5. Observation grid of the first experimental course with the control group**

	Prior-knowledge					Factual Understanding					Factual Analysis					Written Activity					A out of 20					
	0	1	2	3	4	5	0	1	2	3	4	5	0	1	2	3	4	5	0	1		2	3	4	5	
H. Zoubida			X							x							x						x			10/20
D. Ataf			X							x							x						x			9/20
D. Samira				x						x							x							x		11/20
B. Hania		x								x							x						x			09/20
D.Sabah			X								x						x							x		11/20
D. Houria		x								x							x						x			07/20
C. Ismahane			X							x							x						x			10/20
H.Torkia				x						x							x						x			11/20
D. Anissa			X							x							x							x		11/20
B. Meriem			X							x								x						x		12/20
B. Rima				x						x							x							x		12/20
H. Nadjat					x					x							x								x	14/20
B Fouzia				x						x							x							x		11/20
D. Dallel				x							x							x						x		13/20
D Aicha		x								x							x						x			08/20
Total	2.06					2.93					2.86					2.6					10.6					

The Rating Scale

- ▶ 0= null
- ▶ 1= inferior
- ▶ 2= below average
- ▶ 3=average
- ▶ 4=above average
- ▶ 5= superior

Second YearAmerican CivilizationWeek TwoCourse Two: Conflicting Interests in the New WorldThe Experimental Group**Table .6. Observation grid of the first experimental course with the experimental group**

	Prior knowledge					Factual understanding					Factual analysis					Writing Activity					A out of 20				
	0	1	2	3	4	5	0	1	2	3	4	5	0	1	2	3	4	5	0	1		2	3	4	5
G. Hayet				x						x						x							x		13/20
D. Assia				x						x						x							x		12/20
C. Samia			X							x					x								x		10/20
G. Saliha				x						x							x						x		15/20
B. Amina			X							x					x								x		11/20
G. Salima			X							x						x							x		12/20
B. Assma				x							x					x					x				11/20
B.N Eddine					X					x							x				x				14/20
B. Imene				X						x							x							x	17/20
G. Mohamed				x						x						x							x		12/20
B. Farida		X								x					x						x				08/20
D. Nessma			X							x						x							x		11/20
B. Laatra			X							x					x						x				09/20
C. Samira				x						x						x							x		12/20
B. louiza			X						x							x							x		10/20
Total	2.46					3.13					2.93					3.13					11.8				

The Rating Scale

- ▶ 0= null
- ▶ 1= inferior
- ▶ 2= below average
- ▶ 3=average
- ▶ 4=above average
- ▶ 5= superior

Control group**Table. 7. Scores of the first experimental course achieved by the control group**

	Score		Level
PK	2.06	+	0.53
FU	2.93	+	0.2
FA	2.86	+	0.2
WA	2.6	-	0.33
TA	10.6	+	0.6

Results

► A slight improvement is to be noticed in their contribution to the discussion, which preceded the explanation of the course.

► Their understanding and analysis of the facts was better but it did not go beyond the already explained facts.

► Their written performance, however, did not get any better. Very few were able to see the question from a larger scope.

Experimental group**Table. 8. Scores of the first experimental course achieved by the experimental group**

	Score		Level
PK	2.46	+	0.93
FU	3.13	+	0.13
FA	2.93	+	0.13
WA	3.13	-	0.13
TA	11.8	+	1.2

Results

▶ The students have shown a great interest in debating the concept of interests and they have been supporting their answers with recent events that relate to American actions.

▶ They found in the text the support they were looking for to justify their held views and generate new ideas.

▶ Their writings were a reflection of their prejudices about the target culture and in defending their views they referred to history and actual events.

Second Year

American Civilization

Week Four

Course Four: Americans and a New Sense of Freedom

1/Objective

- ▶ Debating the reaction of the Americans to the British policies in the colonies.
- ▶ Introducing the students to the concept of “**freedom**”.
- ▶ Stimulate the students to compare their perception of the concept and compare it with the American one.

2/Material

- ▶ A typed extract of the text: **Moral Freedom** by **H. Thoreau**.
- ▶ A typed biography of the author, Henry Thoreau.
- ▶ A typed glossary of the difficult vocabulary.

3/ Procedures

3/1 Pre-reading Activities (15 mn)

To create a warm-up the students were asked the following:

- What does freedom mean to you?
- Can you pretend to be truly free?
- How can the freedom of persons and individuals be threatened?
- State some means of menacing and threatening the freedom of people and nations.

3/2 while-reading activities (20mn)

- ▶ The students read the text silently.
- ▶ Some students were then asked, to read loudly the text to the whole class.
- ▶ The basic meaning of the text was being discussed by asking the following

questions:

- Did Americans win their true freedom after they had settled in America?
- How can a nation be a slave to economic tyranny and moral tyranny?
- What did it mean to an American to be free from king George?

3/3 Post-reading Activities (20 mn)

The following questions were at the heart of the discussion, which followed text comprehension questions:

- Can we say that we are a free nation in a free world?
- As a person, can you claim that you are free?
- Institutions are said to provide the basic principles of freedom to the people, but only if the people themselves make them do so. Explain this in the light of American institutions

3/4 Follow- up Activities (35mn)

► The students were asked to answer in a short composition the following question:

“ What did it mean to an American to be free from king George?”

Second Year**American Civilization****Week Four****Course Four: Americans and a New Sense of Freedom****The Control Group****Table .9. Observation grid of the second experimental course with the control group**

	Prior-knowledge					Factual Understanding					Factual Analysis					Written Activity					A out of 20				
	0	1	2	3	4	5	0	1	2	3	4	5	0	1	2	3	4	5	0	1		2	3	4	5
H. Zoubida				x						x						x						x			11/20
D. Ataf				x						x					x							x			11/20
D. Samira				x						x						x						x			12/20
B. Hania			x							x					x							x			10/20
D.Sabah			x								x				x								x		12/20
D. Houria			x							x					x							x			10/20
C. Ismahane				x					x							x					x				10/20
H.Torkia				x							x					x					x				12/20
D. Anissa				x							x				x							x			12/20
B. Meriem			x							x							x					x			12/20
B. Rima				x							x					x						x			13/20
H. Nadjet					x					x						x							x		14/20
B Fouzia			x							x						x							x		12/20
D. Dallel				x						x							x					x			13/20
D Aicha		x							x						x						x				8/20
Total	2.6					3.13					2.73					2.93					11.46				

The Rating Scale

- ▶ 0= null
- ▶ 1= inferior
- ▶ 2= below average
- ▶ 3=average
- ▶ 4=above average
- ▶ 5= superior

Second YearAmerican CivilizationWeek FourCourse Four: Americans and a New Sense of FreedomText Four: Moral Freedom by H. ThoreauExperimental group**Table .10. Observation grid of the second experimental course with the experimental group**

	Prior knowledge					Factual understanding					Factual analysis					Writing Activity					A out of 20				
	0	1	2	3	4	5	0	1	2	3	4	5	0	1	2	3	4	5	0	1		2	3	4	5
G. Hayet				x						x							x							x	14/20
D. Assia				x						x							x							x	13/20
C. Samia			x							x							x						x		11/20
G. Saliha					X					x							x							x	16/20
B. Amina			x							x					x									x	11/20
G. Salima			x							x							x							x	13/20
B. Assma				x						x							x						x		13/20
B.N Eddine					X					x							x				x				14/20
B. Imene					X					x							x							x	17/20
G. Mohamed				x						x							x							x	13/20
B. Farida			x							x					x						x				9/20
D. Nessma				x					x								x						x		11/20
B. Laatra				x						x							x				x				11/20
C. Samira				x						x							x						x		12/20
B. louiza			x							x							x						x		11/20
Total	2.86					3.26					3.13					3.33					12.6				

The Rating Scale

- ▶ 0= null
- ▶ 1= inferior
- ▶ 2= below average
- ▶ 3=average
- ▶ 4=above average
- ▶ 5= superior

Control group

**Table. 11. Scores of the second experimental course achieved
by the control group**

	Score		Level
PK	2.6	+	0.54
FU	3.13	+	0.2
FA	2.73	-	0.13
WA	2.93	+	0.33
TA	11.46	+	0.86

Results

▶ Unlike the previous session, more students were attracted to the general discussion and there was a competing spirit between students to defend their opinions and contribute with their previous knowledge.

▶ Although most students have shown a better understanding of facts, they still held intolerable views related to different characteristics of the target culture.

▶ Their written performance was better than that of last time, in the sense that they tried to go beyond the presented facts but they were still showing a poor linguistic luggage.

▶ Their understanding and conceptualization of the attitudes and beliefs of the target culture are still mono-cultural, dominated by previously acquired attitudes.

Experimental group

**Table. 12. Scores of the second experimental course achieved by
the experimental group**

	Score	Level
--	-------	-------

PK	2.83	+	0.37
FU	3.26	+	0.13
FA	3.13	+	0.2
WA	3.33	+	0.2
TA	12.6	+	0.8

Results

► A constant progress is to be noticed in the students' contribution to the warm-up that precedes each reading.

► The students' response to the text's comprehension questions have shown that they become more accustomed to such an activity with the second text and reading the second text did not present them with the same difficulties met with the first text.

► Hot debates characterized the post-reading activity. Severe opinions were launched against the understanding of Americans to the concept of freedom, and they justified their views with examples stemming from recent actions of the target culture and people.

► Their writings were a combination of both, their own ideas and those found in the text. They started using the vocabulary learned from the previous readings.

Second Year

American Civilization

Week Three

Course Two: Bostonians react to the king's policies.

1/ Objectives

▶ Clarify the reaction of the colonies to the king's policies and the different forms it took.

▶ Providing the students with the opportunity to imagine the events through a narrative (a short story) and see if they would change their attitudes toward the American perception of freedom.

2/Material

▶ A typed extract of the short story, "**Boston challenges the king**", by **John Hyde Preston**.

▶ A typed biography of the author, **John Hyde Preston**.

▶ A typed list of the complex vocabulary.

3/ Procedures

3/1 Pre- reading Activities (15 mn)

- ▶ To get the students ready for the short story, a series of questions were asked:
- Can you guess the content of the story from its title?
 - Were Americans really capable of challenging the king?
 - If your answer is yes, what made them capable of doing so?
 - What actions did Britain take to inflame the American's feelings against the mother country?

3/2 While reading Activities (20 mn)

▶ The students are given the short story to read it silently.

- ▶ A group of students exchange roles in reading it loudly to their friends.
- ▶ Their comprehension of the story was tested through the following

questions:

- What is the story all about?
- Who are the different characters of the story?
- What sort of young man was Hanock?
- Can you describe him physically, psychologically and historically?
- What did Hanock do to revenge?
- What did the last sentence of the passage mean?

3/3 Post-reading Activities (20 mn)

To debate the meanings embodied in the story, a discussion around the following questions was opened:

- What part did liquor play at the start of the revolution?
- Can you explain the irony suggested by the use of capitals in “Very Best Families”?
- Was Hanock defending his business? His country? Or both?
- Were Americans unique in their revolutionary spirit, or this is a quality common to all nations suffering from tyrannical rules.

3/4 Follow-up Activities (35 mn)

The students were asked to imagine in direct speech the words of the customs' officials suggested in lines (11-21).

Second Year**American Civilization****Week Four****Course Four: Bostonians react to the king's policies.****The Control Group****Table .13. Observation grid of the third experimental course with the control group**

	Prior-knowledge					Factual Understanding					Factual Analysis					Written Activity					A out of 20				
	0	1	2	3	4	5	0	1	2	3	4	5	0	1	2	3	4	5	0	1		2	3	4	5
H. Zoubida				x						x						x						x			12/20
D. Ataf					x					x						x					x				12/20
D. Samira			x							x						x						x			11/20
B. Hania				x						x						x					x				11/20
D.Sabah			x							x							x					x			12/20
D. Houria				x					x						x							x			10/20
C. Ismahane			x							x						x					x				10/20
H.Torkia				x							x					x						x			13/20
D. Anissa				x							x					x					x				12/20
B. Meriem				x						x						x							x		13/20
B. Rima				x							x					x							x		14/20
H. Nadjat				x							x						x							x	16/20
B Fouzia			x							x							x					x			12/20
D. Dallel				x							x						x					x			14/20
D Aicha			x						x						x						x				08/20
Total	2.73					3.2					3.13					2.93					12				

The Rating Scale

- ▶ 0= null
- ▶ 1= inferior
- ▶ 2= below average
- ▶ 3=average
- ▶ 4=above average
- ▶ 5= superior

Second YearAmerican CivilizationWeek FourCourse Four: Bostonians react to the king's policies.Text Four: Boston Challenges the King by John Hyde PrestonThe Experimental Group

Table .14. Observation grid of the third experimental course with
the experimental group

	Prior knowledge					Factual understanding					Factual analysis					Writing Activity					A out of 20				
	0	1	2	3	4	5	0	1	2	3	4	5	0	1	2	3	4	5	0	1		2	3	4	5
G. Hayet				x						x							x							x	14/20
D. Assia				x						x						x								x	14/20
C. Samia			x							x						x						x			13/20
G. Saliha					x					x						x								x	16/20
B. Amina			x							x						x								x	12/20
G. Salima				x						x						x								x	14/20
B. Assma					x					x						x						x			14/20
B.N Eddine					x					x						x					x				14/20
B. Imene					x					x						x								x	17/20
G. Mohamed				x						x						x								x	14/20
B. Farida			x							x					x								x		10/20
D. Nessma				x						x					x								x		11/20
B. Laatra					x					x						x							x		13/20
C. Samira				x						x						x					x				13/20
B. Louiza			x						x						x								x		09/20
Total	3.06					3.53					3.2					3.4					13.2				

The Rating Scale

- ▶ 0= null
- ▶ 1= inferior
- ▶ 2= below average
- ▶ 3=average
- ▶ 4=above average
- ▶ 5= superior

Control group**Table. 15. Scores of the third experimental course achieved
by Control group**

	Score	Level	
PK	3.73	+	0.13
FU	3.2	+	0.07
FA	3.13	+	0.4
WA	2.93	=	00
TA	12	+	0.54

Results

► The students displayed more progress nearly at all levels, except their writings, which did not show any improvements.

► Unlike the previous sessions, the students started to sympathize with the American Revolution as events developed in the colonies.

Experimental group**Table. 16. Scores of the third experimental course achieved by Experimental group**

	Score	Level	
PK	3.06	+	0.23
FU	3.53	+	0.27
FA	3.2	+	0.07
WA	3.4	+	0.07
TA	13.2	+	0.6

Results

► The short story was of a stimulating effect on the students' oral performance in the discussion, which preceded reading.

▶ The story was an authentic reference to the students who linked their prior knowledge with concrete images from the American Revolution.

▶ There was a general sympathy toward the character of John Hanock and their description reflected their deeply rooted images of personalities living in the 15th and 16th centuries. And these are likely to stem from TV movies or even narratives they read previously.

▶ Although they showed progress in their writings, their dialogues combined facts from the American culture with settings framed within their native culture.

▶ Their general performance demonstrates clearly that they start showing improvement at all levels.

Second Year

American Civilization

Week five

Course Five: Revere Warns Bostonians of a British Attack

1/ Objectives

- ▶ Debating the last stages of the American Revolution
- ▶ Introducing the students to another American trait: patriotism and heroism through the historic character of Paul Revere.
- ▶ Giving students the opportunity to live the event through a new literary genre: poetry.

2/ Materials

- ▶ Extract of the poem: Paul Revere's Ride by **H W. Longfellow**.
- ▶ A typed biography of the poet: **H W. Longfellow**.
- ▶ A typed glossary of the difficult vocabulary.

3/ Procedures

3/1 Pre-reading Activities (15 mn)

To create a warm-up

- ▶ The students were asked to retell the events in Lexington and Concord.
- ▶ They were asked if Revere was capable of accomplishing his mission and to justify their views.

3/2 While reading activities (20mn)

- ▶ The students were provided with the different handouts.
- ▶ They read the poem silently.

► They listen to the teacher's reading twice as the poem represented them with a language they found difficult.

► They discuss the general meaning of the poem by answering the following questions:

- What is the poem describing?
- What are the different stages of Revere's Ride?
- Explain the use of such adjectives: fearless/ soft, loud/ blank, Blair/ bloody/brown/ spectral.
- Show how the fact that ' the ride takes place at night' is emphasized by the proportion in which the various impressions of the rider are described in terms of sight, hearing and feeling
- Pick out all the details suggesting the deep quiet of the countryside at night?

3/3 Post- reading (20mn)

- The students were asked to think deeply of the following questions:
- Explain what makes the poem pathetic (causing one to feel pity or sadness)?
 - Can you think of examples from your history that may relate to Paul Revere's ride and his action to save his people?

3/4 Follow-up Activities (35 mn)

- the students were asked to answer in a written form the following question:
- " What do you think is the message that future generations of Americans can receive from Paul Revere"?*

Second Year**American Civilization****Week Five:****Course Five: Revere warns Bostonians of a British attack****The Control Group****Table .17. Observation grid of the fourth experimental course with the control group**

	Prior-knowledge					Factual Understanding					Factual Analysis					Written Activity					A out of 20						
	0	1	2	3	4	5	0	1	2	3	4	5	0	1	2	3	4	5	0	1		2	3	4	5		
H. Zoubida				x							X												x			13/20	
D. Ataf					x						X													x			15/20
D. Samira				x							x												x				11/20
B. Hania					x						x													x			14/20
D.Sabah				x						x															x		12/20
D. Houria				x							x													x			10/20
C. Ismahane					x						x													x			13/20
H.Torkia				x								x												x			13/20
D. Anissa				x							x													x			12/20
B. Meriem					x						x													x			14/20
B. Rima				x							x														x		13/20
H. Nadjat					x						x														x		15/20
B Fouzia				x								x												x			13/20
D. Dallel					x						x													x			14/20
D Aicha			X								x													x			09/20
Total				3.33							3.2												3.06				12.73

The Rating Scale

- ▶ 0= null
- ▶ 1= inferior
- ▶ 2= below average
- ▶ 3=average
- ▶ 4=above average
- ▶ 5= superior

Second Year**American Civilization****Week Five:****Course Five: Revere warns Bostonians of a British attack****Text five: Paul Revere's Ride by H. Longfellow****Experimental Group****Table .18. Observation grid of the fourth experimental course with the experimental group**

	Prior knowledge					Factual understanding					Factual analysis					Writing Activity					A out of 20				
	0	1	2	3	4	5	0	1	2	3	4	5	0	1	2	3	4	5	0	1		2	3	4	5
G. Hayet					x						x						x							x	16/20
D. Assia					x						x						x						x		15/20
C. Samia			x								x						x						x		12/20
G. Saliha						x					x						x							x	18/20
B. Amina				x							x						x						x		13/20
G. Salima				x							x						x						x		14/20
B. Asma					x						x						x						x		16/20
B.N Eddine				x						x							x						x		11/20
B. Imene					x						x						x							x	17/20
G. Mohamed				x						x							x						x		11/20
B. Farida			x								x						x						x		12/20
D. Nessma				x							x						x						x		12/20
B. Laatra					x						x						x						x		13/20
C. Samira				x							x						x						x		14/20
B. louiza			x								x						x						x		12/20
Total	3.26					3.33					3.2					4					13.73				

The Rating Scale

- ▶ 0= null
- ▶ 1= inferior
- ▶ 2= below average
- ▶ 3=average
- ▶ 4=above average
- ▶ 5= superior

Control group**Table. 19. Scores of the fourth experimental course achieved
by Control group**

	Score	Level	
PK	3.33	+	0.6
FU	3.2	=	00
FA	3.13	=	00
WA	3.06	+	0.13
TA	12.73	+	0.73

Results

► The students reacted energetically to the events of the revolution, which reached its last stages. The students wanted to know how the war would end.

► The story of Paul Revere was not that striking event and Revere was not that heroic personality. They considered him and the event just basic elements that contributed to the revolution.

Experimental group**Table. 20. Scores of the third experimental course achieved
by the experimental group**

	Score	Level	
PK	3.26	=	0.2
FU	3.33	-	0.2
FA	3.2	=	00
WA	4	+	0.6
TA	13.73	+	0.53

Results

▶ Except for the slight improvements noticed in their prior knowledge about the events that surrounded the events in Lexington and Concord, the students found difficulties to cope with the language of the poem.

▶ The boys expressed their non- enjoyment to read poetry, and their general impressions decreased their oral contribution considerably.

▶ Their written performance in the fifth writing activity was better in form and content. They did not find difficulties to talk about the subject and they found in the previous texts a rich background to support their answers with rich ideas and vocabulary.

Second Year

American Civilization

Week six

Course six: Washington defeats the British in a last battle.

1/Objectives

- ▶ Discussing the last phase of the war.
- ▶ Debating the concept of “**leadership**” in the American culture and perceive from the example of the leader George Washington.
- ▶ Enabling the students to live one of the difficult moments in the American revolution through a piece of drama entitled “ Washington at Valley Forge” by Maxwell Anderson.

2/Material

- ▶ A typed extract of the play “ Washington at valley forge” by **Maxwell Anderson**
- ▶ A typed biography of the author: **Maxwell Anderson**.
- ▶ A typed glossary of the difficult vocabulary.

3/Procedures

3/1 Pre-reading Activities (15mn)

The students were asked the following questions:

- What does the term leadership convey to you?
- Are all people qualified to lead?
- What are the characteristics of a good leader?

3/2 While reading Activities (20 mn)

- ▶ The students were given the typed text, biography of the author and a glossary.

▶ They read the play silently.

▶ A group of students read the play loudly; each student takes the role of one of the characters.

▶ The students were then asked the following:

– Contrast what Washington is fighting for with what general Teague is fighting for?

– Has Washington any illusions about democratic governments?

– Does he think it perfect?

– Why does the general say: “this is your fight more than mine?”

– Is the tone of the speech the same from beginning to end?

3/3 Post-reading (20mn)

To enrich the reading, the students were engaged in a discussion, which turned around the following questions:

– Does Washington use familiar or refined words and constructions?

– If Washington were to lead an army of Algerian soldiers, which kind of speech would be effective with them?

3/4 Follow-up activities (35 mn)

The question around which a composition is to be developed is:

“Does general Washington speak like a general, a soldier, a politician, a poet, a philosopher, or like the man-in-the-street?”

Second Year**American Civilization****Week Six****Course Six: Washington defeats the British in a last battle.****The Control Group****Table .21. Observation grid of the fifth experimental course with the control group**

	Prior-knowledge					Factual Understanding					Factual Analysis					Written Activity					A out of 20				
	0	1	2	3	4	5	0	1	2	3	4	5	0	1	2	3	4	5	0	1		2	3	4	5
H. Zoubida			x							x						x								x	13/20
D. Ataf					x					x						x							x		14/20
D. Samira				x						x						x						x			12/20
B. Hjanja				x						x							x						x		14/20
D.Sabah				x						x						x							x		12/20
D. Houria				x						x						x					x				11/20
C. Ismahane				x						x						x							x		13/20
H.Torkia			x							x						x					x				10/20
D. Anissa			x							x						x							x		12/20
B. Meriem				x						x						x							x		13/20
B. Rima			x								x					x							x		12/20
H. Nadjet					x						x						x						x		16/20
B Fouzia				x						x						x								x	14/20
D. Dallel				x							x						x						x		14/20
D Aicha			x						x							x					x				09/20
Total	2.8						3.13						3.13						3.53					12.6	

The Rating Scale

- ▶ 0= null
- ▶ 1= inferior
- ▶ 2= below average
- ▶ 3=average
- ▶ 4=above average
- ▶ 5= superior

Second YearAmerican CivilizationWeek sixCourse six: Washington defeats the British in a last battle.Text six: Washington at Valley Forge by Maxwell AndersonThe Experimental GroupTable .22. Observation grid of the fifth experimental course with the experimental group

	Prior knowledge					Factual understanding					Factual analysis					Writing Activity					A out of 20				
	0	1	2	3	4	5	0	1	2	3	4	5	0	1	2	3	4	5	0	1		2	3	4	5
G. Hayet					x						x						x							x	17/20
D. Assia					x						x						x							x	16/20
C. Samia				x							x						x							x	14/20
G. Saliha						X					x						x							x	18/20
B. Amina				x							x						x							x	13/20
G. Salima					x						x						x							x	17/20
B. Asma				x							x						x							x	15/20
B.N Eddine					x						x						x							x	16/20
B. Imene						X					x						x							x	18/20
G. Mohamed					x						x						x							x	16/20
B. Farida				x							x						x							x	12/20
D. Nessma				x							x						x							x	13/20
B. Laatra					x						x						x							x	13/20
C. Samira					x						x						x							x	16/20
B. Louiza			x								x						x							x	11/20
Total	3.66						3.4						3.66						4.06					15/20	

The Rating Scale

- ▶ 0= null
- ▶ 1= inferior
- ▶ 2= below average
- ▶ 3=average
- ▶ 4=above average
- ▶ 5= superior

Control group**Table. 23. Scores of the fifth experimental course achieved
by the control group**

	Score	Level	
PK	2.8	-	0.53
FU	3.13	-	0.07
FA	3.13	=	00
WA	3.53	-	0.47
TA	12.6	-	0.13

Results

► Compared with the last session, the students preferred to listen to the teacher's talk and explanation than to contribute with their own understanding and ideas.

► The last lecture was of a stimulus to ask more questions and to go back to the previous lectures for more clarity of events.

► They liked the personality of Washington as a leader and have recognized the role he played to the success of the revolution.

Experimental group**Table. 24. Scores of the fifth experimental course achieved
by the experimental group**

	Score	Level	
PK	3.66	+	0.4
FU	3.4	+	0.07
FA	3.66	+	0.46
WA	4.06	+	0.06
TA	15	+	1.27

Results

▶ Unlike the previous text, the students liked the play and found in the dialogues a closer way to feel the humanity of characters and to live with the events.

▶ General Washington inspired them as a leader, but they hold more sympathy toward general Teague.

▶ In the written task, the students displayed a good performance. Their language in terms of form was far better. They did few mistakes that can be overlooked and they showed a rich vocabulary. In terms of content, which is the most important aspect we look for, they did not keep the previous negative attitudes. They wrote in a more sympathetic way putting their focus on demonstrating the possible traits that can identify the person under description.

III. Experimental Findings

▶ Evaluating students' achievement in the pre-test indicated a relative similarity of the two groups, the EG and the CG, in spite of the tiny difference in favor of the EG. The obtained results then, framed a background to planning the sessions.

▶ Both groups by the end of the experiment, made progress. Yet, it was the EG which showed better results (mainly qualitative ones). A more detailed account of their observed behavior during the whole experiment can be summed up in the following points:

1/Prior-knowledge

▶ Both groups, EG and CG, were increasingly motivated to contribute to the discussions, which preceded each lecture. But, the way it proceeded and the results it yielded were better with the EG. It was apparent that supporting the courses with

different texts provided a rich source and effective stimulus to discuss different ideas and talk about different things before starting any reading.

2/ Factual Understanding:

▶ The CG was topic centered. Its basic goal was, in the first place, to understand the different details that would help them grasp the totality of events.

▶ The EG, however, viewed things from a larger horizon. The students found a unique enjoyment in linking the abstract facts learned from the lectures with concrete images stemming from the target culture and which were being reflected in the different literary texts they had in the reading sessions.

3/ Factual Analysis

▶ The stage of interpreting meanings was better with the EG whose members, engaged in hot debates which sometimes created conflicting situations between them. The students' views and opinions about the target culture seem to be determined by several factors. TV and the different mass media tend to play the largest part in that. And it became apparent that their sympathy and objective views of the target culture could be gained only, if they have been convinced in an objective way, far from any kind of prejudices.

▶ The CG, on the other hand, relied heavily on the teacher's interpretation of facts. And the students, with few exceptions, were passive to discover the deep meanings behind the different stages of the war. They were simply satisfied with what they have been provided with.

4/ The Writing Activity

▶ Both groups found in the writing activity a good opportunity to develop their ideas freely.

► There was a relative stability in the results achieved by the CG. The students, through their writings, showed their lack of the necessary linguistic luggage to express their different opinions and ideas about the topic under question. This reality obliged most of them to retreat to the secure realm of the course and stick to whatever was provided in it.

► The EG, however, achieved better results and have done more efforts and serious attempts to better their written performance. Most of the students reached the stage of being able to say more about the topic to be discussed. And they showed more readiness to say a lot about the people from the target culture.

► Only few students from the EG were capable of using the new acquired vocabulary in an appropriate way. Interference of the native culture on their writing performance was apparent. They tend to pour meanings from the target culture in a purely native linguistic and social contexts.

General Findings**Table. 25. Scores Matching of the experimental and the control groups**

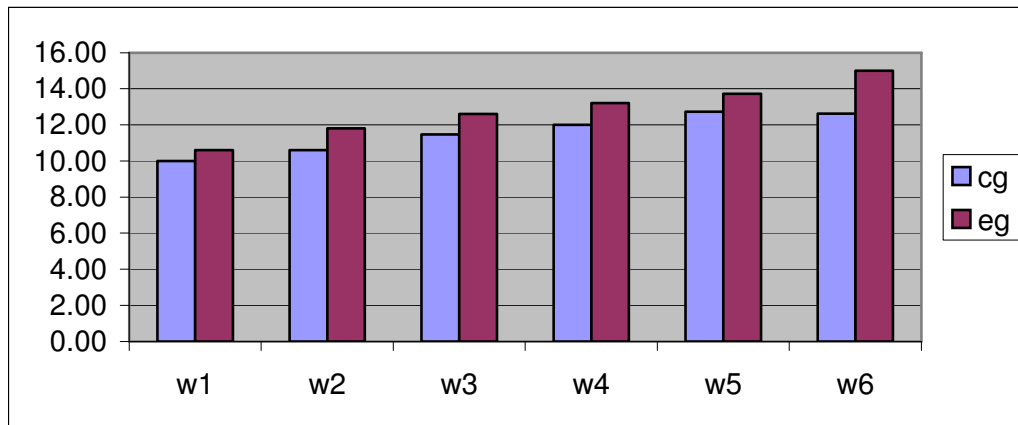
	Prior knowledge			Factual understanding			Factual analysis			Writing activity			General cultural awareness		
	CG	=	EG	CG	=	EG	CG	=	EG	CG	=	EG	CG	=	EG
The French Indian War	1.53	=	1.53	2.73	<	3	2.66	<	2.8	2.93	<	3.26	10.00	<	10.6
Conflicting Interest in the New World	2.06	<	2.46	2.93	<	3.13	2.86	<	2.93	2.6	<	3.13	10.6	<	11.8
Americans and a New Sense of Freedom	2.6	<	2.83	3.13	<	3.26	2.73	<	3.13	2.93	<	3.33	11.46	<	12.6
Bostonians React to the King's Policies	2.73	<	3.06	3.2	<	3.53	3.13	<	3.2	2.93	<	3.4	12	<	13.2
Revere Warns Bostonians of a British Attack	3.33	>	3.26	3.2	<	3.33	3.13	<	3.2	3.06	<	4	12.73	<	13.73
Washington Defeats the British in a Final Battle	2.8	<	3.66	3.13	<	3.4	3.13	<	3.66	3.53	<	4.06	12.6	<	15

The above matching table shows clearly the superiority of the EG over the CG.

Table. 26. Progress Matching of the experimental and control groups

	CG	=	EG
Pre-test	10	<	10.6
Lectures TA	11.56	<	12.82
Progress	1.56	<	2.22

Both groups achieved a relative progress in their understanding of the values, attitudes and beliefs that characterize the target culture. But the EG showed better, qualitative and quantitative results.

Figure1: Bar chart showing students' achievement matching**The t- test**

► To reveal the effect of the independent variable on the dependent variable, the t-test must be applied to guarantee the validity of the experiment, which is based on two entities comparison.

► The following formula has to be applied to calculate the t-value.

$$T_{N_1+N_2-2} = \frac{(\bar{X}_1 - \bar{X}_2) \sqrt{(N_1 + N_2 - 2) N_1 N_2}}{\sqrt{(N_1 S_1^2 + N_2 S_2^2) (N_1 + N_2)}}$$

The obtained result (with 5 % error margin) must equal or exceed the t-tabulated value (calculated with the degrees of freedom) to confirm the effect of the independent variable on the dependent variable, and hence reject the null Hypothesis (**H₀**).

X_x = Individual score

\bar{X}_x = Group Mean

X_x^2 = Squared Score

N_x = Number of subject

S_x = Sample Variation (sample variance)

The standard deviation is a virtual value assigned to the probable difference of the level among the subjects.

The **t-test** is applied on the posttest; the last experimental lecture was used as a posttest reference.

The pretest

Experimental Group

	X_1	X_1^2
1	8	64
2	8	64
3	9	81
4	9	81
5	10	100
6	10	100
7	10	100
8	10	100
9	10	100
10	11	121
11	11	121
12	11	121
13	13	169
14	14	196
15	15	225
T	159	1743

$$\sum X_1 = 159$$

$$\sum X_1^2 = 1743$$

Control Group

	X_2	X_2^2
1	7	49
2	7	49
3	8	64
4	9	81
5	9	81
6	9	81
7	10	100
8	10	100
9	10	100
10	10	100
11	11	121
12	12	144
13	12	144
14	12	144
15	14	196
T	150	1554

$$\sum X_2 = 150$$

$$\sum X_2^2 = 1554$$

$$\overline{X}_1 = \frac{\sum_1 X}{N_1} = \frac{159}{15}$$

$$\overline{X}_1 = 10.6$$

$$\overline{X}_2 = \frac{\sum_2 X}{N_2} = \frac{150}{15}$$

$$\overline{X}_2 = 10$$

Experimental Group

Lowest score = 8

Highest score = 15

Control Group

Lowest score = 7

Highest score = 14

Post-test

Experimental Group

	X_1	X_1^2
1	11	121
2	12	144
3	13	169
4	13	169
5	13	169
6	14	196
7	15	225
8	16	256
9	16	256

Control Group

	X_2	X_2^2
1	9	81
2	10	110
3	11	121
4	12	144
5	12	144
6	12	144
7	12	144
8	13	169
9	13	169

10	16	256
11	16	256
12	17	289
13	17	289
14	18	324
15	18	324
T	225	3443

10	13	169
11	14	196
12	14	196
13	14	196
14	14	196
15	16	256
T	189	2425

$$\sum X_1 = 225$$

$$\sum_1 X^2 = 3443$$

$$\overline{X}_1 = \frac{\sum_1 X}{N_1} = \frac{225}{15}$$

$$\overline{X}_1 = 15$$

$$\sum X_2 = 189$$

$$\sum_2 X^2 = 2425$$

$$\overline{X}_2 = \frac{\sum_2 X}{N_2} = \frac{189}{15}$$

$$\overline{X}_2 = 12.6$$

Experimental Group

Lowest score = 11

Highest score = 18

Control Group

Lowest score = 9

Highest score = 16

The Sample variation (Standard Deviation)

Experimental Group

$$S_1^2 = \frac{\sum X_{X_1}^2}{N_1} - X_1^2$$

$$S_1^2 = \frac{3443}{15} - (15 \times 15)$$

$$S_1^2 = 229.53 - 225$$

$$S_1^2 = 4,53$$

Control Group

$$S_2^2 = \frac{\sum X_2^2}{N_2} = X_2^2$$

$$S_2^2 = \sum X_2^1$$

$$S_2^2 = \frac{2425}{15} - (12,6 \times 12,6)$$

$$S_2^2 = 161,66 - 158,76$$

$$S_2^2 = 2,9$$

The t-value

$$T_{N_1+N_2-2} = \frac{(\bar{X}_1 - \bar{X}_2) \sqrt{(N_1 + N_2 - 2) N_1 N_2}}{\sqrt{(N_1 S_1^2 + N_2 S_2^2) (N_1 + N_2)}}$$

$$T_{N_1+N_2-2} = \frac{(15 - 12,6) \sqrt{(15 + 15 - 2) 15 \cdot 15}}{\sqrt{(15 \times 4,53 + 15 \times 2,9) (15 + 15)}}$$

$$\begin{aligned} T_{N_1+N_2-2} &= \frac{2,4 \sqrt{28 \times 225}}{\sqrt{(67,95 + 43,5) \times 30}} = \frac{2,4 \sqrt{6300}}{\sqrt{3343,5}} \\ &= \frac{2,4 \times 79,37}{57,82} = \frac{190,48}{57,82} = 3,29 \end{aligned}$$

$$T_{N_1+N_2-2} = 3,29$$

Conclusion

The t-value is of 3.29. According to 28 degrees of freedom (whereby $DF = N_1 + N_2 - 2$) according to 2.04 in the t- distribution table (see appendix) and five percent significance, we can affirm that the independent variable had an effect on the dependent variable, because $t = 3.29$ exceeds the critical t value $t = 2.04$. This means that

the progress achieved by the experimental group is not accidental or due to extraneous factors than the independent variable.

GENERAL CONCLUSION

The rapidly changing life patterns have transformed the world into a small village inhabited by close neighbors of different races and cultures. Deciding to knock the door of even the farthest neighbor would take just a few seconds or at worse few hours. Such changes made of foreign language learning a necessity to survival, and English in particular, has become an international language in the twenty first century. Yet its acquisition has transcended the grammatical rules or the linguistic forms of the language. Culture and cultural learning have identified the new approaches to foreign language education.

Achieving a basic understanding of the culture, whose language is being taught, has been a prime objective in the different methodologies designed to teach English as a foreign language. And specific courses were designed to meet this goal at under graduate levels. American civilization is an example of such courses. Despite the immense importance these courses have besides the language courses, students appear to hold a negative vision and perception of the civilization courses. At best, they regard them as a good opportunity to get extra knowledge about other cultures, and at worse, they are like other courses requiring from them learning by heart all those facts deemed necessary in exams.

Such attitudes deviated the course from its prime objectives and it is likely that in the near future learning English, as a foreign language will be conducted far away from its soul, culture, if quick measures are not taken. Many are to blame for this painful situation, but the prime objective is not to open a list of who is to blame first, and thus keep wondering in an enclosed circle and reaching no solution. The

central aim centers rather on making the first moves towards finding some remedial treatment to bring some relief if total cure is difficult to realize.

The prime focus has been laid on the crucial importance that civilization courses have acquired in foreign language education as bridges to the culture of the taught language and it had been emphasized that unless students realize that pursuing the foreign language far from its culture is like diving in a lifeless body and thus learning English as a foreign language would lose its true significance. Therefore it become clear that acquiring the English language must go hand in hand with the target culture.

To make of the above a realizable objective in teaching English as foreign language, light was shed on a skill, which has kept its prestige among a tiny population of our students. Reading which once, was a source of enjoyment and intellectual enrichment, has become a dull activity. Nowadays the book and the printed page are seen as old-fashioned materials and students read occasionally and their driving motive, in most cases, is to fulfill a course requirement. Therefore, their opportunities to expand their knowledge of the English language have become limited to what teachers provide them with in classrooms only. This led to a continuing regress in their achievement level. And their use of the oral as well as written language shows their weak linguistic as well as cultural competence in the language.

So, reading must regain its status in foreign language classrooms and students should become conscious of the fact that reading is not a dull, out- of- date activity but, one of the most efficient ways that links peoples and cultures together, whatever the space and time. Furthermore, they must change their negative attitudes towards reading and reconsider it more seriously bearing in mind the difficulty to be

in direct contact with the target culture for better cultural learning and understanding.

Reading any authentic material in English has been demonstrated to serve the above-targeted goals, but the attempt to specify the kind of the reading material to be used in the civilization course (American civilization with a particular focus) put literature in the first category as, it proved to be one of the most authentic materials that can best establish the kind of cultural bridges being looked for. Literary texts with direct relevance to the course, in addition to adequate classroom activities are expected to improve the students' achievement in the civilization course through a better understanding of the target culture and ultimately, foster their mastery of the foreign language.

Gaining an insight about the significance accorded to the civilization courses in the language classroom and of the positive impact that reading culture based literary texts have on students' achievement in the civilization course, on their reading habits and on their mastery of the English language, teachers should have enough motives to make changes. Given the will, a true belief in change, and the urgent need to do so, things can change for the better in teaching civilization and culture in foreign language classrooms. If we consider our self to be one of those who hold this belief, our work has been a modest attempt to prove it. But, it remains open to extended work and more efforts from other researchers pursuing the same issue. Yet, in the court of education and scientific research the reader remains the best judge.

المخلص

إن التغيير السريع الذي قرب الثقافات من بعضها البعض بصورة لم يشهدها العالم من قبل , جعل من الفهم و الوعي بالثقافات التي تنتمي إليها اللغات الأجنبية الهدف الأساسي من تعلم هاته الأخيرة . غير أن ما تشهده أقسام اللغات الأجنبية من تجاهل مستمر و عدم اكتراث بدروس الحضارة التي يتجاوز مغزاها الحقيقي مجرد سرد لوقائع تاريخية لا يعكس ذلك . و كخطوة لتغيير هذه الوضعية يقوم هذا البحث بمحاولة سد الثغرة بين تدريس اللغة و تدريس الثقافة في مجال تدريس اللغات الأجنبية -اللغة الإنجليزية بشكل خاص- و ذلك من خلال تبين الدور الذي تقوم به النصوص الأدبية في رفع مستوى الوعي الثقافي لدى الطلبة . و من أجل هذا الغرض قمنا بتقسيم البحث إلى جزئين أساسيين , بحيث يقوم الجزء الأول و المكون من فصلين بعرض نظري وجيز للموضوع . فالفصل الأول يتطرق لأهم المفاهيم التي تشمل الثقافة و تدريس الثقافة في مجال تعلم اللغات الأجنبية . أما الفصل الثاني فيقترب أكثر من صلب الموضوع و ذلك من خلال توضيح الدور الذي تقوم به القراءة في مد جسر يربط الثقافات ببعضها و بخاصة قراءة النصوص الأدبية والتي تلعب دورا أساسيا في إقامة ذلك الجسر . أما الجزء الثاني فيتعرض للموضوع من خلال ربطه أكثر بالواقع . و من أجل هذا الغرض فقد سخرت الوسائل اللازمة لذلك , من استبيان وزع على الطلبة في محاولة لرصد آرائهم و انطباعاتهم حول الموضوع , إلى جانب دروس تجريبية تقوم على مبدأ استعمال النصوص الأدبية في درس الحضارة الأمريكية . وفي مرحلة أخيرة تخضع النتائج المحصل عليها إلى تحليل و شرح .

إذا و باختصار شديد فالبحث هو محاولة للكشف عن الدور الهام الذي تقوم به النصوص الأدبية في تحسين الفهم و الوعي الثقافي لدى الطلبة في مجال تعلم اللغات الأجنبية , اللغة الإنجليزية بشكل خاص .

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Questionnaire for Students

Dear students, you are kindly invited to answer a set of questions. They are part of a research gathering material to get the degree of Magister. The main concern of the thesis is to see the impact of including certain reading material on better cultural understanding of the American civilization course. Your cooperation is necessary and helpful. Your answers would be kept anonymous.

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

Section one: Student Background information.

1. Sex: Male.

Female.

2- Age: old.

3- Your choice of studying English was:

a- Personal.

b- Imposed.

c- Advised.

Section Two: History and Cultural Knowledge.

4- According to you "culture" is:

a- Similar to civilization.

b- Different from civilization.

c- A component of civilization.

d- A separate element of civilization.

5- what does culture mean to you?

a- Society's customs, traditions and beliefs.

b- Society's literature, history and geography.

c- Both of the above.

d- No specific idea.

e- Other meanings, please specify:

.....
.....

6- Do you know the reason behind the inclusion of some modules devoted to both American and British civilizations?

a- Yes.

b- No.

7-If your answer is yes, do you think they have been included:

a- To enable you discover new civilizations and cultures.

b- To introduce you to new people different from you.

c- To make you see the differences between your culture and other cultures.

d- Because you cannot learn the English language without its culture.

e- Other reasons, please specify:

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

8- Do you like these new civilization courses?

a- Yes.

b- No.

9- If your answer is yes, say why?

.....
.....

.....

10- If your answer is no, is it because:

- c- You see no need to know about other civilizations.
- d- You don't expect to meet people from other cultures and civilizations.
- e- You can learn English without the inclusion of civilization courses
- f- Other reasons: please specify.

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

11-As far as the American civilization course is concerned, did you have any previous knowledge about Americans and their culture before coming to the classroom?

- a- Yes.
- b- No.

12- If your answer is yes, was it the outcome of:

- a- The different mass media (TV, newspapers, internet...).
- b- Your personal curiosity to know about Americans.
- c- The influence of the American culture on your culture.
- d- Other ways, please specify:

.....
.....

13- Do you think that the American civilization course is providing you with more knowledge:

- a- About the history of the United States.
- b- About the daily life of Americans (their traditions, customs and beliefs).
- c- About the different American institutions (political, economic and social institutions).

- d- About the American English language.
- e- All of the above.

14-Do you like the “American Civilization” course when it deals with the history of the United States?

- a- Yes.
- b- No.

16-If your answer is yes, is it because?

- a- History looks like a story.
- b- History is one of your favorite subjects.
- c-You want to learn about the past of the American people.
- d-You come to understand better Americans through their history.
- e- Other reasons:

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

17- If your answer is no, is it because American history is:

- a- Full of facts to be memorized for exams.
- b- Full of events difficult to link and follow.
- c- Taught in a dull way.
- d- Other reasons, specify:

.....
.....

Reading and Cultural Literacy:

18- Do you think that the teacher was capable of making the history course vivid and alive.

- a- Yes.
- b- No.

19- If your answer is no, is it because:

a-The teacher does not belong to the American culture.

b-His knowledge about American history is limited.

c-Lecturing is not enough for a better understanding of American history

d-All of the above

e- Other reasons, please specify:

.....
.....

19 –If your answer is yes, say how:

.....
.....

21- Apart from the oral presentation of the American civilization course, are you given any handout to read?

a-Yes.

b-No.

22- Do you read these handouts?

a- Yes.

b- No.

23- If your answer is yes, is it because:

a- You like reading in general.

b- You understand better your courses when you read.

c- The teacher obliges you to read.

d- The readings might be included in the exam.

e- Other reasons, specify:

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

24- If your answer in no, is it because:

- a- You do not like reading in general.
- b- Reading anything in English is difficult for you.
- c- The selected readings do not fit your taste in reading.
- d- The selected readings have difficult language.
- e- The selected readings contain unfamiliar meanings.
- f- Other reasons, specify:

.....
.....

25- When you read your handouts, do you understand them:

- a- Yes.
- b- No.

26- If your answer is yes, is it realized:

- c- Easily.
- d- After several readings.
- e- Just with the help of the dictionary.
- f- Just with the help of the teacher.

27- When you read, do you feel that you:

- a- Learned more about the English language.
- b- Learned new ideas and beliefs.
- c- Both of the above.
- d- None of the above.

Literary Texts and Cultural learning:

28- What kind of texts you prefer to read with relation to the American civilization course?

- a- Narratives (short stories or novels).
- b- Poems and songs.
- c- General essays in politics, economy, etc.
- d- No specific preference.
- e- Other preferences, specify:

.....
.....

29- Can you say why:

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

30-The literary texts you read are:

- a-Enjoyable to be read.
- b- Not interesting to be read.
- c-Difficult to understand.

31- Do you think that any literary work you read is:

- a- Representing its author.
- b- Representing the culture of its author.
- c- Representing a work of art.
- d- All of the above.

Thank You For Your Cooperation.

LIST OF ABBREVIATIONS

CG	Control group
EG	Experimental group
FA	Factual analysis
FU	Factual understanding
TA	Total average
WA	Written activity

THE OUTLINE

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Conflicting Interests

Great Britain's claim to proprietary interest in America having been established against European rivals by the end of 17th century, her struggle with the colonists began. The English wanted (1) raw materials upon which to bestow their high craft labor, (2) an exclusive market for the output of their mills and factories, and (3) a monopoly of the carrying trade. The colonists wanted industrial freedom.

As long as they held themselves the chimney-corner industries, there was no quarrel but when labor, even in small way, began to devote himself exclusively to handicraft, so that domestic manufactures were offered for sale in competition with imported English goods, that was business and the British parliament voted measures to crush it the weaving of cloth for sale was forbidden, less the colonists became independent of English fabrics. So was the making of beaver hats: the English were hatters. It was forbidden to set up an iron rolling mill in America, because the English required pig iron, and wished to work it themselves. To all these acts of parliament the colonists opposed subterfuge until they were strong enough to be defiant. The impatience of legal restraints, which is one of the most obstinate traits of American business, was then a patriotic virtue.

Meanwhile, the new England trader had appeared-that adorable, hymning, unconscious pirate, who bought molasses in the French Indies, swapped it for rum at Salem, mass., traded the rum for Negroes on the African coast, exchanged the Negroes for tobacco in Virginia, and sold the tobacco for money on Europe at a profit to be settled with god. This trade brought a great deal of money to the colonies; and they needed money almost than anything else then the British laid a ban on trade with the French west Indies, put a tax upon coast wise traffic between the colonies and decreed that American tobacco should be exported nowhere but to English ports, although- or because- tobacco prices were higher elsewhere in Europe. The natural consequence of this restrictive British legislation was to make American business utterly lawless. As much as a third of it was notoriously conducted in defiance of law. Smuggling, both in domestic and foreign trade, became a folk custom. John Hancock, the first signer of the declaration of independence, was a celebrated smuggler.

Garet Garrett.

Note about the authorGaret garrett (1878/1954):

He was a financial writer on different New York papers from 1900 to 1912. he is the author of the Bubble that Broke the World (1932) and other penetrating economic and political essays.

Glossary

- 1- Claim = supposed right or title.
- 2- European rivals = French, Spanish and Dutch, principally.
- 3- To bestow = to apply, top use.
- 4- Craft = skill; high craft labor = labor or workmen, skill in certain processes of manufacture.
- 5- Output = production.
- 6- Chimney- corner industries = industries carried on at home, in small quantities, by private quantities, by private quantities, by private individuals, and for local use.
- 7- To devote oneself = to apply oneself.
- 8- Handicraft = manual craft, or work.
- 9- To weave = tisser.
- 10- Fabric = material, stuff, cloth of any kind.
- 11- Beaver = castor.
- 12- Iron rolling mill = a mill, or factory, where iron is rolled into sheets.
- 13- Pig-iron = fer brut
- 14- To require = to need, to want.
- 15- Restreint = restrictions, limitations.
- 16- Hymning = singing hymns, which are characteristics feature of protestant, and especially puritan, services.
- 17- To swap = to exchange, to trade.
- 18- Salem = a town in Massachusetts.
- 19- To lay a ban = to prohibit.
- 20- Coastwise traffic = boat traffic along the coast.
- 21- To decree = to order.
- 22- Utterly = completely, absolutely.

23- Notoriously = publicly.

24- Folk = people.

Assignment 1

1 - Do you think that the economic causes of the war between Great Britain and the colonies have completely disappeared from our modern world, or still persist, or have become menacing? Justify your opinion by facts if you can

Moral freedom

America is said to be the arena on which the battle of freedom is to be fought; but surely it cannot be freedom in mere political sense, that is meant. Even if we grant that the American has freed himself from a political tyrant, he is still the slave of an economical and moral tyrant. Now that the Republic- *les res publica*- has been settled, it is time to look after the *res privata*- the private state- to see, as the Roman senate charged its consul; '*ne quid res privata detrimenti caperet*' that the private state received no detriment.

Do you call this the land of the free? What is to be free from the king George and continue the slaves of king prejudice? What is it to be born free and not to live free, what is the value of any political freedom, but as a means to moral freedom? Is it a freedom to be slaves, or freedom to be free, of which we boast? We are a nation of politicians, concerned about the outmost defenses only freedom. It is our children's children who may perchance be really free. We tax ourselves unjustly. There is a part of us, which is not represented. It is taxation without representation. We quarter troops; we quarter fools and cattle of all sorts about ourselves. We quarter our gross bodies on our poor souls, till the former eat up all the latter's substance.

With respect to a true culture and manhood, we are essentially provincial still, not metropolitan- mere Jonathans. We are provincial because we do not find at home our standards; because we do not worship truth, but the reflection of truth; because we are wrapped and narrowed by an exclusive devotion to trade and commerce and manufactures and agriculture and the like, which are but means, and not the end.

H. Thoreau (life without principle, 1836).

Note about the author

Henry D. Thoreau (1817/1862):

Poet and philosopher. He spent two years as a literary hermit on the shore of Walden Pond, and his fame rests on Walden (1854), a fascinating record of his experience. None of his writings is indifferent. His extreme individualism is a wholesome corrective to the regimentation of materialistic civilization.

Glossary

To grant: to confess, to admit.

To charge: to command.

Prejudice: préjugé.

A means to: a way to obtain.

To boast: to take glory in.

Perchance: may be, perhaps.

Gross: grossly material.

To eat up: to consume completely.

With respect to: with regards.³

Provincial: narrow-minded, not really cultured.

Mere: pure and simple.

Jonathan: a simple person.

Standards: ideals, such as freedom, truth....

To wrap: to bend, to deviate.

Devotion: addiction, application.

The end: the result we desire.

Assignment:

What did it mean to an American to be free from king George?

Boston challenges the king

The sloop that had been sighted on the horizon had docked. It was *Liberty*, with a cargo of smuggled wine from Madeira. The sloop and the cargo belonged to young merchant of Boston who had wealth, social position, a position for clothes, and a flair for illicit commerce. He was an alert, big eyed, vain young man from one of the very best families. His name was John Hancock.

Hancock landed his wine on the wharf before the boatload from the Romney got their noses into the business. But they soon came down with custom officials, looked over the cargo, and growled threateningly. They told Hancock he had violated the trade laws, and that he would have to forfeit his ship. No use arguing; they were enforcing the king's orders. Hancock was smuggling, and that was the beginning and the end of it. Certainly it was the end. If the people of Boston wanted Madeira wine, they could have it – at a British profit.

At this point trouble started. Hancock reddened with fury and ordered the customs officers to leave his sloop. They refused. They even laughed at him. They said it was his turn to get off.

He did get off. His rage- combined with his fear- made his fine lace shirtfront tremble like ivy in a wind. He went p into the town, gathered excited groups of men together here and there, and with a kind of mystic passion addressed them on the inalienable rights of Boston merchants to do as they pleased.

The night passed. For most of the influential citizens of Boston it passed in a tavern.

The morning came. Young Hancock returned to his sloop, but this time he was not alone. Behind this stylish civil general surged a mob of frowning, hard-eyed men with torn shirts and clubs. A wave of excited talk swept through them, growing louder and louder as they approached the *Liberty*. Hancock went abroad and demanded what he had demanded before- that the British officers leave his sloop. Some of the mob had followed him. They stood behind his back, muttering. The rest stayed on the wharf, awaiting developments.

Again Hancock was ordered to leave his own ship. He was warned that if he refused, he would be carried off bodily. He threw back his shoulders, rose to the fullness of his chubby height, and glared at the custom officers. Try it and see what would happen! For a moment, nothing. Hancock stood his ground. There were words back and forth.

The somebody threw a bottle. It hit one of the customs men on the head and knocked him down. That was assign to begin. The mob surged aboard and pitched into the glistening officers of His Majesty's navy, throwing bricks and swinging clubs. The customs men and the officers tried to resist, but when about twelve of the number were laid out on the deck in cold oblivion, the rest decided it was time to quit....

But the mob was far from through. Their fighting blood was up and before they slept that night they were to drive every customs officials was out of town. Off they started, yelling, cursing, and gathering more men to their ranks. They threw paving-stones until the glass in the entire window had tinkled into the street. They smashed the front doors and demanded that their occupants had fled by this time- out the back way and down to the harbor, where they rowed out to the *Romney*, to the protecting shelter of her guns...

Hancock's mob caught its breath at last, viewed the destruction, and joked nervously about what might come of it. It was rather appalling. But liberty was liberty. The king didn't like liberty. He treated the American colonists like so many slaves. When evening came, the rioters gathered together at a town tavern, and Hancock stood for drinks until they felt anything but slaves.

John Hyde Preston (revolution, 1776).

Glossary

A sloop : a one mast -ship.

To sight: to perceive.

To dock: to enter the dock.

Cargo: the load, of a ship, the goods she carries.

To smuggle: passer en fraude.

Wharf: a sort of jetty for loading and unloading ships.

Boatload: a ship.

Customs: *douane*; official: functionaries.

To look over: to inspect.

To growl: to express displeasure, like a frightened dog.

To forfeit: to surrender as punishment for his smuggling.

To enforce: to execute.

Lace: denttelle.

Stylish: elegant, smart.

To surge: to rise, to well like the waves of the sea.

A mob: a crowd, generally disorderly and lawless.

To frown: to contract the eyebrows to express displeasure.

To mutter: to speak in low, indistinct voice.

Chubby: short and rather fat, thick.

To glare: to look at furiously in a menacing manner.

Glistening: sparking, shining.

To swing: to wave.

Oblivion: absence of memory.

Tinkle: to make a light noise, like small bells.

The Romney: a British man of war.

Appalling: frightening.

Assignment

Imagine in direct speech the words of the customs' officials suggested in lines (11-21).

Paul Revere's ride

A hurry of hoofs in a village street,
A shape in the moonlight, a bulk in the dark,
And beneath, from the pebbles, in passing, a spark
Struck out by a steed flying fearless and fleet;
That was all! And yet, through the gloom and the light,
The fate of a nation was riding that night;
And the spark struck out by that steed in his flight,
Kindled the land into flame with its heat.

He has left the village and mounted the steep,
And beneath him, tranquil, and broad and deep,
Is the Mystic, meeting the ocean tides;
And under the alders that skirt its edge,
Now soft on the sand, now loud on the ledge,
Is heard the tramp of his steed as he rides.

It was twelve by the village clock
When he crossed the bridge into Medford town.
He heard the crowing of the cock,
And barking of the farmer's dog,
And left the damp of the river fog,
That rises after the sun goes down.

It was one by the village clock
When he galloped into Lexington.
He saw the gilded weathercock
Swim in the moonlight as he passed,
And the meeting-house windows blank and bare.
Gaze with a spectral glare,
As if they already stood aghast
At the bloody work they would look upon.

It was two by the village clock,

*When he came to the bridge in concord town,
He heard the bleating of the flock,
And the twitter of birds among the trees,
And left the breath of the morning breeze
Blowing over the meadows brown.
And one was safe and asleep in his bed
Who at the bridge would be first to fall,
Who that day would be lying dead,
Pierced by a British musket ball.*

*You know the rest.. in the books you have read,
How the British regulars fired and fled,--
How the farmers gave them ball for ball,
From behind each fence and farm-yard wall,
Chasing the red-coats down the lawn,
Then crossing the fields to emerge again
Under the trees at the turn of the road,
And only pausing to fire and load.
So through the night rode Paul Revere;
And so through the night went his cry of alarm
To every Middlesex village and farm,--
A cry of defiance and not of fear,
A voice in the darkness, a knock at the door,
And a word that shall echo for evermore!
For, borne on the night-wind of the Past,
Through all our history, to the last,
In the hour of darkness and peril and need,
The people will waken and listen to hear
The hurrying hoof-beats of that steed
And the midnight message of pal revere.*

H.W.Longfellow.

NOTESA Note About the Author:

Henry w. Longfellow (1807/1882):

He does not rank among the greatest poets; but his position is quite eminent among the pioneers of American literature. Paul Revere's ride, a patriotic ballad vigorously written in swinging rhyme, gives a fair idea of his craftsmanship.

Glossary

Hurry: haste.

Hoofs: feet of a horse.

Bulk: solid mass.

Pebbles: small stones.

Steed: poetical for riding a horse.

Fleet: riding very fast.

Gloom: darkness.

Flight: quick gallop.

To kindle: to set fire.

The steep: poetical for: the hill, i.e. Bunker Hill.

The mystic: the mystic river, running into the ocean at Charlestown.

To skirt: to border.

Ledge: shelf, or ridge of rock.

Tramp: regular noise produced by steady walking, running or galloping.

Damp: wet.

Gilded: Looking like gold.

To swim: the weather -cock, moving round in the moonlight appears and disappears.

Blank: empty.

To gaze: to look long and fixedly.

Glare: angry and piercing look.

Flock: troop of sheep.

Fence: enclosure.

The lawn: the common, covered with grass.

Middlesex: the district in America called after the one in the mother country.

Assignment

What do you think is the message that future generations of Americans can receive from Paul Revere?

Washington at Valley Forge

(Teague belongs to Washington's army and during the severe winter they spend at Valley Forge, he thinks it very foolish for him to stay in camp and starve while his woman starves at home. It would be much better for him to go home for the winter and come back when the fighting was resumed in the spring. This he has just explained to his general.)

Washington- *well, master Teague, this you should know: if you go home, and we all go home this winter, you won't need to bother about coming back in the spring. There'll be no fighting to come back to. General Howe will march out of Philadelphia and take over these states of yours. If he knew how many have deserted, how many are sick, how many unfit for duty on account of the lack of food and clothes and munitions, he'd come out in force and wring our necks one by one, and the neck of our sickly little revolution along with us. So far, we've kept him pinned in Philadelphia by sheer bluster and bluff and show of arms. We've raided his supplies and cut off his shipping and captured his food-trains and so bedeviled him generally that he thinks there's still an army here. But every able-bodied man has to look like ten men if this nation's coming through this winter alive- what are we in this war for? Are we tired of it? Do we want to quit?*

The men- *no, sir, no!*

Washington- *I can't blame you if you sound a bit half hearted about it.*

Teague - *I'm not half hearted about it! Not me! I'm fighting to keep king George out of my backyard! I moved west three times to get away from his damn tax- collectors, and every time they caught up to me! I'm sick of tax- collectors that are why I'm in it!*

Washington- *then it may be you're here in error, and the sooner you discover it, the better. You'll get death and taxes under one government as well as another. But I'll tell you why I'm here, and why I've hoped you were here, in and why it's seemed to me worth while our hair grows gray and our homes break up in our absence. This is no lucky war for me. I thought it was at first. I wanted to astound the world as a military leader, but my head's grayer now and I've had enough of that.*

What I fight for now is a dream, a mirage, perhaps, something that's never existed and will never exist unless we can make it and put it here- the right of free-born men to govern themselves in their own way- now, men are mostly fools, as you're well aware. They'll govern themselves like fools.

There are probably more fools to the square inch in the continental congress than in the continental army, and the percentage runs high in both.

But we've set our teeth and trained our guns against the hereditary right of arbitrary kings, and if we win, it's curfew for all the kings of the world. It may take a long time, but they'll slip one by one from

their thrones and go out with the great wash through this breach we make in their sea-walls.- it may not be worth the doing. When you deal with a king, you deal with one fool, knave, madman, or whatever he may be. When you deal with a congress you deal with a conglomerate of fools, knaves, madmen and honest legislators, all pulling different directions and shouting each other down. So far the fools and knaves seem to have it. That's why we 're stranded here on this barren hill- side, leaving a bloody trail in the now and chewing the rotten remains of sow- belly on which some merchant has made seven profits- so far our government's as rotten as the sow-belly it sends us. I hope and pray it will get better. But whether it gets better or worse, it's your own, by God, and you can do what you please with it- and what I fight for is your right to do what you please with your government and with your selves without benefit of kings. - it's for you to decide, Master Teague, you, and, your son, and the rest of you. This is your fight more than mine. I don't know how long the Congress means to keep me where I am, nor how long you mean to stay with me. If you desert, they may catch you and they may not, but the chances are they won't, for the sentries are men as you are- hungry, shivering, miserable, and inclined to look the other way. Make your own decision. But if we lose you- if you've lost your interest in this cause of yours- we've lost our war, lost it completely, and the men we've left on our battlefields died for nothing whatever- for a dream that came too early- and may never come true.

Maxwell Anderson (Valley Forge, a Drama).

Note about the author

Maxwell Anderson: (born 1888), poet and playwright, became famous in 1924 with *What Price Glory?* A naturalistic war play produced in collaboration with Lawrence Stallings. His first experiment in the historical drama, *Elizabeth the Queen* (1930), was followed by *Mary of Scotland* (1933) and *Valley Forge* (1936). But Anderson was always at his best when the various elements of his personality- the realistic, the romantic and the social- were harmoniously fused as in *Winterset* (1935), *The Masque of Kings* (1936) and *High Tore* (1937).

Glossary

- 1- to bother: to take pains, to take the trouble.
- 2- to take over: to take possession of a place, which has been abandoned.
- 3- Unfit for duty: physically incapable of doing a soldier's duty.

- 4- To wring: to turn, to twist with violence.
- 5- Sickly: not strong in healthy.
- 6- Sheer: pure and simple.
- 7- Bluster: noisy and menacing talk.
- 8- To raid: to make a short and violent assault upon.
- 9- To bedevil: to throw into confusion.
- 10- To be sick of: to be tired of, to have enough.
- 11- Worthwhile: worth the trouble.
- 12- To stick to: to abandon
- 13- To break up: to be dislocated.
- 14- To astound: to astonish, to surprise greatly.
- 15- Fools: silly, stupid fellows.
- 16- To train a gun: to point a gun in the direction of.
- 17- Curfew: the bell that marks the end of the day.
- 17- Knave: person of low morality.
- 18- Conglomerate: shapeless mass.
- 19- To be stranded: to be left in bad position, like a ship on the sands.
- 20- Barren: sterile.
- 21- Rotten: bad because too old.
- 22- Sow: female of the pig.
- 23- Seven profits: a profit seven the cost.
- 24- Sentry: man who keeps watch.
- 25- To shiver: to tremble with cold.

Assignment3:

1/ Contrast what Washington is fighting for with what Teague is fighting for?

