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Title :

Lack of Interest in Learning British Civilisation Among Second Year Students at Batna University

Thesis submited in part fulffilment of a magister degree in language and communicative competence

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Members of the jury :
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-
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-2005-

Dedication

To the memory
of
my parents

Acknowledgments

Before all I thank god for the accomplishment of this work .

So many people sustained my efforts during this journey in the world of knowledge and research ,so many people whom I thank from the bottom of my heart .

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Abstract

The teaching of culture as a component of language teaching, in an attempt to understand and overcome particularity , by building bridges between one culture and an other , has been overlooked, it is only recently , that the importance of culture in language education is recognized and given due regard .In this context , English , as the most internationally used language , gained a widespread importance , it is promoted every where in the globe .It has been established that the motivation to learn a foreign language ,and the motivation to learn about its culture and civilisation are so intimately linked that a lack of interest ,or demotivation in one, inevitably leads to a lack of interest ,or demotivation in the other ; therefore , any attempt to perform English language education quality –As is the case of many developing countries , Algeria included –requires motivating learners to learn about the British culture and civilisation .In our case , second year students of English at Batna university display a lack of interest in learning British civilisation .The purpose of our study is to identify the causes of this lack of interest ; hence the reform of British civilisation teaching will benefit greatly from insights on the learning of this module gained from learners themselves .Approaching the problem from both students and teachers perspectives , we tried to spot causes behind students' lack of interest in learning this module ,and suggested what would be a more interesting and motivating teaching of this module. Our study ,thus takes into account the students attitudes ,opinions ,and preferences , and the opinions of British civilisation teachers and experts .Based upon the responses of both students and teachers questionnaires , and on experts answers on a series of

questions , some factors which demotivate learners were highlighted , and many suggestions were made .The findings of this research show that the factors that demotivate the students the most are :the content , the way of teaching , and the teachers' practices ,their lack of training and lack of motivation .The paper concludes with some recommendations and future guidelines for this module .

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Glossary

Acculturation : bring persons of a different culture into once own culture .

Aptitude : it is specific to tasks and depends on the possession of certain characteristics by the learner these characteristics may be either genetic(innate) ,or they may be dependent upon prior learning or exposure to certain situations .

Communicative competence : introduced by Hymes (1966) , it is what a speaker needs to know to communicate appropriately within a particular speech community .It involves knowing not only the language code ,but also what to say ,to whom , and how to say it appropriately in many situations , further ,it involves the social and cultural knowledge speakers are presumed to have .It has important implications for the selection and sequencing in language curricula .

Civilisation : is the study of all cultural features whether ethnographic ,religious, technical ,or aesthetic ,which during the course of history have marked the societies whose language we study .

Culture shock : feelings in the learner of estrangement ,anger ,hostility , indecision frustration unhappiness, ,sadness, loneliness, homesickness ,and even physical illness. The person undergoing culture shock views his new world out of resentment ,and alternates , between being angry at others for not understanding him and being filled with self-pity .

Extrinsic motivation : refers to a condition where it is felt that there is an absence of interest and hence the drive to study lies in some area extrinsic to the goal to be achieved , it is also referred to as instrumental motivation.

Foreign Language proficiency : consists of having at least 4 abilities

a) Phonetic coding : the ability to code auditory phonetic material .
b) Grammatical sensitivity : the ability to handle grammar.
c) Rote memorization ability : the ability to learn vocabulary and associations in a short time.
d)Inductive language learning ability : the ability to infer new linguistic forms, rules ,and patterns

intercultural attitudes : curiosity and openness , readiness to relativise one's own values, beliefs and behaviours and appreciate how others might perceive and interpret them.

Intercultural awareness: an ability to evaluate critically and on the basis of explicit criteria, perspectives ,practices ,and products in one's own and other cultures and countries .

 intercultural competence : the ability of a person to behave adequately in a flexible manner when confronted with actions ,attitudes ,and expectations of representatives of foreign cultures(Meyer 1999 quoted in Cortazz and Jin 999:198) .

interest : usually refers to the condition where the source of the drive lies in the student , the latter sees the intrinsic value of the effort to be expended , and the goal to be achieved and this is what is referred to as "intrinsic" or " integrative " motivation .

Lingua franca : A language that two ,or more persons use and which is foreign to both ,or to all

Prestige bias : Prestige bias is the tendency for respondents to answer in a way that make them feel better. People may not lie directly, but may try to put a better light on themselves.

Stereotypes : it involves labeling or categorizing particular groups of peoples , usually in a negative way , according to preconceived ideas or broad generalizations .

Worf and Sapir hypothesis :
The relationship between language and culture is often discussed in the literature in relation to the so-called   linguistic or cultural relativity hypothesis ,whose best known modern proponents have been Worf and Sapir (sometimes also called the worfian hypothesis or the Sapir Worf hypothesis) .The strong formulation of the hypothesis posits that with each different language system there is correlated a unique thought pattern which determines the speakers worldview . the consequence of this position is the denial of the possibility of an exact correspondence between two linguistic expressions that belong to different language systems . The weak formulation only admits that coding systems in general , of which language represents one example , facilitates or inhibits memory functions , this position denies a direct influence of the language system on perception , and admits the possibility of "equivalent expressions " across different language systems .

Introduction :

Statement of the problem :

The current international context presents the field of foreign language
education with many challenges ,and language educators face a great deal of
pressure as stated by C.Kramsh (2004) in " The cultural component of language
teaching" :

> **"There is a great deal of political pressure now put on foreign**
>
> **language educators to help solve the social and economic**
>
> **problems of the time. Educators fear that the mere acquisition**
>
> **of linguistic competence is no garantee of international peace**
>
> **and understanding .After years of communicative euphoria,**
>
> **some language teachers are becoming dissatisfied with purely**
>
> **functional uses of language .some are pleading to supplement**
>
> **the traditional acquisition of "communicative skills "with some**
>
> **intellectually legitimate,humanistically oriented , cultural**
>
> **"content".Others who teach their language to non-native**
>
> **speaker immigrants , are under pressure to absorb (acculturate)**
>
> **into their society great number of newcomers .And there is of**
>
> **course a recrudescence of nationalism all around the world that**
>
> **draws political capital from increased links between national**
>
> **language and national cultures"(p1) .**

This statement explains the growing culturalisation of foreign language
education, and hignlights the relation of language learning and culture ; when we learn

the language of a people ,we are inevitably in a contact with its culture ,in this respect ,

Jackobovits(1971) stated **:**

> **"The language of a people is a living growing changing**
>
> **reflection of that people's heart and mind ,when we learn a**
>
> **foreign culture we intermingle with a foreign people ,**
>
> **language contact is insepareble from culture contact ,in a**
>
> **real sense becoming bilingual entails becoming bicultural "**
>
> **(p 62)**

From the obove statement , we understand the urgent need of learning foreign

languages in the current context of globalisation ,and it becomes obvious also,

that encouraging positive attitudes towards the foreign culture and its people is

a way to promote foreign language learning. Now adays , English is becoming a

lingua franca, affording to the non English speaking countries the possibility of

participating in the global economy and international politics , which entails

that the promoting of English learning requires motivating its learners to learn

about the British culture and civilisation .

As a matter of fact ,this motivation to learn about the British culture and

civilisation is not displayed by our students,following students'lack of

motivation to learn ,there is a lack of interest among second year students of

English at Batna university to learn British civilisation .

This jugement is based on our experience ,firstly ,as English language students

when we were always hearing complaints of our classmates about British

civilisation content and teaching , complaints such as :

"why are we obliged to learn about all those Kings and Queens,their marriages

 and divorces ... ? "

"what is the future use of this course , while the majority of us are to be teachers

 in middle and secondary schools where only linguistic competence is taught ?"

secondly , as teachers of British civilisation , when our students made almost the

same complaints . Hence after a careful evaluation of this problem ,we decided

to investigate it, seeking answers to the following questions :

    -What are the factors underlying this lack of interest ?

    -Is the actual content a demotivating factor ?

    -Are the techniques used to teach this module innadequate and

     demotivating ?

   -Is the teacher 's lack of motivation the demotivating factor ?

   -Is the fact that students find no future use or application of this module -as

    the majority are to be teachers in the middle and secondary schools where

   only linguistic competence of the language is taught - a demotivating factor ?

    -What will be a more motivating teaching of this module ? .

   Hypotheses :

    As a first attempt to answer the preceding questions we formulated the

    following hypotheses **:**

    Hypothsis 1:

   we assume that second year students of English at Batna university display a

lack of interest in learning British civilisation because of the content ,that is not motivating , it is mainly historical ,and it lacks many cultural aspects .

Hypothesis 2 :

We assume that this lack of interest is due to the lack of use of new techniques in teaching culture and civilisation ; some techniques of teaching civilisation , that are found to be more interesting and motivating are not used .

Hypothesis 3 :

we assume that this lack of interest is caused by the teachers' negative perception of their students , some teachers 'practices and the impacts of these on the students ' motivation .

Backgroud and significance of the study :

The language teaching profession started , recently , to recognize the importance of the cultural dimension in foreign language education , governments around the world are designing educational policies that take into account the necessity of incorporating a cultural side in foreign language learning . This is the case of English language learning in the current context of globalisation ,in this vein Amy Bik May Tsui (2004) stated :

"In an era of globalisation in which English is de facto

a lingua franca , non-English speaking countries,especially

developping countries , are caught in a dilemma of

maintaining their own identity , culture and values on the one

hand , and succumbing to the powerful forces of global

economic structures , mass media and political institutions

on the other .

As these countries draw up language policies which promote
access to the language which affords participation in global
economy and international politics ,they are wary of the
impeding threat of assimilation by the English speaking
superpowers " (p1) .

Algeria as one of those developping countries , is willing to promote the learning of
foreign languages , especially English language , to allow for an openess on the
world of economy and technology ,and to participate in international politics .
Our role as English language teachers is to motivate students in English
language learning by trying to motivate them to learn about the British
culture and civilisation, the English language vehicles .
Our present research , will be, particularly, significant for future foreign
language education researches seeking a more motivating teaching of British
culture and civilisation , and for researches on students' interest and
motivation ,it may also help us see more unsuspected factors that may hinder
students' motivation to learn English language .
Objectives of the study :
Our aims from undergoing such a research are basically :
1-To identify and spot the factors underlying students' lack of interest in
 learning British civilisation ,by trying to approach the students attitudes
towards the learning of this module , the content and techniques of teaching

related to it ,and by seeing the problem from the teachers' perspective ,trying, thus ,to correlate the answers of both participants .

2 -To suggest some improvements in the content and the techniques of teaching this module , giving hints and some guidelines to teachers in the teaching of a foreign language and its culture .

Our research ,nevertheless, is far from pretending to give magical solutions or readymade recipies to the teacher in a foreign language classroom , they remain suggestions based on factual data ,that is a record of students' opinions, attitudes and preferences , teachers' perceptions and opinions , and finally , some experts opinions .

Theoretical part

Chapter one :   Research methodology design

Introduction

The researchers who are the lamplighters of a nation , and the pillars of its

progress have sought throughout mankind history to solve problems ,man is

past an era where knowledge was based on custom, tradition ,authority and

personal experience .He now appeals for knowledge based on sientific inquiry

as stated by Hillway (quotedin Judy and Marylin 1971) in the following statement :

"No longer does man ascribe natural phenomna to

supernatural influences,and no longer does he rely

upon eccepted authority . He has developed an orderly

system of searching for the truth which by basing

conclusions upon factual evidence and by using logic

as a means of showing relationship betwen related ideas,

has given him better and more accurate answers to his

many questions.

This orderly system is what we call research " .

In the educational realm ,research may be carried on by an individual ,a team, or an

organisation on problems deemed worthy of investigation . In this research ,we

attempt to identify the main causes behind students' lack of interest in learning

British civilisation ; trying to know their attitudes towards foreign language and

foreign culture learning , their perception of the English language teaching and more

particularly ,of British civilisation teaching ,by correlating their answers and the

British civilisation teachers' answers .This investigation will also help us suggest some

solutions regarding this lack of interest by stating what would be a more worthwhile

language experience and culture experience. Bofore achieving such aims , it is

important to state the different steps to allow the reader to follow the thread of

thought in this research ; the sources of data choosing and data collecting ,the

method used ,the instruments and the participants in this research .

I-1-Aims of the research methodology :

Since research is a formal,systematic intensive process used in the inversigation of

a problem ,it must lend itself to scientificness and objectivity , as stated in

" Research in education "(1971) :

> **" an important attribute of a researcher is the ability**
>
> **to be objective ,he reportes what he finds irrespective**
>
> **of his feelings about the results obtained .He reports**
>
> **all what he finds . He does not present only the data**
>
> **that supports a hypothesis while at the same time**
>
> **suppressing, camouflaging , or omitting conflicting**

information ". (p4)

so, we will pursue this research as objectivelly as possible ,with the following aims :

-identifing and spoting the main causes underlying second year students lack of

interest in learning British civilisation .

-suggesting some solutions based on data collected from the students ,the teachers

and the experts .

The overall aim is to ellicite more favorible attitudes towards English   and British

civilisation learning .

I- 2 -The research method :

The descriptive method is what is found to be the most appropriate method in this

kind of research ,since it describes a current situation,so that one can develop

appropriate guidelines for future use ,as stated in the same reference :

" descriptive research is that process that is concerned

with characterising the features of situations ,objects ,

or practices , it allows one to find out pertinent information

about an existing situation .descriptive research is usually

thought of as an effort to determine current practices or

status so that we may develop guidelines for future practice

"(p8)

It is not the mere collection of data , as stated in the preceding reference :

"Descriptive research is more than the mere collection of data,

it is not research unless discussion of the data is extended to the

level of adequate interpretation "(p 52)

In our case, the existing situation is second year students of English lack of interest in

learning British civilisation ,the descriptive method is , particularly, relevant here as far

as it allows us to describe this state , to be able to develop guidelines

for the future teaching of this module .

I- 3-Participants :

I-3-1-The population :

Following the requirements of our research ,we needed both a polpulation of

students for the administering of a questionnaire dsigned for students, and a population

of teachers for the administering of a questionnaire designed for teachers .

The population of students for this study was 7 groups the equivalent of 340 second

year students of English at Batna university , academic year : 2004 - 2005 .

The population of teachers for this study was 10 teachers ;all teachers who taught

British civilisation to second year students of English at Batna university for the last 5

years, including those who taught it only for one year .

I-3-2-The sample :

we will not need a sample for this research ,but rather, all the population of both

students and teachers , since it is an investigation of attitudes and opinions of both

students ,and teachers of this module ,so the more attitudes and opinions we collect,

the more closer we are to resonable suggestions and effective solutions .Hence for the

students questionnaire we will take all the polpulation ,that is 7 second year groups,

340 students , and for the teachers questionnaire we have 10 teachers who taught

British civilisation to second year students withing the last five years ,eccept the

resarcher herself ,so we will have 9 teachers .

I- 4-The instruments   :

To collect the necessary information for our reasearch we used two questionnaires;one

designed for students , another designed for teachers .we also designed a series of

questions to experts in foreign language education , culture and civilisation , and

intercultural studies.

Questionnaires are particularly adequate for our study ,because they allow us to

maximise the proportion of subjects answering (the response rate) ,and to obtain

accurate relevant information . They allow us to collect factual data that can be

analysed quentitatively and systematically .

I -4 -1-Students ' questionnaire :

it was designed for all second year students of English at Batna university .Following the

objctives of our research ,the questionnaire was divided into 4 sections , and included in

all 21 items ,more detailed information about the questionnaire implementation is

presented in chapter   4 . For the general layout of the questionnaire see Appendix 1 .

I-4 -2- Teachers ' questionnaire :

It was designed for teachers who taught British civilisation to second year students of

English at Batna university within the last 5 years ,even if it was only for one year.

Following the needs of our research it was devided into 3 sections , and included in all

22 items.more detailed information about the questionnaire's implementation is

presented in chapter 5. For the general layout of the questionnaire see Appendix 2 .

I- 4 -3- Questions to experts :

They are 10 questions designed to have the opinions of experts in foreign language

education , culture and civilisation , and intercultural studies about foreign language and

foreign culture education, students' motivation , techniques of teaching British

civilisation ,and aspects to be included in a British civilisation content .

They were sent via e mail to Michael Byram ,the most famous expert of culture

teaching and intercultural studies ,who teaches actually at the university of Durham in

England .

To Karen Risager , a teacher in the departement of language and culture at the

university of Roskilde .They were directly given to Mr Aboubou El hachemi a

specialist in civilisation , and a teacher of american civilisation at Batna

university .

I -4-4- Reliability of instruments :

The question of reliability of instruments is of paramout importance in any research,

since the more reliable the instruments are the more valid results they will yield . so we

have taken mush care as far as this issue is concerned ,to ensure that the instuments

 are as reliable as possible   .

I-4-4-1-Questionnaires :

It is important to remember that a questionnaire should be viewed as a multi-stage

process begining with the definition of aspects to be examined and ending with the

interpretation of results . every step needs to be designed carefully ,because the final

results are valid only if all steps have been faithfully executed .Following this evidence

the questionnaires were carefully designed .

I-4-4-2-Questionnaires ' design :

In designing our questionnaire , meticulous attention was paid to ensure that

individual questions are relevant , appropriate , intelligible , precise , and unbiased .

We have used a variety of question format to maitain the respondents' interest ,
we

tried to avoid sensitive issues .

The questionnaires were self-completion questionnaires written after the review
of

litterature about questionnaires' design and analyses ,and many questionnaires in

different topics we also used in one section of both questionnaires, the social

connectedness scale originally developed by Lee and Robins (1995) ; we used a

modified version of this scale (from 1-strongly agree to 4-strongly disagree), thus

eliminating "neutral" and "I don't know" ,because the respondents are likely to
find them

a safe refuge .

I-4-4-3-Piloting :

Before administering the questionnaires we went through the following check list
to

spot whether any of the common mistakes applly to our questionnaires :

1-Have we avoided all leading questions ?

2-Are the questions as specific as possible ?

3-Are the questions going to be understood by all respondents?

4-Is each question applicable to all respondents ?

5-Are any of our questions doublebarreld ?

6-Is any question ambigious ?

7-Are the instructions clear?

8 -Is there any question or questions that do not yield usable data ?.

The students 'questionnaire was not piloted, because it was directly
administered to

students and the instructions were explained to them ,they were also encouraged to

answer ,since they were asured that information contained in the questionnaire will

remain anonymous .The teachers' questionnaire was piloted once ,on a

sample (2 teachers) representative of the population (9) ,and they were asked the

following questions:

1-How long did it take you to complet ?

2-Were the instructions clear ?

3-Were any questions unclear or ambiguous ?

4-Did you object to answering any question ?

5-Was the layout clear and attractive ?

6-Any other comments ?

I-5- Scope and limitations :

Perhaps more than any other domain ,the domain of human sciences is a difficult and

complex domain of research, the research in human sciences is limited by a number

of factors intrinsic or extrinsic to the research ,ranging from managerial constraints to

respondents' prestige bias and lack of consistency .

In this research , emphasis is put on the factors underlying students' lack of interest in

learning British civilisation ,and what is found to be the most motivating techniques and

necessary aspects to be included in the content of British civilisation , at a time when

English becomes a lingua franca, to motivate students to learn about the British culture

and civilisation is a way to promote English language learning and encourage students

positive attitudes towards the British people and the British culture .Finally the research

draws the teachers ' attention to the effect of their practices on students' motivation,

and how their lack of motivation is directly felt by the students,who in turn are dispirited

and demotivated .

Conclusion

Research is realy a facinating domain that needs all the care of the researcher ,it is a

plant that needs care and mush attention to grow and bloom . It is a process to seek

truth ,a process whereby each step must be faithfully executed and not taken lightly,

all the parameters of clarity and logic must be met if we seek valid ,replicable results. .

We have tried ,so far, to clarify the steps taken in our research and explain our

objectives , what remains ,then , is to organize and analyse the collected data ,and

hence ,allow for appropriate suggestions and recommendations , after duly

discussing the findings .

Figure 1 : Methodological framework

| Research purposes | → | -Identify the main causes behind students' lack of interest in learning British civilisation .
 -Suggest some solutions . |

| Research question | → | What are the causes underlying students' lack of interest in learning British civilisation ? |

| Hypotheses | → | Hypothesis 1:The content of the syllabus
 Hypothesis 2:The lack of use of new techniques.
 Hypothesis 3-The impact of teachers beliefs and practices on the students' motivation |

| The research method | → | The descriptive method |

| Research sample | → | All 2nd year students at Batna university |

| Data gathering tools | → | -Students' questionnaire
 -Teachers' questionnaire
 -Questions to experts |

| Data analysis | → | How do different factors influence students' interest |

| Recommendations |

| Conclusion |

| Evaluation of the findings and suggestions |

Chapter two : The growth of interest in the cultural dimension of foreign language education

Introduction

In the little village which   is today's world   , communication is becoming

Instantaneous   .contacts and transactions between people of different languages

and   cultures are becoming something of a necessity. Hence, the   need to learn

foreign   languages   has increased to allow effective communication   .

Recently,   it   has   been demonstrated that a good foreign   Language mastery

presupposes   knowledge   of the target culture   .

However, the relation between   foreign language teaching and the culture of the

foreign   language remained vague for a long time   . It is only over the last

decades   that the cultural dimension in language teaching gained value .

 There is nowadays   a   general tendency as to the necessity of incorporating a

cultural side in foreign language teaching   . What language   is and how it

functions has become a more complex issue .

Teachers and scholars became aware that what enables us to function effectively in

our   speech is not simply the inventory of language items , but the pragmatic

knowledge   which equips us to select appropriately from that

inventory   .

This pragmatic knowledge is culturally conditioned and students

are   naturally curious about the attitudes , the values and the behaviours of the

users   of the language they are learning , and how these elements of the

target culture are perceived in the target language .

In some English speaking countries , mainly the UK and the USA , the

inclusion of a cultural component in language teaching can be explained by the

need for "acculturation " of numerous Asian ,African, and Latin American

immigrants . A more humanistic perspective would suggest that , including a

cultural component in language teaching may foster positive attitudes towards

foreign language learning and the people from other communities. Also it may

stimulate students' intellectual curiosity about the target culture and

encourage empathy towards its people .Thus, a climate -where tolerance

and respect for other cultures are basic standards – is needed .

The ever growing interest in the cultural dimension of foreign language can

be explained by a variety of factors, ranging from pragmatic tasks (the

acculturation of immigrants in the UK and the USA) and humanistic ones

(encouraging understanding between cultures and civilizations ,and

promoting empathy and tolerance towards other cultures) to purely

linguistic ones ,or to the shifting priorities in the linguistic science itself , that is a

change from structural linguistics with its focus on formal patterning of discourse

to functional and cognitive linguistics with its emphasis on the relationship

of context and culture and patterns of social and cultural behaviour .

Contacts with groups of teachers from overseas and liaisons between

departments of English Foreign Language raise the question of cultural learning

both at the level of classroom practice and curriculum design .

syllabuses are no longer structural but multiple. This is how course books have
begun

to acknowledge cultural learning as a significant component of language learning .

How to teach civilisation became   an important issue for most non-native speakers and

teachers of   English .

We will try to define the concept culture from different perspectives and try

to highlight its relation to the word civilisation that has always been linked to it .

The interrelation of language and culture   in foreign language teaching announces

the   development of intercultural studies in foreign language education ,we will

explain concepts related to intercultural literacy , such as intercultural

competence and intercultural awareness .

I.1-Culture and civilization   :

I.1.1-Definitions of culture   :

In this study , we are not interested in the individual sense of culture or " la

Culture cultivé " as it is known in French, that is someone's appreciation of

arts and literature and which makes us say this person is cultivated or not ,as

explained in this quotation of Besse (quoted in Chevrel 1999) :

> **" la culture cultivé is all what is related to works of the mind**
>
> **–particularly those produced by literature and arts –and**
>
> **what results in the mind of the person who elaborates**
>
> **these works, or who uses them regularly ,thus it is the**
>
> **property of a relatively few classes of our societies "**   **(p11)**

What is, rather , of relevance to us is culture in the sense of civilisation.

Culture is ,really, an elusive concept ,there are as many definitions of

culture as there are fields of inquiry into human societies, it is ,as Rosaldo

(1984)pointed out, far more than a mere catalogue of rituals and beliefs ;

so ,the term culture is only a clue to the wider subject itself .

we can distinguish three approaches to the study of culture :

the anthropological ,the sociological, and the semiotic approach , each

seeing   culture from a different perspective .

Hence   ,if the anthropologists definitions converge all in considering it as

the whole way of life of a particular group or community ,as is made plain

in the words of Raymond Williams(quoted in Sandall 2003) :

" the   difficulty about the idea of culture is that we are

continually   forced to extend it until it becomes almost

identical   with our whole common life "
(p 2)

or in this famous definition of Goodenough (1964quoted in Byram 1992) :

"the   culture of a society is made of all what we have to

know   or to believe , to behave in an acceptable manner

in the eyes of its people (...) it is the form of thing people

have in mind ,their models of perceptions , relations and

interpretations "   (p 113)

it is in this sense, that Herder (quoted in Sandall 2003) considers culture as a totality ,he

says :

" culture is to be prized   as a self -sufficient totality ,a

totality   embodied in its language ,in its arts , and its

religion ,so that in order to understand one you have

to understand all "   **(p 3)**

it is this particular meaning that the famous writer T.S Eliot (quoted in the same reference)

embraced when he said :

" by culture ,I mean first what the anthropologists mean :

the way of life of a particular people living in one place,

that culture is made visible in their arts ,in their social

system , in their habits and customs ,in their religion, but

these things added together do not constitute the culture,

though we often speak for convenience as if they did ,

these things are simply the parts into which a culture can

be anatomized as a human body can, but just as a man

is something more than the assemblage of the constituent

parts of his body, so culture is something more than the

assemblage of its arts ,customs , and religious beliefs,

these things all act upon each other ,and fully to

understand one you have to understand all "   **(P 4)**

the sociologists definitions, on the other hand ,stress the social aspect of culture

and see it as all what links a society together ,this is what Richard Brislin (1990:

11 , quoted in Kramsh 1996) meant when he said :

> **" culture refers to widely shared ideals ,values ,**
>
> **information and uses of categories ,assumptions about**
>
> **life ,and goal directed activities that become unconsciously**
>
> **or subconsciously accepted as right and correct by people**
>
> **who identify themselves as members of a society ”**   **(p2)**

not far from this sense , is the definition of Michael Peron and William

Stewart(1987) in their ' language of social sciences ' :

> **"culture is what we learn to do without thinking about**
>
> **what we are doing, we learn this from our environment**
>
> **and it is passed from generation to generation by parents ,**
>
> **peers ,teachers, institutions and finally, by arts, literature,**
>
> **music , manners ,one of its key elements is language "**   **(p 194)**

Hudson (1980:p74 quoted in Lines 1984) goes on to consider culture as socially acquired

knowledge he said :

> **"culture is the knowledge that someone has by virtue of his**
>
> **being a member of a particular society "**   **(p302)**

from a third perspective, the semiotic definitions identify culture as a

system of symbols or signs and significations passed from generation

to generation, as is clearly stated in the following definitions of

Geertz (1975: p 89 quoted in Byram 1992) :

> **"culture is a structure -transmitted historically - of**

signatures incarnated in   symbols , a system of ideas

inherited and expressed symbolically ,with which man

communicate, perpetuate an extend their knowledge

concerning attitudes towards life "   (p113) .

it is the same point of view that Claude Lévi Strauss (quoted in Zarate2003) adopted ,
when he said :

"culture is a set of symbolic systems ; language ,the matrimonial

rules, the economic rapports ,art ,science ,religion , in which the

relational aspect is determinant "   (p166) .

Benvenist sees culture ,rather, as a set of complex representations organized

by a code of values and relations that language manifests and transmits .

so ,from these three approaches culture is seen ,subsequently , as a way of

life of a community , as socially acquired knowledge, or as a set of

symbolic systems transmitted historically from a generation to an other .

In an attempt to clarify more the concept of culture G.I.Nemetz Robinson

(1985) tried to categories the existing definitions of culture into four

points of view ; according to him , from the behaviourist view point,

culture consists of observable patterns of behavior : traditions, habits , and

customs. For the functionalists it is the rules and functions underlying the

behaviour ,while a cognitive definition sees culture as the worldview ,a

common system of standards for perceiving ,believing ,evaluating and

acting ,or as the collective programming of the mind which distinguishes

the members of one group or category from those of an other ,finally,

the symbolic definition views culture as a shared system of symbols and

meanings which dictate what we pay attention to , how we act ,and what

we value . According to Schein (quoted in Lazar2001) the concept of

culture may be divided into three levels ;on the outer level ,there are

explicit products : artfacts , perceivible behavior ,etc ;the middle level

includes norms ,values and attitudes ;and the deepest level

comprises fondamental assumptions about existence .

Of a wealth of definitions ,two definitions may be highlighted that are of relevance to FL

Teaching(quoted in Lazar 2001) ; on the one hand culture is referred to as "formal culture"

(Brooks 1964),"culture with a capital C "(Stern 1992) ," achivement culture "

(Stempleski and Tomalin 1993),or " high culture" (Scollon 1995),in the

sense of a people's intellectual and artistic achievements as well as their

economic , social and political history .this has been a traditional part of

high school curricula and has been taught under different headings   :

civilisation in France ,British studies in UK ,American studies in USA , or

Lundskunde in Germany .on the other hand ,this contrasts with "deep

culture"(Brooks 1964),"culture with a small c " (Stern 1992) ,"behavioral

culture "(Stempleski and Tomalin 1993),or "anthropological culture"

(Scollon   1995), it refers to what some educators call the ground of

meaning ,that is the attitudes ,values and beliefs , ways of thinking and

remembering shared by the members of   a particular society , and these are

the two definitions we adopt in this study .

I.1.2-The term civilisation across history and its

relation to the term culture :

The word civilisation derives from the French verb "civiliser" ,that was at the

time (around 1732) only a term of jurisprudence ,which meant to change a

criminal trial into a civil one ; the modern sense " the passage to a civilized

state" come later in 1756 with the publication of Mirabeau 's "Traité de la

population " and Voltaire's " Essai sur les moeurs et sur L'esprit des

nations " ,in this new sense civilisation contrasts with Barbary .From

France the word made the tour of Europe , it is in England since 1772 , in

Germany it is " zivilisation " in Italy it is " civiltà "   ; in this journey around

Europe the term civilisation is accompanied   by an old word "culture" that

Ciceron used centuries ago .In 1819 the word civilisation passes to the

plural "civilisations" ,and since then it gained a third sense, as stated by Braudel
(1993)   ,it

became :

>   **"the whole characters that the collective life of a group or**
>
>   **an epoch presents "**   **(p37)**

so ,civilisation took almost the same meaning as culture to the extent that

in 1830 ,in the university of Berlin ,Hegel used interchangeably the one or

the other ,later on the necessity was felt to distinguish the two notions on

the ground that civilisation is a double notion ,it is at the same time the

moral values and the material achievements , and from here came the

temptation of some authors to distinguish the two terms (culture and

civilisation) so that one means the spiritual side and the other means the

material one ; unfortunately , there was no agreement on the distinction

to retain ,Braudel argues that it varied according to countries ,and in the

same country according to authors , in Germany for instance ,the

distinction gave a certain predominance to the word culture " kultur " over

the word civilisation ,Alfred Weber(quoted in the same reference) said :

> **"civilisation is only a set of technical and practical**
>
> **knowledge ,a collection of means to stand nature , but**
>
> **culture is the normative principles ,the values and ideals**
>
> **of a word ' the spirit ' "   (P35)**

Russia and Poland took the same position ; whereas in France ,England

and USA , the word civilisation remains the dominant .

The English anthropologists added to this complexity , starting from

E.B.Taylor in " Primitive cultures " (1874) ,the anthropologists

searched for a word to apply to the primitive societies they study ,a word

different from 'civilisation ' that the English use ,ordinarily, to refer to

modern developed societies ,so they used the expression ' primitive

cultures ' as opposed to 'civilized societies ' .

Fortunately , for the adjective 'cultural ' invented in Germany in 1850 , we

have no such complications , in fact it covers at the same time all the

content of both culture and civilisation   ,hence we say of a culture or a

civilisation that it is a set of cultural properties , that its history is a cultural

history ,that the transfers from civilisation to civilisation are cultural

transfers .

Sapir defines civilisation as a set of specific traits that give to a particular

group in the universe its original place , not far from this meaning Henri

Mendras (quoted in Chevrel 1999) said :

" civilisation is a set of coherent rules of behaviour,

beliefs, material and intellectual techniques that

characterize   a social group " (P1)

C.L .Kluckhohn emphasizes the symbolic dimension of civilisation , he

defines it as explicit and implicit systems of behavior acquired and

transmitted   by symbols including artifacts ,the French historian Eugéne

Cavainac (quoted in Braudel 1993) said :

" civilisation is a minimum of science ,art , order and

virtue " (p37   ) .

Among the numerous existing definitions of civilisation we opted for the

following given by F .Poirier (quoted in Byram and Fleming 1998) ,that we found most

relevant to foreign language teaching :

"By civilisation we mean the study of all cultural

features whether ethnographic , religious,

technical or aesthetic which during the course of history,

have marked the   societies whose language we study "

(p13)

I.2-Culture in language and language in culture   :

The intrinsic relationship of language and culture is widely recognized , and although there is some controversy regarding the extent to which language shapes and controls the thinking of its speakers or merely reflects their worldview (Sapir Worf hypothesis) ,there is no doubt that there is a correlation between at least the vocabulary of a language and the beliefs values, and needs present in the culture of its native speakers .

so ,we will briefly examine the relationship between language and culture and see why the teaching of culture should constitute an integral part of the language curriculum .

I.2.1-The interrelation of language and culture :

To begin with ,language is a social institution both shaping and shaped by society at large ,this is what Sapir (quoted in Downs 1998)emphasized when he said :

"language is primarily a social product and must be

understood as such "

(p415).

He further argues that a language and the culture of its speakers cannot be analyzed in isolation , because language can be seen as a way to describe and represent human experience and understanding of the world , and that members of a language community share systems of beliefs and assumptions which

underlie their constructions of the world .

Muriel .S.Troyke in "Sociolinguistics and language teaching " (1996) notes

that the vocabulary of a language provides an interesting reflection of the

culture of the people who speak it , since it is a catalog of things of import to

a society ,an index of the way speakers categorize experience , and often a

record of past contacts and cultural borrowings ,it is in that sense that

linguists such as William Downs and Jhon Lines assume that we cant not really

appreciate a culture without knowing the language of its community ,it is in

this same vein that Byram (1992) sees language as an open manifestation of cultural

identity . Kramsh (2004) , in saying :

> **"one of the major ways in which culture manifests itself is**
>
> **through language, material culture is constantly**
>
> **mediated, interpreted and recorded -among other thing -**
>
> **through language (...) language plays a crucial role not**
>
> **only in th constraction of culture ,but also in the**
>
> **emergence of cultural change " (P 2)**

joins the nineteenth century sociologist E .Durkheim who claims

that language is not only the external covering of a thought ,it is also its

internal framework, it does not confine itself to expressing this thought after it

had once been formed ,it also aids in making it ; not far from this assertion

Samova Porter and Jain(1981,24 quoted in Tanassoulas 2001) argued that culture and

communication are inseparable, because culture not only dictates who talks to whom

,about

what ,and how the communication   proceeds ,it also helps to determine how people encode

messages ,the meaning they have for messages ; simply ,that culture is the foundation of

communication .

perhaps the most striking remark is that of the eminent German diplomat and

scholar Wilhelm Van Hambolt (quoted in Tanassoulas 2001), in which we can not but see

language and culture as intertwined ,he said :

> **" the spiritual traits and the structure of a language of**
>
> **a people are so intimately blended that , given either of**
>
> **the two , one should be able to derive the other to the**
>
> **fullest extent ... language is the outward manifestation**
>
> **of the spirit of people : their language is their spirit ,**
>
> **and their spirit is their language ,it is difficult to**
>
> **imagine any two things more identical "**   **(p8)**

As Sapir noted , language can not exist apart from culture ,that is ,from the

socially inherited assemblages of practices and beliefs that determine the

texture of our lives .

For Bourdieu language exists as a linguistic habitus , as a set of practices that

imply not only a particular system of words and grammatical rules , but also

an often forgotten or hidden struggle over the symbolic power of a particular

way of communicating , with particular systems of classification ,address

and reference forms , specialized lexicon and metaphors .

Hence ,there is a kind of affinity between language and culture that makes

them inseparable , we are certain that language is not an autonomous

construct , it can not exist in a vacuum , but rather there is a kind of

transfusion at work between language and culture , these two interpenetrate ;

the foreign language is a tool for learning about the foreign culture and the

foreign culture is a source for learning the foreign language .

I.2.2-The cultural component of language education

Applied linguists and language teachers   have become increasingly aware

that   a foreign language can rarely be learnt or taught without addressing the

culture of the community in which it is used .

though in 1960's and 1970's , investigations of the connections between

language and culture produced such impressive works as Hymes 's

" language in culture and society " (1964), Gumperz "On interact ional

sociolinguistics " (1972), kaplan   "On rhetorical patterns accepted in

different cultures and styles of writing " (1966) , and Hall " On behavioral

and cognitive constructs " (1976) ,   the studies curried out at the time did

not ,however establish the relevance of their conclusions to foreign language

pedagogy .

until recently , teaching culture as an integral part of foreign

language had not had the attention it ought to have ,language was seen as a

means of communication which should not be bound to culturally specific

conditions of use , but should be easily   transferable to any cultural setting ,

linguists like Cunningsworth warn teachers against materials which

concentrate on the structuring of the cultural world in which the learner is

never likely to find himself ,these tendencies have been reinforced by

politically sensitive attitudes to the imposition of any singular cultural

perspective ; the case against the export of culture advanced by Robert

Philipson in his " Linguistic Imperialism " (1992) .For these and many other

reasons ,cultural knowledge in FL classroom has remained largely peripheral

to language teaching . Currently , many specialists assert that in teaching

language for communication and neglecting culture , we may be giving

learners access to an impoverished means of communication , lacking much

of the cultural resonance that makes it fully meaningful for native speakers

Buttjes (quoted in Tanasoulas 2001) said :

> **"language teaching is culture teaching and**
>
> **teachers do their students a great disservice in**
>
> **placing emphasis on the former to the detriment of**
>
> **the latter "**   **(p8)**

he further claims that teachers need to go beyond monitoring linguistic

production in the classroom ,and become aware of the complex and

numerous processes of intercultural mediation that any foreign language

learner undergoes .

In her book " Context and Culture in language teaching " Kramsh stated that

cultural awareness and the learning of a second culture can only aid to the

attaining of foreign language proficiency , in her view foreign language

learners necessarily become learners of the foreign culture ,because a

language can not be taught without an understanding of the cultural context in

which it is used . In the understanding of the place of culture in foreign

language pedagogy and learning the work of Michael Byram has been of

great help to teachers and pedagogues ; he observed that culture represents

" hidden " curriculum in foreign language teaching and that language teaching

can rarely take place without implicitly teaching the culture of its speakers,

because language invariably refers to their knowledge and perceptions of the

world ,he points out that the concept of communicative competence involves

appropriate language use which is in part at least culture specific . he and

Morgan (quoted in Hinkel 1999) claim that the mere acquisition of linguistic
competence is

insufficient, they say :

> **"it is axiomatic in our view that cultural learning has to**
>
> **take place as an integral part of language learning ,**
>
> **and vice versa "   (P4)**

they further observe that ,the teaching of culture often represents an aspect of

language teaching that is unfamiliar to language teachers ,whose professional

training largely focuses on structural facets of language , and that training in

pedagogy rarely addresses the many influences of culture on language learning

and teaching .

Alan Pulverness joins Kramsh   , Buttjes , Byram and Morgan , he observes

that in the same way as learners are encouraged to develop awareness of language and become conscious of their own individual styles and strategies, it should be the responsibility of the language teacher to encourage them to develop a parallel awareness of culture .

 All those specialists see that the incorporation of culture in foreign language class may bring a positive attitude towards language learning and the people from other cultures , they see it as a way to spread   tolerance , to break stereotypes   , and to encourage the dialogue between different cultures and civilisations   .

I.3-Intercultural studies and the foreign language education :

intercultural studies are very recent in foreign language education , it is only now that researchers are advocating an intercultural learning , with a view to fostering cultural awareness and communicating insights into the target civilisation   , there is an ever growing interest in the cultural and intercultural dimensions of foreign language teaching ,especially in Europe where the term "intercultural " first appeared ,to characterize the acquisition of information about the customs , institutions and history of a society other than one's own , according to Kramsh , intercultural learning aims at gaining an understanding of the way these facts are related ; how as a pattern they form the " cultural fabric of a society " Much is being written ; nowadays , about intercultural learning and the need for more intercultural understanding ;

Michael Byram is the one who explored in depth the interrelation of language

learning and cultural learning advocating intercultural competence in his

books :   " Language learning in intercultural perspective " (combridge

university press 1998)

" Teaching and learning language and culture " (clevedon : multilingual

matters 1994)

" Cultural studies and foreign language education " (clevedon :multilingual

matters 1989)

" Teaching and assessing intercultural communicative competence "

(clevedon : multilingual matters 1994)

" Developing intercultural competence in practice " (clevedon : multilingual

matters 2001) , and perhaps the most pertinent , is the one he wrote in

cooperation with Hugh Starkey and Bella Gibrokova in 2002 , entitled :

"Developing the intercultural dimension in language teaching "(conseil de

l'Europe 2002) .

Zarate has also treated the question of intercultural learning in her writings:

"Représentation de l'étranger et didactique des langues " (Paris Hachette

1993)

" Langues ,xénophobie , xénophilie dans une Europe multiculturelle"

(Paris Hachette 2001)

" Médiation culturelles et didactiques des langues " (conseil de l'Europe

2003) , she even worked in cooperation with Byram in some publications

like : " Young people facing difference " (Strasbourg : conseil de l'Europe

1995)

" La compétence socioculturelles dans l'apprentissage et l' enseignement des

langues" (Strasbourg : conseil de l'Europe 1997) ,

and in many conferences and seminars in Europe .

Buttjes has advocated along with Byram ,   intercultural learning in their book

" Mediating languages and cultures : towards an intercultural theory of foreign

language education "   (clevedon : multilingual matters 1991)

so , to have a better understanding of language teaching in an intercultural

perspective , we will first explain the intercultural dimension of foreign

language teaching , and then, try to define the learner's intercultural

competence and intercultural awareness .

I.3.1-The intercultural dimension in foreign language teaching   :

language is the expression of a people's culture , it is the vehicle of their

values and assumptions , the expression of their identity , this identity ,as

Claude lévi Strauss says , emerges from the dynamic of self in relation to the

other ; this dialectic as he argues ,enables the two entities to negotiate

transfers and to forge selves ,and is the foundation of any quest for existence .

Paul Ricoeur , in the same vein , claims that self implies otherness to such a

degree of intimacy that one can not be conceived without the other ; it is in

that sense that the experience of a foreign language and a foreign culture , or

simply , the contact of our culture and an other culture increases our

awareness of our identity and our relation to the other culture or cultures ; it is

understanding that we are irreducibly   unique and different and that - as

Victor Segalen so eloquently had expressed it - it is by the different and the

diverse that existence is exalted . Hugue Starkey (2001)claims that language

learning is an intercultural experience , he says :

" language learning , by definition, is an intercultural

experience ; teachers , learners, and course

materials make comparisons between the cultures of

the learners and the target culture "   (p 1)

These comparisons , of course , are not meant to underestimate

foreign cultures ,but to enrich students experience and sensitize them to

cultural diversity , this diversity should then , be understood and respected

and never over or underestimated .According to Allan Pulverness ,in learning

a foreign language ,we are not only gaining access to a different way of seeing

the world ; we are inevitably led to reconsider our own world-view and in this

sense all cultural learning is said to be intercultural . so, language learning is

an intercultural experience as far as it allows us to interact with other persons

from different cultures , and it gives as the opportunity to reflect on our

culture and the target culture .

Hence , from an intercultural perspective , the best language teacher is neither

the native speaker , nor the non -native , but rather the person who can help

learners see relationships between their own and other cultures , can help

them acquire interest and curiosity about otherness , and an awareness of

themselves and their own culture seen   from other people's perspectives , can

help them get rid of stereotypes and develop a critical cultural awareness ; all

in all , he is the one who can help them attain an intercultural awareness and an

intercultural competence .

I.3.2-Intercultural competence :

intercultural competence is an extension and elaboration of communicative

competence , communicative competence is usually divided into the four

aspects of grammatical ,sociolinguistic , discourse and strategic competence,

but this list can be extended by adding intercultural competence as Byram

advocated .

In foreign language learning ,intercultural competence has been described by Mayer(
quoted

in Laza2001) as :

" the ability of a person to behave adequately in a flexible

manner when confronted with actions ,attitudes , and

expectations of representatives of foreign cultures "   (p19)

in simpler terms , it is the ability to cope with one's own cultural background

in interaction with others . According to Byram , intercultural competence

requires certain attitudes , knowledge and skills (known as intercultural

attitudes) in addition to linguistic ,sociolinguistic and discourse

competence , these are : curiosity and openness , as well as readiness to see

one's own and other cultures without being judgmental . Starkey further

claims that intercultural competence depends on developing both

intellectual and affective capacities to   relate to others , it demands a respect

for the essential dignity of all human beings and an acceptance of the equal

rights of individuals . it is incompatible with racist or colonialist ideologies that deny the

worth and even the dignity of other cultures . He and Byram , assumed that to be

interculturaly competent the learners need to attain an intercultural awareness .

I.3.3-Intercultural awareness :

knowledge , awareness and understanding of the relation (similarities and

differences) between the world of origin and the world of the target

community , produce an intercultural awareness ; intercultural awareness

covers even how each community appears from the perspective of the other ,

to have an intercultural awareness is a first step to achieve intercultural

competence .

intercultural awareness consists of having four different perspectives , on

communication with a different culture , students should   :

1- be able to look at their own culture from the point of view of their own

culture (a good understanding of their own culture) .

2- be aware of how their culture is seen from outside, by other countries or

cultures   .

3- understand and see the target culture from its own perspective

(understand and be aware of what other people think of their culture) .

4 - be aware of how they see the target culture .

Thus , intercultural awareness presupposes an awareness of one's own

culture, the target culture , and how each culture is seen from the other

culture's perspective .

Conclusion

From all what had been said earlier , we see that educators are becoming

more concerned with the importance of teaching culture ,it becomes clear

that it can only form an integral part of foreign language teaching .

Researchers began to delve into the dynamics of intercultural learning ,and to

see the teaching of culture not only as something contributing to the learner's

awareness of language and proficiency as a whole , but also as a means of

developing an awareness of and sensitivity towards , the values and traditions

of the people ,whose language is being studied .

Hence , culture should be - as Peck formulated - our message to students

and language our medium , this inevitably leads us to raise the crucial

problem of methodology - what can we actually do in the classroom ? that is

the how and what of teaching culture and civilisation .This question

renewed the educators interest in a module , or a university subject that is

supposed to present the culture and civilisation of the target country ,and

which had been taught under different headings, in England and America

for instance   it is called British or American studies ,in Germany it is

"Lundeskund " , in France and Algeria it is "civilisation" , it forms a part of

EFL curricula .

Chapter three : Motivation to learn

Introduction

It has ; always , been claimed , that teachers need stimulation and motivation as well as students to do a good job , and they both perform more creatively when they do a task that they find inherently interesting ; the question of motivation in foreign language teaching and learning has intrigued educators and motivation researchers for years , many university students , are not motivated to learn ,yet as central actors in education, teachers are required to stir students attention ,maintain their interest , keep their motivation alive and enhance it ,but what if these central actors in education are not themselves motivated , in the developing countries the problem is more alarming ; teachers motivation is fragile and declining , it seems -as one

teacher from Mallawi had remarked - that teachers are not consulted on

anything ,but criticized about everything .

Our present chapter deals with the issue of motivation in the foreign language classroom , we will first , see some definitions of motivation and some motivation theories , we will ,then, provide the reader with some insight into the developing countries educational context ,and see what demotivates foreign language teachers in the developing countries , we will also talk about students ' motivation , and the impacts of teachers beliefs and practices on students motivation to learn; finally ,we will deal with the teacher / learner relationship , see how it relates to students' motivation ,and present the reader with some motivational strategies in the foreign language classroom

III . 1- Definitions of   motivation :

Research on motivation can be traced back to the 30 's when researchers started to analyze aspects of motivated behaviour , throughout the years many researchers have dealt with the issue of motivation and many attempted to define the concept ; however , motivation is closely related to behaviour .Hence , it is easily understood , but cannot be easily defined , this is made plain in the following statement of Martin Covington (1998 : 1 quoted in Tziava 2003) :

" motivation ,like the concept of gravity , is easier to describe

in terms of its outward, observable effects - than it is to define .

of course that has not stopped people from trying it " (p 13) .

Broadly speaking , motivation is either intrinsic (doing something for its own sake) ,or extrinsic (doing something for other reasons). From the available literature , it seems that most of the researchers viewed motivation as ' the drive behind human behaviour'
According to Baron
(1991:2 quoted in Tziava 2003) , it is the internal processes that guide , and maintain behaviour , it is also what Robertson and Smith (quoted in Tziava 2003) assumed ,they declared :

" Motivation is a psychological concept related to the strength of

human behaviour (p 13) .

yet Kenfer (1998 quoted in the same reference) argued that motivation is about the free will element of behaviour , he defines it as the psychological mechanisms governing the direction, intensity , and persistence   of actions not due solely   to individuals

differences in ability or to overwhelming environmental demands that coerce or force action .

Dorney Zolton (2001 quoted in Tziava 2003) stated :

" Motivation being the general way of referring to the

antecedents -the causes and origins of action - is

considered responsible for the choice of - particular

actions , for the effort each individual places on it ,

as well as for the persistence with which the

individual has for each action " (p 13) .

Deci and Ryan (quoted in the same reference) argue that motivation is the function of what they describe as natural needs for control ,competence , and belonging in the classroom is one key of students ' motivation to learn . Barbara L. Combs(2004) in her article " Understanding the keys to motivation to learn " , argues that motivation to learn needs to be understood as arising from both external supports and internal processes , she further notes that almost everything teachers do in the classroom has a motivational influence on students -either positive or negative . This includes the way information is presented , the kind of activities teachers use, the way teachers interact with students ; thus ,according to her motivation to learn can be defined as :

" A natural response to learning opportunities that is enhanced by :

1-A recognition of the role of thinking and conditioned thought

in learning and motivation to learn under a variety of conditions ,

including self-constructed evaluation of the meaning and

relevance of a particular learning opportunity .

2- An understanding of one's natural capacities for self-regulation .

3-Contextual conditions that support natural learning as well as

perceptions of meaningfulness and self-determination " (p4).

III . 2-Some motivation theories :

As it was shown earlier different scholars and schools of psychology viewed the topic differently and come up with different conceptions , and hence various competing theories about motivation .

Since human behaviour is complex and influenced by a variety of factors , the issue was approached in various ways , attempting to give explanation to why the individual behaves and thinks the way he does ; those theories which focus on "what" motivates behaviour are called **Content theories** , those which focus on "how" behavior is motivated are called **Process theories** .

We will attempt here to review the most influential theories .

II.2.1-Content theories :

III.2.1.1-Hierarchy of needs theory (Maslow):

The hierarchy of needs theory enjoys a widespread acceptance , it provides us with full insight on the nature of human beings needs , that is to grow gradually , after having satisfactory met their first rank needs (psychological) Maslow 's theory consists of 5 categories of needs are on the basis and the higher on the top .

Maslow believes that people will not try to satisfy their higher order needs of love esteem and self actualization , until they satisfy the basic needs .

```
        /\
       /  \
      /    \
     /      \
    / Esteem and \
   /  Ego needs  \
  /--------------\
 / Belonging and love \
 /      needs      \
/------------------\
/    Safety needs    \
/--------------------\
/  Physiology  needs  \
/----------------------\
```
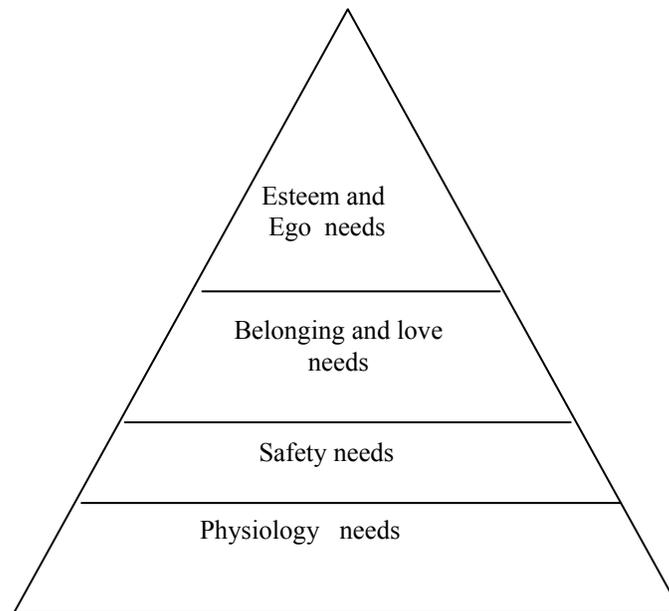
Figure 2 : Maslow's hierarchy of needs (1970)

III.2.1.2-Hygiene theory (Herzberg) :

Herzberg (quoted in Tziava 2003) said :

> **« Motivation is a function of growth from getting intrinsic rewards out**
>
> **of interesting and challenging work" (p.)** .

His study revealed that the factors that led to satisfaction (motivators) were different from those which led to dissatisfaction (hygiene factors) , he called this a two factors theory of motivation . Thus he declares , that any improvements in motivators should lead to an improvement in performance .

Motivator factors	**Hygiene factors**
Achievement	Salary
Advancement	Company policy
Growth	Supervision
Recognition	Interpersonal
relations	

Table 1   : Motivation and hygiene factors(Herzbberg)

III.2.1.3- Achievement theory (Meclelland , Athkinson)

It emerged after research into behaviour in achievement oriented activities   , where individuals responsible for the outcome expect to receive unambiguous feed back on the results of there actions .

According to this theory , there are some key conditions of achievement in the achievement oriented activities .

First of all the individual has to be willing to undertake the activity , secondly , the result should be expected as successful by the individual , then the expected out come has to be valuable to the individual imaging in the action , there fore achievement theory does not only account for) or success but also for motivation to avoid a situation for seen to produce negative results (Atkinson 1964) .

Atkinson maintained the idea that there are some individuals who are characterized by a need for achievement more than others , and that these are more likely to be motivated by tacks that are more difficult to others .

III.2.2-Process theories:

III.2.2.1-Expectancy theory (vroom) :

The American psychologist Victor Vroom (1964) developed the expectancy theory based on the nations of "valence" , instrumentality , "and" "expectancy" .

He claimed that motivation depends on how strong the expectancy is and how important the goal is to the person   ; for instance if someone expects to get more money from working hard

(he or she needs more money) . Then we can predict that he / she will word hard

(expectancy) on the other hand , the desired result might be something worth striving for

(positive valence) . So people are demotivated when   they feel that the outcome is not worth while to them (zero valence) . The third element of the theory instrumentality   , is defined as the perception that the temporary outcome will lead to another important outcome .

III.2.2.2-Reinforcement theory (Tosi et al) :

This theory is based on the behaviorist approach , it claimed that behavior is influenced by the consequences of previous actions , there are two kinds of reinforcement ,   the positive and the negative one , the first refers to the attempt to encourage desirable behaviours by reward , the second refers to the attempt to encourage the positive behaviour by with drawing negative consequences , in simpler terms it is reward and punishment .

The strength of the reinforcement depends heavily on the individual's perception of the reward or punishment .

III.2.2.3-Social learning theory (Rotter , Bandura) :

It suggests that goals are subjects to other influential people's ideas , it focuses on the social influences on people's goals and the value they put on them . It is argued that we learn   correct behaviours through experience and through the examples or role models provided by other people .

This theory suggests that motivation to behave in a certain way is the result of learning through reinforcement a certain way is the result of learning through reinforcement , by and wit him our social groups .

III . 3-Students   motivation   to learn :

The question of students motivation to learn has intrigued educators and psychologists for years, both the teacher and the student may be aware of a lack interest in learning , but to what extent are they aware of the reasons behind such lack of interest ?

A distinction is to be drawn ; however , between   " being interest" and "being motivated". Interest usually refers to the condition where the source of the drive lies the student ,the latter sees "the intrinsic value of the effort to be expended " to be motivated ,on the other hand , refers a condition where we feel that there is , an absence of interest , hence , the drive should be in some area extrinsic to the goal to be archived , psychologists often   argue that intrinsic motivation is a more favorable condition for learning than supplied motivation . Lambert (1963) has found that integratively- oriented students are more successful than instrumently oriented learners .

Motivation is directly linked to achievement , since it affects how well students will persevere in active learning efforts . In foreign language learning carol (1960 quoted in Jackobonits   1971) argues that the instrumentally oriented student perseveres less at

foreign language study , Jackobonits (1971) considers intrinsic motivation a condition

for the acquisition of a linguistic competence he says:

> **"The acquisition of a meaningful level of language competence**
>
> **can not be achieved without intrinsic motivation on the part**
>
> **of the learner" (p 258) .**

He goes on , to consider student's attitudes towards foreign language study and culture as

the major determinants of achievement , he says :

> **"students with favorable attitudes to wards the culture and**
>
> **people whose language they are studying are expected to be**
>
> **more successful in achievement" (p 262) .**

According to him , a consideration of motivation and attitudinal factors in foreign

language study is relevant from two points of view :

-The way in which these affect the individuals reactions to a contact with a foreign

culture .

-The way in which these affect learners perseverance , following this reasoning , it is

quite legitimate to say that student's motivation to learn a foreign language and his

motivation to learn about its culture are so intimately linked that if he loses interest in

foreign language learning he , inevitably loses interest in learning about its culture and

civilization .

It is also worth noting that if students with favorable attitudes towards the foreign culture

and people whose language they study are more successful , then motivation students to

learn the foreign culture would be a more fruitful way to help them acquire interest for

foreign language and achieve language proficiency .

It is also worth noting that students' motivation is affected by teachers' motivation to a very considerable extent , Csikzentmihaly (1997 quoted in Tziava 2003) said :

<div align="center">**" only motivated teachers can produce motivated learners " (p4) .**</div>

Girard (1977) argues that motivating learners is an important part of teachers ' job ; various studies (among which Dorney Zolton 1998) have shown that this is the view most students

hold , since they place the teachers' personality , their attitudes towards the course , or the techniques , and their lack of commitment in the first places in their hierarchy of factors that demotivate them in foreign language and foreign culture learning .

 Hence, a motivated teacher provides more motivating learning experiences and a contagious enthusiasm ,thus , producing well prepared and motivated students of the target language and culture .

III.4-Foreign   language teachers ' motivation in developing countries :

While international efforts are galvanized towards a better educational care in all the world as a part of the educational for all movement (see appendix7) .

Many developing countries suffer a potential crisis in teaching: the teaching force is demoralized, teachers are frequently paid little and late, their training needs are neglected.

In this climate, foreign language teachers, particularly, feel powerless either to create positive learning experiences for their learners , or to improve their own situations**.**

III.4.1-Educational context   in   developing   countries :

Education in the developing countries is at a critical juncture ,many developing countries fail to reach international agreed on targets to expand and improve education ;teachers are rarely regarded as partners   within educational planning   and reform ,despite the pivotal nature of their role ,there is a tendency   on the part of the policy- makers to bypass teachers in decision -making ,furthermore, the teaching force is demoralized by many others factors .though its known to all that teachers are central to education quality ,and   that   the   improvement   of   their   conditions   and   status   (see   UNESCO   's Recommendations concerning status of teachers on appendix 6).

As is clearly stated in Coombe(1988 quoted in a policy research project on teachers' motivation in developing countries) **:**

> **"if teaching and learning are the beginning and the end of**
>
> **educational planning process then all matters that bear on**
>
> **the welfare , professional development and effectiveness of**
>
> **the teacher must be of prime importance " (p 22)**

or in the Dakar Education for all Framework 2000(quoted in policy research project on teachers motivation in developing countries) :

> **"The pre-eminent role of teachers as well as other educational**
>
> **personnel in providing quality basic education needs to be**
>
> **recognized and developed to optimize their contribution ,**
>
> **this must entail measures to respect teachers' union rights**
>
> **and professional freedoms, and to improve their working**
>
> **conditions and status ,notably in respect of their recruitment ,**

> **initial and in-service training ,remuneration and career**
>
> **development possibilities ,as well as to allow teachers to**
>
> **fulfill their aspirations ,social obligations and ethical**
>
> **responsibilities " (p 8) .**

Lockheed and Verspoor (1991 quoted in the same document) go even further ,in emphasizing the pivotal role of teachers ,they noted :

> **" A key determinant of student's achievement is the quality of**
>
> **teaching (…) governments must design policies**
>
> **aimed specifically at improving the academic and**
>
> **Pedagogical preparation of teachers and providing incentives**
>
> **to strengthen their motivation and professional commitment**
>
> **(…) improving teachers' motivation is perhaps the trickiest**
>
> **task that governments face in their effort to up grade the teaching**
>
> **force " (p10)** .

Garrett ,according to the same document , made a special reference to developing countries and the urgent need of reviewing teachers needs if any educational project is to succeed ,he said :

> **" The big educational project of many developing countries ,**
>
> **in the next decade or so ,is involving wholesale change**
>
> **on a level unprecedented in those countries . The**
>
> **successful   management of this change is therefore crucial .**
>
> **However   , this cannot be undertaken without a clear**
>
> **understanding of the reaction of the professionals to**

changes in their work and the heightened expectations

being made of them " (p 11).

Unfortunately, little is done in practice to improve teachers' motivation ,on the contrary , their motivation is declining ,they are dispirited and sometimes even their basic needs are not met ,in fact many factors decrease their

motivation and professional commitment .

III.4.2-Some factors of   teachers   demotivation :

We all know that teachers 'performance in contributing to learning effectiveness   is strongly influenced by teachers' motivation ,this is what Garett , according always to the same document, assumed ,he said :

" We know that teachers are the key factors in contributing

to any enhanced quality of classroom experience " (p12).

Yet if the problem of teachers 'motivation is a universal problem , in the developing countries it reached an unprecedented dimension , and factors that undermine teachers 'motivation are in some countries more than incentives .perhaps the first factor to be mentioned is

IV-6-2-1-Poor remuneration : teachers are paid little and late as stated in a research project on teachers' motivation in developing countries :

" The general picture is that few teachers manage on their salary

to the end of the month (…) when all basic costs are paid ,

there is nothing left and in many cases the salary has

already disappeared before these costs are paid (…)

one difference between teachers and other employees of the

public sector is that the teachers have fewer opportunities

to generate extra resources " (p 6).

IV-2-2- Poor working conditions : The financial constraints made it impossible for governments to improve the working conditions ,classes are overcrowded   ,ill accommodated, and visual aids are almost non-existent .

IV-2-3 - Accommodation : A further concern to most teachers is their accommodation , the results of many case studies in Africa showed that teachers' poor housing is a daily source of irritation and ill feeling , leaving teachers between paying high rents for private housing or living in terrible conditions .

IV- 2-4- National policy -makers tendency to bypass teachers in decision making and curriculum changes : teachers are not consulted on changes ,in most cases new syllabuses are imposed upon them ,and we know that curriculum changes   require new methodologies to be deployed ; one teacher from Malawi said :

" Motivation would come if the teachers were trained ,but

when the curriculum came in teachers were saying 'we can't

do this ,and that led to demotivation "

(p 32)

IV- 2-5- Lack of teaching and learning materials : An other common cause for teachers complaints was the lack of teaching and learning materials ,there is a lack of course books ,the statement below is a living testimony , an other Malawi teacher said **:**

" We want to do literature in English and in Chichiwa ,but we

can't do them ,because we don't have the books ,or tape

recorders " (p33) .

IV- 2-6- Students' lack of motivation : Since teaching is an interactive process , students' lack of motivation may be a demotivating factor for teachers , Earl Steivick (1980 :4 quoted in Tziava 2003) said in this respect **:**

> **" success depends less on the materials ,techniques and linguistic**
>
> **analyses ,and more on what goes on inside and between the people**
>
> **in the classroom the classroom "** **(p3).**

III. 5- Impacts of teachers beliefs and practices on students motivation to learn :

Deci and Rayan (1985) have shown that if teachers have an autonomy orientation rather than a control orientation , their students will demonstrate greater intrinsic motivation , thus an autonomy orientation supports students self -regulation willingness to learn . Meece 1991 points out that if both teachers and students come to believe that learning is supported by students' self-regulation , teachers ,then , are more likely to let students make significant learning choices such as designing class projects , choosing learning partners … etc . In this atmosphere teachers will become rather co-learners and motivators .The impact is psychologically more understandable in the effect of the teacher ' over evaluation or under evaluation of his student on the latter's motivation and achievement .

It has been demonstrated in Rosanthal's experience , that the over evaluated students achieve more than the under evaluated even if the over evaluated are not originally the best learners , the phenomenon here is comparable to placebo phenomenon in medical

sciences . For more details about Rosanthal's experience and its findings see appendix 5 .

III.6- Teacher / learner relationship and motivation :

To be motivated to learn students need both ample opportunities to learn and steady encouragement and support of their learning efforts , enthusiastic teachers according to Alison (1993) , impart a sense of commitment to , and interest in the subject matter , not only verbally , but also non verbally (cues that attract students to engage in tasks) .

So this case a discussion of students motivation entails an explanation of the teacher learner relationship , and how this latter is riddled with power and status ; For many , power plays a large part in the relation ship ; However , if we consider Group processes , the force and the role of the teacher as the leader of the group (learners) we see clearly , that the teacher's duty as the leader is to handle this relation of power and status to create a heal atmosphere and a good teacher learner rapport to promote learning and engage in a more humanistic approaches that maintains students motivation and interest .

In this respect J.Salorne in " chart de vie pour de meilleurs relations dans mon travail" gave many opinions and advices to teachers .

-To keep abreast with the researches on students motivation .

-To dare give the chance to students to see how they perceive it .

-To accept that the students failures many be attributed to the teacher or the educational institutions .

-Not to hate what one teachers , and try to cope with the routine .

-To keep alive his capacity of learning and research ,to pursue the construction of his identity as a teacher .

-To dare take risks even that of changing completely .

III.7-Some motivational strategies in the foreign language classroom :

Trying to reach students who seem to have lost interest and are displaying no motivation to learn ,is a frustrating and all too common experience for language teachers ; its worth noting that the teacher's skill in motivating students to learn is of paramount importance as Zolton (quoted in Tanasoulas 2004) stated :

" teacher's skill in motivating students should be seen as

central to teaching effectiveness " (p1).

an averted teacher is well aware of the fact that the problem of students' motivation is complex and multidimensional and cannot be solved by any one trick .

Tanasoulas proposes a framework for motivational strategies based on the

process -oriented model of Zolton and Otto (1998) , in this framework the strategies are organized into separate themes :

-Creating the basic motivational conditions which involve setting the scene for the use of motivational strategies .

-Generating students' motivation ,which corresponds to the preactional phase

-Maintaining motivation , which corresponds to the actional phase.

- Encouraging positive self -evaluation , which corresponds to the postactional phase .

He assumes that motivational strategies need a safe ground to be implemented , certain preconditions must be there ,if we attempt to generate motivation among our learners, according to him ,these are :

a- appropriate teacher behaviour and good

teacher- student rapport ;a key element here , is to establish a relationship of mutual thrust and respect .

b-A pleasant and supportive class atmosphere ;it stands to reason that a tense classroom climate can undermine learning and demotivate learners .

c-A cohesive learner group ,because fragmented groups characterized by a lack of cooperativeness can easily become ineffective .

He believes that the teacher has to create these motivational conditions as a first step, then he can generate students 'motivation by :

1-increasing the learners' goal -oriented ness.

2- making the curriculum relevant for the learners .

3-Creating realistic learners 'beliefs about their progress in L2 .

4-increasing the learners' self-confidence .

5-creating learner autonomy ;here Roger(1961:27 quoted in Tanasoulas 2004)argues: " the only kind of learning which significantly affects behaviour is self -discovered , self-appropriated learning " (p6).

6-encouraging positive self -evaluation ; the teacher can help learners to evaluate themselves in a positive light , as is made plain in the following statement
of Jackobovits (1971) :

> **" The foreign language teacher ought to be aware of the**
>
> **psychological importance to the student of the latter's**
>
> **self-evaluation of his progress and take steps to help him**
>
> **to define his progress in realistic and relevant terms "**

(p249)

Conclusion

From all what has been said earlier , we can say that Foreign language profession ought to meet the new challenges , if it is going to survive .Fortunately , the ultimate interests of teachers and learners coincide , the question is a matter of changing for the better . Teachers often believe that by sticking to the language materials and trying to discipline their students ,they will create a healthy atmosphere conducive to learning ,but many seem to lose sight of the fact , unless they accept their students ' personalities and work on those details that constitute their social and psychological make-up ,they will fail to motivate them.

Teachers must be motivators , especially in foreign language classroom , and must seek by all means seek to motivate their students in learning about the target culture and civilization , since it is a way to engage in an effective learning of the language .

Hence if our ultimate objective is to promote English language learning , our stating point would be to motivate students to learn about British culture and civilization , and to diminish or to lessen the effect of all what would demotivate students in this module .

Field work

Chapter four : Students' questionnaire

Introduction

The present study attempts to identify factors behind second year students ' lack of interest in learning British civilisation at Batna university , and hopefully find a kind of remedy to this problem , by suggesting what would be a more interesting and motivating teaching of this module . these objectives therefore , entail collecting the students opinions , and seeing their attitudes and preferences regarding this module .

Questionnaires are considered to be ; particularly, adequate for this kind of research ; they allow us to reach a potentially large number of respondents , we thus designed a questionnaire for students to collect the necessary data for our research .Hence this chapter presents all what is related to the administering , analysis and presentation , discussion and interpretation of the findings .

IV .1 -Participants and procedures :

Though questionnaires are an inexpensive way to gather data ,they are every bit consuming in terms of time and effort , since a well designd questionnaire that is used effectively yields valid results .

As already stated in chapter one ,this questionnaire is designed for all second year students at Batna university (academic year 2004/2005) to collect the necessary data on students attitudes ,opinions and preferences regarding British civilisation teaching and learning .The questionnaire is a self-completion questionnaire , divided into four sections ,we used the social connectedness scale ,as already stated in chapter one , in the last section to see the level of agreement and disagreement among students on many issues .

IV .2 -Questionnaire administering :

Given the complexity of designing a questionnaire ,it is impossible even for experts to get it right the first time round ,thus many drafts of our questionnaire were written before achieving the present one, we have written the original draft and changed it many times following the check list mentioned in chapter one, to see if any of the common mistakes apply to our questionnaire. The questionnaire begins with a small introduction ,in which the problem and the aims of the research were stated ,the introduction is followed by a small note assuring the respondants that the information contained in the questionnaire will remain anonymous .The questionnaire was not piloted on a small sample of the population , since it was directly administred to students and the instructions were explained to them ,it was administered to all second year groups.

While administring the questionnaire,which was intended for all second year students of English at Batna university -that are seven groups ,the equivalent of 340 students - we foud only 176 students because of the big number of abscents .

IV .3 -Questionnaire analysis and presentation :

To analyse data presented in the questionnaire , we used descriptive statistics , we thus analysed

the questionnare section by section , and item by item using percentages.

For the presentation of the results ,we used for each item that is presented in a table, a cyrcle

divided into sectors, following the percentages of choices presented in the tables .

Section I :

In this section the reader will be aquainted with the students attitudes towards English language

learning , and British civilisation learning .

Item 1 :

Table 2

The choice of English

	personal choice	imposed	Total
Number of students	152	24	176
percentages	86,36 %	13,64 %	100%

Knowing that we performe better, and

we show more interest in any subject matter when we like it ,the students were asked if learning

English was their own choice.

The results obtained reveal that 86,36 % were willing to study English ,the choice of English,

then ,was a personnal choice ,and that 13 , 64 % of them didn't chose it ,it was rather imposed on

them .

Figure 3 : The choice of English

- personal choice
- imposed
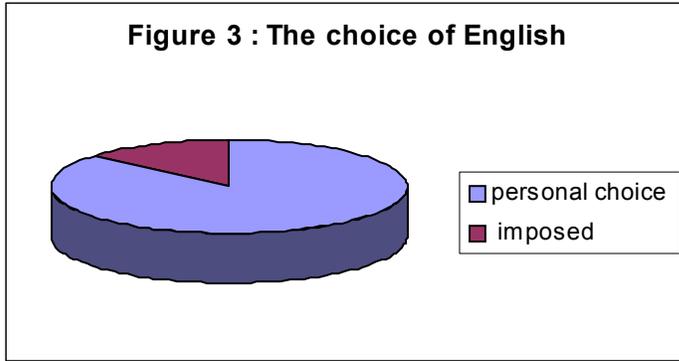
Item 2:

Table 3

students attitudes towards English language study

	very enjoyable	enjoyable	not enjoyable	Total
Number	50	114	12	176
Percentages	28,41%	64,77 %	6,82 %	100%

 In order to see the students ' attitudes towards English language study , they were asked to give

their opinions about the following question :" How enjoyable do you find the study of English ?"

. From table 3 it is clear that the majority finds English study enjoyable ,in the sense that 28,41

% find it very enjoyable , 64,77 % find it enjoyable , and 6,28 %

only don't like it and answered "not enjoyable" .

Figure 4: Students attitudes towards English language study
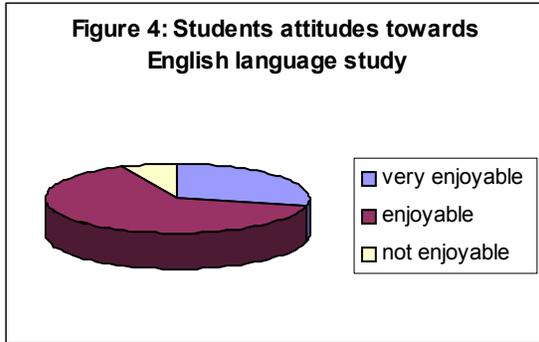
Item 3 :

Table 4

Students attitudes towards British civilisation learning

	Like it much	A little	Not at all	Total
Number	51	88	37	176
Percentages	28,98 %	50%	21%	100%

To see the students attitudes towards British civilisation learning , they were asked the following

question : " Do you like studing British civilisation

much

a little

not at all ".

The results obtained reveal that students display a lack of interest in learning this module , in the

sense that only 28, 98 % like it much , 50 % like it a little , and 21, 02 %don't like it at all   .

Figure 5 : Students attitudes towards British civilisation learning
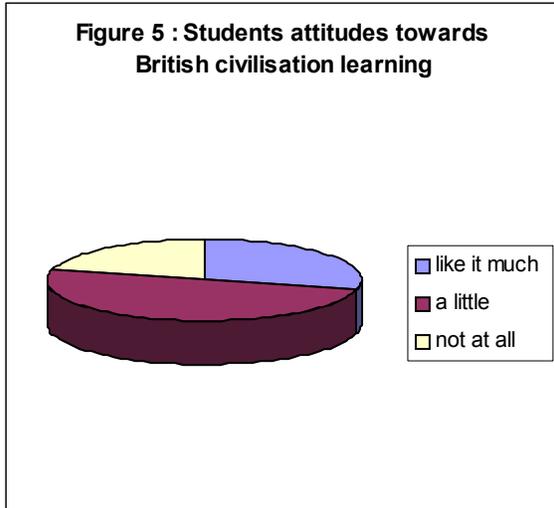
The 37 students who answered "not at all" , were asked the causes of this lack of interest and their answers are illustrated in the table below.

Table 5

Some causes of students lack of interest

	Content	Way of teaching	The teacher	All the three	other reasons	Total
Number	13	10	5	5	4	176
Percentages	35,14 %	27,02 %	13, 52 %	13,51 %	10,81%	100%

The results on table 4 reveal that thes students don't like British civilisation at all bcause of :

first the content ,second the way of teaching , and then the teacher .Some students gave other

reasons .35, 14 % argue that the cause of their lack of interest is the content , 27,02 % say it is

the way of teaching , 13, 52 % say it is the teacher , 13,51 say it is all of the preceding ,10, 81 %

state other reasons ; these are :

-Disliking studing history of other nation's .

-It is not easily understandible.

-Very old and remote events.

-The British kingdom system .

figure 6: some causes of students ' lack of interest
- Content
- Way of teaching
- The teacher
- All the three
- other reasons
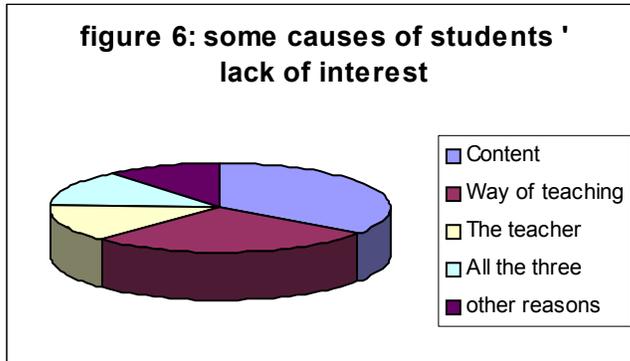
Section II :

In this section , we will present the students ' attitudes to British civilisation content ,and their perceptions of the British people .

Item 1 :

Table 6

what the students like to know about the British people

	History	Habits and customs	Achievements	All the preceding	Others	No answer	Total
Number	27	27	50	69	1	2	176
Percentages	15,34 %	15,34 %	28, 41 %	39,21 %	0,56 %	1,14 %	100%

To see if the students' find the content relevant, in the sense that it contains what they wanted to know about the British people , they were asked the following question : "what do you like to know about the British?.".From Table 6 ,it is clear that the majority wants to know their history ,habits and customs , and their achievements , in the sense that 39,21 %want to know all of the

preceding ,28,41 % want to know the British people's achivements in art and sciences , 15,34 %

wanted to know their history,

15,34 % wanted to know their history and their habits and customs ,1,14% had no opinion , and

one student stated:"I want to know some aspects of the British way of life".

Figure 7 :What the students like to know about the British people

- History
- Habits and customs
- Achievements
- All the preceding
- Others
- No answer
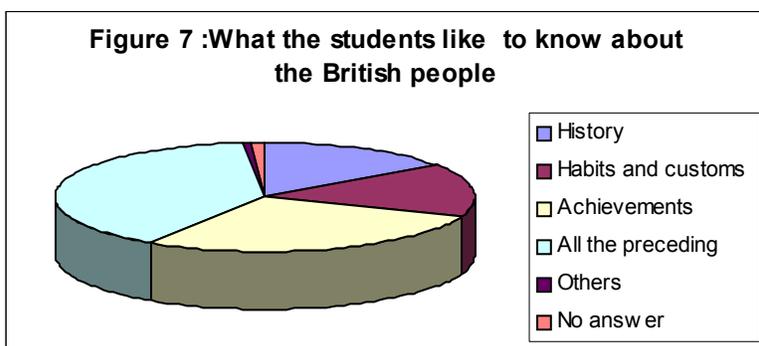
Item 2: The image the students have had of the British people before learning English.

To see if the students had any stereotypes about the British people before studying English , they

were asked to give what image they have had of the British people before studying English .

The results obtained reveal that among the streotypes they had ,we have :

-The British have a good past in which there were no wars .

-The British are one nation .

- They are all very serious people.

- They are strong people .

-They are selfish pople.

- They are difficult to understand .

- They think themselves the best of all nations .

- Aristocratic and very rich .

- They are special people .

- They are ideal people.

Item 3 :The image the students have know

To see if the study of English helped them get rid of those stereotypes, they were asked the

following question : " What image do you have now ? " .

The results reveal that their image has not realy changed .Hence some stereotypes are still there .

Item 4 :

Table 7

The students awarness of cultural diffrences

	Yes	No	No answer	Total
Number	134	38	5	176
Percentages	76 ,14 %	21,59 %	2,27 %	100%

To see if the students are aware of cultural differences that exist btween their culture and the

British culture ,they were asked the following question : " Are you aware of the cultural

diffrences between your culture and the British culture? " . The results obtained reveal that the

majority think they are aware of cultural differences , in the sense that 76,74 % answered "yes",

21,59 % answered "no ",and 2,27 %(5 students) didn't answer this question .

Figure 8 :Students perception of their cultural awareness
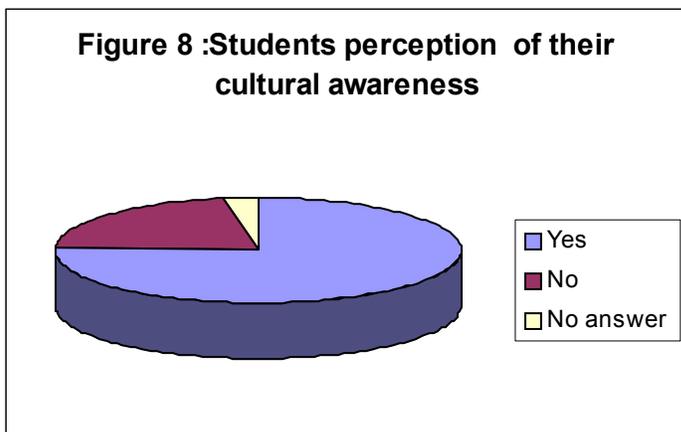
those who answered "yes" were asked the following question " in what are these diffrences

perceived ?" their answers included :

-They are differences in religion ,

-Our culture is more religious ,theirs is more rationalist .

-Differences in traditions and education.

-In the way of thinking and living

-Differences in all domains

-In the political system .

Section III :

In this section ,the students ' attitudes to British civilisation teaching techniques and teachers '

perceptions, are presented   .

Item 1 :

Table 8

what will motivate the students most in a British civilisation course

Learning in a classical way	Learning through films	Reading novels	learning through films and novels	Total
24	127	21	4	176
13,64 %	72, 16 %	11,93 %	2,27 %	100%

To see what technique is the most motivating to students in a British civilisation course , they were asked the following question :" what will motivate you most in a British civilisation couse?"

From table 9 ,it is clear that the majority like learning through films , in the sense that 72,16 % answered " learning through films", 13,64 % answered " learning in the classical way " , 11,93 % answered "reading about it " ,and 2,27 like the use of both films and novels

Figure 9: What will motivate the students most in a British civilisation course

- Learning in a classical way
- Learning through films
- Reading novels
- learning through films and novels
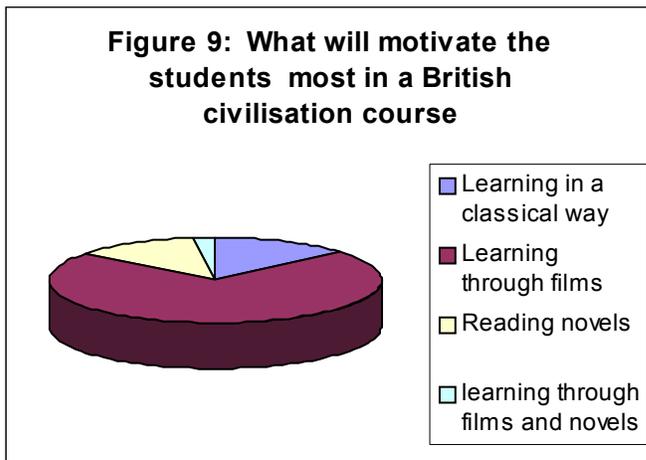
Item 2 :

Table 9

The most boring task to students in a British civilisation course

	To do an expose	To have much learn about Kings and Queens	To read a novel about the British history	All	Others	Total
Number	34	95	30	14	4	176
Percentages	19,32 %	53%	17, 05 %	7,38 %	2,27 %	100 %

To see what demotivates the students most in a British civilisation course , they were asked what was the most boring task to them .

the results reveal that the majority disliked to have much to learn about Kings and Queens , in the sense that 53,98 % answered " to have much to learn about Kings and Queens ", 19,39 % "to do an expose about a period of the British history ", 17,05 % "to read novels about the British history " , 7,38 % disliked all the precding tasks , 2,27 % stated other boring tasks ,these included :

 to learn about wars and conflicts .

Figure 10 :The most boring task to students

- To do an expose
- To have much learn about Kings and Queens
- To read a novel about the British history
- All
- Others
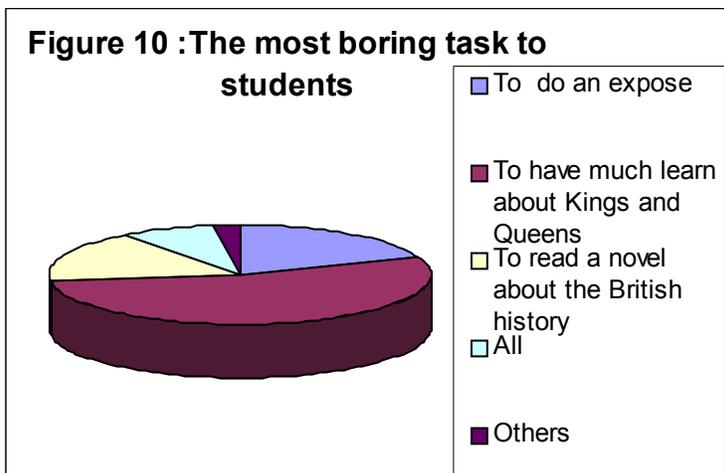
Item 3:

Table10

Reading British novels

	Yes	No	No answer	Total
Number	55	120	1	176
Percentages	31,25 %	68, 18 %	0,57 %	100%

To see if the students read British novels , they were asked :" do you read British novels ? ".

From table 11 ,it is clear that the majority do not read ,in the sense that 68,18 % answered "no "

, 31,25 % answered "yes" , and one student didn't answer .

Figure 11 : Reading British novels
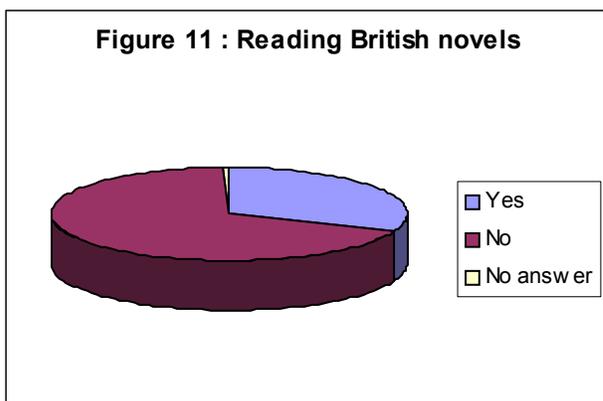
Item 4 :

Table 11

Reading British newspapers and magazines

	Yes	No	Total
Number	55	121	176
Percentages	31,25 %	68,75 %	100%

To see if the students read British newspapers and magazines ,they were asked :" have you never read a British newspaper or a magazine ? " the results reveal thatthe students do not read British newspaper or a magazine, in the sense that 68, 75 % answered "no" , and 31,25 % answered "yes" .

Figure 12 :Reading British newspapers and magazines
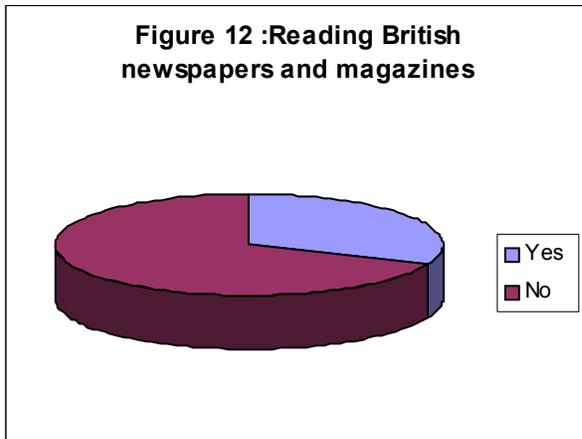
Item 5 :

Table 12

How often students watch British channels

	Never	Rarely	Sometimes	Often	Total
Number	32	41	100	3	176
Percentages	18,18 %	23,29 %	56,82 %	1,70 %	100%

To see how often the students watch British channels ,they were asked how often do they watch British channels . From table 13 , it is clear that they do not watch them frequently , in the sense that 56,82 % answered "sometimes " , 23,29 % answered "rarely ", 18,18 % answered never , and only 1,7 % answered often .

Figure 13 :How often students watch British channels
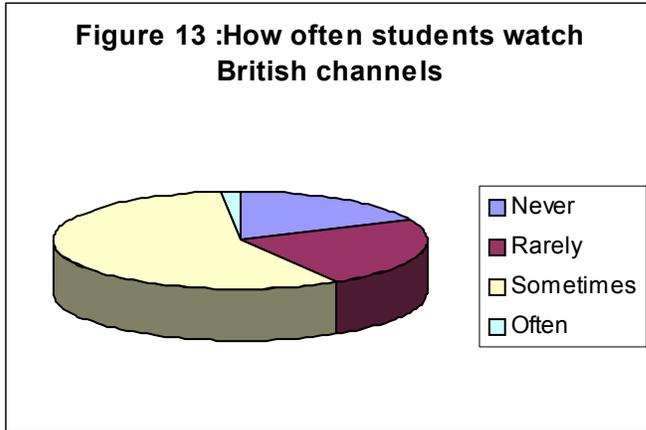
Item 6 :

Table 13

Watching films on British history and Social life

	Never	Rarely	Sometimes	Often	Total
Number	22	53	86	15	176
Percentages	12,50 %	30,11 %	48,86 %	8,52	100%

To see how often the students watch films on British history and social life ,students were asked how often they watch them . From table 14 , it is clear that students do not watch them often , in the sense that 48,87 % answered "sometimes " , 30,11 % answered "rarely" , 12,50% answered "never" , and only 8,52 % answered " often ".

Figure 14 :How often students watch films on British history and social life
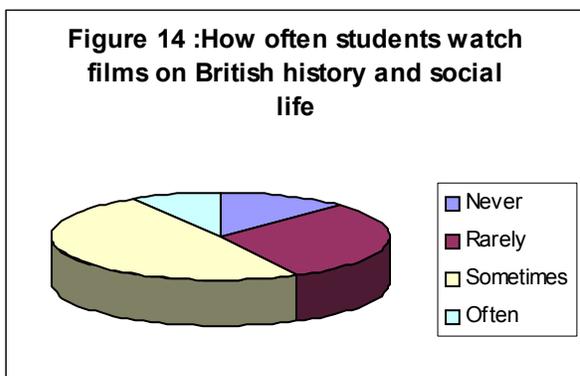
Item 7:

Table 14

The influence of the teacher's positive perception of the student on the latter's motivation

	Yes	No	Total
Number	139	37	176
Percentages	78,98 %	21,02 %	100%

To see if the teacher's positive perception of the student increases the latter's motivation, students were asked the following question :" Does the teacher's perception of your apptitudes as high apptitudes increase your motivation to learn ? ".

From table 15, it is clear that the positive perception of the teacher icreases the motivation of the majority of the students , in the sense that 78,98 % answered "yes", and 21,02 % answered "no "

.

Figure15 :The influence of the teacher's positive perception of the student on the latter's motivation
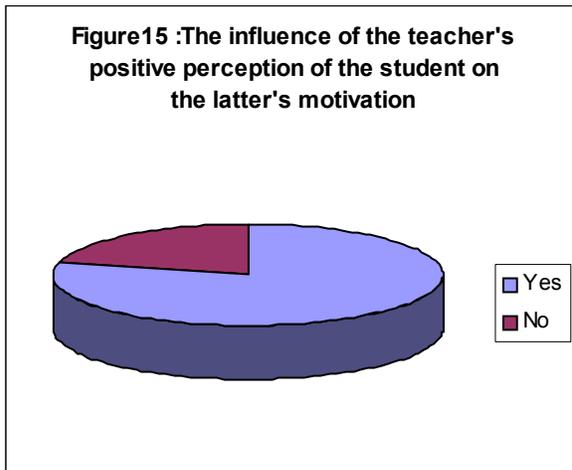
Item 8:

Table 15

The influence of the teacher's negative perception of the student on the latter's motivation

	Yes	No	Total
Number	109	67	176
Percentages	61,93 %	38,07 %	100%

To see if the teacher's negative perception of the student decreases the latter's motivation ,the

students were asked :" Does the teacher's perception of your apptitudes as low apptitudes

decrease your motivation to learn" . From table 16 , it is clear that the negative perception of the

teacher decreases the motivation of the majority of the students , in the sense that 61,93 %

answered "yes " , and 38 , 07 % answered " no "

Figure 16 : The influence of the teacher's negative perception of the student on the latter's motivation
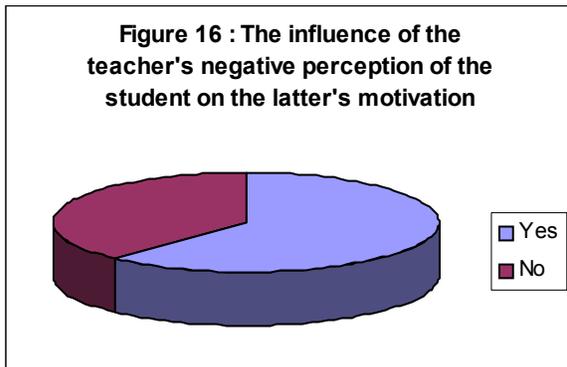
Section IV :

In this section , we will see students attitudes to some aspects of the content techniques and

teachers practices , and their suggestions .

The students were asked in this section to indicate the level of their agreement or disagreement concerning many issues stated in the statements below .

Item 1 :

Table 16

statement 1: Our lack of knowledge of English language accounts for many difficultis we have in learning British civilisation

	Strongly agree	Agree	Disagree	Strongly disagree	Total
Number	49	71	37	19	176
Percentages	27,84 %	40,34 %	21,02 %	10,80 %	100%

To see if the students lack of knowledge of English language is one of the causes of their difficulties in British civilisation , theey were asked to give their opinions concerning the above statement .

The results reveal that the majority agrees that it is ,in fact, a handicap ,in the sense that 40,34 % answered agree , 27,84 % answered strongly agree , 21,02 answered disagree , and 10,80%answered strongly disagree .

Figure 17 : The students opinions on the lack of English language knowledge and its effects on British civilisation learning
- Strongly agree
- Agree
- Disagree
- Strongly disagree
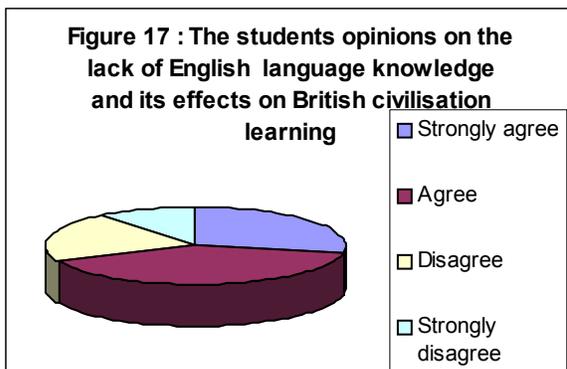
Item 2 :

Table 17

statement 2 :Our syllabus lacks many aspects of the English culture and civilisation.

	Strongly agree	Agree	Disagree	Strongly disagree	Total
Number	33	118	20	5	176
Percentages	18,75 %	67,05 %	11,36 %	2,84 %	100%

To see if the students agree that the syllabus of British civilisation lacks many aspects of the

British culture and civilisation ,they were asked to give their opinions on the preceding statement

.It is clear , from table 18 , that the majority finds the statement true ,in the sense that 67,05 %

answred agreed , 18,75 % strongly agreed , 11, 36 % disagreed , and 2,84 % strongly disagreed.

Figure 18 :The students opinions on the syllabus

☐ Strongly agree
■ Agree
☐ Disagree
☐ Strongly disagree
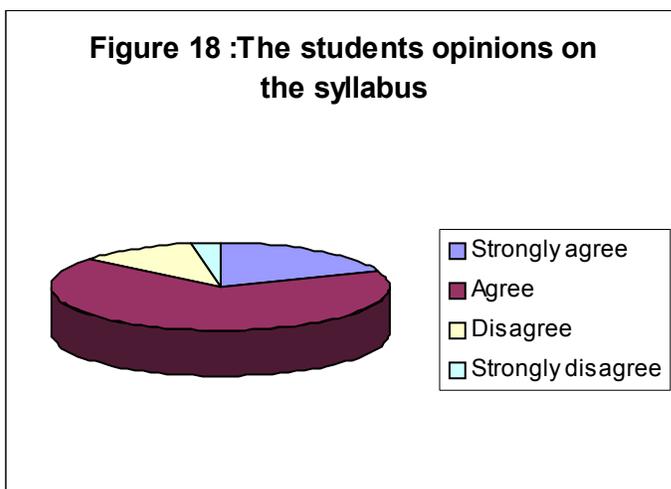
Item 3 :

<u>Table 18</u>

Statement 3

We would know more about the English culture and civilisation if we were shown some films about the British history or social life.

	Strongly agree	Agree	Disagree	Strongly disagree	Total
Number	151	18	6	1	176
Percentages	85,80 %	10,23 %	3,40 %	0,57 %	100%

To see if the students agree that some films about the British history or social life, will help them know more about the British ,they were asked to give their opinions on the preceding statement .

The results rveal that the majority agrees ,in the sense that 85,80 % strongly agreed , 10,23 % agreed , 3,4 % disagreed , and only one student strongly disagreed .

Figure 19 :The students opinions about including some films on British history and social life in the courses

■ Strongly agree
■ Agree
□ Disagree
□ Strongly disagree
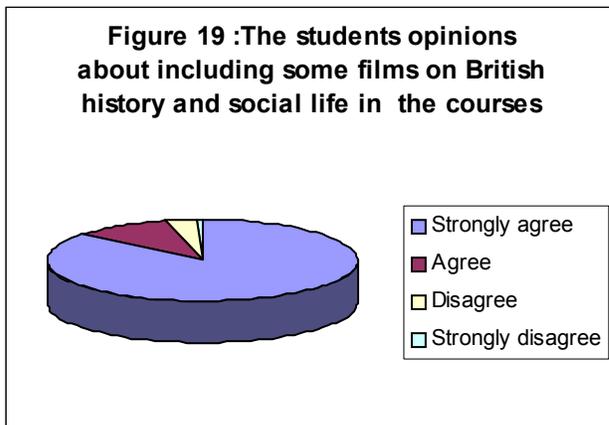
Item 4 :

Table 19

statement 4 : some teachers 'practices decrease our interest in the module .

	Strongly agree	Agree	Disagree	Strongly disagree	Total
Number	109	39	16	12	176
Percentages	61,93 %	22,15 %	9,09 %	6,82 %	100%

To see the impact of teachers ' practices on students motivation to learn British civilisation ,the students were asked to give their opinions about the preceding statement. From table 20 , it is clear that the majority agrees that some teachers practices decrease their motivation in this module , in the sense that 61,93 %strongly agreed , 22,15 %agreed , 9,09 % disagreed , and 6, 82 % disagreed .

Figure20 :The students opinions on the impact of some teachers practices on their motivation
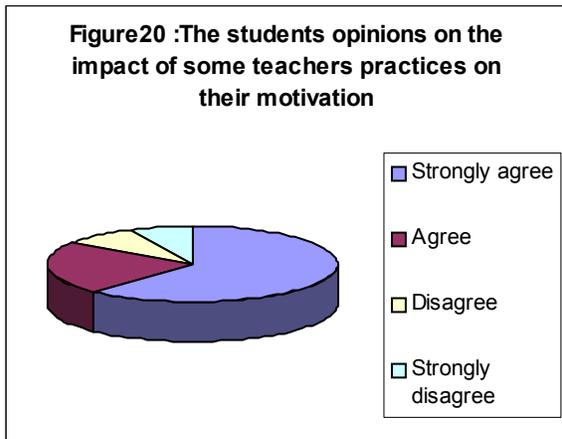
Item 5 :

Table 20

statement 5

we would be more interested in a British civilisation couse if we learn about some British

customs , rituals , and culinary art (cooking) .

	Strongly agree	Agree	Disagree	Strongly disagree	Total
Number	44	117	13	2	176
Percentages	25%	66,84 %	7,38 %	1,14 %	100%

To see if the students will be more intrested to learn this module if the content included

information about some British customs, rituals, and culinary art . They were asked to give their

opinions on statement 5.

 From table 22 ,it is clear that the majority seem intrestd to learn about the abov aspects of the

British beliefs and way of life , ,in the snse that 66,48 % agreed , 25 %strongly agreed ,7,38 %

disagreed ,and 1,14 % strongly disagreed

Figure 21: Students opinions on learning about some British customs,rituals,and culinary art
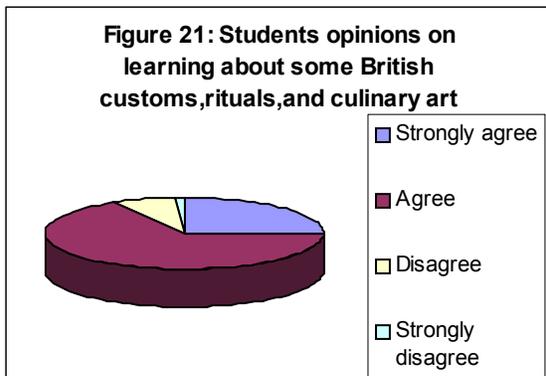
Item 6 : the students were finaly asked to suggest what could be done to improve their

motivation to learn British civilisation ; their suggestions included :

 -To try to simplify things

- To teach about some British customs

-To teach about the British way of life

-To give some interesting titles of British books

-Not to give much policopies ,and to explain all the lessons

-To add a chapter about the British people's social life

-To give a relevant content presented in a good way

-Summerising the courses

-Motivating teachers

-To bring native speaker teachers

-To teach about the British achivements

-Teaching via films and internet

-Introducing other aspects of the British way of life in the content

-To reduce the historical part

-To link the British history to nowadays events

-Training teachers of this module

-Encouraging students to learn about the British culture and civilisation

-Narrating the events as a tale

Some of their comments included :

" I wish that the teachers understand us and how we can learn "

" to have more helpful teachers "

"using family tries to allow us not to confuse between Kings "

" I want to study the history of the 2O th century and not of the middle ages "

" not to give us policopies unexplained " .

IV.4 -Discussion of the findings :

The ultimate purpose of this questionnaire was to identify some causes behind students ' lack of interest in learning British civilisation , it was also used to see what will motivate the students in learning this module ; to be able to suggest some guidelines for future use . In this study , we formulated three hypotheses that were tested ,and are discussed below :

Hypothsis 1 : in claming that second year students of English at Batna university display a lack of interest in learning British civilisation because of the content ,that is not motivating , it is mainly historical , and it lacks many aspects of British culture and civilisation , we were not wrong if we refer back to questionnaire analysis and presentation , section I item 3 : the 37 students who answered to the question : " Do you like studying British civilisation ? " by " not at all " , were asked to give the reasons, whereby they ranked the content as the first cause , also to section IV item 2 where the majority of students agreed that the content lacks many aspects of British culture and civilisation. Hence,our first hypothesis is valid ,this hypothesis is also supported by the opinions experts gave us (see appendix 4):

Pr Byram emphasized that a content may be a demotivating factor , especially if it is purely historical , he said **:**

> **" an approach which is factual –where the students have to learn about**
>
> **the history of Britain or USA – is demotivating since they are not**
>
> **historians but linguists , and language teachers are not good teachers**
>
> **of history either "** .

Dr Aboubou , also argued that a content may be a demotivating factor if it is not a varied one .

<u>Hypothesis 2</u> : in assuming that this lack of interest is due to the lack of using new techniques in teaching culture and civilisation ,we are justified if we refer to section I item 3 ,the 37 students mentioned earlier , ranked the way of teaching as the second cause of their lack of interest ,we can also refer to section III item1 ,where the majority of students agreed that they would be more motivated if they were shown some films on British history or social life . Hence , our second hypothsis is also valid and it is moreover , supported by experts opinions :

Dr Risager, proposed the use of films ,texts and discussions on contemporary issues .

Dr Aboubou proposed a technique where we use all of films , literary works , and British newspapers .

<u>Hypothesis 3</u> : in claiming that this lack of interest may be caused by teachers beliefs and practices and their impact on students motivation to learn , we are also justified if we refer to section III items 7 and 8, where the majority of students , agreed that the positive perception of their apptitudes by the teacher increases their motivation , and vis versa , we can also refer to section IV item 4 ,where the majority of students agreed that some teachers practices decrease their interest in British civilisation .

Hence the third hypothesis is also valid

It is also supported by the opinions of experts : Pr Byram argued that a teacher may be a

demotivating factor .

Dr Aboubou is also of the opinion that the teacher may be a demotivating factor, he further

argues that teachers beliefs and practices may be the most demotivating among all causes .

Other found reasons underlying the students ' lack of interest are :

-disliking studying history of other nations ,and remote events.

-having much to learn about Kings and Queens .

It is also clear from the results obtained , that students do not find the content relevant ,since it doesn't include what they need and want to know about the British people and the British culture , this is made clear in section IV item 5, where students agree that they will be more interested in this module if they learn about some British customs , rituals, culinary art ...etc . They also proposed :

 -to include courses on the British way of life

– to link the British history to nowadays events .

concerning the techniques that will motivate the students ,we may refer to section IV item 6 ,where the students proposed :

    -sessions of British historical and social films .

    -teaching via internet .using family tries of Kings and Queens .

    -    narrating the events as a tale .

    -    The results also reveal that students' lack of interest entailed a general disengagement among students; the majority do not read either British novels , or newspapers .

Conclusion

 From the results we obtained , we can see clearly that teaching about culture and civilisation is not an easy task ,and that motivating students to learn about the target culture and civilisation is a far more hard task .

We found that students ' lack of interest in learning British civilisation is caused by many factors ,the most important among which are : the content , the way of teaching , and the teacher's practices .

We also found that students aspire to a more relevant content and to adequate and motivating teaching techniques .

So, the students' questionnaire gave us insights about some demotivating factors in a British civilisation course , and we will see in the following chapter (teachers' questionnaire) other factors according to the teachers perception of the problem and of their students .

Chapter five : Teachers' questionnaire

Introduction

In order to spot the factors underlying second year students' lack of interest in learnig British civilisation , we needed besides the students questionnaire ,another questionnaire designed for teachers , and meant also to check the consistencey of our students ' responses .

The questionnaire also targted teachers ' perceptions of the problem and of their students ,their attitudes to the content taught and the techniques used ,and their opinions concerning what would be a more effective teaching of this module. The present chapter presents all what is related to the questionnaire administering ,analysis and presentation , discussion and intrepretation of the results .

V.1-Participants and procedures

The questionnaire was designed for teachers of British civilisation ,and it was meant only for those who taught British civilisation to second year students within the last five years .
The choice of this period seems to be more adequate to our research ,since if we take only teachers who taught during this academic year (2004 / 2005),or the last two years ,the number of teachers will be extremely limited (three teachers) , and we need more opinions, and hence a larger number of teachers , which entails to go back to the preceding years ,not so far however   . As is the case of students ' questionnaire , the teachers' questionnaire ,is also a self-completion questionnaire, divided into three sections ,we used the social connectedness scale in the second section ,as already mentioned in chaper one , to see the level of teachers' agreement or disagrement regarding some issues .

V.2-Questionnaire administering

The questionnaire begins with a small introduction ,in which the problem and the aims of the research were stated ,the introduction is followed by a small note assuring the respondants that the information contained in the questionnaire will remain anonymous .The major problem in a questionnaire's design is to make it clear and understandible to all ,this is why one tries as much as possible to keep from leading ,hypothetical , or embarrassing questions , and to test the questionnaire on a small group caracteristic of the whole population . Before administring our questionnaire to the nine teachers who form our population ,it was first, piloted on a small sample (two teachers) caractristic of the whole population , the period between the pilot and the final questionnaire administering was one week .

V.3 -Questionnaire analysis and presentation :

For the analysis of this questionnaire we didn't use percentages because the number of

respondents is a relatively small number (9 teachers) , it would be absurd to say 1 or 2% .

For the presentation of the results ,we used histogrammes .

Section I :

  In this section the reader will be acquainted with the teachers perception of their learners and

British civilization teaching .

Item 1 :

<div align="center">

Table 21

The choice of teaching as a profession

</div>

Variables	It is my vocation	It has many advantages	I had no other choice	It suits my profile	Other reasons	Total
Number	3	2	0	2	2	9

To see if teachers like their job they were asked why they have chosen teaching as a

profession .From table 21, it is clear that the third argue that it is their vocation (3/9 teachers) ,

2/9 say it was because of its advantages , 2/9 say it suits their profile , and 2/9 stated other

reasons ;these are :

-It was a circumstantial choice

-Because of the influence of my foreign teachers .

FIGURE 22 : The choice of teaching as a profession
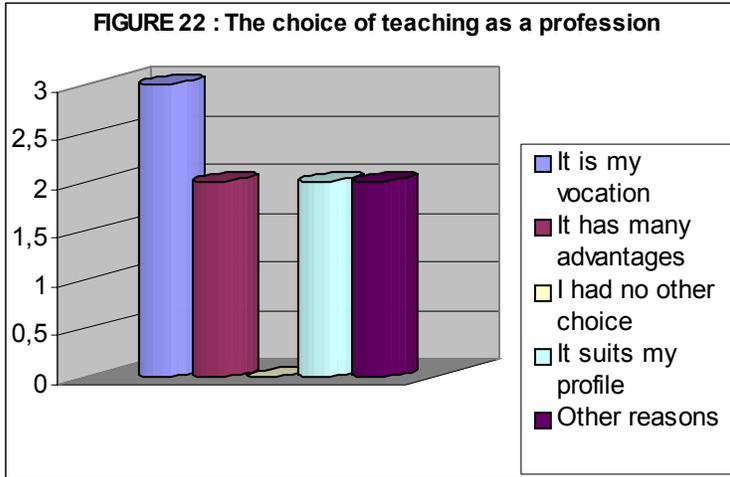
Item2 :

Table 22
The period of teaching British civilisation

variables	One year	Two years	More	Total
Number	4	3	2	9

To see the experience of teachers in this module they were asked for how long they taught it .

The results obtained reveal that the majority are inexperienced teachers ,they taught it only for one or two years , in the sense that 4/9 taught it for one year , 3/9 taught it for two years , and only two taught it for a long period (7years ,10years)   .

Figure 23 : The period of teaching British civilisation
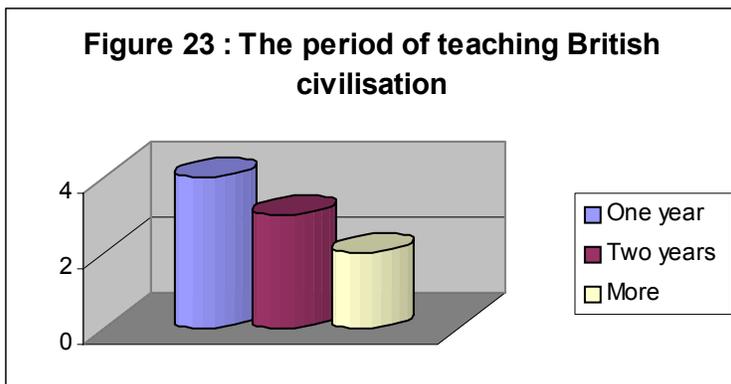
Item 3 :
<div align="center">
Table 23

Teachers' perception of their students
</div>

Variables	As able students	As average students	As unable students	No answer	Total
Number	1	4	3	1	9

To see the teachers' perception of their students ,they were asked the following

question : « How do you perceive the majority of your students ? » .

The results obtained reveal that the majority of teachers perceive their students

as average students , in the sense that 4/9 teachers see them as average students ,3/9 see them

as unable students , 1/9 see them as able students , and one gave no answer .

Fligure 24 : Teachers' perceptions of their students
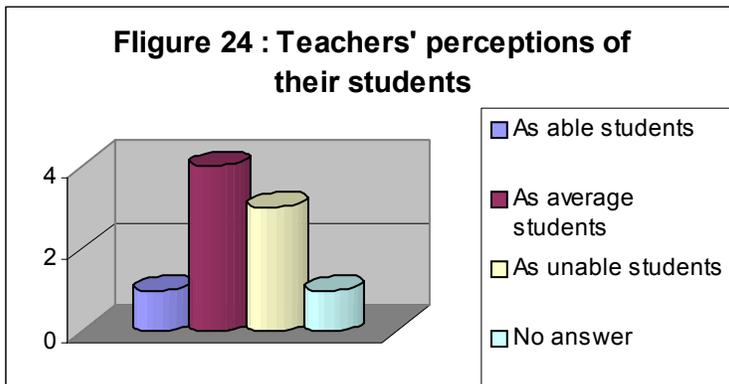
Item 4 :
<div align="center">
Table 24
</div>

How much teachers think their students are aware of cultural differences

Variables	Very much	To some extent	Very little	Total
Number	2	2	5	9

To see if the teachers think their students are aware of cultural differences, they were asked

the following question : « How much do you think the students are aware of cultural

differences ?" .From table 24, it is clear that the majority of teachers don't think their students

are aware of cultural differences , in the sense that 5/9 teachers answered ' very little ' ,2/9

answered ' to some extent ' , and 2/9 answered 'very much ' .

Figure 25 : How much teachers think their students are aware of cultural differences
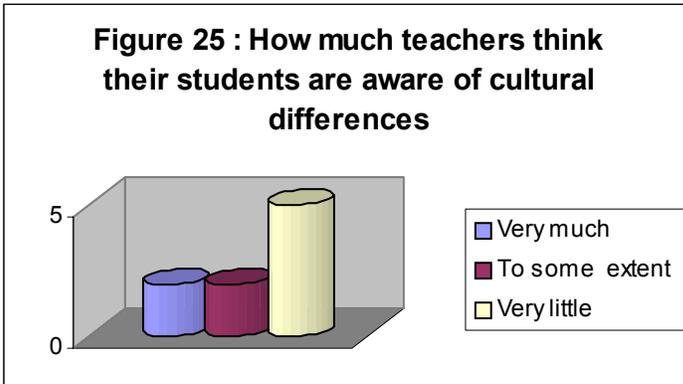
Item 5 :

Table 25

Teachers opinions on exposes

Variables	Quite interesting	Of little help to students	Not a worthwhile activity	Total
Number	3	1	5	9

To see the teachers opinions on asking students to do exposes ,they were asked what they

think of asking students to do exposes .The results obtained reveal that the majority of teachers

don't think it a worthwhile activity ,in the sense that 5/9 answered 'not a worthwhile activity ',

1/9 thinks it is of little help to students , and only 3/9 think it is interesting .

Figure 26 : Teachers opinionson exposes
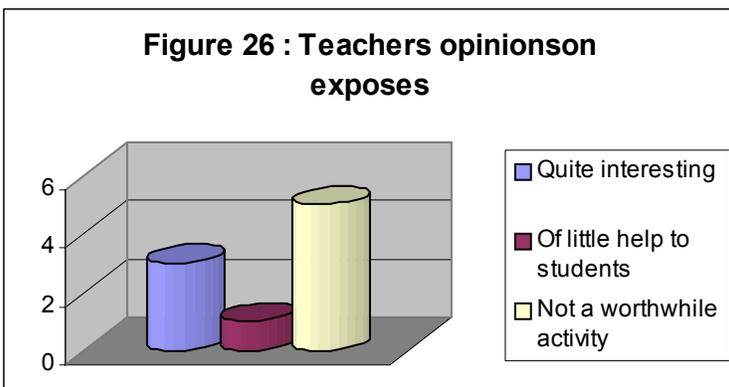
Item 6 :

Table 26

Teachers opinions on whether the students should have a greater say in the content of the courses and method of teaching

Variables	Yes	No	In some cases	Total
Number	2	1	6	9

To see the teachers opinions on whether or not the students should have a greater say in the content of the courses and method of teaching ,they were asked the following question : « Do you think the students should have a greater say in the content of the courses and method of teaching ?” . From table 25,it is clear that the majority think that students should not ,always , have a greater say in the content of the courses and the method of teaching ,in the sense that 6/9 answered 'in some cases' , 2 answered 'yes', and only one answered 'no' .

Figure 27 : Teachers opinions on whether or not students should have a greater say in the content of the courses and method of teaching
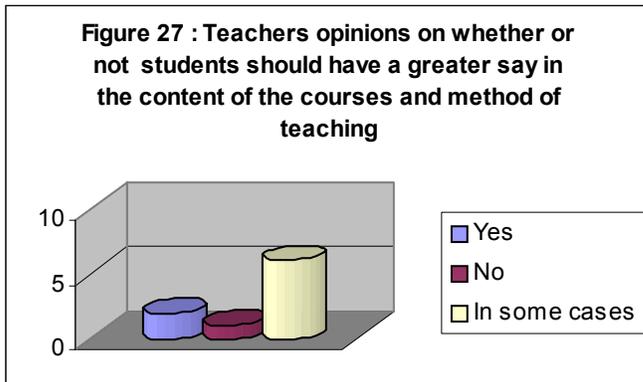
Section II :

In this section teachers were asked to give the level of agreement or disagreement about some issues related to their attitudes towards British civilisation content and teaching techniques , these are stated in the following statements .

Item 1 :   <u>Table 27</u>
                               statement 6
A whole-hearted commitment to the study of the target culture and civilisation may improve
the students language proficiency as a whole .

Variables	Strongly agree	Agree	Disagree	Strongly Disagree	Total
Number	5	3	1	0	9

To see if the student's commitment to the study of the target culture and civilisation improves

his/her language proficiency ,the teachers were asked to give their opinions on the above

statement .The results obtained reveal that the majority of the teachers agree with the above

statement , in the sense that 5/9 strongly agree , 3/9 agree , and only one teacher disagrees .

Figure 28 : Statement 6
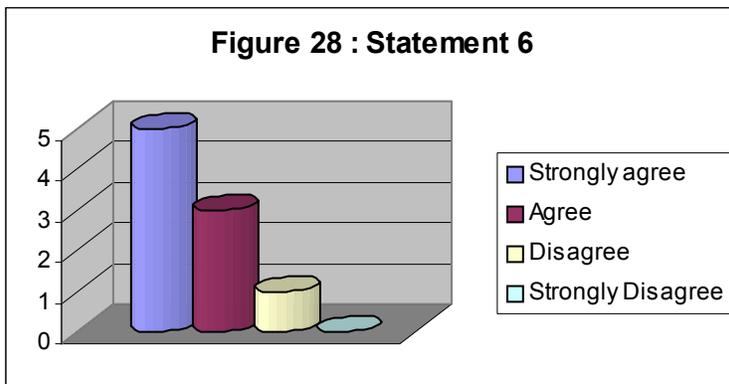
Item 2 :
                               <u>Table 28</u>
                             Statement 7
A content that is not a varied one accounts for the students' lack of interest in learning British
civilisation .

Variables	Strongly agree	Agree	Disagree	Strongly Disagree	Total
Number	1	5	3	0	9

To see if the content may be a demotivating factor for students learning British civilisation ,

the teachers were asked to give their opinions on statement 2 .From table 28, it is clear that the

majority of teachers agree with the statement 2,in the sense that 5/9 teachers agree , one

teacher strongly agrees , and 3/9 disagree .

Figure 29 : Statement 7
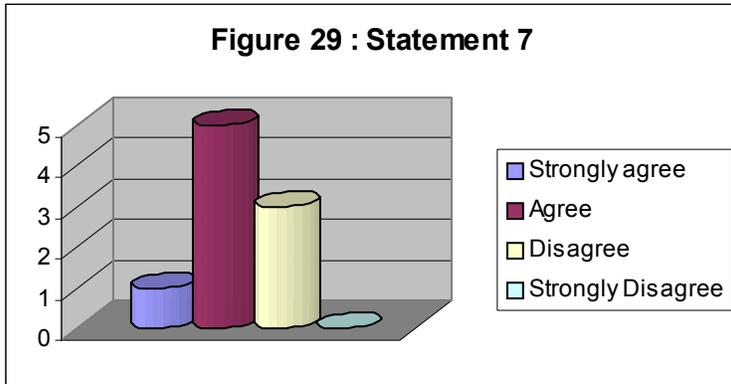
Item 3

Table 29

statement 8

The lack of use of new techniques in teaching civilisation accounts for this lack of interest .

Variables	Strongly agree	Agree	Disagree	Strongly Disagree	Total
Number	2	5	1	1	9

To see if the lack of use of new techniques in teaching civilisation accounts for the students

lack of interest ,teachers were asked to give their opinions on statement 3.

From table 29 , it is clear that the majority of teachers agree with the statement ,in the sense

that 5/9 teachers agree , 2/9 strongly agree , one disagrees and another strongly disagrees .

Figure 30 : Statement 8
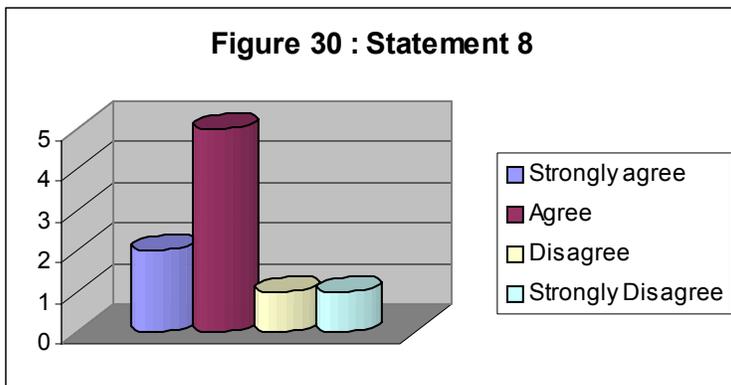
Item 4 :

<div align="center">Table 30</div>
<div align="center">statement 9</div>

The fact that students find no future use or application of this module accounts for this lack of interest

Variables	Strongly agree	Agree	Disagree	Strongly Disagree	Total
Number	4	2	0	3	9

To see if this lack of interest may be caused by the fact that students find no future use or application of this module (the majority are to be teachers in middle and secondary schools were only the linguistic competence is taught) ,teachers were asked to give their opinions about statement 4.

The results obtained reveal that the majority of teachers agree with this statement , in the sense that 4/9 teachers strongly agree, 2/9 agree , and 3/9 strongly disagree .


Figur 31 : Statement 9
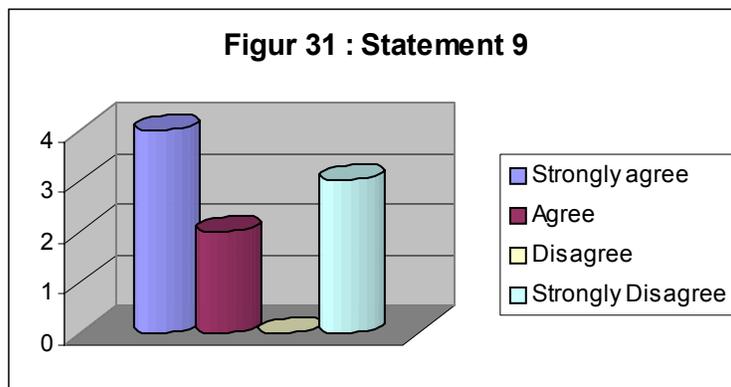
Item 5 :

<div align="center">Table 31</div>
<div align="center">statement 10</div>

A teacher's beliefs and practices may cause this lack of interest .

Variables	Strongly agree	Agree	Disagree	Strongly Disagree	Total
Number	5	4	0	0	9

To see if this lack of interest stems from teachers beliefs and practices, teachers were asked to give their opinions on statement 5. From table 31 , it is clear that the majority agrees , in the sense that 5/9 strongly agree , 4/9 agree .

Figure 32 : Statement 10
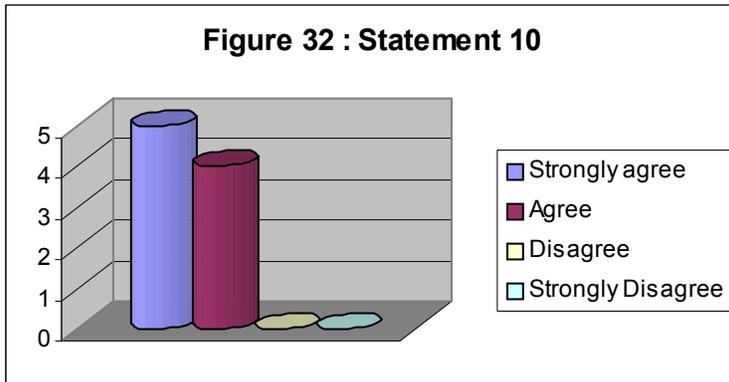
Item 6 :

Table 32

statement 11

There is a resistance on the part of the students to learn British civilisation because of the current political context .

Variables	Strongly agree	Agree	Disagree	Strongly Disagree	Total
Number	1	1	5	2	9

To see if there is a resistance on the part of the students to learn this module as a result of the current political context ,teachers were asked to give their opinions on statement 6.The results obtained reveal that the majority of teachers disagrees with the statement ,in the sense that 5/9 teachers strongly disagree ,2/9 disagree ,on agrees and another strongly agrees .

Figure 33 : Statement 11
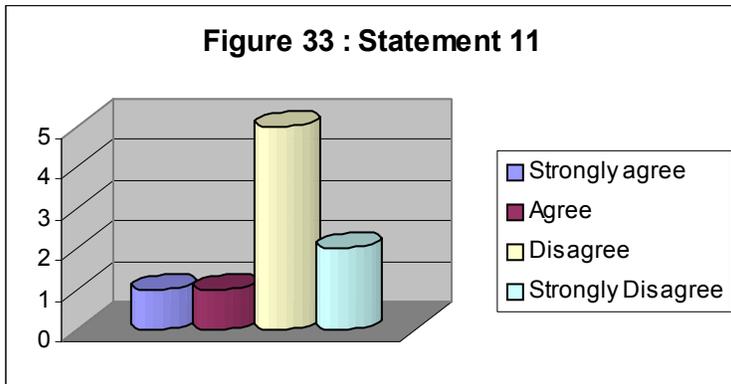
Item 7 : Other reasons of students lack of interest in learning British civilisation .

The teachers were asked if they know of any other reason that may cause this lack of

interest ,the reasons stated were :

-The content is too long and what disturbs the student is to learn about the numerous Kings

and Queens .

-The lack of interest may be attributed to ideological factors .

-It is caused by the society's view of knowledge .

-The content is not appealing .

Section III :

we will see in this section , teachers opinions about some aspects of the content and techniques

Item 1

Table 33

Teachers opinions on the time allocated to British civilisation

Variables	Quite sufficient	Not sufficient	Total
Number	2	7	9

To see if teachers think the time allocated to British civilisation ,quite sufficient, they were

asked the following question : « Do you think the time allocated to British civilisation is quite

sufficient ?" .

The results obtained reveal that the majority of teachers think it is not sufficient ,in the sense

that 79 teachers answered 'not sufficient', and 2/9 answered 'quite sufficient' .

Figure 34 : Teachers opinions on the time allocated to British civilisation
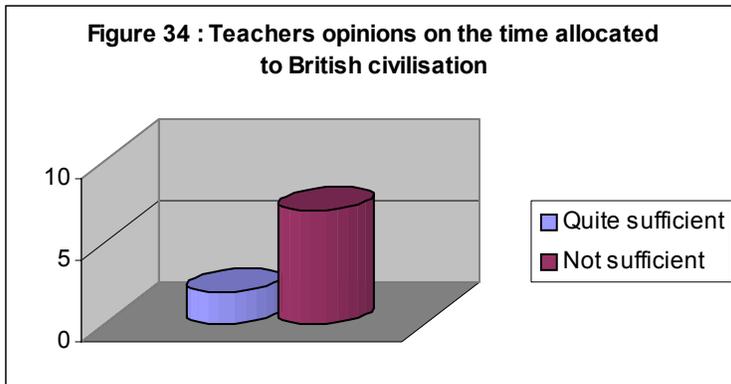
Item 2 :

Table 34

Teachers opinions on British civilisation content

Variables	A varied one	Lacking some aspects of culture and civilisation	Purely historical	Total
Number	0	4	5	9

To see the teachers attitudes to British civilisation content ,they were asked to give their

opinions about it .

The results obtained reveal that all the teachers find the content purely historical ,or lacking

some aspects of culture and civilisation , in the sense that 5 /9 teachers answered 'purely

historical' , and 4/9 answered 'lacking some aspects of culture and civilisation' .

Figure 35 : Teachers opinions on British civilisation content

- A varied one
- Lacking some aspects of culture and civilisation
- Purely historical
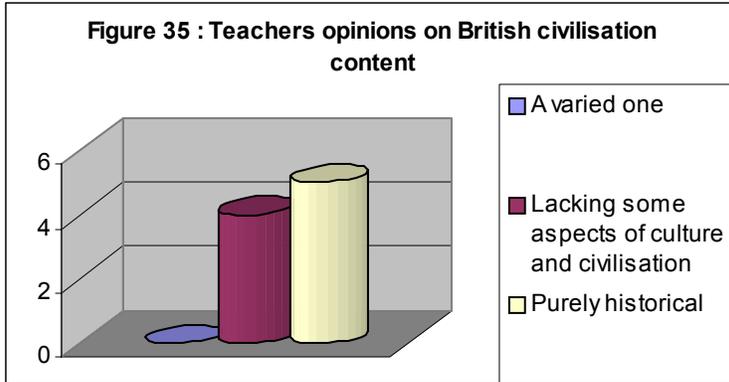
Item 3 :

<u>Table 35</u>

what teachers find the most fruitful technique in teaching British civilisation

Variables	Films	Literary books	British newspapers and magazines	Literary books, newspapers and magazines	The use of all the preceding	Total
Number	2	0	0	1	6	9

To se what technique teachers find the most fruitful in British civilisation teaching , they were

asked the following question : « What do you think would be the most fruitful technique of

teaching British civilisation among these :

-films

-literary books

-British newspapers and magazines

-the use of all the above ? » .The results obtained reveal that the majority are for the

triangulation (the use of all the three techniques) ,in the sense that 6/9 teachers answered 'the

use of all the above' , 2/9 answered 'films', and one teacher answered :

-the use of literary books

-and the use of newspapers and magazines

Figure 36 : what teachers find the most fruitful technique in teaching British civilisation

Legend:
- Films
- Literary books
- British newspapers and magazines
- Literary books, newspapers and magazines
- The use of all the preceding
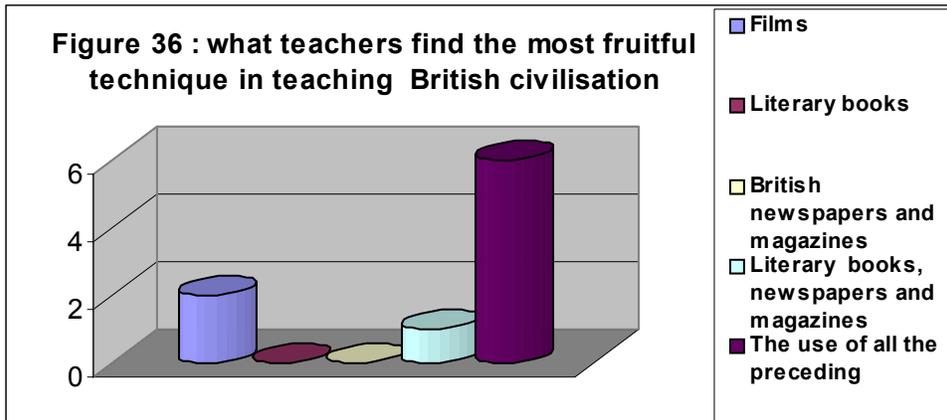
4 : Other techniques of civilisation teaching

The teachers were asked if thy know of any other technique of civilisation teaching ,the

techniques mentioned are :

-Alternative teaching

-stays

-visits of museums

Item 5 : The frequency of using some activities in British civilisation courses.

The teachers here were asked how often , they included in their lessons activities based on the

following :

Table 36

a) discussions of cultural differences (social habits ,values , lifestyles)

Variables	Never	Rarely	Sometimes	Often	Total
Number	1	0	5	3	9

To see how often teachers include in their lessons discussions of cultural differences, they were asked how often they included them . The results obtained reveal that the majority do not often include discussions of cultural differences in their lessons ,in the sense that5/9 teachers answered 'sometimes' ,3/9 answered 'often' ,one answered 'never'.


Figure 37 : How often teachers include in their lessons discussions on cultural differences
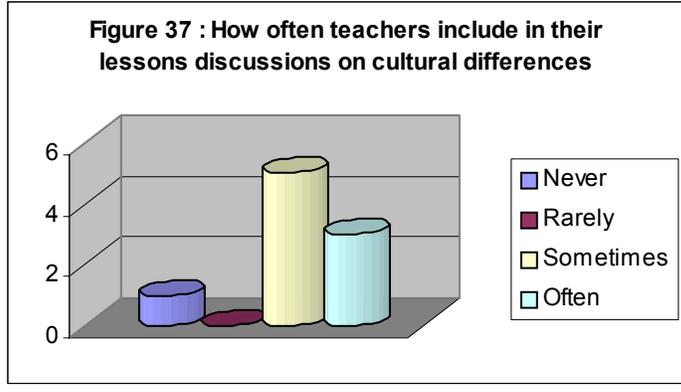
Table 37
b)Discussions on current events (social or political issues)

Variables	Never	Rarely	Sometimes	Often	Total
Number	0	0	4	5	9

To see if how often teachers include in their lessons discussions on current events (social or political issues) , they were asked how often they included them. The results obtained reveal that more than half of the teachers often include it ,in the sense that 5/9 teachers answered 'often' ,and 4/9 answered 'sometimes' .

Figure 38 : How often teachers include in their lessons discussions on current events
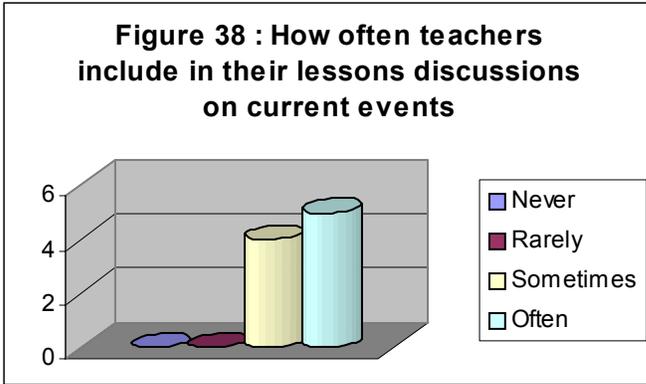
Table 38
c) Films ,photos , or maps

Variables	Never	Rarely	Sometimes	Often	Total
Number	2	5	2	0	9

To see how often teachers use in their lessons Films ,photos , or maps, they were asked how often they included them. The results obtained reveal that the majority do not often use them , in the sense that 5/9 teachers answered 'rarely' , 2/9 answered 'never' ,and two teachers answered 'sometimes' .

Figure 39 : How often teachers use in their lessons films,photos, or maps
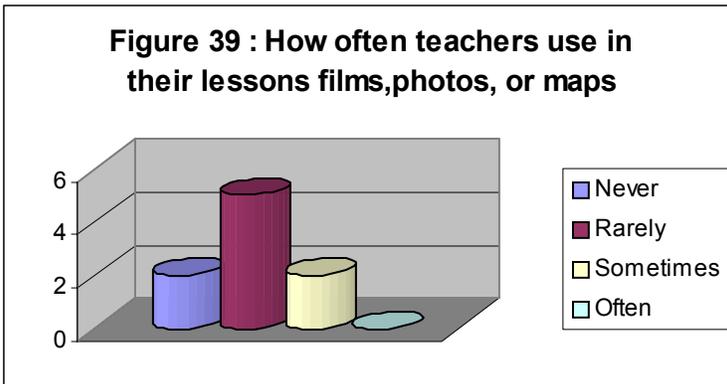
Table 39
d) short stories novels or any other literary work .

Variables	Never	Rarely	Sometimes	Often	Total
Number	2	3	3	1	9

To see how often teachers use short stories novels or any other literary work . they were asked how often they use them . The results obtained reveal that the majority of teachers do not often use them , in the sense that 3/9 teachers answered 'rarely' ,3/9 answered 'sometimes' ,2/9 answered 'never' , and only one answered 'often'.

Figure 40 : How often teachers use in their lessons short stories, novels, or any literary work
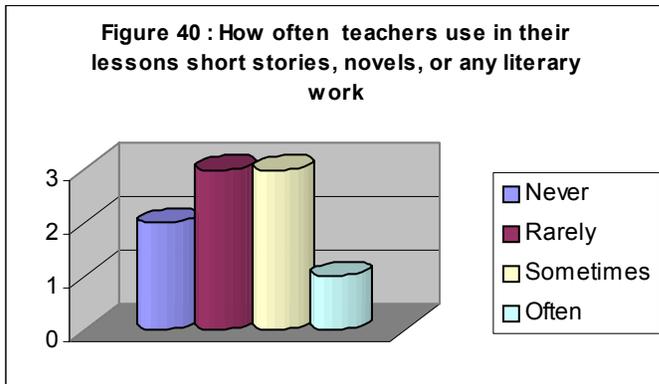
Item 6 :

Table 40

Teachers opinions on the effect of the lack of language knowledge on students' motivation to learn British civilisation

Variables	To a considerable extent	To some extent	Not really	Total
Number	8	1	0	9

To see if teachers think that the students lack of English language knowledge affects their motivation to learn about British culture and civilisation they were asked to what extent they think it affects students' motivation to learn about its culture and civilisation .

The results obtained reveal that teachers were unanimous that the students 'lack of English language knowledge affects their motivation to learn about British culture and civilisation , in the sense that 8/9 teachers answered 'to a considerable extent' ,and one teacher answered 'to some extent' .

Figure 41 :How much teachers think students lack of English language knowledge affects their motivation to learn British civilisation
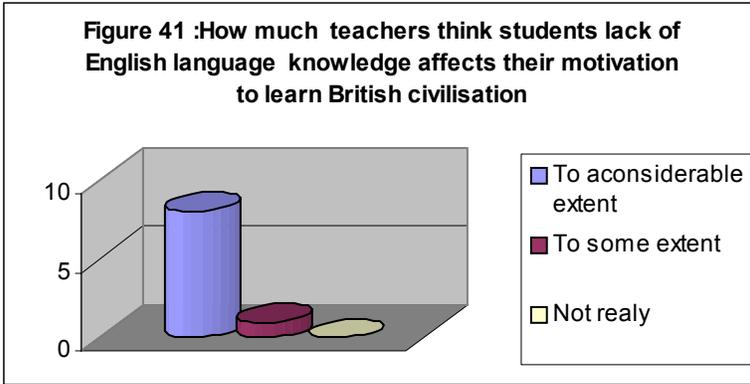
Item 7 :

Table 41

Teachers' knowledge about intercultural competence

Variables	Yes	No	Total
Number	7	2	9

To see teachers knowledge about intercultural competence ,they were asked if they have ever

attended a seminar or read a book on intercultural competence.

The results obtained reveal that the majority have an idea about it, in the sense that 7/9

teachers answered 'yes' ,and 2/9 answered 'no' .

Figure 42 :Teachers knowledge about intercultural competence
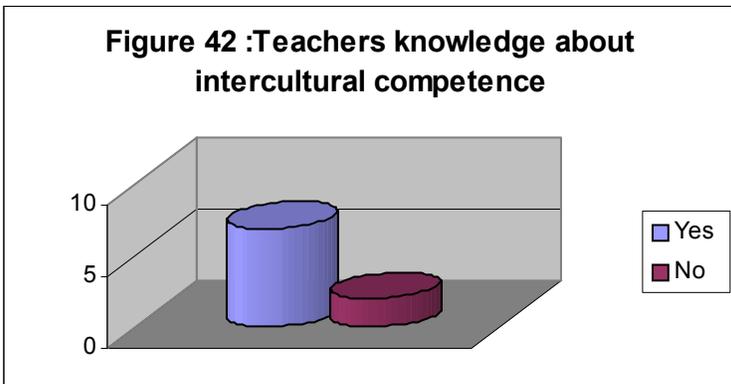
Item 8 : Teachers aspirations

Teachers were asked about their aspiration concerning the future of this module, they stated :

 -It should be given enough importance .

-A reconsideration of content and type of evaluation .

-More motivated learners .

-Providing teaching and leaning materials .

-British civilisation teaching should be more then British history teaching .

Item 9 :Teachers comments about foreign language and culture .

The teachers were asked to make any comments they wish on foreign language and culture .

These are :

-Culture is an integral part of foreign language teaching.

-Language should not be taught independently from its cultural context.

-The students can not study the culture and civilisation of a country they hate.

-These are two domains closely related and the lose of interest in one inevitably provokes a

lose of interest in the other .

V.4-Discussion of the findings :

In our attempt to spot the possible causes underlying students lack of interest in learning British civilisation , we used this questionnaire , besides the students'questionnaire , to detect as much as possible the causes of this lack of interest from both learners and teachers perspectives . This questionnaire was also meant to know what teachers envisage as the most fruitful and motivating teaching of this module , to help us make some reasonable and well fouded suggestions .

The former developed hypotheses , discussed in chapter four ,proved once again to be valid :

-The first hypothesis is valid if we refer to section II item 2 , and to section III item 2.

-The second hypothesis is also confirmed if we refer to section II item 3

-The third hypothesis is also valid if we refer to section II item 5 .

The results obtained revealed other plausible causes of students' lack of interest, these were :

-The fact that students find no future use of this module .

-The content is too long .

- It may be caused by ideological factors .

-It may be the result of the society's view of knowledge

The teachers also proposed a reconsideration of the content , the use of films ,literary books , and British newspapers as new and more motivating techniques

What is also clear from the results , is the fact that the majority are inexperienced teachers, there arises the problem of teachers training that has to be taken seriousely ;the teacher can not help the learner to attain intercultural competence if he/she has not already attained it herself /himself .

Conclusion

The teachers and the students opinions coinside, therefore any improvement in education quality pressuposes taking into account the learners and the teachers needs .

The teachers'questionnaire gave us insights about some other causes of students 'lack of interest in learning British civilisation ,it also highlights what the teachers think will improve the teaching of this module ,and to capture the students interest.

We need a rconsideration of many aspects of the teaching of this module ,ranging from the what and the how of teaching British civilisation , to teachers motivation and training .

Recommendations :

Based on the students attitudes , opinions , and preferences ,the teachers opinion and perception ,and on the insightful opinions and propositions of experts , here are some recommendations and guidelines , we propose ,for the improvement of British civilisation teaching ,and the motivation of our students to learn about the target culture and civilisation .

1-A reconsideration of the content :

The content is not appealing to students, it is mainly historical ,it is too long , and it lacks many aspects of the British culture and civilisation ; it should be revised ,and many aspects of the British culture and way of life have to be included ,the historical part has to be reduced to allow the addition of many cultural elements (customs, rituals, beliefs, scientific and artistic achievements),and finally, the British history has to be linked to nowadays events .

2-A reconsideration of the way of teaching :

The way of teaching of this module has been demotivating for the majority of students, it should then , be reconsidered ; new and more motivating techniques have to be used to stir students interest and maintain their motivation .

A technique in which all of the known techniques are used (films ,literary works, newspapers ,texts on contemporary issues) proves to be the more adequate and appealing to students .

Films , books and all other materials have to be carefully selected to meet the learners needs and expectations .

3-More consideration for teachers needs :

The teachers needs for training and carrier opportunities have to be more considered

by the policy makers .

The question of teachers training and motivation should be seen as central to any

enhanced quality of teaching .

All the teachers needs should be met if they are required to be agents of social change

and motivators

4- Providing necessary materials and designing course books for this module :

 The question of materials is of paramount importance in seeking any improvement in

teachers and students motivation , means for the teaching and learning of this module

have to be provided .

Course books have to be designed , and the opportunity of visits and exchanges

should be made available for teachers and learners , to help students reach an

intercultural awareness and an intercultural competence .

Conclusion :

In nowadays world , and especially given the current political and economical context ,it seems that mastering English language is the only way to meet the new technological , economic and political challenges .

Our country , following this perspective , promotes foreign language learning , especially English language learning to interact effectively ,with other countries in domains of trade and international commerce , technology , and economy .

It seems ,nevertheless , that our students are not really keen to learn English language, or to learn about the culture and civilisation it vehicles .

To motivate students to learn English has to be among the priorities of the government .

Many researches have shown that a successful way to motivate students to learn a foreign language , is to motivate them to learn about its culture and civilisation .

 As far as our research is concerned ,our students display a lack of interest to learn British civilisation , thus we must find ways to capture their interest , and sustain their motivation , and we can not possibly do so unless the factors that demotivate students are known ,and what motivates them is likewise known .

From the results we obtained in this research ,it is clear that British civilisation courses are beset by one factor or another , these range from the content and the way of teaching to teachers' beliefs and practices , lack of training , and lack of motivation

.

Hence the motivation of our students in learning this module , entails the

reconsideration of all the preceding elements ,and the motivation of teachers .