

Algerian Higher Education EFL Teachers' Perceptions of ICT's Integration in Civilization Classes

تصورات أساتذة التعليم العالي الجزائريين للغة الإنجليزية حول دمج تكنولوجيا المعلومات والاتصالات في حصص الحضارة

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- Abstract: Higher education research continually emphasizes the need of integrating technology as a tool rather than an end in and of itself, a tool whose primary goal is to assist students in becoming more engaged learners and to increase their academic achievement. In light of the rapid expansion of networking technologies around the world, as well as the reforms undertaken by the Algerian Ministry of Higher Education, the purpose of this research paper is to delve into current civilization teaching practices in EFL classes, as well as the extent to which ICTs are integrated into civilization classes. To achieve this objective, this study used the descriptive method. Data were collected by a means of an online questionnaire administered on a sample of 25 civilization teachers of different teaching career experience from different Algerian universities. The results support teachers' favourable views of ICTs' effectiveness, despite the limited use in their classes. Out of this study, a set of recommendations made by the teachers appeal for increased teacher collaboration and teamwork, relevance of teachers' professional development oriented toward integrating ICTs in civilisation teaching, increased use of ICTs, and a balanced focus on both historical and cultural components of the targeted civilization in the EFL classroom.

- Keywords: Civilization- EFL- Higher Education-Students-Teachers- Ict

- الملخص: تؤكد أبحاث التعليم العالي باستمرار على الحاجة إلى دمج التكنولوجيا كأداة بدلاً من كونها غاية في حد ذاتها، وهي أداة هدفها الأساسي هو مساعدة الطلاب في أن يصبحوا متعلمين أكثر تفاعلاً وزيادة تحصيلهم الأكاديمي. في ضوء التوسع السريع في تقنيات الشبكات حول العالم، فضلاً عن الإصلاحات التي أجرتها وزارة التعليم العالي الجزائرية، فإن الغرض من هذه الورقة البحثية هو الخوض في ممارسات تدريس الحضارة الحالية في أقسام اللغة الإنجليزية كلفة أجنبية. لتحقيق هذا الهدف استخدمت هذه الدراسة المنهج الوصفي. تم جمع البيانات عن طريق استبيان عبر الإنترنت تم إجراؤه على عينة من 25 مدرساً للحضارة من مختلف الخبرات العملية التعليمية من مختلف الجامعات الجزائرية. تدعم النتائج وجهات نظر الاساتذة الإيجابية حول فعالية تكنولوجيا المعلومات

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والاتصالات، على الرغم من الاستخدام المحدود في اقسامهم. من هذه الدراسة، مجموعة من التوصيات التي قدمها الاساتذة تدعو إلى زيادة تعاون المعلمين والعمل الجماعي، وأهمية التطوير المهني للمعلمين الموجه نحو دمج تكنولوجيا المعلومات والاتصالات في تعليم الحضارة، وزيادة استخدام تكنولوجيا المعلومات والاتصالات، والتركيز المتوازن على كل من المكونات التاريخية والثقافية للحضارة المستهدفة في اقسام تعلم اللغة الإنجليزية كلغة أجنبية - الكلمات المفتاحية: الحضارة- اللغة الإنجليزية- اللغة الإنجليزية- التعليم العالي- الطلاب- المعلمون- تكنولوجيا المعلومات والاتصالات.

- Introduction:

In a world where the rapid expansion of networking technologies is dramatically changing the nature of life, work, knowledge, and communities, it has become necessary to re-examine the fundamental axioms that dictate daily expectations and behaviours in general, and in education in particular. Algerian higher education authorities, for instance, have gradually introduced the License-Master-Doctorate (LMD) system in its higher educational system since 2004. To keep up with local higher education reforms, they wanted university teachers to blend modern teaching methods and learning approaches with the usage of new technologies to provide students with new skills needed in the 21st century labour market.

In this regard, contemporary pedagogical techniques that arose from numerous reflections tend to shift the student from a docile "object" and passive agent into a primary active agent in the learning process. As a result, instructors must recognize their function as a mediator, a facilitator of the processes of knowing and learning. Given these facts, EFL teachers in Algeria, for instance, face an urgent quest to adjust traditional teaching and learning methods by favouring the active learning approach, which has become the foundation of higher education; and the modifications in university instructional materials. Both teachers' and students' attitudes toward teaching and learning, are required for the active learning technique to be successfully implemented in Algeria where the use of ICT in Algerian universities is still limited, and the majority of language students still taught in the traditional method that limits their roles to passive listeners to lecturers.

In Algeria, all EFL undergraduate students in almost all English departments must take an American or British Civilization course during their three years of study for a bachelor's degree, as well as another two years for a master's degree. This course has always been taught in a traditional manner, which has led to a number of shortcomings including complaints about the lengthy dull civilization lectures.

The current paper aims to shed light on current teaching experiences of civilization teaching in Algerian universities' English departments, as well as depicting teachers' perceptions of integrating ICTs in Civilization classes, to see how much teachers are aware of the issue and how much they integrate ICTs in their sessions, and to come up with some suggestions and recommendations that might be useful for policymakers, practitioners, and academics, as well as for further research.

1. Literature review:

Cakici (2016, p. 74) defines ICT as "information-handling tools- a varied set of goods, applications and services that are used to produce, store, process, distribute and exchange information". He divides it into two types: 'old' ICTs that generally includes radio, television and telephone. The new ICTs refer to computers, satellite and wireless technology and the Internet. One more definition is provided by Asabere and Enguah (2012, p.74) who point out that ICT refers to "the tools, facilities, processes, and equipments that provide the required environment with the physical infrastructure and the services for the generation, transmission, processing, storing and disseminating of information in all forms including voice, text, data, graphics and video".

The concept ICT is composed of three initial letters: I, C and T. Researchers generally focus on the third one; the term *Technology* and associates it to ICT. Wilkinson (2003); however, links it much to the 'C' which stands for communication. He states:

The 'C' in ICT is perhaps the key to accelerating progress in using new technology to teach history effectively: communications technology means that

information, ideas and resources can be disseminated across the educational community much more rapidly, and millions of pounds have been spent on the creation of 'super-sites' such as the BBC's 'Education' site, and the National Grid for Learning, with the specific purpose of providing free resources to help teachers (p. 255)

The topic of ICT integration in teaching has received great interest owing to its great role in the realm of education. Interestingly, "research findings over the past two decades provide some evidence as to the positive effects of the use of information and communications technology (ICT) on students" (Cakici, 2016, p. 73).

1.1. Teaching or Integrating ICT?

One significant issue related to ICT is whether it should be taught as a separate subject or it would be better to integrate it in teaching other subjects. Trying to provide an answer to this question, Zajd and Gibbs (2009) differentiate between three significant concepts: *Learning about ICT*, *Learning with ICT* and *Learning through ICT*. The first one stands for teaching ICT as a subject at schools where students are supposed to learn everything about it in details. Learning with ICT on the other hand refers to the several applications used to foster the learning teaching process. Unlike the two previously mentioned concepts, learning through ICT means a different thing as it does not directly exposes ICT devices but rather it denotes integrating technological tools in all teaching and learning contexts. Zajda and Gibbs (2009) claim that in Asia, ICT is taught as a distinct skill, but Western European countries and the United States find more efficacy in incorporating it into the curriculum.

More tellingly, it is worth highlighting here that "Teaching history is an intellectual activity. It is also a creative activity. It requires a teacher to be both inspired and inspiring" (Counsell, & Haydn, 2003, p. 258). Consequently, teachers should think of integrating effective ways in the educational contexts. They should search how to nurture such creativity. They have to look for the possible ways to bring more inspiration to history lectures. This is likely accomplished through the use of information and communication technologies (ICT). Though incorporating ICTs into

history or civilisation lessons is not a magical tool, it can be advantageous (Cuban, 1986).

Many research studies, for instance, have found that teachers who use video as a teaching aid in the classroom reap numerous benefits such as helping students retain more information, become more interested in reading, and improve their literacy skills (Moreno & Valdez, 2007).

The PowerPoint application is another new innovation that has been introduced into the classroom to assist students study more efficiently for some time and is still widely utilized. It's a device that allows instructors to offer lectures in a more dynamic style than merely lecturing and writing on the whiteboard (Brock & Joglekar, 2011). Interestingly, it can be said that ICT may give history lectures a different look and it enhances it but at the same time it should be highlighted that history boosts ICT learning. In this respect, Hoodless (2008) points out that history enables learners to develop skills in all subjects of ICT.

1.2. Pros and Cons of ICT

Before implementing ICT in the class, teachers and educators and all experts of the field are invited to think of both its advantages and drawbacks. Because "ICT is not an unproblematic educational miracle, and there is a need to think through exactly what benefits (and dangers) particular applications offer" (Haydn, 2003, p.4). Similarly, Postman (1993, cited in Haydn, 2003, p. 11): "Every technology is both a burden and a blessing; not either—or, but this-and-that".

1.2.1. Advantages of integrating ICT in teaching and learning

ICT may have a positive impact on language teaching in general and civilization teaching in particular. Among several researchers, Dahalan, Ahmad and Awang (2020) view that integrating information and communication technology (ICT) skills known as soft skills also 21st-century skills has positive effects on teaching and learning history.

Interestingly and due to the significance of ICT educational institutions started seriously to think of making ICT a part of the educational process; "schools have, for a variety of reasons, generally taken some time to obtain, explore and make effective use of technological developments such as radio, TV, tape-recorders, video cameras and computers" (Smart & Norton 2003, p. 152).

One of the positive aspects of using ICT is that it boosts students' creativity and brings novelty to the classroom as confirmed by Cakici (2016). Having the opportunity to use a variety of materials makes students more creative in learning and makes teachers as well innovative in the way they introduce their lessons especially through employing alternately text and images, audio and video clip. etc.

ICT increases learners motivation (Muirhead & Juwah 2004). Moreover, integrating ICT enhances learning strategies. That is "the media mix... has the potential of meeting the needs of the different learning styles – visual (images), auditory (sound), tactile (touch) and kinesthetic (whole being) (Muirhead & Juwah, 2004, p.14). Isisag (2012) lists several other advantages of ICT, including: providing authentic material and increasing learners' awareness of the country's culture and language; increasing students' independence; providing more exposure to native speakers; creating a positive atmosphere through collaborative learning; and finally encouraging learners to put in more effort and feel more engaged.

1.2.2. Drawbacks of using ICT in teaching

Despite the fact that such new technology has an effective role in language teaching, it has some drawbacks and limitations. In this regard, Livingstone (2012, p.12) states that ICT "is not suitable for all learners in all situations and for all purposes, and may require some considerable learner training for effective use." Interestingly, Cakici (2016) mentions some of the problems with ICT and advises educators and teachers to take such points into consideration before implementing them. These may include: classroom management issues, teachers lack of experience, difficulty in

finding technological equipments, their high price, problems with their suitability to the content of the lecture.

Cox, Preston and Cox (as cited in Cakici 2016) add some further challenges of ICT use in the classroom such as difficulties in employing software/hardware, Expensive regular use of ICTs, insufficient technical resources, the difficulty of integrating ICTs in regular classes, the insufficient time to cope with the content presentation and the students practices.

Despite the efficiency of ICT in the learning teaching process, it cannot be denied that its integration is not that easy. More support to this view comes from Haydn and Counsell (2003, p. 2) who state "finding practical and meaningful ways to integrate ICT with lessons can be a difficult and overwhelming task". One more difficulty in using ICT is its complexity in employing it especially by history teachers. Accordingly, Haydn (2003, p. 32) points out that " Investment in ICT has not yet made it easy for most history teachers to use computers as a routine component of lessons". Poudel (2018) mentions other ICT challenges, such as being somewhat expensive. As a result, not all teachers and students have access to it; there are transportation and electricity concerns; student training issues; time management challenges; a scarcity of authentic resources, as well as local English materials; and ultimately, issues with cultural appropriateness of materials.

Referring to the review of literature incorporating previous research studies on implementing ICTs in EFL teaching in general and in the teaching of American/British civilization in particular, which consistently points out the effectiveness of using ICTs in increasing student's active learning and academic achievement. The purpose of this research paper is to look into the current teaching practices of civilization in EFL classes, as well as the extent to which ICTs are integrated into civilization classes, in light of the rapid expansion of networking technologies around the world and the reforms undertaken by the Algerian Ministry of Higher Education.

Research Questions: The following research questions need to be addressed:

- 1) What are the current practices of civilization teaching in the Algerian EFL tertiary classes?
- 2) To what extent are the Algerian civilization teachers in EFL tertiary classrooms aware of the importance of the ICT's in the teaching/learning process?
- 3) To what extent do the Algerian civilization teachers in EFL tertiary classrooms integrate ICTs in their instruction?

2. Method

2.1 The Exploratory Study Design

Since the study is based on investigating EFL teachers' perceptions and practices of the teaching and learning of civilisation, an online semi-structured questionnaire was used to collect intended information. The objective is to provide an insight not only about teachers' perceptions, but also about their practices regarding teaching civilisation including; their teaching objectives, contents, methods and techniques, frequency of using ICTs and their used types as well as the difficulties they face in using them. All data processing was conducted using SPSS version 20 for Microsoft.

2.2. Research Setting and Participants

This research took place during the second semester of the academic year 2020/2021. The study's participants are twenty-five civilisation instructors from various Algerian universities who were purposely chosen using a purposive non-random sampling technique since they are the targeted civilization teachers. Most of the participants (15) taught civilisation for more than three years, while 04 participants taught it from 6 to 10 years and 6 taught it for more than ten years. Table 01 summarizes teachers' experience.

Table N1 Civilisation teacher' teaching experience

Years of experience	Freq	%
Less than three years	09	36
3years- 5 years	06	24

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6 years -10 years	05	20
More than ten years	05	20

2.3. Research Tools

The data collection instrument used in this study is a questionnaire used to investigate the teachers' perceptions and practices of teaching and learning civilisation. The development of the tool in this study was broadly informed on the basis of deeper reading of the related literature, didactics of civilisation in the EFL context; and the use of ICTs in EFL teaching. The following is the description of the aforementioned tool.

2.3.1. Teachers' Perceptions and Practices of Civilisation Teaching Questionnaire (TPPCTQ)

In their attempt to get access to civilisation teachers' perceptions and practices regarding the teaching of civilisation module, the researchers designed and developed an online questionnaire specifically for this study. The questionnaire covers all aspects related to teaching civilisation including;

- Civilisation teaching objectives
- Civilisation syllabus content
- Civilisation teaching methods and techniques
- Civilisation teaching materials
- The use of ICTs
- Assessment practices in civilisation teaching

Multiple drafts of the questionnaire were developed before reaching the final version. The questionnaire's validity as tested using face and content validity techniques by means of consulting civilisation experienced teachers for revision and validation. The questions were selected adapted and organized basically according to the assumptions generated from the analysis of the literature reviewed. The final version of the questionnaire comprised a total of 19 items and 7 sub-items organized in three main sections.

Different types of questions were used including closed-ended and open-ended questions to collect both quantitative and qualitative data, and hence, to ensure adequate coverage of the investigated concern. In this regard, teachers' questionnaire includes 20 closed-ended questions (including main items and sub-items), which were "yes/ no questions", "Likert scale items" and "multiple choice questions") and 6 open-ended questions that probed further information about deep personal opinions and experiences.

The Final version of the teachers' questionnaire as mentioned earlier comprises three main sections. As indicated in table 02, the first section, that holds 35% of the questionnaires body, was devoted for participant's information including their gender, their majoring field, their teaching experience in English teaching in general and civilisation teaching specifically, and their professional development in their teaching of civilisation. The second section is the most important section in the questionnaire as it involves 13 main items (65% of the total body of the questionnaire). This section tackles issues related to civilisation teaching objectives, syllabus, teaching techniques, teaching materials, ICTs and assessment. The last section, that holds 5% of the questionnaire, is devoted to further recommendations and suggestions.

Table N2 Structure of the WBAQ

Section	Number of items
Section1: Professional Information	5 + 1 sub Item
Section2: Teaching Civilisation	13 Items +6 sub items
Section3: Teachers' Recommendations and Suggestions	1 Item
Total number of items	19 Items +7 sub-items

3. Results

The first data from teachers' questionnaire were from the first items in the first section. The 5th item, for instance, explores teachers' professional development regarding their field of teaching. Teachers were asked if they had taken/attended courses, workshops, study days or seminars on teaching civilisation. Sixteen

teachers (62,5%) confirmed that they never did while 9 among them (37,5%). All teachers who confirmed their experience with training taking in civilisation teaching also confirmed, in their responses to the sub-item (5.1), that this experience was highly impactful.

The second section of the teachers' questionnaire tackled the main concerns that teachers might encounter in their teaching experience including the contents. Accordingly, item 6 investigated teachers' perceptions about the nature of the syllabus. The majority of the participants (75%) indicated that they are employing an official syllabus. While the remaining 25% indicated the opposite confirming that the syllabus, they are using is their creation according to the data obtained from their response to sub-item 6.2.

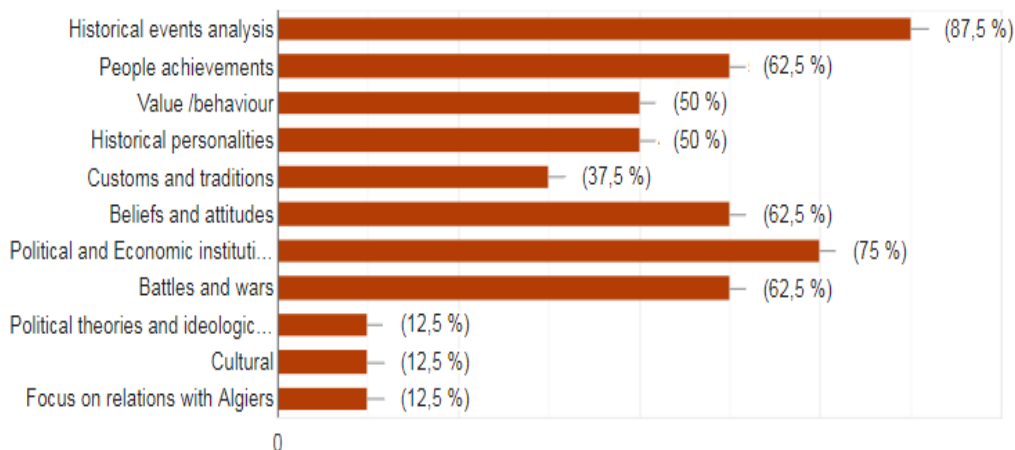
The teachers who used the official syllabus, were asked about their opinions about the contents of this syllabus in sub-item 6.1, their responses are summarized in table 03 below. From the table, 50% of the participants found the syllabus as both cultural and historical while 37,5 % view it as purely historical. While 12.5% confirmed that the content is missing important chapters.

Table N3 Teachers' Opinions about the Contents of the Civilisation Syllabus

Purely historical	Purely cultural	Both of them	Missing some content
37,5%	0%	50%	12.5%

To further explore teachers, focus in their civilisation lectures, item 7 data as summarized in graph 01, indicate that most teachers (87.5%) focus was on historical events analysis, followed by Political and Economic institutions (75%), then people achievements, beliefs and attitudes, battles and wars that are equally classified (62.5%). Both Values/behaviours and historical figures received less focus (50%). The pure cultural contents including Customs and traditions received less focus than all the suggested contents. Only a few teachers added more contents of focus that were

not suggested in the item indicating that they rather focused on political theories and ideologies (1 teacher), cultural contents (1 teacher) and foreign relations with Algiers (1 teacher).



Graph N1. Teachers' Civilisation Content Focus

Other important perceptions that were explored are those related to civilisation teaching objectives. Analysis of data from item 8, which is an open-ended item, using thematic analysis is summarized in table 04 below.

Table N4 Teachers' perceptions about Civilisation Teaching Objectives

Themes	%
Promoting cultural knowledge	62.50
Promoting historical knowledge	50.00
Comparative learning through comparing target civilisation with Algerian one	37,50
Improving linguistic skills through exposing them to terminologies	14,50
Enhancing critical thinking skills	12,50
Promoting political knowledge	12,50
Inspire students in selecting research topics	08.00

From table 04 above, it seems that promoting cultural knowledge received the highest agreement 62,5% among teachers, followed by promoting historical knowledge which received 50% of agreement and comparative learning through comparing target history and culture with the Algerian ones which received 37.5% of agreement. Improving linguistic skills through exposing them to terminologies held the fourth rank among the objectives with 14.5% of views. Enhancing critical thinking skills and promoting political knowledge were equally ranked with 12.5 % of the views. Interestingly 3 teachers (08% of the teachers) pointed to inspire students find research topics for their master two dissertations as one of the objectives of civilization module.

Item 9 of the questionnaire explores other crucial aspects in civilisation teaching, which are the teaching techniques used by teachers to deliver their lectures. Responses to this item are displayed in table 05.

Table N5 Civilisation Teachers' Teaching Techniques

Teaching techniques	%
Lecturing based courses	75
Classroom discussions	62.5
Students' individual/ group presentations	35
Homework and research projects	35
Group work classroom activities	20.5
Eclectic of all what you mentioned above...	16

Apparently, from table 05, all teaching techniques were used by teachers. Yet, not all of them were widely used. The most used teaching techniques as selected by teachers are Lecturing (or traditional method) (75%) and classroom discussions (62.5%). Both individual and group presentations and homework and research projects received 35% of the selection. Few teachers selected group work class

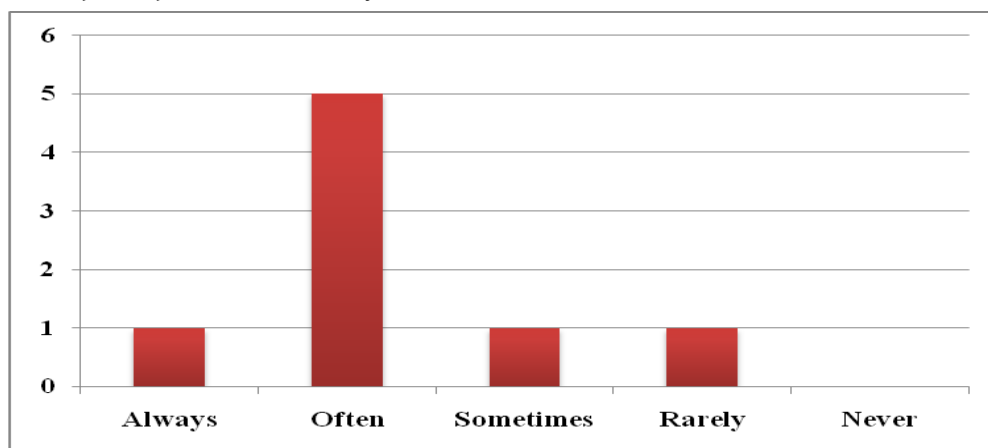
activities receiving 20.5% of the responses. Four teachers (16%) confirmed that he/she is using an eclectic method combining all the above techniques eclectically.

Teaching materials were the focus of item 10. Teachers were asked about the materials use in their sessions. Responses are summarized in table 06 below. From the table, textbooks, were the most used materials (62,5%), followed by historical documents (37%) and maps (37%). The least used materials were articles: academic or journalistic. Only few teachers (12,5%) indicated that they use all the materials.

Table N6 Civilisation Teachers Teaching Materials

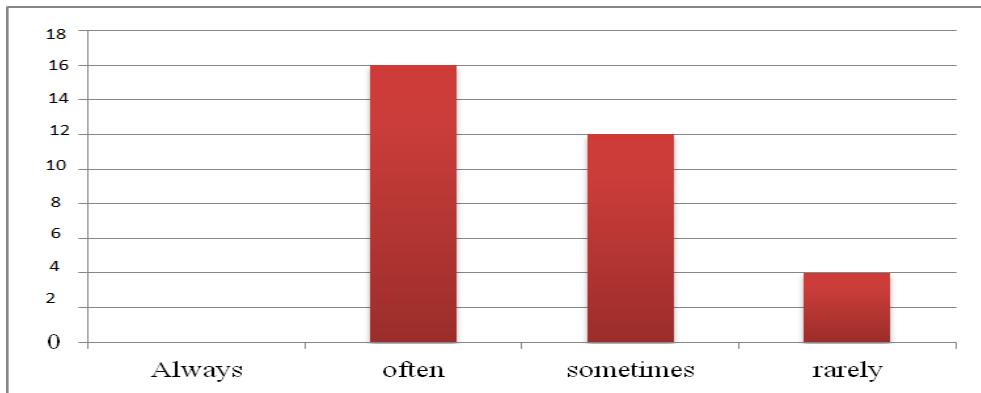
Teaching Material	%
Textbooks and references	62,5
Maps	37,5
Historical documents	37,5
Articles: academic or journalistic	12,5
All	12,5

The frequency of teachers' uses of teaching materials in their civilisation sessions (item 11) is summarized in the graph 02 that displays clearly that most teachers often use teaching materials, while only a few used them all the time. Equally, sometimes and rarely were selected indicating rare uses of materials. None of the participants indicated any use of materials.



Graph N2. Frequency of using teaching Materials

Item 12 explored the integration of ICT's in civilisation lectures. This item received almost total agreement with 89% of teachers confirming that they use ICTs in their sessions and only 11% indicated that they do not use them. Teachers who confirmed the use of ICTs in their session were then asked about the frequency of this use in sub-item (12.2). Graph 03 below displays the frequency of ICTs use among civilisation teachers.



Graph N3. Frequency of ICTs use in civilisation sessions

The majority of teachers who confirmed the use of ICTs also indicated that they used it often or sometimes, while just a few (4 teachers) rarely used it. Hence, the frequency of use indicates teachers' perceptions of the efficacy of using ICTs in their sessions. Teachers, who indicated that they do not use ICTs, were asked to explain the reasons of not using it. Most participants pointed to time wasting, and absence of related materials in the department.

As a matter of fact, teachers were asked about the types of ICTs they used in their sessions, their responses to item (13) are summarized in table 07.

Table N7Types of ICTs used in Civilisation Sessions

13. Which of the following types of ICTs do you use in your sessions?	
ICTs	%
PPT presentations	87.50
Videos and TV broadcasts	62.50

Interactive whiteboards	24.00
Computers and Internet	13.00
Other technologies	00.00

From the above table, PPT presentations are the most used ICTs tools (87.5%), followed by video and TV broadcasts (62.5%), then interactive whiteboards (24%). Only (13%) of the teachers used internet and computers. No other technologies away from the familiar types were highlighted by teachers. This finding implies that teacher do use a variety of ICTs.

The finding from sub-item 12.2 was confirmed in item 14 when all teachers agreed on the importance of using ICTs in the civilisation session. Responses to sub-item 14.1, asking teachers who confirmed the importance of the use of ICTs to explain how helpful is integrating ICTs in their civilisation session, are thematically classified in table 14 below.

Table N8 Roles of ICTs use in the Civilisation Session

Theme	Freq	%
Facilitates teaching	22	88.00
Attention attraction and interest	19	76.00
exposition to Authentic materials and culture	19	76.00
enhancing the degree of students' involvement	18	72.00
visualizing abstract notions	09	36.00
Promoting classroom interaction	07	28.00
Enhancing memorization	04	16.00

According to the majority of teachers (88%) the main use of ICTs is facilitating teaching. other two sources of importance who were mentioned by a good number of teachers (76%) are, attentions and interest attraction and /exposition to authentic materials and culture. to 72% of the participants ICTs are importance because they serve in enhancing the degree of students' involvement. Another reason, for 28%

of the participants, is promoting classroom interaction. Only 16% linked the importance of using ICTs to memorization enhancement.

Teachers integrating ICTs in their civilisation sessions would definitely face difficulties. Item 15 was devoted to explore the respondents' encountered difficulties. The responses are thematically classified in table 16.

**Table N9 Difficulties faced by civilisation teachers when integrating ICTs in
their sessions**

15. What difficulties do you usually face when using ICTs in your civilisation session?	
Theme	%
Logistics	82
Lack of support from administration	12.5
Poor internet connection	12.5
adapting the content to our local culture	12.5

Teachers responses revealed a common wide spread problem related to logistics or lack of necessary facilitators (50%) including, according to teachers, computers, projectors, and equipped classrooms. Other minor difficulties highlighted by few teachers and that can be considered as part of the main logistics problem are the lack of support from the administration and poor internet access. One different difficulty faced by 12.5% of the teachers was related to the difficulty of adapting the contents to the native culture.

Assessment of the achievement of civilisation teaching objectives was the focus of item 16. The responses to this item indicated, as displayed in table 17, that the majority of teachers (62%) use subjective tests which are mainly essay tests. Only 25% used objective tests including different types of questions. Only 3 teachers (12,5%) used MCQ to assess civilisation knowledge.

Table N 10 Civilisation Teachers Assessment Tools

Objective tests	Essay tests	MCQ tests
25 %	62.5%	12.5%

Data obtained from item 10, displayed in table 18 below, exploring teachers' perceptions about student interest in civilisation module, surprisingly revealed that the majority (87.5%) of teachers believe that their students find their civilisation session motivating. While 12.5 admitted that their sessions were monotonous.

Table N11 Teachers Perceptions about their Students Interest Level

How do your students find Civilisation lectures?	
Motivating	Monotonous
87.5%	12.5%

Responses to item 18, summarized in table 12 below, about teachers' Perceptions about the levels of their students' enthusiasm and initiative revealed that the majority of teachers (75%) believe that their students show enthusiasm and initiative to study civilisation module.

Table N12 Teachers perceptions about their students levels of motivation and Enthusiasm

Do your EFL students show enthusiasm and initiative to study civilisation?	
Yes	No
75%	25%

From table 12 the few 25% perceived the opposite (absence of enthusiasm and imitative among students). Teachers who believed in the absence of enthusiasm among their students were asked to explain their opinions through their responses to sub-item 18.1. The 6 Teachers (25%) claimed that this is due to; the administration scheduling the civilisation lessons more often in the afternoon when students are exhausted, the nature of the civilization module heavy contents.

The last item (item19) was kept for further suggestions and recommendations regarding the teaching of civilisation in the EFL classroom. Among the suggestion of teachers that are thematically grouped are the following:

- More teachers' collaboration and team work.
- Necessity of teachers professional development directed towards Integrating ICTs in civilisation teaching
- More use of ICTs
- More focus should be directed towards the cultural aspect of the targeted civilisations as it is often neglected in favour of the political and historical aspects.

4. Discussion of the findings

First, from the collected data, it was found that most of civilization teachers (62, 5%) lack interest in professional development in relation to their civilization teaching as only (37,5%) confirmed their continuous professional development experience that was really impactful. Missing chances of professional development would definitely result in lack of awareness about new methods and techniques to teaching civilisation, including the use of ICTs, and thus the development of related skills.

Regarding civilization syllabus development, only 25% of teachers see themselves in the position of designing their own curriculum because of their dissatisfaction with the content (having *either* historical *or* cultural contents and lacking relevant chapters). By contrast, 75% of them use the official syllabus suggested by their departments as they considered it satisfactory and consisting of both historical and cultural contents. Interestingly, not all teachers design their own civilization syllabus. This finding corroborates the ideas of Nunan, Candlin & Widdowson (1988, p.8) who found in their study that some teachers never design their lectures since they felt that "syllabus development should be carried out by

people with specific expertise, and believed they were asked to undertake tasks for which they were not adequately trained.

The contents of the civilization modules are varied and rich as teachers confirmed that they focus on historical events analysis (87.5%), political and economic institutions (75%), people achievements (62.5%), beliefs and attitudes (62.5%) battles and wars (62.5%). Yet, both Values/behaviours and historical figures received less focus (50%) which seems to contradict with what historians and history syllabus designers are calling for. In fact, Elaggoune (2015, p. 7) confirms this finding, stating: "In Algeria, the content of American or British civilization courses taught in the departments of English often focus on history or government instead of conventional views of everyday life and popular culture. This has led to a limited understanding of the Anglophone culture of the United States or Britain". The pure cultural contents including customs and traditions received less focus than all the suggested contents. A small number of teachers added more focus on political theories and ideologies, cultural contents and foreign relations with Algeria.

In terms of the objectives of teaching civilisation, Civilization teachers believe that promoting cultural knowledge (62,5%) is the most essential goal, despite the fact that the contents they cited involve less culturally cantered, and historical information (50 %). Few teachers believe that teaching civilization is accomplished by comparing target history and culture to Algerian culture (37.5 %). In this regard, scholars such as Matsuda (2002) and Sercu (2005) have emphasized the importance of intercultural competence in foreign language education, stating that teaching English as a foreign or second language is more than just language instruction; it is also "the teaching of global cultures" (Tam, 2004, p. 21). Improving linguistic skills through exposing them to terminologies (14.5%) enhancing critical thinking skills (12,5%) and promoting political knowledge (12.5%) were not common among the majority of teachers. Among the unexpected objectives was inspiring students find research topics for their master two dissertations (08%)

Civilization teachers use a variety of teaching techniques to deliver their lectures, including classroom discussions (62.5%), individual and group presentations (35%), homework and research projects (35%), group work class activities (20.5%). However, the traditional lecturing method is the most used method (75%). This confirms what Elaggoune (2015) claimed that Civilization has been taught in a traditional manner, with lecturers facing the monotony of constantly repeating the same lectures, which can quickly devolve into superficial discussion, leading to students complaining about the boredom of being subjected to tedious lectures.

Concerning the teaching materials, Civilization teachers employ textbooks (62.5%), historical documents (37.5%), and maps (37.5%) as teaching tools (37%). Articles, whether academic or journalistic, were the least frequently used materials (12.5 %). Only 12.5 % of teachers say they use all of the resources. The resources described above are not used on a regular basis by most of them, and only a handful uses them in all sessions. This finding explains the previous finding that the civilisation sessions are teacher-centered and rely on lecturing techniques due to the limited usage of teaching resources, which are limited to textbooks and a few historical documents or maps, which are frequently used.

The majority of civilisation instructors believe that incorporating ICTs in their classroom is critical. They (89%) affirmed that they use ICTs in their sessions, while only 11% said they don't. However, because ICTs are utilized so frequently and occasionally, their utilization is average, which means that ICTs are not used in all sessions. Teachers who do not use ICTs cited the time commitment and lack of associated materials in the department as reasons for not using them. Teachers addressed the restricted use of teaching resources in the preceding item, and ICTs, as a sort of teaching materials, are no exception due to their limited use.

The teachers who frequently use ICTs in their sessions indicated that the most used type of ICTs is PPT presentations (87.5%), due to their availability. Other ICTs tools include video and TV broadcasts (62.5%). Their interest in using them can be

referred to their attractive good features such as simplicity in use, availability in several educational contexts. With regards to interactive whiteboards use, the percentage was surprisingly not that high (24%). A possible explanation for that could be some of its drawbacks as illustrated by Whyte (2015) who found that WIB can be distracting, time wasting and difficult to be used in most cases. This very finding about the IWB shows that teachers and administrators are not really aware of the efficiency of this valuable tool. In other words, it can be said that IWB is disregarded regardless of its significant role in boosting students' motivation and making the sharing of documents possible for all teachers. Regarding internet and computers, they scored low (13%). One possible justification for that is having no access to the internet in most if not all institutions in Algeria. Additionally, and as observed by Hayden (2003, p.30) "many history teachers reported that access to networked computer suites was difficult, and that their history classrooms often did not contain any computers, let alone provision for whole-class projection from a computer".

Teachers believe that the use of ICTs is very important because it facilitates teaching (88%), it attracts students' attention and interest (76%), it is a means to exposition to authentic materials and culture, it enhances the degree of students' involvement (72%) of the participants, and it promotes classroom interaction (28%). Only 16% think that it helps students in memorizing information. This finding confirms teachers' positive perceptions of the roles of ICTs in spite of their limited use that can be explained by the difficulties they stated in the next item which are mostly related to a common theme which is the lack of logistics (50%) including, according to teachers, computers, projectors, and equipped classrooms. Other minor difficulties highlighted by few teachers and that can be considered as part of the main logistics problem are the lack of support from the administration and poor internet access. These study findings accord with the one of Hayden (2003) who found that "Helping trainee history teachers to make effective use of

television programmes, the Internet and a scanner can be an important part of developing their pedagogical subject knowledge".

Since assessment constitutes the backbone of teaching, exploring civilization teachers' assessment methods is crucial in understanding their teaching practices. The most used evaluation tests subjective tests (62%) which are mainly essay tests. More types of tests are less common are used by just a very few teachers including; objective tests involving different types of questions like short answers and true false questions (25%) and MCQ tests (12,5%).

Most teachers (87.5%), when auto-evaluating their teaching, believe that their students find their civilisation session motivating as they show enthusiasm and initiative to study civilisation module. Only 12.5% admitted that their sessions were monotonous and that their student show no enthusiasm and initiative to study civilisation. According to teachers, such a monotony (12.5%) is probably referring to: scheduling the civilisation lessons more often in the afternoon when students are exhausted and the nature of the civilization module heavy contents. It is worth highlighting here that the present findings seem to be consistent with other research which found that the civilization session can be boring due to some factors: the nature and contents of syllabus and the teaching methods imposed by the syllabus itself (Jones, 1970).

- Conclusion:

Teachers' positive perceptions of the roles of ICTs are confirmed by the current research's findings where most of the teachers believe that the use of ICTs is very important because it facilitates teaching, it attracts students' attention and interest, it is a means to exposition to authentic materials and culture, it enhances the degree of students' involvement of the participants, and it promotes classroom interaction and just few of them think that it helps students in memorizing information. It is worth noting that the teachers express their positive perceptions of the roles of ICTs in spite of their limited use that can be explained by the

difficulties they face, which are mostly related to the lack of logistics, such as computers, projectors, and equipped classrooms. Other minor issues raised by a few instructors are related to the lack of administration assistance and poor internet access. However, when it comes to the type of ICTs in the classroom, the majority of civilization instructors think that it is critical, with the majority claiming to use ICTs in their classrooms; nevertheless, ICTs are not used in every session. Because of its accessibility, PPT presentations are the most regularly used type of ICT among teachers who frequently use ICTs in their classrooms. Other ICTs include video and television broadcasts. Their motivation to use them is due to their enticing positive features, such as simplicity of use and availability in a range of educational contexts.

Civilization teachers demonstrated awareness of the measures that need to be taken to improve civilisation teaching by making a number of suggestions and recommendations about teaching civilisation in the EFL classroom, including more teacher collaboration and teamwork, the importance of teachers' professional development directed toward integrating ICTs in civilisation teaching, more use of ICTs, and a greater emphasis on the cultural aspect of the targeted civilisation.

Out of this research work, a set of recommendations can be provided such as:

- ✓ Encouraging teachers to design their own curriculum taking into account students level, quality of topics (interesting topics, motivating ones)
- ✓ To be more effective, history teachers need to incorporate ICT resources with their day-to-day.
- ✓ Using ICT to enhance students' critical thinking and to invite them to question the past, so that students have to think rather than simply remember and recall
- ✓ Both teachers and students need training with regards to ICT use.
- ✓ Making ICT flexible and easy to use and devoting a history room which has the facility for whole-class projection. This way school administration can

shift from the idea of ICT as a 'special' lesson to ICT as a familiar element of 'ordinary' lessons. Hence, both teachers and learners will get used to using it on a regular basis.

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