

Teaching Civilization in EFL courses for Third Year Classes in Algerian Secondary Schools

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Abstract:

This paper aims to examine the status of civilization as a cultural theme in the EFL teaching in the third year program in Algerian secondary schools. It also investigates the way it is taught to learners and its impact on promoting the learning process of cultural knowledge that is essential for language learners. This examination is based on a document analysis of the third year textbook and a semi-structured interview for ten Algerian secondary school teachers. The main findings elucidate that teaching civilization is integrated in language tasks where language is contextualized through the content of this theme. The topics inserted covered different civilizations and not only that of the target culture and history of English language native speakers. Additionally, the participants revealed that the teaching instructions and content of civilization are in need of update, calling for huge reforms to enhance the teaching program and content.

Keywords:Teaching, civilization, EFL, Content, Textbook.

1. Introduction

As a part from the teaching process of English language to the non-natives, inserting knowledge about a specific content in EFL courses is one of the main strategies to integrate both language and content from one part, and to enhance students' intercultural understandings from a second part when the presented content holds cultural and historical facts. As it is the case for third year classes at the level of the Algerian secondary education where EFL students are exposed to different contents by which the study of world civilizations is among the programmed themes in respect to language tasks. Moreover, being introduced to a cultural content in a language session could assist learners with the skills to enhance their intercultural and communicative competences as well to amalgamate language and content by which the student engaged in a set of tasks where language is contextualized vis-à-vis the theme related to ancient civilizations. Undoubtedly, introducing ancient civilizations in EFL classrooms would double the learners' chances to learn different contents through the target language, and to enhance their intercultural competences by the openness to the otherness when diving into their cultural and historical heritages.

From another side, the teaching situation of such theme may bring some complexity and confusion either for learners or teachers themselves if the teaching instructions are not arranged adequately with the lessons objectives, the teaching syllabus, the textbooks, and students' needs and interests, then the teaching process is deemed to fail.

This investigation aims to shed some lights on the teaching process of civilization to the third year students at the secondary schools, and to examine the status of civilization as a cultural content in the EFL teaching and its coverage in the syllabus as a programmed theme which amalgamate language and content through the contextualization of language tasks. It also investigates the way it is taught to learners and its impact on promoting the learning process of cultural knowledge and skills that are essential for language learners.

Accordingly, the following queries are posed:

- What is the status of civilization in the EFL teaching program and textbook of third year classes in the Algerian secondary education?
- How do EFL teachers correspond to the integration of language and content in teaching civilization as a theme?
- What is the impact of such integration?

In respect to the previous mentioned questions, the following hypotheses are raised:

- The teaching of civilization in the EFL program of third year classes in Algerian secondary schools is introduced in parallel with language tasks which are contextualized.
- The integration of language and content through the teaching of civilization as a theme may bring complexity and confusion if the teaching instructions and the learning objectives are not adequately set and arranged.
- The teaching of civilization to the third year students may enrich their intercultural competencies, their linguistic skills, and their knowledge about different contents providing that the lesson objectives and tasks are adequately inserted.

This examination is based on a document analysis of the third year textbook “*New Prospects*” as a primary data collection tool to obtain the required data. In addition, a semi-structured interview that was conducted with ten Algerian secondary school teachers.

2. Literature Review

2.1. Meaning of Civilisation

In fact, dealing with civilization as a term is not an easy task for the complexity and the misleading interpretations that may result from its interdisciplinary usages. Thus, there is no single definition which covers its vast and rich meaning or even to identify its limits and extremes for what it may imply; however, looking for a description rather than a definition would clarify the meaning and its intricacy vis-à-vis the context being introduced throughout it. So, to clear out any fogginess or misunderstanding, the term is put under analysis in parallel with its evolution in the field of education and English language studies.

Meanwhile, having a crude look into the etymological development of the term civilization indicates that is originated from the Latin word “*civis*” which means “citizen” (Botz-Bornstein, 2012, p. 1). Thus, “*civitas*” and “*civilitas*” were derived from it to mean “*city-state*” for the former, and “*citizenship*” for the latter (Wundt, 1910, cited in Kroeber & Kluckhohn, 1952, p.11). Historically, the term was introduced first in the French context in the eighteenth century and then transferred to the English language community. (Botz-Bornstein, 2012).

Remarkably, most of English language dictionaries for instance, (Oxford Learners’ Dictionaries; Merriam-Webster; Cambridge Dictionary) come to put culture as a synonym for civilization or to describe an advanced level of social, cultural, artistic, political, and economical developments, as

well the lifestyle of a group of people, or a country that is surely urbanized and advanced at a particular time and place. This concurrence resulted from the work of the anthropologist Edward Taylor who introduced them synonymously over passing the distinction made in both French and German communities (Botz-Brstein, 2012) despite the fact that Taylor's definition for civilization which could involve more than culture, this latter which may represent a part from the whole, the two terms remain used to refer to each other in English context. To Schafer (2001,p303), the two concepts appeared to be at last as a synonyms , and interchangeably used and referred to each other in the English language context by the twentieth century

In its broadest sense, civilization refers to culture as illustrated in the prefatory remarks of Huntington (1996), a leading figure and examiner in civilization studies, and what it could denote, it is only and no more than "*a culture writ large*" (p.41) . These drawing conclusions did in fact surpass the old claims which separate the two terms, and cut down all the asserts which could only view them as divergent concepts, as well putting an end to any misinterpretation as extracted from Botz-Borstein's eloquent article (2012) "*two hundred fifty years of confusion*" which report ages of conflicts between them.

2.2. Teaching civilization in EFL context

Teaching civilization to EFL students is to be deemed as a challenging task for the nature and the complexity of the held topics being introduced through it. As from the name imply, civilization may cover different sides and aspects of a particular nation's history and culture. Remarkably, the tasks become more complicated, especially when they are instructed to language learners, as it the case in EFL sessions. In view of that, getting engaged in such experiences is resulted from a teaching paradigm which directed the interrelationship between language and civilization.

2.2.1. Teaching Civilization as a cultural subject

In this view, by the consideration of the term civilization as a synonym for culture, it is highly claimed that culture and language are inseparable. This interrelationship between them is a subject of a vast literature across a range of disciplines which may date back to early studies. One of the prominent studies that has established to link between language and culture is based the Sapir-Whorf hypothesis , viewing that the way people think and see the world is shaped by their native language (Regier & Xu, 2017).

In respect to that view, teaching the target language could not be in isolation to its culture (Brown, 2000; Paige et al., 2003). These claims have paved the way for mono-culture teaching, as well for multi-culture

approaches giving rise to intercultural models that were introduced by Byram (1997) and Kramch (1993) and later by other scholars majoring in this area. For Alptekin (2002), their works were only an extension for Hymes' notion "*communicative competence*" that was dominating in the seventies. Then, it was revised and developed in Canal and Swain's version revealing that it is extended to cover "*grammatical*," "*sociolinguistic*", "*discourse*", and "*strategic*" competencies.

2.2.2. The role of textbook in EFL context

As far as EFL courses are concerned, the textbook is considered as an official document in the educational process. Typically, textbooks are tied with the schooling system (Nnamdi-Eruchalu, 2012). This material is considered as an integrated part and an essential tool for the students as well for instructors in the educational process to foster their accomplishments (Baldeh, 1990). In language classrooms, the textbook could be effective for students as a resource to learn new knowledge, enhance competencies and increase practices as well as for instructors who could elicit ideas and develop plans by imitating or adjusting what is presented inside this document (Richards, 2001).

2.2.3. The analysis of cultural content

There are plenty of models which are concerned with the analysis and examination of the cultural content being introduced to learners throughout their learning process of the target language. Apart from cultural knowledge and skills integration for language learners, either for mono-cultural knowledge focus, or through intercultural models as in Byram's version (1997) and Kramsch (1993), there are other cultural models which stress the types of themes and sources which are integrated in such cultural content. For Yuen (2011), it is categorized into four main areas involving, "*products*", "*practices*", "*perspectives*", and the last is devoted to "*people*". Unlike Cortazzi and Jin's model (1999) which classify it taking into account the source this knowledge, drawing borders between the "*native culture*" which deals with the cultural knowledge which addressing the students' cultural heritage related to their country or nation, the "*target culture*," that is related to the target language and represents its holders, and "*the international culture*" which deals with any foreign one from this world. Meanwhile, other models to categorize and examine cultural content analysis such as Lee's model (2009) of big "*C*", as well small "*c*" in other models of analysis which are accounted with different subheading making cluster of elements which represent each category. Though cultural content analysis is not limited only to the aforementioned versions since there are others which may fall under another categorization and may fit other cases to examine the cultural content being introduced to learners.

3. Method

This work is based on a mixed-method research where both of quantitative and qualitative methods are opted. It examines the teaching of civilization in respect to the third year textbook and program of English language in Algerian secondary education. A combination between qualitative and quantitative data collection and analysis is implemented to complete and compensate the research findings.

3.1. Research tools

To obtain the required data, two main instruments were opted including document analysis and a semi-structured interview. Accordingly, the textbook's content of civilization as a programmed theme for the third year classes is examined through document analysis. Moreover, a semi-structured interview was conducted with ten EFL teachers in Algerian secondary schools to examine their views and experiences on the subject matter.

3.2. The sample

This paper investigates the teaching of civilization in Algerian secondary schools. It is conducted with ten EFL teachers from different Algerian secondary schools. The study also covers the English language textbook of third year in secondary education.

4. Data Analysis

This paper is based on qualitative as well as quantitative analysis of the findings as presented in the following sections:

4.1. The document analysis

As a part from this work, document analysis is devoted to the study of the content being introduced in the third year English textbook in secondary schools. Using such qualitative method (Morgan, 2021; Merriam & Tisdell, 2016) which could be also quantitative or addressing both (Holsti, 1969) which permits to scrutinize any kind of written materials (Patton, 2015) and even other products and tools such as pictures, paints, discourses, and videos (Merriam & Tisdell, 2016). For Flick (2018), not only what is written could be taken as a source to be analyzed, it is extended to cover also other products which results from filming, painting, picturing, or what comes from another instrument leading to produce a speech or trace. For Morgan (2021), the implementation of *document analysis* depends on the study being conducted as it could be relied on only or to be combined with other instruments to complete or enforce the findings.

This paper investigates the content being taught in one of the themes that the third year classes are dealing with in the EFL courses at Algerian

secondary schools. Thus, the content being introduced in this unit is put under investigation in respect to the textbook as an official and academic document for both learners and teachers. Accordingly, this document is put under examination to examine its contents in relation to the subject matter.

In fact, the English language textbook, which is entitled as “*New Prospects*”, is addressing third year classes in all the Algerian secondary schools. Basically, it included different units which cover diversifying themes according to each stream.

As far as the teaching of civilization is concerned, it is programmed as a theme for literary streams. The devoted pages of this unit are from (p.14-44).

Table.1: The coverage of units and themes of the 3rd year textbook for each stream

Units	<i>Exploring the past</i>	<i>Ill-gotten gains never prosper</i>	<i>Schools: different and alike</i>	<i>Safety first</i>	<i>Are we alone?</i>	<i>We are a family!</i>
Themes	<i>Ancient civilizations</i>	<i>Ethics in business: fighting fraud and corruption</i>	<i>Education in the world: comparing educational systems</i>	<i>Advertising, consumers, and safety</i>	<i>Astronomy and the solar system</i>	<i>Feelings, emotions, humors, and other topics</i>
Units of each stream	Literary streams	All streams	Literary streams	Scientific streams	Scientific streams	All streams
The percentage	25%	25%	25%			25%
		25%		25%	25%	25%

The teaching of civilization represents 25% from the programmed themes in the textbook “*new prospects*” that are programmed for literary streams. Remarkably, the scientific streams are not concerned with the theme of ancient civilization based since it is not inserted in the national curriculum.

Table.2: The coverage of each rubric in the theme of civilization in the textbook.

The outcomes	Rubrics	Percentage
<i>Language outcomes</i>	<i>Listen and consider</i>	<i>Functions</i>
		<i>Grammar</i>
		<i>Vocabulary</i>
		<i>Pronunciation and spelling</i>
		<i>Think, pair, share</i>
	<i>Read and consider</i>	<i>Function</i>
		<i>Grammar</i>
		<i>Vocabulary</i>
		<i>Pronunciation and spelling</i>
		<i>Think, pair, and share</i>
	<i>Take a break</i>	05%
	<i>Research and report</i>	05%
<i>Skills and strategic outcomes</i>	<i>Listening and speaking</i>	20%
	<i>Reading and Writing</i>	20%
	<i>Project outcomes</i>	05%
<i>Assessments</i>	<i>Assessment</i>	05%
	<i>Time for</i>	

The unit is consisted of rubrics which involve sub-headings. Aiming to develop learners’ language and skills, each rubric introduces the content of civilizations through the reinforcement of language use. As it is mentioned in the table above, each rubric is covered with content related to civilizations. Language outcomes include two main rubrics, with (20%) for the rubric listen and consider, and (20%) for read and consider. Moreover, the skills and strategies outcomes are introduced under two main rubrics, (20%) for listening and speaking, and (20%) for reading and writing. The other rubrics are represented with (05%) for each of them.

Table.3: The distribution of content in textbook's tasks.

Outcomes	Language outcomes				Skills outcomes				Total of lessons		Total of activities	
	<i>Listen and consider</i>	<i>Read and consider</i>	<i>Listening and speaking</i>	<i>Reading and writing</i>	N	P	N	P	N	P	N	P
Tasks												
	Less on	activities	Less on	Activities	Less on	activities	Less on	activities				
<i>Functions</i>	01	06	01	02	01	06	01	10	04	16	24	34,78
<i>Grammar</i>	03	04	02	07					05	20	11	15,94
<i>Vocabulary</i>	01	02	03	05					04	16	07	10,14
<i>Sound system</i>	01	02	03	03					04	16	05	07,25
<i>Think pair share(writing)</i>	01	04	01	04					02	08	08	11,59
<i>Say it in writing</i>					01	01			01	04	01	1,45
<i>Writing developments</i>							01	05	01	04	05	07,25
<i>Break</i>									01	04	01	1,45
<i>Research report</i>									01	04	02	2,89
<i>Project</i>									01	04	02	2,89
<i>Assessment</i>									01	04	03	4,35
Total									25	100	69	100

Note: (N) refers to Number and (P) refers to Percentage.

As it is shown in the diagram above, a total of 25 lessons are programmed in the teaching process of ancient civilizations theme according to the textbook,

with different rubrics and an amount of 69 exercises. Noticeably, (20%) of the whole lessons are programmed for grammar, (16%) for each of functions, vocabulary, and sound system. The rest addresses both of reading and writing skills with (28%). For the activities that are included in the textbook, (34,78%) to express functions, (15, 74%) for grammar, (10,14%) for vocabulary, (07,25%) for sound system. approximately, the activities which address the writing construct (20,29%). The rest are for the project, assessment and break which include diversifying activities to foster both of language, knowledge, and skills of learners.

Table.4: Distribution of language and content through cultural themes.

R u b r i c	Language focus	Content focus	Target culture				Non-target culture				Frequ ency	%
			P 1	P 2	P 3	P 4	P 1	P 2	P 3	P 4		
gr a m m a r	Articles	Defining civilization (p.17)					✓	✓			19	17, 11
	Ability/habits/obligation	Sumerian civilization (p.17) American natives (p.17)	✓	✓	✓	✓		✓				
	Prepositions	Ancient Egyptians (p.19)					✓	✓	✓	✓		
	Comparative/superlative of quantifiers	Algeria at crossroads of civilizations (p.23-24)					✓	✓	✓	✓		
	Concession/time	Islamic civilization (p.25)					✓	✓	✓	✓		
vo c a b u l a r y	Synonyms	Rise/flourish/ fall of Maya civilization (p.19)					✓	✓	✓	✓	16	14, 41
	Forming verb/noun/adj/adv	Contribution of ancient civilizations (p.26)					✓	✓	✓	✓		
	Prefixes (de/dis)	Aztec civilization (p.27)					✓	✓	✓	✓		
	Well+past participle	Civilization in Easter Ireland	✓	✓	✓	✓						

		(p.27)											
Pronunciation	Long /a:/ vs. schwa in was/were	Explorers of America (p.20)				✓							
	Pronunciation of /ed/s/ing/	Egyptian Hieroglyphics (p.28)					✓	✓		✓		04	03, 60
Break	Picture analysis /Proverbs	Contradictions of civilization/ peace/ war (p.29)							✓	✓	✓	03	02, 70
Research/	Write a report	Achievements of Islamic civilization (p.31)					✓	✓	✓	✓		04	03, 60
Listening / speaking	Asking/ answering using /how long ago/	Map of ancient civilizations (p.15) /listen to a radio interview (p.15)					✓	✓	✓				
	predict/check/ Listen for gist/ details	Map of ancient civilizations (p.32) script on Phoenicians (p.197-198)					✓	✓					
	Make a historical account / using sequencers	Papermaking /western civilization developments (p.35)					✓		✓		✓	14	12, 61
Reading /writing	Skim/scan	Tassili (p.23) Text Algeria at crossroads of civilizations(p. 23)					✓	✓					
	Skim/ scan / types of discourse / Make a summary	Pyramids/ pharaoh/ mummification (p.36)					✓	✓	✓	✓			
	Write a story	Egyptian civilization (p.37) Ulysses (p.40)					✓	✓	✓	✓			
Sp	Talk about habits/ ability/ obligation/	Ancient/ modern					✓	✓	✓	✓			

ak / write	<i>in past / contrast</i>	<i>civilization (p.20)</i>									11	09, 90		
	<i>Write an expository essay</i>	<i>Challenges of modern civilization (p.29)</i>					✓	✓	✓					
	<i>Write a historical account</i>	<i>Western civilization (p.35)</i>						✓	✓	✓	✓			
project	<i>Make a profile/report</i>	<i>Ancient civilization (p.42)</i>						✓	✓	✓	✓	04	03, 60	
assessment	<i>Language / Skills/ strategies</i>	<i>“The spread of civilization in Maghreb and its impact on west” (p.240)</i>						✓	✓	✓	✓	18	16, 21	
		<i>“did the west began on Nile”(p241)</i>						✓	✓	✓	✓			
		<i>how societies to choose to fail or survive”(p242)</i>							✓	✓	✓			✓
		<i>“lest we forgot our history” (p.243)</i>		✓	✓	✓			✓	✓	✓			
Total of (4P)			0 2	0 3	0 3	0 4	2 6	2 9	2 2	2 2	111	100		
Total of themes			12				99				111	100		
%			10,81%				89,18 %				100	100		

Note: 4P: Product, Practices, Perspective, and Persons. P1: Products. P2: Practices. P3: Perspectives. P4: Persons (Adapted from Yuen’s model, 2011)

As it is shown in the table above, language and content are integrated through different language rubrics and cultural themes. Based on the analysis of the third year textbook “New Prospect”, the findings are distributed as follow:

For the themes related to the teaching of civilizations in the textbook, (89, 18%) represent cultural topics of non-target culture, and only (10,81%) is devoted to the target culture. These findings represent the sources of culture as introduced by Cortazzi and Jin’s model (1999). The categorizations are summarized in two main column, one for the target while

the second for the non-target including the native as well as others from the world. Additionally, the description and categorization of the cultural content into (4P) is adapted from Yuen's model (2011, p.159) viewing cultural components as "a system of code (*products*) used, to signify thoughts (*perspectives*), for communication (*practices*), by different people (*persons*)." The items are inserted in the content analysis to give a snapshot on the cultural components that are presented in the theme of ancient civilizations.

At the level of language outcomes and skills, the content of civilization is integrated and contextualized over different tasks and rubrics. In this respect, (17, 11%) is devoted to teach grammar, (14, 41%) for vocabulary, (03,60%) for pronunciation. Besides all, language skills and strategies are fostered as well through content related to civilizations. Thus, the content is distributed to teach different skills. Accordingly, (12,61%) for listening and speaking, (16,21%) for reading and writing, and (09,90%) speaking and writing. Noticeably, the other rubrics are also covered with (16,21%) for assessment, (03,60%) for each of the unit project, and research report, and (02,70%) for a corner of break.

4.2. The interview

In order to examine the teaching of civilization in EFL courses to third year in Algerian secondary schools, a semi-structured interview composed of ten main questions followed with some sub questions whenever it was needed to add or intervene. It was conducted with ten EFL teachers who are currently working in Algerian secondary schools without any specific focus on a particular school since the teaching and learning process are all unified with the national curriculum which is accompanied with the national textbook as a teaching material. Simultaneously, providing instructors to adapt, create, and adjust the teaching recourses taking into account at the first level, the curriculum, the programmed themes, contextualization of language tasks, lessons objectives, and students' needs.

As far as this research is concerned, a semi-structured interview was conducted taking advantages of such type of interviewing which incorporates both features of structured and unstructured interviewing (Mackey & Gass, 2005). Moreover, its flexibility permits researchers to intervene or add unplanned queries whenever needed to check or ask for clarification and explanation (McDonough & McDonough, 2006).

Giving a snapshot on the participants' profile is of priority to provide some basic knowledge on the sample of population in this investigation.

Table: The participants' profile.

	1	2	3	4	5	6	7	8	9	10
Age	30	30	31	40	38	32	36	24	35	50
Gender	F	F	F	F	F	M	M	M	M	M
Teaching experience (Years)	05	07	04	20	15	06	13	01	10	26

Note: M (Male). F (Female).

As it is apparent from the table above, the interviewees are composed of five males and five females aged between 24 -50 with a different teaching experience of one year only to 26 years of expertise in teaching the English language program in secondary schools.

The participants were exposed to a set of queries to explore their teaching process of civilization as content integrated to teach the target language with reference to the third year textbook "*New prospect*", or any adopted material or techniques in their classrooms. The focus is put on their teaching experience where language and content are integrated, their assumptions and views about the teaching process, as well their views on the textbook as a teaching material taking into accounts the coverage of each rubric either at the level of content, or language and skills outcomes.

The queries were all around the status of civilization as a programmed theme in the EFL teaching process to contextualize language, as well to develop learners' knowledge and skills which are reinforced through the teaching instructions and throughout the textbook's rubrics and content. Accordingly, the participants' answers were extracted from the questions below:

- **What do you think about the teaching of civilization as a programmed theme for third year students in secondary education?**

Based on teachers' responses to this question, all the interviewees share a common point that dealing with the teaching process of civilization as a programmed theme for third year students in secondary education is a praise-worthy step and could be significant in EFL context, especially, when being introduced appropriately and adequately; giving proofs that foreign language teaching and learning processes are not limited to linguistic competencies, adding that learners are required to develop linguistic, content, and intercultural skills and competencies. Moreover, they see that

dealing with such content as well with another is not conditionally linked to a particular stage, pointing that the cultural nature of that theme could serve language outcomes if it was integrated appropriately.

- **Do you teach language through context using ancient civilization as a theme? (Do you contextualize the lessons in reference to this theme?) Justify.**

The entire sample asserts that their teaching of EFL courses is truly contextualized through the programmed themes as opposed by the curriculum. They also confirm that ancient civilizations as a theme is used to present and develop language and skills outcomes. The teachers added that language is to be presented with no context is meaningless and not advocated because learners are required to use the language, to express ideas referring to a particular context including the theme of civilization as an example. Remarkably, four teachers mentioned that they sometimes insert examples outside the content so as to come from easy to difficult when it seem a bit beyond the level of some learners probably due to the lack of background knowledge or the poor linguistic repertoire of pupils. Then, making learners inferred to the programmed theme and foster their practices around it.

- **In your teaching, do you teach content through language or language through content, or both?**

All the interviewees confirmed that they teach language through content, giving meaning that they teach the language around a specific content and not the inverse. The focus is put on the first level on language through context where most of the lessons are not dealt with in separation from a specific content. Three teachers added that in some cases the teaching situation lead to invest in both language and content where both of them are transferred to the pupils.

- **Do you rely on textbook as a teaching material to teach civilization as a programmed theme in EFL courses in secondary schools? Justify.**

Six teachers confirm that they use it as a teaching material to teach civilization as a programmed theme in EFL courses in secondary schools. They reveal that there are many reasons, some of them see that content is suitable and diversifying and could increase learners' repertoire and knowledge. Others mentioned they due to some financial and administrative stuffs which prevent them to offer an alternative, they find themselves obliged to rely on it though it seem expiry since it is not adjusted for ages. Four teachers declared that they do not rely on the textbook, adding that they

adopt their texts and tasks from alternative resources in respect to the theme of ancient civilization. They see that the textbook could be beyond learners' levels or needs or simply could not serve some teaching and learning situations. Thus, they adapt and create or adjust some texts or tasks taking into account the content of the theme.

- **What do you suggest to enhance the teaching quality of civilization as an integrated content in EFL courses and third year textbook for secondary school students?**

Many suggestions are extracted from teachers' answers to enhance the quality of civilization as an integrated content in EFL courses for secondary school students. They all fall around learners' needs, levels, and preferences that should be taken into consideration. They see that the content of civilization could serve learners' developments of linguistic and intercultural skills providing that it is appropriately and adequately instructed and presented. Moreover, learners could benefit more if they are provided with knowledge related to the target cultures as well as the non-target cultures to foster their intercultural knowledge; they also suggest to focus not only on past events, where it would be better to draw links between past, present, and future to cross-cultural barriers. For the textbook related to the third year, they suggest that it is necessary to make some reforms to enhance the content and quality of this textbook in respect to the needs of this generation who surely differ from the old ones that was introduced to that book in 2006. Thus, it is highly recommended to make some adjustments at this level stressing that the theme of civilization appear to be covered with a heavy content related to history with first degree which may be a bit beyond learners' levels and interests at this age.

5. Discussion

Based on the main findings, civilization as theme represents (25%) from the content of the program of third years for literary and foreign languages streams. The topics inserted covered different civilizations and not only that of the target culture and history of English language native speakers. By referring to textbook analysis, its tasks are devoted to enhance language outcomes by introducing language through context, and not to use the language in separation either with culture, or without referring to context. Moreover, the presented themes are purposely integrated to develop students' intercultural competences as well as raising their cultural awareness and cross-cultural understandings taking into account that (89,18%) represent world cultures and civilizations, instead to the target culture (10,81%) proving that learners are required to develop intercultural knowledge moving from the mono-culture model to the intercultural model (Byram, 1997; Kramsch, 1993) as well other versions which enforce

language and cultural knowledge and skills integration , or throughout other specific content.

As far as the official textbook “New Prospects” is concerned in the teaching process of civilization as a theme in EFL courses, the results indicate that EFL teachers are using in their courses as one of the teaching materials that both of teachers and learners rely on, the textbooks are deemed to be crucial in the teaching and learning process. Yet, the participants revealed that the teaching instructions are not clearly set which lead to a deviation in the course design and a confusion among teachers. Moreover, the heavy topics of such theme as they could be effective, they could not cope with the new generation’s interests and preferences which call for huge reforms to enhance the teaching programs and contents.

Regardless of the impact of civilization teaching as a cultural subject which may provide EFL learners with the knowledge and the skills to cross intercultural barriers and foster their intercultural understanding, it also plays an effective role by permitting learners to dive in the sea of different sciences and subjects. In addition, language rules will be introduced through the eyes of a specific content where learners are to meet with huge and diversifying information.

6. Conclusion

To sum up, teaching civilization in EFL courses as an integrated theme for third year classes in Algerian secondary schools demonstrates that it is a language course covered with a content related to civilization as a cultural theme, cutting down all the previous asserts that it holds a nature of a content teaching through language. As well, the topics inserted covered different civilizations and not only that of the target culture and history of English language native speakers. Thus, learners’ intercultural competencies deemed to be addressed through the extinction of cultural themes by stressing world civilizations. Thus, these skills, strategies, and competencies are of paramount importance in the twenty first century’ modern education standards, especially, in the field of languages where learners are required to achieve linguistic, communicative, and intercultural competencies. Referring to the textbook analysis, language and skills outcomes are integrated and contextualized. From another angle, it could provide a fertile platform for instructors and students to develop knowledge and expertise in both language and a specific content in case of content-based programs are implemented. All in all, the teaching of civilization in EFL courses could be praise-worthy providing that it is instructed and integrated adequately, taking into accounts learners’ needs and interests, the lessons objectives, the program, and the quality of content which cover the textbook. This latter, is highly recommended to be updated with double focus on engaging learners

in intercultural situations rather than stressing on the historical content which dominate the content in the theme of civilization.

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