



People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

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Faculty of Letters and Foreign Languages

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**Teaching American Civilization through Theme-Based Approach to Enhance  
Students' Academic Writing**

**The Case of Third Year LMD Students of English as a Foreign Language in Batna-2  
University**

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**Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of  
'Doctorate LMD' in Teaching English as a Foreign Language (TEFL)**

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**Academic Year: 2018/2019**

## **Dedication**

*I would like first from the bottom of my heart to thank ALLAH for endowing me with strong power, patience, persistence, and all that great faith in ALLAH's superpower to save me and drive me to successfully accomplish my mission.*

*To my self-sacrificing MOTHER, and warm-hearted FATHER who are always the source of safety, confidence, and candles of bright light and hope in my life.*

*To my husband, YOUNES for his constant patience, and understanding.*

*To my brothers and sisters.*

*To my nephews and nieces.*

*To all my lovely family members with no exception.*

## Acknowledgments

All the words remain insufficient to express my endless thanks to my advisor and assistant **Prof. Hachemi ABOUBOU** who unceasingly provided me with helping hand, guidance, and precious advice during our long journey of work and travail.

I would be inappreciative, thankless if I deny the insightful contributions of the head of the PhD project and my teacher in Master's and Doctoral Studies, **Prof. GHOUAR Amor**, who was constantly keen to provide us with all possible help, and support that profoundly facilitated the advancement of the current work.

Sincere thanks and gratitude go to the members of the jury: **Prof. BAHLOUL Amel, Prof. KESKES Said, Dr. HOADJLI Ahmed Chaouki, and Dr. HELLALET Souhila** who devoted their time to read this humble work.

The continual cooperation and contribution of particularly all the teachers of the Department of English in Batna-2, in a way or another, is highly appreciated for it facilitated the completion of this thesis.

I would like to recognize the help of Dr. GHOMRI and other teachers at Sorbonne University, especially **Prof. Wilfrid ROTGE**, Who facilitated access to the library and speeded the meeting of some experts in the field mainly **Prof. Andrew DIAMOND, Prof. Olivier Fraysse**.

Finally, the eager participation of all my students at the Department of English, Batna-2 University was valuable and this work would not have been accomplished without their presence and cooperation.

### **Abstract**

Learning English as a foreign language seems to be a complex task to purposely handle. Successful teaching demands the accurate selection of teaching methods and strategies that properly fit students' needs and interests. Content instructions display a certain difficulty for students especially when they learn about the other's culture by using the target language. Additionally, important problems arise when it comes to writing academically about the civilization courses. The current research is an attempt to find out the impact of an alternative teaching method to deliver Civilization courses in an EFL setting on students' level in writing proficiency. The primary objective of this study is to test the hypothesis, and a pre-test, post-test experimental design was applied for one year in order to confirm/disconfirm this hypothesis. Two groups containing 50 third year LMD students for each (sum of 100 students) were our sample; only the experimental group received treatment that is the use of theme-based approach for teaching American civilization courses while the control group was taught the same course by using traditional/lecture method. Also, an opinionnaire was administered to experimental group students, and teachers at the Department of English, Moustafa BENBOULAIID University, Batna-2 were interviewed at the end of the experiment to delve into the issue and to answer our research questions. Results obtained confirmed the hypothesis that there is a positive relationship between variables. Theme-based teaching remarkably affects content, coherence, cohesion, grammar, and mechanics but with different rates. Based on t test, the null hypothesis is rejected and these findings provide different visions for further inquiries.

**Key Words:** academic writing, EFL, teaching American civilization, Theme-based approach

## List of Abbreviations

**21<sup>st</sup>:** Twenty-First Century

**AES:** Automated Essay Scoring

**AVA:** Audio Visual Aids

**AW:** Academic Writing

**BCE:** Before the Common Era

**CAI:** Computer Assisted Instruction

**CBI:** Content Based Instruction

**CLIL:** Content Language Integrated Learning

**DI:** Digital Immigrants

**DN:** Digital Natives

**e. g.:** For example

**EFL:** English as a foreign language

**ELT:** English Language Teaching

**ESL:** English as a Second Language

**Etc:** et cetera

**FA:** Formative Assessment

**ICC:** Intercultural Communicative Competence

**LMD:** License, Master, Doctorate

**PPT:** Power Point Presentation

**PTN°:** Progress Test Number

**SA:** Summative Assessment

**SPSS:** Statistical Package for the Social Sciences

**TBA:** Theme-Based Approach

**TEFL:** Teaching English as a foreign language

**TOEFL:** The Test of English as a Foreign Language

**Vs:** Versus

**WWW:** World Wide Web

**ZDP:** Zone of Proximal Development

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Résumé

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## **Operational Definitions**

**Teaching English as a foreign language (TEFL)** commonly refers to teaching English to students whose first language is not English, and English is the target language.

**Civilization** is a broad term that includes a set of attributes such as: history, culture, politics, agriculture, economy, science, technology, media, mathematics, writings, literature, ...etc. It looks like culture, and they are indeed interrelated but they are not the same.

**Theme-Based Approach (TBA)** is the frequently used form of content-based instruction (CBI). Its focus put on themes selected from a wide range of contents in accordance with students' needs and interests, and these themes serve the aim(s) of developing students' language proficiency (listening, speaking, reading, writing).

**Audio-Visual Aids (AVA)** are considered as technological tools that enhance, and does not substitute, students' performance and ease the learning process (Authentic Videos, Power Point Presentations,....etc).

**Academic Writing (AW)** in this study, it refers to students' ability to respect and correctly apply a set of conventions in different areas (e. g. grammar, vocabulary, mechanics, organization and content).

**Digital Natives (DN)** refer to today's generation that grew up with technology and this generation had been brought up in a digitally rich environment.

**Digital Immigrants (DI)** are people who did not know technology until a certain age, and they continued growing up with technological advancements and dominance.

English overspread as a dominant worldwide language due to the effect of globalization. The rising use of English language indicates the role of the most powerful nations on Earth, Britain and the United States. Therefore, in a globalized world, more interest is given to teaching English as a foreign language (Crystal, 2003; Xue & Zuo, 2013). There is an assertion that teaching English as a foreign language entails teaching its culture since dissociating the language from its culture seems like dissociating a soul from a body (Olan & Bello, 2016); culture, in turn, constitutes the core of what is known as ‘civilization’.

At the Departments of English in Algeria, culture is incorporated into civilization courses. Civilization has, and continues to have, a prominent place in teaching English language to EFL students. However, the swift growth of technology all over the globe may disperse teachers’ decisions about the optimum way of teaching civilization module. Among a wide range of the affordable teaching materials, successfully integrating the suitable one is significant in teaching civilization to EFL students. As far as the concern is confined within the walls of enhanced learning, teachers of civilization may opt for a theme-based approach together with audio visual aids as a teaching strategy to foster EFL students’ language proficiency.

## **Background and Significance of the study**

Teaching English as a foreign language goes hand in hand with teaching its culture. Language and culture are inseparable as maintained by Tang (1999). Culture is integrated into civilization curriculum at the Departments of English in Algerian Universities where English is the means by which culture is transmitted to EFL students. The English civilization encompasses cultural, historical, social, economic, political and other aspects that can be taught and learnt through English.

According to several researchers, when paging through several books, articles, journals, magazines, the English civilization instruction has been viewed in different perspectives (Bouroumi, 2016). Emphasis in a Magister thesis (BATNA University, 2006) placed on “ English Language Proficiency as a Prerequisite to Study British Civilization by Second Year Students of English at Batna-2 University”. Another perspective has been explored (SIDI BEL ABES University, 2013), shedding light on the role of teaching civilization to raise students’ intercultural awareness. Whereas a Master’s degree dissertation entitled “An Investigation of Students’ Low Academic Achievements in British and American Civilization Modules” (SKIKDA University, 2015) was an endeavor to find out the main causes behind the phenomenon.

Other works such as: Moll’s (2005) Action Research to Motivate EFL University Students to Learn Content and Language; Proshan’s (2011) Teaching American Studies



in a Globalized World; Ghouti & Kheladi's (2014) *Toward an Integrative Approach to Teaching Literature in an EFL Context* embodied how the English civilization instruction was highly based on literature and history; Elaggoune's (2014) *Research in Civilisation in Algerian Universities: Problems Faced and Possible Remedies*, and finally Mehdaoui's (2017) *Towards an Intercultural Approach to Teaching Civilization in the Foreign Language Classroom* stressed different perspectives and methodologies to teach and learn the civilization course.

In recent years, teachers of civilization at the Department of English, Batna-2 University noticed students' underachievement in civilization courses which are considered to be content courses like literature, and linguistics, and this remark is eminent in the pilot study conducted in 2016-2017 (see appendix A). By considering the researcher's observation as first a former student of English and second as a part-time teacher at the Department of English, civilization courses posed problems to students as well as teachers when they do not successfully convey the meaning of what is intended to be transmitted to EFL students through foreign language.

Upon that, the issue of teaching /learning civilization to EFL students was tackled differently from diverse angles. Our study focuses on the use of theme-based approach accompanied with audio visual aids as a support to teach the English civilization courses and their effect on EFL students' writing proficiency level. No single study has been conducted to investigate such a relationship aforementioned.

Therefore, this research work contributes, at one extreme, directly to EFL students' understanding of the English civilization courses and it, at the other extreme, provides teachers with additional information about EFL students' writing abilities.

### **Statement of the Problem**

Civilization module is vitally important in teaching English as a foreign language. English language is the vehicle of transmitting American and British thoughts and cultures to people who barely know much of their own culture nor much of their own language. And culture is, in turn, inherent in linguistic codes (Jabbari, Sadeq & Azmi, 2011).

On the one hand, teaching civilization courses to EFL students is a challenging task since the teacher's role is multifaceted. On the other hand, learning the same courses tend to be hard for EFL students who need to understand and be understood when they express themselves as propounded by Proshan (2011).

Undergraduate EFL students at English department, Faculty of Letters and Languages, BATNA -2- University face difficulties in understanding civilization courses whether British or American (See Appendices, A, B). English Language Department, Faculty of Letters and Languages, BATNA -2- University has the following profile: "Science du Langage" which is translated "Science of Language" is supposed to form students in Applied Linguistics ends up with graduate students with very weak command of

English language (according to students' exam copies). They heavily rely on rote learning that refers to consuming and learning without understanding the meaning. Besides the choice of the course content of civilization which is usually considered understood by EFL students as being historical rather than a mixture of historical and cultural aspects. Can we accept to lecture such a course to the digital so called native generation without introducing any technological tool? Thence, integrating technology into classroom is a must and in a civilization course classroom is definitely vital according to most civilization teachers interviewed at the department. It has a profound impact on both teaching and learning experience with varying degrees of concern as pointed by Loveless and Ellis (2003). This study is an attempt to investigate the role of theme-based approach with the assistance of audio visual aids in the English civilization instruction to enhance EFL students' writing proficiency level. The problem of this study can be stated in the following questions:

- 1/ What are students' attitudes towards thematically-taught English civilization courses?
- 2/ To what extent does the use of theme-based approach to teach American civilization courses impact EFL students' academic writing level?
- 3/ To what extent do the audio visual aids support theme-based instruction in teaching American civilization module?

4/ How can TBA contribute to the rethinking of the civilization subject pedagogy?

### **Hypothesis**

The present study is related to the teaching of English civilization through the use of thematic-based approach in association with audio visual aids to EFL students to investigate the effect of this combination on students' academic writing level. In conducting the current study, we hypothesize that:

If theme-based approach is used in combination with audio visual aids to teach the American civilization courses, then EFL students' academic writing level would be improved.

### **Objectives**

**1/** To check the level of EFL students at academic writing for the thematically-oriented civilization course.

**2/** To find out how the component of culture is considered in English civilization instruction.

**3/** To sensitize teachers to the importance of TBA for digital generation of students in learning American civilization content.

**4/** To check EFL students' attitudes towards learning the civilization subject based on theme teaching.

5/ To make recommendations for further research in developing some teaching methods and materials that facilitate English civilization instruction and enhance writing proficiency.

### **Structure of the Study**

The dissertation is divided into four chapters which, in turn, consist of sections. Chapter I is set to review the relevant literature of the issue under investigation. It includes four sections. Section one introduces the main theoretical overview of teaching the American civilization to undergraduate EFL students. Then section two is related to theme-based approach to teach the American civilization courses. After that section three is devoted to audio visual aids as one main principle of theme based approach, and it precedes section four that is about academic writing. Then, Chapter II discusses the research methodology design we followed throughout the research conduct. However, Chapter III entitled 'the field work', it presents the results obtained from triangulation in two sections. Section one displays results of the experiment conducted to find out the causal relationship between the use of thematic-based approach together with audio visual aids to teach English civilization module to undergraduate EFL students and how the treatment affects EFL students' academic writing level. Section two is about the analysis of students' responses to the opinionnaire. Chapter VI comprises of the interpretation of results obtained, recommendations and general conclusion.

### **Methodology**

#### **Choice of the method**

Our research work investigates the effect of theme-based approach consolidated by audio visual aids to teach English civilization courses on EFL students' writing proficiency. This study is an attempt to investigate the possible relationship between thematic-based approach, audio visual aids(independent variable) and EFL students' writing proficiency level (dependent variable). We opted for the use of experimental method because such questions' answers are provided through experimental research method. Accordingly, Ary, Jacobs, and Sorensen (2010) stated that:

experimental research involves a study of the effect of the systematic manipulation of one variable(s) on another variable.  
(p. 26)

Thus, the nature of our topic, data needed, and our research objectives push us to suggest the experimental method to conduct our study in which an experiment is carried out to test the hypothesis. In this experiment, the control group receives the standard instruction while the experimental group is exposed to the treatment. Yet, random assignment groups is used to make sure that the control group is as similar as possible to the experimental group. Administering pre-tests before applying the treatment and post-tests after the completion of the treatment to measure progress.

Moreover, it is essential to obtain EFL students' opinions towards the use of thematic-based approach together with audio visual aids in teaching English civilization courses. Therefore, our understanding of the problem under investigation can be better

understood by analyzing students' responses to an opinionnaire. For this reason, we suggest a descriptive research method to be followed. As Koul (2009) argued, descriptive method helps in explaining the relationship that exists between variables and opinions held by students and teachers through administering an opinionnaire to collect information in terms of individuals' opinions.

Therefore, in order to gain deeper insights into the issue, our study requires 'mixed methods' approach. The use of various research methods referred to as 'triangulation' which has a great privilege that is each method can be used for its own strength, any weakness associated with one method may be compensated for by the strength of another, and significantly decrease bias to give the study more flexibility (Denzin, 1970 ).

## **Population and Sampling**

### **The population**

Our population consists of both teachers of American and British civilization and third year LMD students at English department in Batna-2- university. At the one extreme, First Year EFL students are newcomers to English language; they are initiated with the basics of English language and introduced to generalities about British and American culture. For this reason, they are excluded from our study. At the other extreme, second year EFL students do not master the English language, they still have language

deficiencies. So, they are not included in our study. However, third year LMD students at English department in Batna-2- university who are supposed to have a good command of English language and general background knowledge about British and American civilization are selected as our target population.

### **The Sample**

Concerning the teachers of English civilization at the Department of English in Batna-2- university, sampling is needless since they are few. All the teachers of English civilization in Batna -2-university (approximately 13) to whom the problem is significant are involved in our study.

For students, practically conducting a research on the entire population is difficult. Dornyei (2011) asserted that investigating the proportion of the population saves time, cost and effort. In our population, students, aged between [19, 35] and the majority of them were females, do not have the same level in English language (low, average, high). The parameter of level was established by the researcher according to third year students' grades obtained in civilization module. They are classified systematically in an organized list according to their grades obtained in the exam from the highest grade to the lowest one. For this reason, our sample of third year LMD students was chosen systematically.



## **Data Gathering Tools**

The nature of our problem under investigation and the use of mixed methods approach push us to use different data gathering tools in our research work. The data is collected from opinionnaires administered to third year LMD students and from semi-structured interviews with teachers of English. In addition, informal portfolios are utilized sometimes; students' works were collected, and only good performances were subject to portfolio assessment, and students, in this act, play a vital role in the selection of their work.

## **Delimitations**

This study is based on the assumption that teaching EFL students the American courses by adopting theme-based approach as an instructional tool mainly supplied by the audio visual aids may increase EFL students' level at academic writing.

However, it is worth mentioning that using theme-based approach with audio visual aids not only affects the writing skill but it substantially impacts English language proficiency in general including listening, speaking, reading and writing.

Furthermore, American and British instructions are delivered by non -native speakers but the material required for such courses is chosen from a wide range of textbooks produced by native speakers and from websites which typically target American and British civilization.

It is essential to put in the spotlight another point that is the choice of American civilization module. This study is intended to compromise both American and British civilization being taught to students who are supposed to be at an advanced level of linguistic competence (third year students). However, in this case, American civilization subject is designed to be taught to third year LMD students in Batna-2-university only in their last year of Bachelor's degree for the whole year and it is non simultaneously accompanied with British civilization subject during the same year. For this reason, we opted for American civilization subject.

## **Chapter One: Literature Review**

### **1.1. Teaching American Civilization to Undergraduate EFL Students**

#### Introduction

##### 1.1.1. Civilization versus culture

###### 1.1.1.1. Describing in lieu of defining civilization

###### 1.1.1.2. Describing in lieu of defining culture

###### 1.1.1.3. The relationship between civilization and culture

###### 1.1.1.4. Culture versus civilization in an age of world- wide- web

##### 1.1.2. An overview of American civilization

###### 1.1.2.1. Historical overview

###### 1.1.2.2. Pedagogical overview

##### 1.1.3. Teaching American civilization

###### 1.1.3.1. Teaching American civilization through culture

###### 1.1.3.1.1. Teaching American civilization through popular culture

###### 1.1.3.1.2. Teaching American civilization through high culture

###### 1.1.3.2. Teaching American civilization through cultural history

###### 1.1.3.3. Teaching American civilization through cultural politics

##### 1.1.4. American civilization in undergraduate EFL teaching

###### 1.1.4.1. The situation of English language in Algeria

1.1.4.2. The emergence of the LMD system of education

1.1.4.3. The presentation of American civilization courses within LMD system

1.1.4.4. The syllabus of American civilization at English Department at Batna-2  
University

1.1.4.5. The teaching staff of American civilization courses

1.1.4.6. Learners of American civilization courses in the digitized era

Conclusion

## Introduction

American civilization courses play a vital role in learning English as a foreign language at the university level. Teaching American civilization module demands special requirements to be taught and learnt in an efficient way. This section tackles issues related to Culture Versus Civilization, Overview of American Civilization, teaching American civilization as an American Culture-based Course, or as a Cultural History-based Course, or as a Cultural Politics-based Course, and the Situation of Teaching American civilization module within the framework of teaching English as a foreign language in Algeria at English Department, Batna-2 University.

**1.1.1. Civilization versus culture.** Arriving at a satisfying decision about giving an adequate definition to either civilization or culture terms seems not to be easily accessible. Controversy posits itself when it comes to precisely designate concepts of civilization and culture. Therefore, the issue of civilization versus culture might open rooms for a plethora of subordinate topics.

*1.1.1. 1. Describing in lieu of defining civilization (Western View+ Arab's Views).* Strictly defining the concept of civilization appears to be difficult because of its broadness being exposed (Arun, 2011). For that reason, scholars from diverse disciplines and in distinct periods of time have not arrived at consensus on what civilization truly refers to in regard to the series of transformations the World witnessed in the wake of Renaissance.

*1.1.1.1.1. Western views of civilization.* The birthplace of the term civilization comes back to Europe. It, thusly, stems from the Latin word 'Civitas' which means 'city-state' (Cited in Kroeber, & Kluchhohn, 1952). From this stance, two other terms arouse, 'Civis' meaning 'Citizen and 'Civilitas' meaning 'citizenship' (Ibid.). Therefore, arriving at what precisely the concept of civilization emblemizes seems nearly to be

unworkable in regard to the numerous perspectives trying to find out what is civilization.

Based on Freudian proposal, Marcuse (1955) claims that ‘ ‘ Civilization begins when the primary objective—namely, integral satisfaction of needs- - is effectively renounced.’ ’ (p.11). In this respect, there appears an identification of two types of civilization, one named repressive and the other non-repressive civilization; the key criterion is the dominance of unfreedom when deciding about the core constituents of civilization (Ibid.).

Then, a fundamental switch is marked in Pratt’s (2002) argument; it is that transfer from rudimentary toward sophisticated life and in this definition the essential keys of civilization are accorded to the West. In addition, he states ‘The more a society punished its offenders in these ways, the more it would be thought of as ‘civilized’—advanced’ (p.15). Herein, an eminent qualifier of civilization resides in how to culturally punish or sanction a particular community (Ibid.).

Yet, controversy continues to present more suggestions. A collection of propositions defines civilization in terms of those achievements realized in different domains such as science, art, philosophy, literature, politics, architecture, economy, and so on (Crompton, 2003); Wasserstein’s (2007) view adds that civilization can be determined by the where. This latter indicates that distinction between urban and rural areas, by considering advantages not offered in non-rural places, appears as a deciding factor about the meaning of civilization (Ibid.).

Furthermore, Manicardi’s (2012) claim shows that civilization combines together innate and artificial aspects to constitute its sense; it results in what is born and experience that is built. However, Malinowski (2015) asserts that and civilization’s

substantial percept is freedom. On that account, emphasis put on freedom as the essence of civilization which can be understood only if this concept of freedom is centralized (Ibid.).

*1.1.1.1. 2. Arab's views of civilization.* Before more than five decades, Arab trials to accord appropriate meanings to the term civilization kept going until 21<sup>st</sup> century. Thereupon, Eltawhidi's initiation to introduce the meaning of civilization in 10<sup>th</sup> century is one example that illustrates how the concept of civilization had been tackled centuries before (Ismail, 2010). Upon it, the terminology of civilization has been explained in the discussions accentuating philosophy and religion.

Four centuries after, Ibn Khaldoun's description of civilization serves as the ground for upcoming travail (Bouziani, 2012). This latter has been clarified the path for other academics and practitioners. Herein, meaning of civilization related to the notion of the outset attainment of fixed prosperity touching diverse areas such as society, ethics, economy, and urbanization which received extra importance (Ibn Khaldoun, 2003, p. 130).

Correspondingly, Ibn Khaldoun's opinion about civilization's conception seems to be overarching and illuminating although confusion among civilization and other concepts have been marked since the use of the term itself has not been explicitly employed in accordance with Tchiko's (1989) outlook.

Still arriving at an exact definition of civilization continues to be controversial. In this context, Sobhi (1996) represents civilization as the fruit of various contributors' work rather than an individual undertaking regardless neither social status nor intellectual levels. Another opinion states civilization as the sort of properties distinguishing particularly urbane communities (Elhadj, 2000). In the same vein, a linguistic

interpretation of civilization tends to disunite urban and rural areas; thusly, civilization remarkably concerns the act of residing in urban areas and it mates the architecture and urbanization (Elaazaoui, 2014; Elnadjm, 2016).

*1.1.1.2. Describing in lieu of defining culture.* The issue of culture has been intensively discussed by academics from various disciplines; it is not facile to provide an all-encompassing definition of the term itself regarding the increasing number, more than 164, of trials to define the concept culture (Spencer-Oatey, 2012). Correspondingly, a number of different perspectives are selected to be presented in the current inquiry.

*1.1.1.2.1. Western views on culture.* The word culture made first into use in English in fifteenth century and it had Latin origins, it stems from ‘cultus’, ‘cultura’ which generally indicate ‘care’ or ‘cultivated land’ according to Merriam Webster’s (2010) dictionary. Here, the term had acquired its origin and meaning as well from the Latin and that led to pose a certain degree of difficulty when it comes to attributing an appropriate culture’s definition which is linked to the development of the term civilization (Bornstein, 2012).

One definition of culture presents it as that sort of values and beliefs shared by a particular group of people (Klamer, 1996) while other stance views it as ‘‘the study of relationships between elements in a whole way of life’’ (William, 1998, p.52). Accordingly, attributes concerned with how to live run as the principal components that monitor the way culture can be analyzed. Herein, a couple of perspectives revealed similar ideas; what make culture as a culture is social interactions among individuals and the construction of meaning is based on such interactions ( Chase, 2006; Hannerz, 2010).



In like manner, the former stands can be affirmed when dealing with the opinion stating that capitalism in itself can be defined as being a culture that accounts for the ‘way of living’(Foucault, 2004, p.170). Thenceforward, modern idea of culture emerged to expose it as a critique to capitalism which has been delineated as a feature of culture (Gilbert, 2008).

Next, in the same way, views about how to approach culture were issued. On that, interest centers round concepts such as productivity and intellectual activities as chief aspects of culture that took the direction of being those independent achievements in digitally-oriented era aiming at constructing autonomous individuals (Betancourt, 2015; Simanowski, 2016).

*1.1.1.2.2. Arab’s views on culture.* Continuously, culture stirs the attention of scholars from various fields of study. According to Arif (1995), the notion of culture in Arabic rotates round the act of inquiring, exploring, and procuring. Respectively, this notion stems from the inner rather than the outer state, and the role of society and environment is highly signified (Ibid.).

Years ago, attempts to define culture and to carry out research about such a concept seem to be interminable; interests in studying culture within the Arabian context raised and that is eminent in the work defining culture as something that “gives people a sense of a common identity and the means of relating to one another” (Obeidat, Shannak, Masa’deh, Aljarrah, 2012, p. 513).

Likewise, concern in Arab culture is apparent in “The Role of Technology in Changing the Arab Culture” written by Ghanem, Kalling, Elgoul (2015). In this latter, culture is sketched as a way of communication by giving examples of cultural values

peculiar to Arab contexts (Ibid.). Here, discussions about culture are going on and the issue tackled from multifarious angles.

Finally, it is worth shedding light on another up to date view of culture; a review of the etymology of the term brought into sight to point out the Latin roots of culture and it follows that the term has been defined as a synonym to civilization (Nebbou, 2018). Thence, in this perspective, it seems evident that no distinction between culture and civilization has been marked and both terms are employed identically to undergird the last advent.

**1.1.1.3. *The relationship between civilization and culture.*** Both concepts, civilization and culture, have grabbed the interest of researchers and scholars; the issue of clarifying how culture acts on civilization and vice versa remains questionable since the debate tends to be still unclosed. Hereof, outlooks differ from one scholar to another, and three trends, according to Elsaid and Khalil (2009), have been come into light striving to unmask the potential tie between culture and civilization.

The first flow supports the connection between the two key terms such as culture and civilization. In this context, Elwachmi (2017) described the relation between civilization and culture as complementary and they are interrelated to each other as culture might be conceived as the guiding force and the fruit of civilization from which it cannot be detached.

Moreover, the British anthropologist Edward Tylor (1871) has afforded a fundamental definition for culture or civilization because he likens by analogy between culture and civilization. Tylor's definition of culture/civilization is stated in the following words:

Culture or civilization, taken in its wide ethnographic sense, is that complex whole which includes knowledge, belief, art,

morals, law, custom, and any other capabilities and habits acquired by man as a member of society. (1871, p. 1)

It seems eminent through Tylor's definition of culture or civilization that no differentiation between culture and civilization has been established. An interchangeable use of both culture and civilization can be markedly traced.

The second orientation disclaims the use of the couple of terms synonymously; culture sets itself as a distinctive entity that necessarily demands the presence of certain requirements that may link it in a way or another to civilization. Bouchlibi (2017) agrees on what has been aforementioned and he considers culture to be omnipresent and what makes it different from civilization lies in how they are constructed; a single individual for instance can contribute to build a culture while the creation of civilization highly depends on the society as a whole.

In post-Tylorian time, the issue of culture or civilization had been tackled from another angle advocating the refinement of the two terms' meanings. The outstanding epitome to this view is Spengler's theory.

Spengler upheld a contrary opinion which underpins culture-civilization divergence.

Hereof, Spengler (1916) asserts in his book, *The Decline of the West*, that no culture exists in a vacuum. It is therefore inevitably to be tied to civilization and vice versa. Spengler's backing to culture- civilization distinction is revealed in the subsequent words:

...In this work, for the first time the two words, hitherto used to express an indefinite, more or less ethical, distinction, are used in a *periodic* sense, to express a strict and necessary *organic succession*. (p.32).

From this stance, what must be recognized is that culture and civilization sound to be synonyms; however, they are distinguishable from each other, and they are used interchangeably.

The third stance negates the disunion between culture and civilization; however, the way the pair terms are linked differentiates from the second position. On that account, Kadham (2017) insists on culture to be a chunk of civilization as this latter constantly emblemizes the advancement of peculiar societies whereas culture is pertain to individuals and their achievements which appear in turn to be changing.

It tends to be a hard task to grasp accurate meanings of culture and civilization. The pendulum swung between supporters and opponents of culture-civilization distinction. Again, it is noteworthy to say that opinions on this issue are divided. Years later, for instance, the Arnoldian perspective towards the concept of culture was different.

Therefore, he defines culture in accordance with his vision that ranks society to three distinct social classes: barbarians, philistines, and populace (Arnold, 2006). Accordingly, what can be noticed in Arnold's book entitled *Culture and Anarchy written in 1869*, is a switch from the use of the word culture to the alternative adoption of the concept civilization without any indication of similarity between them.

Henceforth, this may drive one to say that Arnold equates culture and civilization. Ergo, Sagovsky (2009) confirms this viewpoint in the following quotation "In Arnold's later writings he came increasingly to use the term 'civilization' as he had earlier used 'culture'-' (p.82).

Yet, culture versus civilization topic remains contentious in civilizational studies. Wei (2011) came up with a bunch of outstanding thoughts apropos the 'what' of civilization, its relation to culture and the rise of a vast array of theories of culture-civilization

dichotomy in the field of civilizational studies. On that account, Wei considers Bagby's (1963), Braudel's (1997), and Spengler's (1916) theories as foundational in civilizational studies whereby Bagby's (1963) definition of civilization paved the way for Braudel's (1997) work (Ibid.).

An ongoing debate on the nature of connection between civilization and culture has been existed since many years. The relationship between culture and civilization was a theme that recurred in many discussions. There was no consensus among scholars about the meaning of civilization and culture.

*1.1.1.4. Culture and civilization in an age of world-wide-web.* In pre-technologically- oriented era, concepts are defined with no interference of computers' software; the emergence of the term 'technology' has radically transformed the globe. In this vein, twenty first century declares the beginning of a new span in terms of social and cultural life. Thus, influence of technology touches also attitudes and opinions, albeit individuals physically seemed the same ones.

Correspondingly, Terranova (2004) strongly asserts the role of technology in reshaping and redefining concepts had been already extensively defined. Furthermore, the new era is known to be radically formatted under the swift development of scientific and technical knowledge.

Similarly, other views insist on the significance of technology in transforming the whole life of individuals. Hereof, one opinion refers to the continuous appearance of transitions from a developed state to the most developed one (Bolton, Olsson, 2010). In other words, the twenty-first century constantly knows technological rapid advancement.

The question of whether the world is getting digital is a recurrent theme, and how the widely contested term culture should be reconsidered. A new emerging redefinition of culture targets cultural software; this last-mentioned refers to: ‘certain types of software that support actions we normally associate with ‘culture’” (Manovich, 2013, p. 20).

In last not least, an appeal to the need for rethinking the situation of culture/civilization became stronger regarding the high development of computers’ networks and how that impacts all aspects of life (Striphas, 2016). The following quotation well illustrates how culture and technology should be interwoven: ” It seems fair to say that a rapprochement between culture and technology has been achieved” (Ibid. p. 72).

### **1.1.2. An overview of American civilization.**

*1.1.2.1. Historical overview.* American civilization as it is currently certified in most universities was previously termed ‘American studies’. Although American civilization as a field of study was born in 1920s, its landmarks had not yet been clearly identified even in 1950s when different scholars, mainly Henry Nash Smith and Robert Spiller, assayed to define what is presently known ‘American civilization’ as a discipline (Grier, 1959). American civilization in its primitive state has not yet traced its chief facets as a discipline. Therefore, American studies terminology was attributed to American civilization at that period of time.

As usual, nothing is taken for granted; it is the case for the nature of American civilization once it came into sight. The advent of American civilization in its early forms opened a large room for discourse. At its embryonic stages, there was no consensus among academics whether it is a movement or it should be established as a discipline. On this subject, Lin (1992) elucidates that if it is a discipline, then it inevitably consists of its own subject matter; per contra to its status as a movement, no

evidently designated area of American civilization is outlined. Positioning American civilization as a discipline rather than a movement would help in setting its boundaries and laying out its subject matter.

American civilization underwent many changes since its appearance onwards. May (1996) expounds the evolution of American civilization, which had been existing under the rubric of 'American Studies', in three phases. The first phase debuts with the emanation of American civilization in 1920s. Then, the second one, in 1930s, is shaped by the proliferation of culture as a governing power in American studies. In the ultimate phase since 1960s, American civilization had been markedly flourished during the so called 'golden years' or post war span which witnessed an exponential development in research and teaching American civilization. Each stage is represented by a school of Marxism (Karl Marx, Leo Marx, Groucho Marx) (Ibid.). American civilization lends itself to pinpoint all what relates to the American life. It has been subjected to a sort of transformations so that an inclusive interdisciplinary field would be constituted.

**1.1.2.2. Pedagogical overview.** It is paramount to take heed of the American civilization position as a nearly new emerging discipline in the field of civilizational studies. As quoted by Mechling, Merideth, and Wilson (1973), 'there is a vast slough of genial ignorance about American studies' (p.363). Correspondingly, they identified seven relevant questions, which delineate the disregard of American civilization, concerning how long American civilization has been existed, American studies curriculum in other universities unlike the University of California, and where to find such faculties. American civilization came out as a recent discipline that raised a never-ending debate on seeking an adequate curriculum with a qualified teaching method that altogether matches students' needs.

Designing a flexible curriculum of American civilization is the striving of most scholars in American civilization. Since this latter is fresh, an evolving research to construct a 'mature' curriculum is undertaking. Henceforth, a set of programs of American civilization which account for an interdisciplinary coordination are cited in *the American Quarterly* (Ibid.). At Michigan State University, a prospect to be specialized in either American history or American literature has been propounded (Hausdorff, 1970). Likewise, the University of Minnesota put forward literature as a bridge for students to gain a fuller understanding of American civilization (Turpie, 1970). Then, the cursor of interest is deviated towards Yale University that proffered its pertinent foundational parameters. Pioneers of American civilization at the University of Yale accentuated the preponderance of integrating culture in designing a solid curriculum of American civilization, and although American history and theology are considerably more heightened, much recognition of worth is acknowledged to American literature for studying American civilization (Ahlstrom, 1970).

In furtherance of what is described above, curriculums of American civilization in most universities monopolize an interdisciplinary study which encompasses: culture, literature, and history, and here a handful of opinions are echoed. On that account, it is intricate to establish an inclusive curriculum of American studies that fit students' requirements as the agglomeration of assorted disciplines in American civilization may lead to the complication of its manipulation.



The complexity here resides not only in what to teach in American civilization, but the entanglement extends to the way American civilization is going to be taught to both native and non-native speakers of English. The question which puzzles most scholars of American civilization concerns the foundation of patterns to teach American civilization. As Smith argues (1957), the rise of the problem of method in teaching American civilization is usually bound to the dissociated discoveries and evolution of culture and other disciplines. Hereof, the opinion dissents from one scholar to another.

Just as May (1996) discerned, in post war span, American civilization as an interdisciplinary enterprise witnessed a radical change by switching the interest from building institutions towards accentuating research and how to teach American civilization. Additionally, during this period of time, the myth-symbol school was a salient school in the scope of research and teaching American civilization (Ibid.).

Just for Kuhn and Moskop (1999), Wise's 'paradigm dramas' model deems the bottom line in American civilization field. Along with this count, symbol-myth image approach as opposed to social science approach have been both permeated the vicinity of American civilization education in which symbol-myth image approach heightens high culture while the other approach targets popular culture as a convenient way to teach about the American life (Ibid.).

Smith's stand prompted other inclinations. In this regard, Marx (2005) commented on Smith's determination. He believed that Smith eventually concluded that it would be

unpractical to arrive at the desired objective of developing a standardized method to teach American civilization. Marx insisted on the point that American studies, as he referred to American civilization, had no regular theory or method of teaching to be reckoned as a milestone in American civilizational studies.

The moot point about the inculcation of American civilization courses is still debatable. Deciding upon an adequate curriculum and compatible method to teach about the American life is a perplexing issue because of the inclusiveness of American civilization. Again Grier (1954) concurred with the relatively newness of the discipline of American civilization and stick the heterogeneity of opinions about the suitable method to introduce American history courses to students to the novelty of American civilization field.

**1.1.3. Teaching American civilization.** From the appearance of American civilization in 1920s up to nearly fourties years later, there was an in progress parley on deciding upon the suitable content and the optimal teaching strategies for American civilization courses and this is reflected in a serial work (Sampson, 1920; Nef, 1940; Cardwell, 1945; Dorfman, 1947; Bestor, 1952; Bulletin British Association for American Studies, 1958; Northrop, 1959).

Correspondingly, the former studies display functional prospects which review the academics' objectives when dealing with research in American civilization field.

American civilization has been proposed to be taught as basically art, or history courses, besides the inclination towards incorporating the economic aspects (Loc.cit.).

Then, in addition to scholars cited above, Farrell (1999) shared in common the point which stating that American civilization entering the picture had and still has no typical established form and its pedagogy is remaining questionable; resources on the field tended to be insufficient even in the United States of America itself where this progressing domain of study appeared to be unactualized in American communities. Here, American civilization is staying in its immature state without really making considerable strides forward and it has not received its merited value.

In following years, focus in teaching American civilization courses increasingly centralized on enquiring about a convenient pedagogy to be adopted in the United States and elsewhere. For instance, stress put on two major motifs: transnationalism and multiculturalism for learning contemporary American civilization; thus, the same course objectives are to make learners able to filter and exchange views on information about America to which they are already accustomed (Goodman, 2003).

In non-American countries, the case of Germany, it is nearly the same recurrent theme which catches the attention of most scholars other where. Again, the difficulty of discovering appropriate methods and strategies to teach American civilization especially when a turn from teacher-centeredness towards learner-centeredness, in English as a

foreign language setting, was notable derived according to Donnerstag (2007) from that disparity marked between teaching and research in American civilization.

American civilization deemed in an ongoing reworking mainly when flashing on recent literature that discerns American civilization under the label American Studies. From this stance, seeking new approaches and methods for learning and teaching American civilization contents had been constantly the forefront of concerns. Encore, prolonged dissension on the productive pedagogy for learning and teaching American civilization courses, as revealed by Kuchler, 2016, is active. In this context, there was a series of transformations of arguments concerning the chief subject matter of American civilization courses from history, literature-directed towards culture-based orientation.

***1.1.3.1. Teaching American civilization through American culture.*** American civilization in its beginnings traced history then literature as the core of its courses; however, years later witnessed an augmenting interest in implementing the element of culture (Rosaldo, 1994). If that is the case, longing among Americans for identifying their American culture in the world grew stronger and this idea is best illustrated through Kean's words 'Clearly, American products and American culture were often eagerly consumed in many different places' (2012, p. 318).

Upon that, insistence on learning about culture and society of the United States has been widely encouraged abroad. In this respect, the Korean case showcased a growing

willingness to study the American culture which contributed to the evolvement of the discipline although it demands more and more interest (Kim, 2005).

Accordingly, what might attract the attention is that the United States of America with acceleration prevails over the entire world and this led to the prospering matter of spreading learning about the American culture and society all over the globe (Bradley, 2009).

Controversy in American civilization teaching is persisting, and when culture brought into focus, there it became higher. The concept of culture as it is mentioned previously continues to be debated and most questions related to this indefinite term still demand more intensive work. In this, the alongside commences the operation of what should be taught in American culture; therefore, two main types of American culture arose: Popular culture and High culture.

*1.1.3.1.1. Teaching American civilization through popular culture.* Since the emergence of American civilization as a new field of exploration, American culture began winning more and more importance. Consequently, this makes the scope of debate unlimited on what exactly construct culture.

Popular culture which came under the label mass culture in some books is affirmed to be ‘‘provided by the mass media and the consumer goods industries’’ (Gans, 1974, p. 3). In this context, he added that popular culture in approximately 1970s has not been

immensely studied but rather it encountered multiple critiques for this kind of culture represents content specifically designating lower ranks.

Recurrently, the issue of identifying the nature of popular culture is becoming more popular; this time popular culture is viewed to reflect “students’ experience” and teachers’ role in this case is to proclaim the significance of popular culture in gaining such experience and expertise (Buckingham, 1998).

Yet, since twentieth century, the world rendered dominated by culture stemmed from exposition to mass media, and this is evident in Buhle’s (2006) assertion. This latter indicates to what extent the development of qualified strategies for teaching popular culture might be beneficial for individuals.

Thus far, perspectives about popular culture still vary from one scholar to another. Recent views highlight the relationship between present-day generation of technology and pop culture (Behen, 2006). Respectively, there was a clear notification that popular culture is not confined to only teenagers in the following quotation:

Teens aren’t the only ones enjoying many of the popular fads, reality TV shows, and fashions that exist today. (Ibid. p.3)

Correspondingly, twenty-first’s generation of students is directly brought to technological advancements and they grew familiar with most types of music, movies, comic books and multifarious YouTube databases. For the reason that modernized students cannot be alienated from technology, it is recommended to teach them pop culture (for example music) in classrooms in order to make learning joyful for them (Kelly, 2009).

Ultimately, popular culture is acknowledged to be joyful and harmful for learning and teaching. Henceforth, it raised an endless conflict of ideas since its appearance, and high culture is viewed as its alternative that is more formal.

*1.1.3.1.2. Teaching American civilization through high culture.* The contrary direction of popular culture is high culture. This latter presents itself as the merited culture that involves the cream of society and the cream of ideas and thoughts as well, accordingly, Williams (1974) defined high culture as the top of thoughts and written pieces globally dispatched.

In other words, contrariwise to pop culture, high culture seems to be unique to a particular category of people and it is not at the disposal of everyone. Here, high culture presents a well-distinguished chunk of people.

In similar lines, high culture is acknowledged to grant some institutions to pop culture which might debase their value (Blau, 1986). From this stance, it is eminent that the persistence of high culture tends to be at risk within the swift spread of popular culture and division of audience rests on the former subcultures (Loc.cit.).

Other connected opinions came into light, this time high culture's dimension is analyzed in many literary works and simultaneously explained in terms of different aspects; for instance in one work, the element of scandal is the deciding factor to distinguish between high and low cultures (Kirchhafer, 2007).

In brief, it is the same case as for the term culture which opened endless doors for debate, variance between the two major categories of culture is not an easy task to handle especially when it comes to the attribution of proper definitions as far as the recent developing field of American civilization is concerned.

**1.1.3.2. *Teaching American civilization through cultural history.*** As mentioned previously, American civilization is in a state of progression and in every attempt, opting for optimal strategies and deciding about the appropriate content of these courses are the main concentration of major research works in this domain.

On that account, history learning and teaching in American civilization courses has been regarded as important (Buah, 2002). Thus, history plays a vital role for learning civilization, and it has increasingly gained more recognition among in academic settings.

Over thirty years, there was a headline on the pressing need to teach American history by basically incorporating the element of culture and audio visual aids for intensifying the comprehension of American cultural history (Aquila, 1988; Blaser, 1992).

In following years, the issue of teaching American history raised additional contest. Focus, therefore, shifted on how to make American civilization as history-based courses which account for students' needs and interests in learning (Casey, 2002).

Continuance of rethinking the prominence of teaching American history is existent. In this context, it has been reported that:



‘‘History education is a core civic responsibility and needs far more emphasis that it is presently receiving’’ (National Association of Scholars, 2011, p. 17).

Accordingly, one reason for studying history is to better the understanding of facts and events related to civilization particularly in this globalized world; further considerations of the hows and the whats of teaching cultural history are still enquired as far as the American civilization field remains in a dynamic situation.

***1.1.3.3. Teaching American civilization through cultural politics.*** In a nut shell, the component of culture is found everywhere and in every aspect of life, it is just like the presence of the technologies in new generation’s life. The demand to implement culture as much possible as the educational requirements call for is necessary especially under the circumstances of developing the American civilization branch.

It seems nearly a similar difficulty faced when defining cultural politics, and such a complexity derives from the term culture itself. This last-mentioned defined by Michaelsen and Johnson (1997) as the transformation from an undefined state towards the determined one. However, other perspective regards cultural politics as it refers to a great extent to the word choice; for instance, careful selection of terms related to racism or something similar may raise cultural tolerance among individuals and societies (Rorty, 2007).

On that, the appropriate refinement of words is requisite for handling political subjects by putting into practice the element of culture; this last point appears in the work of

Krutinik, Neale, and Neve's (2007) which reported different issues of cultural politics with a high emphasis on culture.

Consistently, cultural politics had been dealt with from diverse angles. This time, there is a claim that it 'had become significant in advanced industrial societies' (Thomson, 2010, p. 175). In this respect, learning about the American study underwent a series of changes in focus, it moves from focalizing the economic side to centralizing culture (Ibid.). Consequently, contestation on what to include in teaching cultural politics of the United States was at its outset.

Yet, a shift of ideas was marked in later years to signal the split in American society. It is revealed that the purpose of American cultural politics is twofold, in that, it is employed in order to

sum up the principal theoretical difference between essentialist understandings of culture as a settled way of life and contemporary understandings of culture as inherently ambiguous, contested and structured. (Nash, 2009, p.7)

In former discussions, it tends to be evident that culture is the core of politics, and politics education is, in turn, useful when political issues for example policies, power, and so on are studied by taking into account the component of culture.

**1.1.4. American civilization and undergraduate EFL teaching.** American civilization module fills in an essential gap in learning English as a foreign language setting. It is the vehicle of transmitting knowledge about the United States of America

to students of English. Thence, through learning these courses, they become aware of the culture, history, and other aspects of this weighty country.

In most Algerian universities, American civilization course is introduced within the general course carrying the label 'Introduction to English Culture and Civilization' programmed for first and second year students, or 'Text Civilization' scheduled for third year LMD students (Canevas, 2017).

The situation of teaching American civilization in EFL contexts remains static; lecture method is prevailing the civilization learning atmosphere in order to cover as much important information as possible (Elaggoune, 2014).

In short, the status of American civilization courses within the framework of LMD amelioration requires additional regard as the field of teaching American civilization is still in its freshness even in its place of birth, the United States of America.

**1.1.4.1. The situation of English language in Algeria.** In Algerian educational system, Standard Arabic, French, and Tamazight enjoy a special position. The latter has taken this importance due to the French colonialism which lasted over one hundred and thirty years. Hence, it is self-established in the Algerian society because of the long-term interaction with the colonizer.

In an academic environment in which Standard Arabic, French, and Tamazight are dominant because they are learnt from the primary school until secondary school, English occupies a third position. On that account, it is normally planned to be taught

from the middle school until the baccalaureate; in few cases, it is included in primary education.

English as a foreign language in Algeria is practiced particularly inside classrooms that are regarded as formal settings where communication is limited; consequently, it has not yet established a solid ground in Algerian society.

**1.1.4.2. The emergence of the LMD system of education.** The status of English in Algeria rises to occupy the second foreign language rank especially after the reforms of 2000s (Abdellatif Mami, 2013). This shift marked indicates the growing needs of Algeria to employ English in order to keep abreast of the globalization.

Constant aspiration to establish a Higher Educational System that helps in elevating and improving the quality of teaching at the university level was eminent when considering the reforms validated. Thus, the LMD design has been inaugurated in Higher Education of Algeria in 2003/2004 (Bouhadiba, 2013). The acronyms LMD stand for License, Master, and Doctorate formation.

The LMD construction brought into sight as a result of the relationship between Algeria and the Bologna Process, and the main objective from this new educational system is to enhance the level of learners and to uplift the Algerian universities' reputation to fit the universal norms of teaching quality.

**1.1.4.3. Teaching American civilization within the LMD system.** Throughout the bachelor's formation of LMD system, American civilization module is intended to be

studied from the debut of first term of first year up to the sixth semester in third year. It is programmed to be taught for one semester for each year.

As its importance, the coefficient of this module develops gradually as its significance increases each year. Accordingly, a coefficient of 2 is accredited to first and second year subsequently, and 3 to the third year.

Due to the crucial role of American civilization in Algerian Higher Education, it is included as a main course in the fundamental unit which represents 60 credits which students are obliged to get in order to pass to the next year as a whole.

**1.1.4.4. *The syllabus of American civilization in Algeria.*** Based on general guidelines provided by the Ministry of Higher Education of Algeria, the primary objective of civilization module is to enhance students' language skills and their knowledge about the course content as well.

The content of the course regarding first and second years focuses on generalities about the culture of the United States as the substantial feature of American civilization; however, the course content of third year requires more directions and advice on what should be taught since no precise and clear guidelines have been yet made in use.

Nowadays, there is a tendency towards advocating learners-centered approaches to teaching civilization courses organized in terms of teaching units and credits. In this context, learners' needs are highly considered in order to make them able to construct their own learning and become autonomous learners.

**1.1.4.5. The teaching staff of American civilization courses.** Teachers of English at Batna-2 University possess profiles that are well provided for the process of teaching. Here, the majority of teachers are specialized in Applied Linguistics and TEFL and a few hold either the professorate or doctorate degrees; however, the minority of teachers are specialized in civilization and literature in which definite number, two, teachers hold the professorate and the doctorate respectively.

Regardless the qualification or the specialization, teachers at the English Department, Batna-2 University are prepared for teaching all the subject matters: linguistics, methodology, civilization, or literature, and they are not supposed to stick to their field of specialization for teaching the foreign language and culture.

**1.1.4.6. Learners of American civilization courses in the digitized era.** Students of English at English Department at Batna-2 University present particular linguistic and cultural models. On that, it is expected that they have been accustomed to English for at least seven years before enrolling in university, and EFL students bear different cultures (Chaoui, Arabic are most dominant ones).

Another point that is worth mentioning concerns EFL students' atmosphere with technology. In this light, students at the same Department are qualified as either digital natives or digital immigrants since they are from different ages; they are surrounded with a myriad of developing technologies.

**Conclusion**

American civilization is evolving within the emerging LMD educational system. Henceforth, teaching American civilization content contributes to the students' development of different skills and language proficiency. Learning about the United States necessitates learning about the culture of this powerful country, besides its history and its politics joined with the component of culture.

## 1.2. Theme-Based Approach to Teaching American Civilization

### Introduction

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Conclusion

## Introduction

Civilization whether it is American, British, or whatever, most often makes students perplexed about how to study its content and become able to critically ponder over the essence of this discovery module. Civilization thence disconcerts teachers as well since how to teach civilization under the condition not to kill interest in it can be the matter. American civilization appeared as a relatively new discipline with no clear teaching method at hand (Murphey, 1999). Endeavors to better the teaching of this recent discipline on many aspects from the subject matter to be taught until the how to be taught have been the topic of hot debate. This section underlines thematic-based approach as a suggested teaching method. It starts with defining thematic-based approach and proffering a general overview of this teaching method. Then, tasks of thematic-based approach come next and followed by clarifying the role of thematic-based approach in foreign language teaching, and it ends up with showing principles of theme-based approach and its advantages.

**1.2.1. Defining theme-based approach.** Coming up with a similar opinion on the interpretation of theme based approach is nearly far from reaching. Theme-based approach has already been a central issue for discussion.

Theme based instruction is categorized as a model of content based instruction in general and it therefore embodies the defining of content based instruction (Brinton, Snow, & Wesche, 1989).

According to Willis theme-based teaching encloses the content which can be dealt with on different facets and he revealed that:

In theme based instruction the content...is only a mechanism, a tool by which language can be analyzed and practiced. (1998, p.40)

Thereon, defining theme based instruction is inextricably linked to defining the term 'content'. In this respect, 'content' has been explained dissimilarly. Crandall and Tucker (1990) perceive it as an academic subject matter, while Chaput (1993) and Genesee (1994) decline that content needs to be academic. They added that it might be any topic, theme, or non-language issue of interest to learners. In line with this, Brinton et al. points out that content based approaches, including theme- based approach, are:

the integration of particular content with language teaching aims  
 (...) the concurrent teaching of subject matter and second  
 language skills. (1989, p. 2)

Yet, Leaver and Stryker define content based instruction as a pedagogical approaches where language proficiency can be achieved by shifting the focus of the course from the learning of language per se to the learning of subject matter (1989, p. 270).

In addition, Cameron tried to describe theme based teaching as follows

In theme-based teaching and learning many different activities are linked together by their content; the theme or topic runs through everything that happens in the classroom and acts as a connecting thread for pupils and teacher. (2001, p. 189)

From the above definitions, although the slight variation that can be noticed in the manner thematic based approach is introduced, there is at least one point in common among these perspectives that is the mated relationship between language and content. Thence, the target language is the means by which content can be taught and vice versa.

**1.2.2. Preliminaries in theme-based approach.** Theme based approach as a model of content-based instruction stemmed from communicative language teaching in which

the value of meaningful learning and social interaction are overlooked. In this sense, the language can be regarded as a medium of communication to learn about the language itself (Savignon, 2002). From here, language plays two roles: one as the target to be achieved and the other as a medium which facilitates the achievement of the target.

Theme based approach came on the scene in the mid to late of 1980s, and then it became commonly known in the beginning of 1990s. The view that has been aforementioned was confirmed in Stoller's quotation: " popularity and wider applicability have increased dramatically since the early 1990s" (2002, p.107).

On this, Canada was the land from where the association of language and subject matter has been commenced in 1965 (Stoller, 2008). In this country, under the umbrella of what has been termed language immersion education programs that were renowned, the integration of language and content for learning was developed.

In the context of this leading edge, content based instruction as a whole with its models containing the thematic teaching approach is not contemporary in education in general. In agreement with this point, Mehisto, Frigols, and Marsh insisted on the count that:

CBI has been employed since the ancient Akkadians adopted Sumerian as the medium of instruction to educate their young in science and religion. (2008, p.9)

Accordingly, the quotation cited above confirms to some extent that thematic based instruction is not contemporary in education; however, in second language and foreign language teaching; it recently came into sight.

Correspondingly, Horn quoted:

Yet a large proportion of today's teachers of English as a Foreign Language (EFL) have never had the opportunity to try out CBI

in their own classrooms-and many of these teachers may lack key professional knowledge and skills that are critical to successful CBI teaching. (2008, p.2)

The aforementioned words clearly indicate the nearly newness of content-based approaches (theme- based approach in particular) to language instruction in either second language or foreign language settings. Henceforth, what must be recognized is that content-based approaches are still fresh at least in foreign/second language teaching.

The integration of language and content has received a considerable amount of acceptance among many scholars not only in the United States of America and Canada, but also in Europe; the proof is the widespread of content-based instruction programs that is commonly referred to as Content Language Integrated Learning (CLIL) in Europe.

On this account, a number of principal figures pioneered research on the pivotal role of content based approaches in foreign language learning being reflected in a wide range of content based instruction projects that have been conducted in Europe (Fernandez Fontecha 2009; Lorenzo, Casal, and Moore 2009; Navés 2009; Seikkula-Leino 2007; Serra 2007).

Thence, theme-based approach is known to be a prototype of content-based approaches emerging in the 21st century and becoming therefore popular in education. Thematic based approach is increasingly growing in demand in mainly in foreign and second language milieu.

**1.2.3. Theoretical grounds of theme-based approach.** Like any traditional teaching approach, thematic based approach lends itself to a clear set in stone standards to be

followed, albeit in theme-based approach, there is no way or particular method as an ideal one to select key concepts that are pertinent for teaching themes (Howard, Novak, Cline, Scott, 2014). Herein, theme-based approach systematically stands on stilts and it distances itself from anarchy. From this stance, various principles are pertinent for using thematic based approach.

**1.2.3.1. Krashen's theory of language acquisition.** Research in second language acquisition (SLA) is a fertile field of investigation despite its relatively recent foundation as notified by Ellis (2000). Thus, Krashen's theory of second language acquisition is considered as a standout work. This theory postulates that the target language can be learnt only if learners are exposed to a comprehensible input. Thence, language acquisition is not a matter of absorbing grammar and vocabulary without understanding, but; nevertheless, it is a matter of content comprehension.

Accordingly, Dupuy made clear that:

(...) a second language is most successfully acquired when the conditions mirror those present in first language acquisition, that is, when the focus of instruction is on meaning rather than on form; when the language input is at or just above the competence of the student, and when there is sufficient opportunity for students to engage in meaningful use of that language in a relatively anxiety-free environment. (2000, p.206)

Dupuy's standpoint eminently supports meaningful learning of content and disregard rote learning that is mainly based on memorization without understanding the meaning of the stuff being presented with. Consequently, comprehension is a requirement for second/foreign language acquisition.

Exposure to a comprehensible input is necessary so that meaningful learning occurs. Indeed, when students are provided with content and focus is not purely placed on grammatical forms and vocabulary, an advantageous learning takes place.

In similar lines, Swain (1985, 1993) propounds that forms do not display significance as content did. Thence, the meaningful output is not revealed through the exploitation of grammatical forms but rather, comprehensible input plays the major role by which the desired outcomes in output can be viewed.

Further, Krashen's Theory of Language Acquisition came into an open within 'The Creative Construction Theory', and it basically consists of five hypotheses (Lightbown, & Spada, 1993). Then, Krashen's work received renown in the academic setting, and that considerably influenced the district of communicative language teaching approaches' development which gave birth to theme based approach (Ibid.).

Hence, this theory of language acquisition bears divers appellations: The Input Hypothesis, The Comprehension Hypothesis, or Acquisition Vs Learning (Brown, 2000). Along these lines, Krashen (2003) underlined the importance of exposition to comprehensible input so that a better understanding occurs. To gain an in-depth understanding of Krashen's model, the five hypotheses are stated below according to Troike's (2003), Piske's, Scholten's (2009) views.

*1.2.3.1.1. The acquisition/learning hypothesis.* A distinction between two processes: acquisition and learning. On that, acquisition happens naturally while learning goes on consciously in formal contexts.

*1.2.3.1.2. The monitor hypothesis.* Learning, in this hypothesis, functions as a blue-pencil of the learned knowledge. It checks and refines what has been already dealt with.

*1.2.3.1.3. The natural order hypothesis.* Forms of knowledge are automatically acquired in an order. Upon that, not all structures are acquired at once, but there is a systematic organization for acquisition which is peculiar to this latter and not learning.

*1.2.3.1.4. The input hypothesis.* This hypothesis goes along with acquisition rather than learning, and the key idea here is that when exposition to comprehensible input is present, understanding of content takes place. Thence, the notion of the learner's (i+1) is explained; (i) represents the learner's existing knowledge whereas (i+1) emblemizes the level beyond the learner's current level (i).

*1.2.3.1.5. The affective filter hypothesis.* The Affective Filter Hypothesis is essential for previous hypotheses. Therefore, it posits that there exists a relationship between the affective filter and an effective learning; when the filter is down, an effective learning occurs. In other words, the relation is reversed as the filter is up, learning will be hindered and vice versa.

The period between 1980s-1990s witnessed the growing blooming of Krashen's design in the domain of language teaching in which form-based teaching approaches have been revolutionized (Patten, Benati, 2010). In this respect, this form with its five hypotheses seems preminent in language learning area.

In this context, different views advocate that input can be adequately represented through theme-based approach, and learning occurs by making connections (Ratcliff,



1997; Conner, 1998; Lung, 1999). Simply, learning by applying this latter happens by according content to real-life situations.

**1.2.3.2. Constructivists' views.** The area of foreign language teaching and learning has been gaining momentum from one period to another. In that sphere, it is important to note that after a series of dissemblable perceptions which share to a certain extent a unified objective that is the enhancement of language learning and teaching, constructivism came as result of subsequently firm/compressed work. Consequently, constructivism is championed with the work of not only one pioneer, but a number of outstanding names contributed to the foundation of constructivists' principles.

Respectively, the scope of constructivism is not only limited to a single terrain but it rather encompasses other areas of study such as social sciences, history, and politics (Stack, Jordan, & Carlik, 2008). Herein, a three leading trends of constructivism: trivial, social, and critical have been widely discussed; however, all these various flows target language learning and acquisition (Ibid.).

**1.2.3.2.1. Trivial constructivism.** Trivial constructivism was one fundamental orientation of constructivist theory as a whole; two main labels influenced this direction: Jean Piaget, and Jerome Bruner. From this stance, Piaget's 'Cognitive Development' (1966) theory serves as the foundational ground for the establishment of constructivist tenets (Baker, McGraw, Peterson, 2007).

Accordingly, learning happens because of that kind of interaction between prior and new information (Piaget, 1966). In this context, Piaget came up with the idea of 'discovery learning' (1969). Upon that, based on exploration and curiosity, learners are expected to reshape their existing blueprints (Ibid.).

In that event, teachers are not encouraged to authoritatively exercise their power over students, but a more democratic relationship between the teacher and students is supported; The Hong Kong Institute of Education in support of what has been aforementioned states that:

Constructivist learning is to make learning meaningful to learners and to eliminate the struggle of learners with the power of teacher and knowledge. (2013, p. 1)

Thereon, Bruner is another prominent figure who is worth knowing. This latter held up the socially-directed idea to view; Bruner was known for his three representational modes: Enactive, Iconic, and Symbolic (Bruner, 1966).

On that, both Piaget and Bruner shifted from cognitive perspectives towards the adherence of constructivist principles (Loc. cit), and a common point traced to be achieved was the enhancement of language learning and teaching through constructivism.

*1.2.3.2.2. Social constructivism.* In trivial constructivism, accent put on the individuals as the core of investigation; however, social constructivism highlights social and cultural aspects to be highly considered when studying the way learners learn (Jafari, & Asl, 2015). Hence, each position owns its specificities about how to learn the language although they share a common view about the building of knowledge.

For this cord, Vygotsky's work stands as significant; his look at language learning emphasizes the primary role of social interaction and he advocates an inverse Piaget's view (Garton, 2004). This time, it is perceived that knowledge can be externally formed by using the language as a vehicle and by depending on discussions to develop the 'self-talk' and reach the stage of 'self-regulation' (Vygotsky, 1986).

Also, Vygotsky proposes that the main principle of social constructivism is the initiation of the Zone of Proximal Development (ZDP); Taber in the following words claims the essentiality of ZDP for learning:

Vygotsky suggested that given the social context of formal education, it was more useful for a teacher to know about an individual's ZDP than their current state of knowledge, as learning took place in the ZDP. (2011, p. 52)

In this, the fundamental idea centers around the proposition of investigating not only what is concrete and accepting the others' aid as it may foster better learning, and the ZDP is the place in which scaffolders (teachers, parents, or others) and students are gathered together. Therefore, when students' obtain help from others who are supposed to be more experienced, they learn the language effectively.

Furthermore, an outstanding view presented by another pioneer of social constructivism, Albert Bandura who brought the 'Social Learning Theory', and put into focus the concept of imitation rather than interaction (Bandura, 1977). In this context, there is an assertion that learning happens in an efficient way when the processes of observation and modeling are considered (Ibid.).

Yet, social constructivism, unlike trivial constructivism, weights the role of social interaction (discussions for example) in making sense to the raw data to which learners are exposed. Therefore, the prevalent idea concerning the way language is learnt led to the emergence of substantial perspectives held by different pioneers.

*1.2.3.2.3. Critical constructivism.* Interest switched from focalizing the individual, to stressing the significance of social instruction in building information that carry meanings, then, the cursor was placed on sorting out a new pedagogy that is helpful for

teachers and learners based on the differing principles of constructivism. Upon that, there is an increasing regard to how socially opposing views are constructed, and this is what has been grown as a critical pedagogy.

Thus, Paulo Freire is an important figure in the area of critical constructivism. He came up with a set of principles in an attempt to make known the necessity of a new pedagogy relied on the prioritization of one's pure culture over the others' culture (Freire, 1970). Besides, learners' passive participation and teacher-student nondemocratic relationship are disclaimed (Ibid.).

Moreover, Michel Foucault stood up for supporting the point that language and power are firmly linked together (1977). Consequently, he added that new patterns can be generated when relating the language to power as a basic step towards the development of knowledge (Ibid.).

Finally, Jurgen Habermas, another influential figure, insisted on the foundation of a critical pedagogy that encourages individuals' self-reflexion and which depends on spotlighting reason, and rationality when constructing knowledge (1992). On that account, learning efficiently takes place when looking for reason and differentiating between rational and irrational information.

In recent years, constructivism is with acceleration attracting the attention of researchers to reach the stage of interpreting the constructs of constructivism with its diverse derivative positions in terms of technology. Ergo, constructivist theory is applied in 21<sup>st</sup> century education in accordance with the technological developments marked in this era; Azliza and Bin Yusoff state the following:

Constructivism learning using web-based environment is a most powerful model when considering more of improving student's

learning interest, creativity and learning skills. The advanced multimedia and online technology are very helpful and efficiently collaborate in building constructivism learning environment. (2012, p.640)

Accordingly, inquiring into constructivist theories, cognitive or social, has been repeatedly and continues to spark interest of academics. In this age of technology, regarding the ceaseless rise of sophisticated World Wide Web (WWW) technologies, learning a foreign language should be contingent on that advancement.

**1.2.3.3. Main techniques supported by theme-based approach.** The process of teaching and learning occurs when a sort of requirements are present. Teachers here take the paramount responsibility of ensuring the teaching that goes in compliance with the curriculum goals. In this context, the appropriate selection of techniques that are directly fruitful in terms of their effects on learning outcomes tends to be essential because good teaching method together with convenient techniques is basically leading to beneficial learning (Hamurcu, 2012).

Teaching the foreign language entails teaching listening, speaking, reading and writing skills, and the most challenging task is writing (Ariyanti, 2016). Reaching proficiency in writing demands successful choice of techniques that account for developing students' abilities in different areas as stated in Firdhaus and Mounir (2013, p. 2)' quotation:

grammar, vocabulary, punctuation, and paragraph organization.  
A good writing should also consider the unity, coherence,  
and cohesion of the paragraph

Therefore, emphasizing the former components in teaching writing skill in academic contexts tends to be fundamental, and deciding upon relevant techniques seems significant. Accordingly, proponents of TBA suggest, as revealed by Chamorro (2015), webbing and brainstorming as applicable techniques to improve language skills in general and the writing skill in particular.

*1.2.3.3.1. Webbing.* Writing in the lens of TBA undergoes the same stages that any other writing approach proposes. Herein, the same stages of writing are set within TBA, and for the outlining stage, useful techniques are suggested in order to facilitate the task of writing and gain time. Webbing technique is an essential technique recommended in EFL learning environments.

Webbing technique may look like mapping (semantic, mind, concept, or text mapping) technique, but it is slightly distinct from mapping because of its great simplicity and practicality even though both techniques share one procedure (Wikandari, 2018). Accordingly, webbing is defined as the easiest way to graphically display information, either new or prior, in a logically connected web (Ibid.).

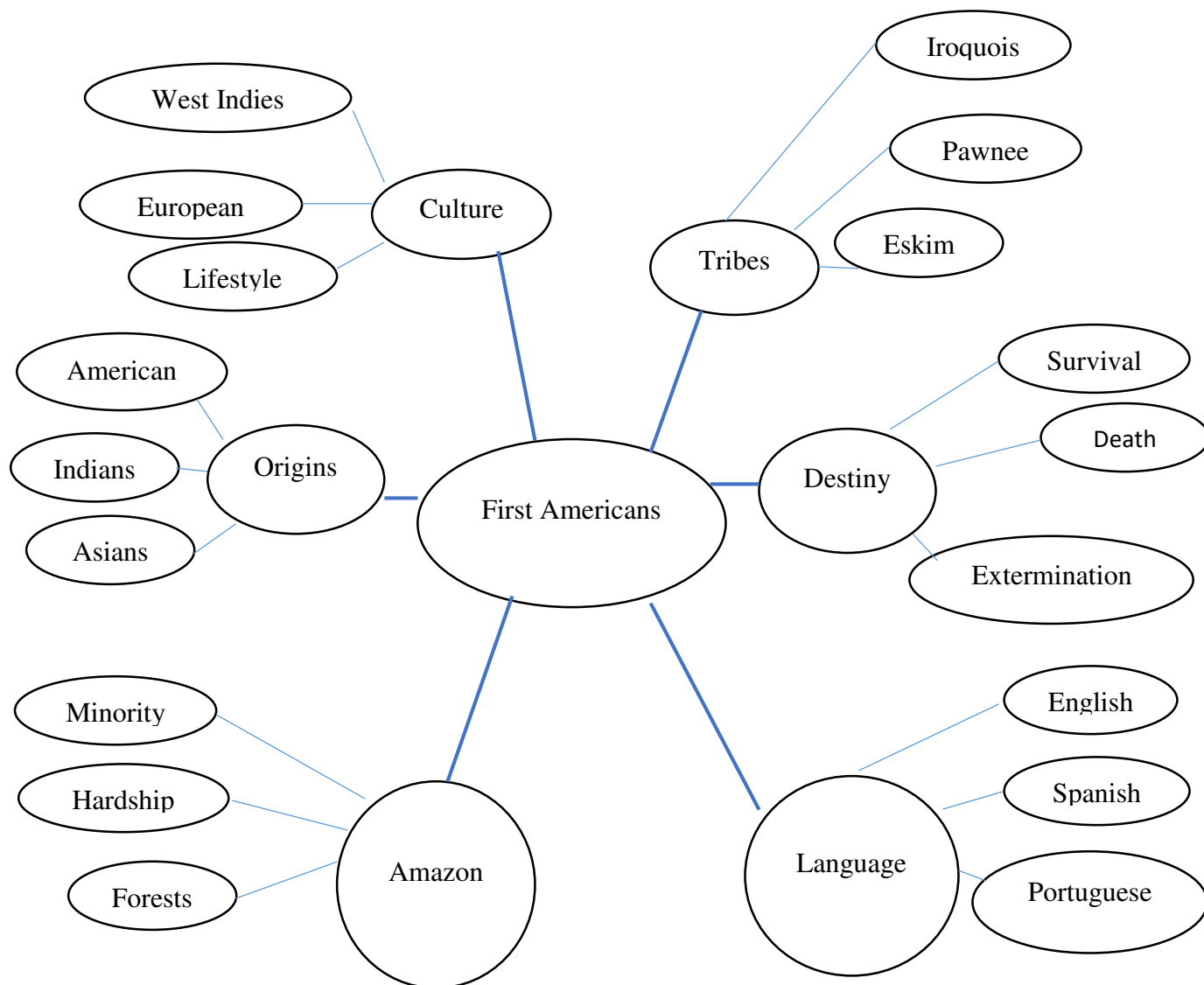
In the light of a previous work conducted by Ariana (2015), webbing technique is an effective tool that enhances essay-based writing. On that, it contributes to the improvement of essay structure and focus as well. By means of pictures; webs, or maps, a bunch of ideas is presented where links between and among events are formed; it shows a preliminary way to students and help them recognize the ultimate goal particularly when the ideas are visualized.

In addition, there is a common view on the efficacy of webbing technique in a number of studies; however, each one had its perspective about the effectiveness of webbing technique in the teaching and learning process. The issue of implementing webbing technique has been differently tackled but the same goal has been targeted.

For example, one orientation broadly emphasized the significance of webbing technique to motivate students to learn more when the means of pictures or webs,...etc are utilized (Patel & Praveen, 2008), and to develop students' recalling abilities; it immensely helps them write all ideas either new ones or those stemming from prior knowledge (Buzan, 2005; Evrekli, Balim, & Inel, 2009).

Another stand specified the positive impact of webbing technique on writing skills. Interest lies in a beneficial role webbing technique plays to improve academic writing in terms of basically content, vocabulary, coherence, cohesion, structure, and focus (Graham & University, 2008; Ghufon, 2014). It seems consequently as a time saving way to manage information and construct a well-organized preliminary form required for the development of the composition.

The main principle of webbing technique heavily depends on starting by the main idea which should be stressed (e.g., centralized in word processing), then relevant ideas should be also circled by highly regarding the logical links among derived ideas and the main idea. The following figure better illustrates the steps of making a webbing technique into use in the context of American civilization course:



*Diagram 1.* An example of how to build a web

*1.2.3.3.2. Brainstorming.* Theme-based approach offers another opportunity to present several ideas and form the initial sheet that paves the way for the goal. Thus, it is the brainstorming technique that leads to the generation of plenty possible ideas about the main theme with no consideration of relevance since the chief purpose is quantity at this step. Respectively, Kumbhar (2018, p. 1) defined brainstorming as it:



is problem-solving technique. It shows collective creative power of group of people. It is group productivity. This is used to find out large number of ideas in shorter time to solve the problem.

Brainstorming is a specific strategy to teach writing and to help students produce numerous ideas without being bound to consider their relevance. This way of sorting out a bountiful number of ideas can be conducted in groups to reveal students' cognitive ability to find solutions and to be creative. Consequently, no restrictions in terms of ideas generation or participants' involvement are established within one technique of prewriting phase such as brainstorming.

Student-centered learning environments encourage a great deal of students' participation and presence; brainstorming technique fulfills this requirement in such a way that it allows for random collection of ideas without any kind of judgment (Unin & Bearing, 2016). Eminent assistance on teachers' part tends to be a requirement for compelling more students to get involved in learning and particularly writing.

Brainstorming can be carried out by choosing one from a variety of ways, and at this stage there is a certain degree of freedom. Listing is easily done; all ideas with no refinement are given equal opportunities to appear on the paper, and there is no room for exclusion of some ideas regarded as irrelevant and meaningless. As its name suggests, in this strategy, all ideas are haphazardly arranged in a list, and organization or order is needless (Hashempour, Rostampour, & Behjat, 2015). Figure 1 shows an example of brainstorming through listing strategy:

## Slavery

- Africans/blacks
- Cotton Plantations
- Labour
- Racism
- Southern Society
- Emancipation
- The Underground Railroad
- Hard time

*Figure 1.* Using listing to brainstorm ideas

Again, webbing is another way of brainstorming, and this one is a sophisticated strategy of collecting all ideas which may relate to the main theme. Webbing necessitates the eminence of logical ties between the main topic and its subordinate ideas. This specific strategy of brainstorming has been explained above.

Therefore, the undertaking of brainstorming by the means of listing or webbing does not matter but what counts more is the attainment of its determined goal that is to help students bridge their prior knowledge to new information, as argued by Rao (2007), and to succeed in coping with the difficulties of the prewriting stage that is, in turn, considered fundamental and a starting point in academic writing.

**1.2.4. The teacher's role in theme-based teaching.** Theme-based approach like any teaching approach; it lends itself to a predetermined set of parameters to be taken into account. Teacher's responsibility is one parameter that makes the essential part for the

success of this teaching approach. Hence, teachers who are concerned with the incorporation of subject matter and the target language are also required to assume their responsibility towards the application of theme- based approach.

**1.2.4.1. Knowledge provider.** In this era of globalization, English is increasingly becoming the language of technology which is widely spread all over the globe in almost all settings including mainly educational ones. Hyland (2007) in this context made clear this point concerning the swift prevalence of English in all fields. EFL teachers consequently are sensitized to the current situation delineating the optimally displayed purpose of learning English as to attain various academic content objectives through the target language (Snow & Uccelli, 2009).

According to the aforementioned view, teachers in EFL contexts should also be aware of the fact that theme- based approach accounts for developing students' academic skills. Thus, the objective for learning English and developing language skills can be achieved through content based approaches and theme based approach in particular (Eurydice, 2006).

To support this stand, researchers claim on the effectiveness of theme based approach practically as a model of content based approaches in improving language proficiency in general as compared to traditional functional teaching approaches (Cooter, & Griffith, 1989; Grabe & Stoller, 1997).

The success of theme- based approach demands from teachers supporting thematic teaching to be more focused. In this sense, foreign language teachers are required to be competent in different areas. For instance, the language proficiency is one important area as far as the target language and content integration are concerned (Rodgers, 2014).

In this area, EFL teachers need to be aware of how theme- based approach can be applied to such contexts and how to effectively succeed in integrating language and

content so long as to develop language skills. On that account, Min, Rashid, and Nazri (2012) affirm, at first hand, the linkage of understanding theme- based approach to the necessary understanding of its features, and they confirmed, at the other hand, the TBA's facilitation of learning as it follows:

The thematic approach makes teachers' teaching more planned, systematic, active and interesting. Besides that, respondents suggest that teaching and learning process are easily implemented through a theme approach and can increase their creativity. (Ibid., p. 280)

From here, the acquisition of the language skills and the assimilation of the subject matter as well cannot be happened by chance, or just haphazardly. Per contra, EFL teachers inevitably need to bear in mind that a set of standards are found to be carefully respected and followed (Loc.cit). Succinctly, such standards particularize theme- based teaching.

Furthermore, EFL teachers who are adopting theme- based approach are asked to be aware of the principles of this teaching approach. For example, it is essential to know about the different activities that best fit the teaching situation. On that account, Stoller (2002) planned a set of supportive activities that can be considered useful in classroom practice.

In doing so, students will be motivated to learn and this is compelling for them to work together on these activities by grouping them into small groups. Collaborative learning here is of a great benefit for students' learning effectively takes place.

Moreover, understanding that not all learners learn in the same way but they learn differently in different manners. Understanding individual differences is imperative for a successful teaching and learning takes place. In this respect, it is vitally important for

these teachers to think of developing activities in accordance with learners' learning styles and strategies.

Yet, it is important for teachers to bear in mind a set of essential requirements when advocating theme-based approach. Forming a sufficient knowledge about learners and constructing content knowledge in the subject area are considered the forefront of thematic teaching; development of awareness about the significance of pedagogical content information is also fundamental (Athanasas, 2003).

Therefrom, teachers' role in thematic teaching approach altered from being the only giver of knowledge to becoming a facilitator whose job in classroom lies in guiding learning and knowing their students' needs and requirements (Reiss, 2005). Thereon, learners are responsible for their own learning, and the teacher acts as a guide.

**1.2.4.2. Facilitator.** Teaching EFL writing, at the one hand, is becoming an integral part of EFL teaching and learning; teaching civilization subject is also gaining momentum in EFL teaching. Interest in EFL writing pedagogy grew up increasingly in recent years. Since English came to be an international language within the framework of globalization, there is a pressing need for EFL students to express their thoughts and ideas in universities or colleges through their written texts (Cumming, 2006). Herein, EFL writing is still in its state of evolving because unceasing improvement is required.

Teacher's major task within the framework of TEFL is to continuously and immensely facilitate the task of learning and help learners become more independent learners who take the responsibility of their learning. Nurlaela, Samani, Asto, and Wibawa (2018) asserts the significance of collaborative learning as one fundamental tenet of TBA that can facilitate learning and can raise to a great deal students' involvement and feedback.

In such a case, teachers are provided the opportunity to enhance the quality of their teaching and successfully work towards the accomplishment of their mission to act as

guide and facilitators rather than stealing students' portion of interaction, and becoming the only participants in the teaching-learning process.

In this respect, Jones, Turner, and Street (1999) proposed different models which display a strong appeal to the importance of making ties between language and content, and this is clear in 'the academic literacies model' which indicates that literacy practices (reading and writing) are prerequisites for developing writing and transforming identities. From this stance, TBA elucidates to teachers that practice is a leading factor to facilitate understanding.

Theme-based teaching reveals that the role of teachers lies in scaffolding and aiding students to develop their language proficiency in relation to content, and become independent learners who can easily construct their own knowledge (Inozu, 2011). Therefore, within theme-based context, there is a shift of students' role from dependent to independent learners (Ibid.).

**1.2.4.3. Creativity prompter.** Learning according to TBA does not occur as a separate entity; however, it is a tight mass that requires creative teachers to effectively drive students to realize the aims. More creativity is allowed on the part of teachers as it is their primary goal to foster learner autonomy and students' self-reflection (Davis & Shankar-Brown, 2011).

TBA proves itself as a practical way that fits an EFL setting. Teachers' creative skills can, on the one hand, appear when they in general cope with all difficulties of teaching content through the target language. Therefore, their creativity can emerge in terms of classroom management, organization, being up-to-date and so on (Retnawati, Munadi, Arlinwibowo, Wulandari, & Sulistyaningsih, 2017).

On the other hand, writing is one form of communication, and it is an outlet for students to express their ideas and thoughts. It is just like the small child who does not know to read and to write until s/he receives education. Writing demands consistent learning to become professional, and teacher's creativity may facilitate the process of being able to accurately write which is a hard task; however, such conditions may turn possible with thematic teaching and learning that offers practice as a helping tool (Epstein, Kenway, & Boden, 2005).

It is therefore far from easy to teach as well as to learn writing, and it is thereupon critical to designate the most pertinent method to teach academic writing especially integrated in content courses. Teachers should make efforts to create an enjoyable and motivating learning environment within the framework of theme-based principles.

**1.2.5. Learners' benefits from theme-based teaching.** Theme based approach has been long suggested as avail for not only teachers but also learners, and this is what McKean (1956) reported in his empirical research entitled '*Students like thematic units*'. Henceforward, the implementation of thematic aspects in teaching and learning continued to snatch the interest of many researchers by considering learners' advantageous learning as a centric objective (McClaren, 1974; Risko & Alvarez, 1986; Bell, 1988; Simmons, 1989; Peterson, Benson, Driscoll, Narode, Sherman, & Tama, 1995).

Former empirical works' main foci vary from understanding difficult concepts when reading different texts towards writing great compositions about topics explored (Ibid.). In this context, a growing concentration on putting thematic fundamental principles into practice especially for developing writing skills had been marked; Schiffhorst's (1974) experiment lasting one year signified the usefulness of theme based approach for

teaching written expression courses, and results demonstrated that students gained a certain degree of confidence to write about a considerable amount of topics examined.

From this stance, Esperian (1972) explicitly and practically tried to display how thematic teaching might be constructive when applied in classroom in which stress put on group work and writing tasks; the impact of theme based approach on learners had been correspondingly explained in terms of: connection, variety within learning, classroom culture.

**1.2.5.1. Learning benefits in terms of connection.** Theme- based approach affords the possibility of learning the body of knowledge by dividing it into chunks and that consequently facilitates the processes of understanding and internalization of information to which students are on the spot with (White, 1995; Ratcliff, 1997). Therefore, students' zone of understanding is set to be enlarged.

Still further, learning by making into effect thematic bases allows for the projection of students into tangible learning situations (Peters, Schubeck, Hopkins, 1995; Latendresse, 2004). In other words, learning in such a way connects students to realistic learning experiences. Then, TBA again affects learners' learning by training them, at one hand, to master the learning objectives, and by compelling them, at the other hand, to proficiently practice research skills (Ibid.).

**1.2.5.2. Learning benefits in terms of variety.** Effects of theme based approach on learners keep persisting. In this vein, the concept of variety is ubiquitous in thematic teaching because "variety is the spice of life" as revealed by Barrett (2009, p. 1284). Theme based approach widely emblemizes variety within teaching and learning.

First, it provides the teacher and students with the opportunity to become creative and authentic at the same time; the selection of engaging content language integrated themes with relevant activities is determined by the extent to which student are involved



(Adams & Bushman, 2006). As a result, this leads to the formation of students who are experienced in many areas (rounded-students) (Op. cit).

In addition, the occasion of employing variety is not subject to limitations within thematic teaching. This latter permits the integration of literacy when teaching content, and this consequently leads to the likelihood of utilizing diverse assessment strategies (Ibid.).

**1.2.5.3. Learning benefits in terms of classroom culture.** Theme- based teaching, unlike traditional teaching approaches, tends to be different in the sense that it is more inclined toward learner-centeredness. Therefore, students' involvement in learning and collaborative together with cooperative learning is regarded as central points of attraction (Brannigan, 2011).

Theme-based approach accounts for what is commonly known as cooperative learning. This latter is considered as one of the chief principles of this teaching approach. Cooperative learning keeps pace with the working of theme based methodology.

Thus, a number of researchers have been interested in research on cooperative learning as a leading principle of theme based approach (Crandall, 1993; Fathman & Kessler, 1993; Stahl, 1994; Slavin, 1995; Shaw, 1997).

Accordingly, learner-centeredness is highly emphasized in theme based approach, and it accounts for the applicability of collaborative and cooperative learning in classrooms.

Dividing students into small groups to work together cooperatively according to the structured objectives is of a great benefit. It advances the learning process as shown by Slavin (1995) and each member of the group is given the same chance to succeed.

In addition Slaver continued emphasizing the role of cooperative learning as a principle of theme based approach by referring to its significance to motivate students to learn and develops a high self-esteem in them.

In the light of this, it is worth mentioning that theme based approach offers the opportunity to engage students in learning through getting them participating in different activities that relate to their needs and learning objectives and in such interactions they are urged to work collaboratively.

Thereon, Dupuy (loc. cit, p.207) indicated that jigsaw ‘Small group work, team learning, reading, and peer editing’ are among the techniques of theme based approach.

Withal, learning can be managed and organized when adopting a theme- based approach; learners should take part in the first and key step of theme selection (Howard, Novak, Cline, Scott, 2014). Besides, the importance of self-engagement in learning is highly focalized in thematic teaching (Ibid.).

In sum, the issue of foreign language teaching and learning has attracted the attention of researchers for many years, and stumbling upon the appropriate teaching methods that ensure meaningful learning is not an easy task to handle. Thus, the 1900s witnessed the emergence of theme based approach as an endeavor to revolutionize the traditional teaching systems where the teacher him/herself monopolizes classroom learning to consider learners at halfway point.

**1.2.6. Procedures to make theme-based approach into use.** Theme-based approach resembles any other teaching approach when it presents its ranges of techniques, strategies, and practices. TBA has been introduced as an emblematic model of content based instruction (CBI); it displays a considerable practicality in EFL contexts; however, no ideal conception is provided on how to adequately apply theme-based form in non-English speaking settings (Helmane, 2017).

In other words, no right or wrong way is accorded with thematic teaching as this approach offers a certain degree of flexibility and adjustability in order to

help students understand content and improve their proficiency level. The implementation of TBA does not demand a firm set of rules that is one step's default may drive to the loss of the entire accomplishment.

Nevertheless, the absence of perfect implementation of TBA does not impede from taking into account some practices that aid in achieving the learning goals. Students' needs and interests, and students' various learning abilities are given the main burden for the pursuit of thematic teaching and learning.

**1.2.6.1. The planning stage.** Before embarking over major practices of thematic teaching, it is helpful to display what might the concept theme point out. As the name proposes, the basis of thematic teaching resides in themes. The term 'theme' has been mainly defined as:

the substance or subject matter that we learn or communicate through language rather than the language used to convey it.  
(Institute of Education, 2017, p. 204)

In other context, it refers to the topic and both labels theme and topic are used synonymously (Lakki, 2016). Theme offers a variety of designations that all have a key point that is the main idea or the core around which the matter of theme-based teaching revolves.

This phase is preparatory for what comes later; decisive strides can be made in the search for an effective implementation of the principles of theme-based approach. The selection of themes that substantially mirror students' needs and interests is the essential undertaking at the beginning; uncaring choice may lead to uninteresting course (Gray, 2009).

The careful choice of themes directly related to students' needs can largely avert risks of distracting their attention in learning. Thus, adequate tips are constantly at disposal. On that, Hittleman (1992, p. 314) suggested the adoption of themes rested on 'general topics' rather than the selection of specific themes especially in domains such as literature and so on.

It is favorable to underline the theme in its broadest sense because too specification may impede the progress of exploration and this may consequently present the theme with constraints. Going deeper into the unit for instance may lead to divert students' focus from key elements to endless thoughts and meanings.

Yet, another point is worth mentioning about themes concerns the nature of content selected. In this context, constructs of theme-based approach recommend making connections among fundamental components such as context, content, learners' experiences; there is a growing demand for the integration of the cultural aspect within content that should be, in turn, varied, and should not overemphasize only one area separated from culture (Spenader, Wesely, Glynn, 2018).

So far, in thematic teaching, the main interest centralizes around the selection of themes, and their nature that is preferably pointed out to highly include the element of culture with multifarious topics related to students' needs. From this stance, the identification of students' needs is another requirement at planning stage that its fulfillment can guarantee the easier proceeding forward.

Before speaking of how to understand students' needs, it is useful to refer to another requirement in making the decision about the appropriate and relevant

themes that is the exploration of the extent to which the content is difficult, and the language through which it taught shows also some degree of difficulty in reference to students' proficiency level (Hoare, 2014). Therefore, giving due attention to the level of difficulty may rise in content or the specific language used to teach it is a matter of the utmost importance.

Then, the step of pinpointing what students actually require to learn is significant. Needs analysis at this stage is mandatory; it is helpful to diagnose students' current and future needs (Rubyyang, 2009). After that, once students' proficiency level is known by having their learning profile, next steps can be easily carried out.

Correspondingly, successful needs analysis should adequately bridge between what is wanted to be learnt and the actual situation of learning as stated by Al-Hamlan (2015, p. 120), who based her vision on Yalden's definition of needs analysis, in the following words:

Yalden (2012) also paid much attention to the needs analysis trying to draw a line between learners' wants (the objectives and expectations students place) and learners' needs (the objectives and expectations based on the research and the ministry of education advice).

Moreover, decisions at the planning phase do not stop at the selection of themes, but nevertheless work extends to encompass the careful selection of related subunits and tasks. On that account, theme-based teaching relies on the formation of thematic cycle including themes, subtopics, tasks, and threads (Tussa'Diah & Dillah, 2018); such a relationship can assure the connection and continuity between and among themes with their substantial content.

**1.2.6.2. The teaching stage.** After the planning stage in which indispensable acts on the part of the teacher are expected to be conducted as a preparatory step for the upcoming decisions. Thematic design of lessons, as argued by Kong (2009), are cyclically constructed that is there are ties among themes, units, and activities that are necessarily selected in accordance with students' interests.

The proceeding process of theme-based teaching is elementary based on the guide which has been already prepared but this latter is subject to adaptation, to adjustment when required as to meet students' needs. Accordingly, by adopting theme-based teaching, a great deal of flexibility is allowed as per realizing teaching and learning objectives (Lathufirdaush, 2014).

In thematic learning, burden put on the improvement of productive and receptive skills (speaking, writing, listening, reading) in conjunction with content mastery. Thus, learning objectives, and different tasks are altogether subject to either modification or radical change conforming to the context and students' needs, and reaction (Canlas, 2016).

In other words, it is through theme-based learning that language can be easily practiced in classrooms; listening, speaking, reading, and writing activities can be performed while learning content. Besides, the opportunity to understand content is possible, and all this can happen only if there is a satisfaction of students' needs and wants.

Therefrom, teachers in thematically-oriented teaching should be skilled at time management so that the accomplishment of various activities covering content learnt can successfully occur (Ibid.). At this phase, time is the deciding factor about either the failure or the success of the teaching learning process.

Furthermore, teachers in twenty first century are required to understand this era's demands in terms of students' profile. Herein, it is important to underline the point that students remain human beings socially connected (Gilakjani & Ahmadi, 2011); theme-based approach's proponents encourage the reinforcement of classroom interaction with all its types, and students' engagement in the process of learning (Hurst, Wallace, & Nixon, 2013).

In view of Demirdirek, Özgirin, Salatacı (2010), the utilization of audio-visual-aids can immensely enhance learning and make it more enjoyable especially when the audio and/ visual learners compose the target population. Ergo, the use of audio visual aids eases the task of improving students' understanding of content and mastery of language skills.

Being exposed to authentic real life fosters learning and develops language skills. In this sense, authentic materials are directly connected to the target language and the target culture; students may have access to the target language and culture through authentic materials.

Thus, authentic input facilitates learning and makes teaching more appealing in the sense that it helps more particularly EFL learners to receive the foreign language and culture in a more encouraging way since EFL learners pressingly need an intensive interaction with native speakers just as Alijani, Maghsoudi, and Madani (2014) pointed out.

The content based approaches and among them theme- based approach makes use of authentic materials through the integration of themes or content into language learning and teaching process. Hereof, Harwood (2010) and Pinner (2013) agreed upon the point

that through content language integrated learning students are given the opportunity to be exposed to teaching aids like audio visual aids.

This means that theme based approach heavily rely on the employment of teaching aids such as visual or audio visual aids of different sorts in teaching learning the content of the target language through the target language itself.

In theme- based approach, it is expected from learners to read, listen, and write by following the content material being presented by the help of teaching aids so that they become more familiar with the target language and content (Shih, 1986).

Theme-based approach is, therefore, appealing to the use of teaching aids as an authentic material that extensively helps in creating a beneficial learning atmosphere for learners and drive them to effectively receive and perceive the content supposed to be learnt.

Basic components of theme-based approach cannot be made into action regarding a single model as perfect, well comprehension of its relevant procedures can lessen risks of failure to appropriately apply its main principles; nevertheless, as argued by Echevarria, Vogt, and Short (2004), proper implementation of TBA is not granted for any teacher. As a hint, thematic conception appeals to tailor the learning situation to the demands of students. Practicing thematic-teaching requires placing students' interests and needs at the center, and in that direction students' needs and requirements are prioritized.

**1.2.6.3. The reflecting stage.** Thematic cycle starts by planning and ends up with evaluating the appropriacy of thematic teaching. As stated earlier, theme-based teaching remains a nonstop process as learning is also an ongoing process (Ibid.).



Providing a definite evaluation of this changeable process is relative; however, some guidelines on the practices of TBA are possible to draw.

The key element for evaluating thematic-oriented learning and teaching is relevance. Herein, subunits, and activities selected should be pertinent to the theme's overall aim as reported by Yvonne (2005, p. 175) 'Each activity should have a main focus toward the thematic idea'.

Accordingly, the overall aim revolves around ensuring connections among all themes and any follow-up activity. In this context, irrelevant tasks may deter students from cooperating with their teachers to achieve the desired learning outcomes which are highly focalized in thematic teaching; constructs of theme-based approach strengthen the positioning of language goals at the first rank, then content goals come next, but this does not indicate to disfavor content over language (Butler, 2005).

Similarly, another expressive view was provided by the Centre for Excellence in Immigrant and Intercultural and Intercultural Advancement in order to explain how important is to keep control over logical interrelationships when designing thematic units as it follows:

Developing a thematic unit is not a linear process; you may find that you need to move back and forth between the elements as you plan. It is essential, however, that everything included in the theme relates to the learning outcomes you have identified.  
(2011, p.1)

In light of former discussion, the last stage of evaluation requires a great deal of accountability on the part of the teacher even though the applicability of theme-based teaching in an ideal way stays far reaching, but not impossible at

the same time. The improvement of thematic teaching is related to the evaluation of steps carried out in former stages to achieve final results.

### **1.2.7. Advantages of theme based approach in foreign language teaching.**

Adopting theme-based teaching approach as an instructional means plays a beneficial role in foreign language education. Stryker and Leaver (1997) describe it as a holistic approach; Content Language Integrated teaching is used as a scaffolding instruction. It serves thusly many objectives.

*1.2.7.1. Developing learners' language skills.* The primary goal of theme-based instruction is to develop learners' language skills. In this context, many theorists and educators argue that a focus on content hones students' English language proficiency (Peck, 1987; Snow & Brinton, 1988; Bragger & Rice, 1999; Hoehert-Alden, 2000). Hence, being exposed to authentic materials boosts EFL learners' language competence and helps in turn in learning the content that is presented through the target language.

Along similar lines, it has been proved that thematic teaching together with thematic learning is generative, and it positively affects students' writing (Athanasas & Reed, 1999). Upon that study, it has been found that students became substantially prepared in how to successfully write about themes, and theme-based approach indicated its success especially when its main tenets are with due attention applied (Ibid.).

In this vein, Content –Language Integration fosters EFL learners' language skills while it simultaneously helps them become knowledgeable about the world they live in. Herein, Barekate (2014) noted that content-based approaches offer an open access to the target culture through the use of the target language.

In this respect, one can say that foreign language is the medium through which the subject matter is taught to EFL learners. In turn, when EFL learners understand the subject matter content, they are more likely to progress in the target language. In short, EFL learners are immersed in the foreign language learning when they learn the subject matter content.

*1.2.7.2. Developing learners' critical thinking skills.* Yet, evidence has shown that language and cognition are interrelated. The close relationship between language and thinking skills has long been proved by Piaget (1971) and Vygotsky (1962). From this stance, what must be recognized is that language is a way of thinking. For this reason, Kabilan (2000) held a view that learners need to think creatively and critically to be proficient in the target language.

Over twenty eight years, the idea that critical thinking skills can be naturally acquired and the learning of complex knowledge can be facilitated by theme based approach has been ubiquitous (White, 1990). Respectively, Wagmeister and Shifrin (2000) explain how theme based approach facilitates learning and activates learners' critical thinking; the mass of knowledge is split into chunks, then, learners build their own understanding which is going to be later internalized, and this helps them to think critically and sort out important information (Ibid.).

Thus, content language integrated learning stimulates EFL learners to think critically and receive the comprehensible input through the use of foreign language. One premise of this approach given by Duenas (2004) is to learn new knowledge, and perceive it with an open eye. This means that EFL learners learn and evaluate the target culture on the basis of their prior background knowledge of their own culture.

In following years, researchers progressively insisted on the usefulness of thematic teaching in promoting critical thinking skills, and there was a strong claim about the necessity of theme based approach for both teaching/learning contexts and for employment (Casserly, 2012; Cai & Sankaran, 2015; Hiruma & Jonckheere; 2017).

Accordingly, there was a clear confirmation that when first writing about themes directly contributes to the development of learners' critical thinking skills, besides that, the exploration of various cultural and historical subjects stimulates learners' critical thinking (Loc.cit).

Since the emergence of theme based approach in the late nineteenth century as revealed by Griffith (1989), an ongoing work on how to effectively apply this teaching approach in different academic settings and what makes this approach succeed has been grown.

**1.2.7.3. Developing learners' intercultural awareness.** In any foreign language teaching and learning context, learners are exposed to the target language which is inevitably connected to its culture as pointed out, several years before, by Kramsch (1998). Thus, developing an intercultural communicative competence (ICC) is necessary in such contexts (Kuang, 2007; Dema & Moeller, 2012).

The intercultural communicative competence (ICC) is the ability to communicate effectively and appropriately in various cultural contexts. According to Byram (1997), a well- developed model of ICC requires certain attitudes, knowledge and skills in addition to linguistic, sociolinguistic and discourse competences.

Attitudes here include curiosity and openness as well as readiness to see other cultures and the speaker's own without being judgmental while knowledge refers to the required knowledge which is:

of social groups and their products and practices in one's own and in one's interlocutor's country, and of the general processes of societal and individual interaction. (Ibid. p. 50)

However, the skills include those of interpreting and relating discovery and interaction in addition to critical cultural awareness. In this context, Byram and Fleming stated that someone who has intercultural competence, then he:

has knowledge of one, or, preferably more cultures and social identities and has the capacity to discover and relate to new people from other contexts for which they have not been prepared directly. (1998, p120)

Therefore, the intercultural competence involves raising the learner's awareness of their own culture as well as raising awareness of the culture of the language being learned, but without being completely immersed in that particular culture resulting in what is labeled as the acculturation which is said to be a threat and risk to one's self-identity (Thu, 2010).

One dimension of culture learning is needed that is the development of an intercultural communicative competence. Thereupon, communication is described as being the mediating process required to facilitate the transition from one culture to another. Otherwise, cultural modification of people by adapting or borrowing traits from other culture or the process of change that occurs when different cultures come into contact with one another that is referred to as acculturation will be systematically take place.

In the light of what is mentioned above, the development of a critical thinking or seeing the world with an open eye may prevent the occurrence of what may result from accepting the others' culture with no awareness of the difference between one's native culture and the target culture. Therefore, the awakening of an intercultural awareness is important in foreign language teaching and learning settings (Ibid.).

Correspondingly, it is worth clarifying what is meant by an intercultural awareness in the following words stated by Rogalo:

Intercultural awareness is ... the ability to understand your own culture and other cultures, particularly the similarities and differences between them. When we develop intercultural awareness, we become more aware of positive and negative cultural aspects and differences between the two cultures and we are more likely to accept them. (2017, p.6)

Henceforth, theme based approach reveals insistence on teaching the target culture through sensitizing learners' to the difference between their native culture and the target culture. Theme based instruction therefore develops learners' critical thinking to see what is theirs and what is the others' property and this is what is known as the intercultural awareness which is the ability to distinguish between the one's own culture and the foreign culture.

Content Language Integrated Learning is relatively new in the field of foreign language learning. It came up with the idea of combining language and content for many purposes: first to develop learners' language abilities, then at the same time to equip them with necessary input so as to become knowledgeable citizens of the world they live in, and ultimately, to stimulate learners' critical thinking and intercultural awareness of their native culture and the target culture.

## **Conclusion**

Teaching English language became paramount in a digitalized world. Teaching English language requires teaching its culture since culture and language cannot be disconnected from each other. The situation of culture and language education in an EFL context is quite different. EFL learners are to be familiarized with the culture of the target language. Therefore, it is necessary for them to be exposed to authentic texts and materials that reflect real-life situations of native speakers. Henceforth, this can be provided by theme based approach.

### 1.3. Audio Visual Aids in Foreign language Teaching

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Conclusion

## **Introduction**

Learning through only listening to speech seems inefficient. The implementation of audio visual aids is compulsory, mainly in today's teaching with regard to speedy technological advances. Making use of varying types of such aids including hardware appliances, and software programs returns the absolute mastery of the subject matter and helps in keeping control over the classroom. This section includes six important elements in which providing some definitions to audio visual aids are at the onset pursued by an overview of audio visual aids; the role of audio visual aids in foreign language teaching is highlighted, then principles for using audio visual aids in foreign language teaching come after the classification of audio visual aids into different chunks.

**1.3.1. Defining audio-visual aids.** The composite word 'audio-visual aids' is a combination of audio, visual, and aids. Each of which refers to a sole indication. Audio figures out all what can be heard, visual is specific to what is seen whereas aids interpolates the speaker. In this context, literature on audio visual aids in general brought up terms such as audio visual, visual sensory and visual; inconsistent use of only one term had been shown. For this reason, Hollinger (1940, p.33) and Thomas (1939, p.67) proposed 'perceptual aids to learning' as an alternative naming in order to avoid confusion in the first place, and to stress the notion of percept in learning.

Audio visual aids largely gained a considerable momentousness among scholars. Meanings attributed to audio visual aids have been described in a varying ways which mostly flow in the same stream. In Merriam Webster dictionary, audio visual aids are teaching and learning aids appealing sight and sound; they are first used in 1902.

Burton (2009) also identified audio visual aids as those objects that are pertinent to senses and help in boosting learning. And similarly, Dale (1969) defined audio visual aids as those devices encouraging the transmission of ideas which can be termed multi learning materials as well. Additionally, the sophisticated pyramid of 'Dale's Cone of Experience' was an outstanding model he introduced to demonstrate that students systematically move from simple to complex, from concrete to abstract processes of dealing with learning ( Davis & Summers, 2014, p. 2). Useful information about how audio visual aids can be beneficially utilized as long as students' way of learning through senses is concerned (Ibid.).

Al-Sharif (1987) went beyond senses to inquire into the different components of audio visual aids. He subsequently came up with the claim that audio visual aids consist of hardware equipment and software materials including "films, sound, computer programs, television broadcasts and printed materials other than textbooks" (p. 121).

Along similar lines, Rather (2004), pointed out that audio visual aids equipment revolve around maps, models, charts, film strips, and projectors. Rather asserted that the above equipment are common and make the major part of audio visual aids.

According to a number of researchers (Shabiralyani, Hasan, Hamad, & Iqbal) audio visual aids are "those devices which are used in classrooms to encourage students learning process and make it easier and interesting" (2015, p. 226).

From all the perspectives mentioned above on audio visual aids, it is eminent that opinions share one point in common although the way in which these points of view is expressed differs from one to another. Such congruence resides in the delineation of audio visual aids as those teaching devices appealing sight and sound, and their significance in learning.

**1.3.2. A history of audio visual aids.** Throughout history, tendency to approve audio visual aids in learning has been vitalized. The Greeks, at that time, initiated ‘oratory’ in the fourth and fifth centuries BCE, a period during which visualization was heavily regarded as basis, and bodies have been largely utilized as an adjunct to visually or auditory convey meaning (Murphy, 1972). Hence, it can be said that even Greeks thought of aids to supplement learning and teaching.

For Aristotle, thinking is necessarily tied to images; this point is explained in this quote:

When the mind is actively aware of anything it is necessarily aware of it along with an image; for images are like sensuous contents except in that they contain no matter. (Book III, Ch 8, p. 4)

According to Aristotle, communicating visually by making mental images and through body language and facial expressions is advantageous and helpful for understanding and proficiently transmitting information. Aristotle’s words implicitly introduced the usefulness of what is at present known as a tool related to audio- visual sources; that is pictures.

Transition from Greece to Rome reveals nearly a similar way of looking. On the basis of Greek underpinning, Romans formed on their rhetoric theories standing on the principle that physical actions are the bedrock of communication (Golden, Berquist, & Coleman, 1993). Along this way, Romans thought of body-based communication as the best path towards ensuring effective interaction.

Years later, within the advent of massive technologies in twentieth century, the appellation ‘audio visual’ had plainly presented itself. Audio visual name, as noted by

Weber (1930), came into sight in twentieth century; Earnest's view confirmed the point that the phrase 'audio visual' had been evolved in twentieth century in these words: 'For all intents and purposes, our present-day conception of visual aids developed in the 20th century' (2003, p. 23). And he continued noting that technological advancement advocated for the necessity of implementing audio visual aids in communication.

Just so, 37 years before Earnest's stand point, The British Medical Journal considered the pressing need for training a huge number of individuals in technology so that being up to the minute with recent progress made on the level of technology as the main cause leading to the abrupt emergence of audio visual aids teaching which definitely arose after the second world war despite the fact that some audio visual aids procedures have been deliberately forethought during wartime.

Instructions delivered through audio visual means for supporting teaching seem to be more interesting than instructions monotonously given especially after the flow of innovative technology. In this respect, it is likely to uphold the view that students of 21st century show readiness to accept courses given in a glamorized way using pictures, sounds, colors and so on. It is essential to base education on emerging technologies in order to meet students' requirements.

Indeed, according to Banv's opinion (2012, p. 77), 21st century can be branded as 'the digital age language learning' due to the quickened penetration of leading edge technologies. From here, people of this century tend to be accustomed to anything relevant to what is referred to as an electronic brain and perhaps this is one factor that contributes in their discrimination over past generation in which the notion of

computerization was barely perceived. Henceforth, the breakthrough of technology to the world has transfigured the course of thinking.

In education, making use of the most intense technological devices has a great benefit more particularly in foreign language teaching. Audio visual aids are consequently the effect brought about by technology and the appropriate utilization of these instructional tools came at the forefront of teaching concerns. In this respect, Noel notified that:

Good instruction is the foundation of any educational program.  
Audio-visual training aids are a component part of that  
foundation. (Cited in Shankar, 2008, p. 82)

The world as a whole is in a state of fluctuation as long as the term technology imposed itself to be the guiding force. This latter continuously brings recentness and freshness. Audio visual aids can be, therefore, regarded as a part of innovative technology and they are found to a great extent helpful not to substitute the teacher's role but to strengthen teachers' teaching methods. It is not excluded for such instructional tools to undergo constant changes as technology is so far from experiencing stagnation.

**1.3.3. The importance of audio visual aids in ELT.** Teaching and learning go hand in hand with each other, and supplementary necessities are needful for the success of both processes. Hereof, the auditory and visual mechanisms of learners can be stimulated through considerable exposition to a variety of audio visual aids presented in classroom. In case of learning a foreign language, advantageously showing the situation and the context to foreign language students inextricably calls for the assistance of different kinds of audio visual aids that extremely fit foreign language setting.

On this subject, Singh (1975) draws attention to a number of ponderous points. The centrality of audio visual materials in foreign language teaching and learning is quite

acknowledged. From this stance, audio visual aids such as blackboards, maps, film slides, motion pictures and so on display an enormous popularity in almost all the educational institutions or colleges for the undeniable function they do in ensuring a profitably exploration of time to effectually impart information (Ibid.).

Along similar lines, Shoup (2010) brought to a focus the significance of educational technology in mainly teaching a foreign language. On this account, possibilities to mold row data into a different sort of forms and constructions are offered to help in engaging students in the learning experience. Audio visual aids are found to be asset to productively transmit messages in an intriguing way.

Audio visual aids are useful for not only teaching but also learning. In this era of technology, it is suitable to be described as a ubiquitous computing era due to the invasion of computers to the formal or informal intellectual world. In this sense, Sharma and Chandra affirm that the:

Computer has contributed a lot in each and every sector of life. Computer assisted instruction (CAI) has emerged as an effective and efficient media of instruction in the advanced countries of the world. (2003, p. 342)

Indeed, computer literacy became indispensable for young and old categories of society with no exception. For instance, a wide range of ways to show pictures, maps, filmstrips or film slides are available just through the overhead projector being linked to a computer. Favorable outcomes may, therefore, result from such a combination which allows the delivery of visual as well as auditory multitude of courses.

As far as the ongoing wave of recent technological inventions are concerned, the incorporation of advanced technology in teaching in general and in teaching foreign

languages in particular stands intensively efficacious for a successful learning and teaching take place. To keep pace with new technologies, teachers need to be abreast of newest technology; the majority of today's generation are claimed to be digital natives for whom learning by technology is a requirement.

**1.3.3.1. For the teacher.** Any attempt to separate teaching from learning might be unsuccessful at its start; teaching and learning are inextricably tied, and this seems evident when the two terms are associated with each other (Nudhall, 2004). Effective teaching-learning process reflects to some extent the teacher's contribution and keenness to make a success of teaching business (Mwanza, 2017). Teaching is connected to learning and this formula with the order reversed is also true.

Effective ways that help render teaching and learning more advantageous are necessary to be found. An important suggestion is the employment of audio visual aids with different sorts in EFL settings. To support the former view about the efficacy of audio visual tools to aid teachers reinforce and facilitate practices of their teaching methods and techniques, Mishra and Yadav (2014, p. 15) pointed out:

Today A / V aids are known as widely acknowledged helpful adjuncts to education and find an extensive application throughout the world. Teaching today is made real, lifelike and meaning full by the extensive use of modern A / V aids e.g. films, charts, maps, models and tape-recordings etc.

The process of teaching is not an easy task to handle even though some facets emblemize a deal of simplicity and practicality which can be accorded to the variation of teaching strategies and techniques offered (Grossman, Hammerness, & McDonald, 2009). The teacher in such situations is becoming



in charge of creating a motivating learning atmosphere that ensures the involvement of all students; by means of audio visual supply teachers can simply spark students' interest and achieve an objective of a paramount importance that is the students' motivation to learn contextualized content.

On that account, the aforementioned view is strongly supported by Sivapalan, Wan, Nur Khairun (2009) and Jemima (2013). Therefrom, teacher's one major task to facilitate learning can be accomplished when a different range of audio visual sources are implemented. Therefore, audio visual sources can help the teacher ensure an engaging learning environment in which diverse kinds of interaction may be effectuated.

Furthermore, mainly a couple of arduous missions of the teacher tend to be firstly the appropriate management to timely perform teaching practices, and secondly the development of the teacher's solid background knowledge. Therefore, Daniel (2013) proves the efficacy of audio visual devices in economizing teacher's time to effectively transmit information, and in facilitating the demanding course to build the teacher's repertory of knowledge.

**1.3.3.2. For the learner.** Any indispensable goal of teaching learning process tends to center around the improvement of students' skills. Audio visual aids came into vision with the swift emerging culture of technology, and it is asserted that these devices can immensely foster students' understanding and other complex cognitive processes like selection, organization, and integration when they are directly exposed to them (Garzon, 2012 & Khan, 2016).

In other words, students in EFL settings stand in need for enhancing their learning quality in such a way that they develop their language abilities to listen, speak, read, and write. Thus, all these processes require a certain level of

thinking, and audio visual sources can aid students progressively move to higher order thinking level (Ibid.).

Students in EFL learning environment, in most instances, fear to use the target language because they may have deficiencies in some skills or all of them with differing degrees. Correspondingly, Halwani (2017) approved the usefulness of audio visual aids in helping students who were nonnative speakers of English overcome major difficulties faced in basically literacy skills.

Yet, the use of audio visual materials offers numerous occasions to learn effectively. From this stance, it has been proved that the employment of overhead projector for instance in classrooms practically raises the rate of teaching-learning success; videos, maps, pictures can be used to help students experience real life learning, and this device economizes students' time to clearly comprehend content and make connections (Yadav, Bera, Mukharjee, Yadav, Sah, & Kar, 2015).

To sum up, technology goes in a fast-flowing stream, and mainly audio visual devices are simultaneously evolving so fast. Educationally speaking, such sources can offer a plenty of opportunities to facilitate the task of learning and enable students achieve better when involving their senses (hearing and seeing).

**1.3.3.3. In curriculum design.** Being exposed to authentic materials fosters learning and develops language skills. In this sense, authentic materials are directly connected to the target language and the target culture; students may have access to the target language and culture through authentic materials.

Thus, authentic input facilitates learning and makes teaching more appealing in the sense that it helps more particularly EFL learners to receive the foreign language and culture in a more encouraging way since EFL learners pressingly need an intensive

interaction with native speakers just as Alijani, Maghsoudi, and Madani (2014) pointed out.

The content based approaches and among them theme based approach makes use of authentic materials through the integration of themes or content into language learning and teaching process. Hereof, Harwood (2010) and Pinner (2013) agreed upon the point that through content language integrated learning students are given the opportunity to be exposed to teaching aids like audio visual aids.

This means that theme- based curriculum heavily rely on the employment of teaching aids such as visual or audio visual aids of different sorts in teaching learning the content of the target language through the target language itself.

In theme- based curriculum, it is expected from learners to read, listen, and write by following the content material being presented by the help of teaching aids so that they become more familiar with the target language and content (Shih, 1986).

Theme- based approach is, therefore, appealing to the use of teaching aids as an authentic material that extensively helps in creating a beneficial learning atmosphere for learners and drive them to effectively receive and perceive the content supposed to be learnt.

**1.3.4. Categorization of audio visual aids.** Audio visual aids are vital in education. Teacher's role cannot be replaced by audio visual aids, but; nevertheless, it is likelihood to be employed as supplementary resources so that learning can be quickened. Audio visual aids are classified into different types which can be grouped, just as its name suggests, into visual, aural and audio visual aids.

**1.3.4.1. Aural aids.** Move from sight to sound is conducive to gain insights into how senses are an integral part of human bodies. Learning by making use of such human senses is advantageous. Hearing is paramount to provide fundamentals for communication skills. Therefrom, placing burden on the use of aural aids in the teaching learning process cannot be denied. And so, numerous aural aids have been introduced as teaching aids.

**1.3.4.1.1. Broadcast talks.** It is helpful for students to be provided with short talks that are pertinent to the topic being addressed. And learning would be much more beneficial if teachers give a brief summary on the broadcast talk in advance to ensure that an effective learning takes place. In this case, even students who are claimed as poor listeners are given the chance to engage in learning and profit from the short broadcast talk.

**1.3.4.1.2. Tape recordings.** The prime objective of every teacher is to enjoyably drive students to profit from the lesson on a large scale. Tape recordings are found to be useful in promoting students' language skills. From here, one could think of different pathways of employing these pedagogic devices. It all depends on the teacher's choice of teaching methods, teaching materials, and teaching methodology.

As exemplified in Kirk's (1986) work on the importance of tape recordings in teaching and learning poetry, tape recordings can be used as stimuli to engage students in learning poetry. From this stance, students are presented with a number of tape recordings which can be produced by their teacher, or natives, then they debate the issue together in an entertaining manner.

By doing so, learning collaboratively can be immensely encouraged and going farther beyond not monopolizing the choice on a single teaching aid that is bulletin board for

instance is favored. Tape recording here offers the opportunity to create an effective learning situation.

Along these lines, students are given the chance to prepare their own recordings to reflect on their own learning and in the final phase when they finish their tapes, they are supposed to be handed to the instructor for evaluation (Mazzara, 1957). Likewise, teachers also prepare their own recordings for instructions in which students have to listen to such recordings and they ultimately accomplish some activities.

Tape recordings, therefore, as a pedagogic device can be efficient in delivering instructions and in mainly improving communication skills. Teachers may find tape recordings a worthwhile investment that helps to achieve the desired learning objectives.

*1.3.4.1.3. Gramophone lectures.* In a similar way for tape recordings, the principle of gramophone lectures is for the most part based on the recording of short talks revealed by different figures on multifarious topics which are relevant to the lecture's teaching and learning objectives.

On this subject, Shankar points out to the shared usefulness of tape recordings and gramophone lectures in teaching as follows:

Gramophone Lectures and Tape Recordings...are good teaching aids. They provide inspiration to the class and bring alive an uninteresting boring topic. They also add color and authenticity to a poem or a dramatic piece. (2008, p. 91)

Accordingly, the efficiency of gramophone lectures in teaching-learning process is weighed. On that, when students are asked to listen to a single or a sequence of records

which are pertinent to the course content, it is likelihood to be inspired by the material recorded and, in turn, they may become able to construct their own knowledge.

Thusly, in furtherance of visual aids, aural aids including tape recordings and gramophone lectures are valuable in foreign language teaching and learning. In varying ways, the quality as well as the efficacy of learning outcomes relate to the teaching aids employed.

**1.3.4.2. Visual aids.** Learning is an ongoing process that involves the intervention of human senses such as sight, hearing, taste, touch, and smell. The majority of learning, however, occurs by seeing. In this sense, vision is awarded the lion's share preceding hearing in that. Visual learners have extraordinary power to memorize and retain what is viewed.

Visual aids include, in turn, different types which can be arranged as follows: blackboard or chalk board, bulletin boards, flannel board, pictures and so on.

**1.3.4.2.1. Black boards/ Chalk boards.** Black boards are commonly utilized in almost all schools. The emergence of blackboards is dated back to nineteenth century as Karpf cited ‘’ Chalkboards appeared in Boston schools during the second decade of the nineteenth century’’ (2012, p. 64). Karpf maintained that George Baron was the first who inaugurated the employment of blackboards in the United States.

As time went by, a cluster of blackboards had been introduced in an attempt to arrive at a cogent model. Some blackboards are found to be installed on walls in front of students whereas portable blackboards with moveable and reversible blackboards came to vogue for their practicability. These boards are provided with chalks of varied colors to highlight important elements and dusters.

Blackboards' role in education cannot be disregarded even if this innovative digital age led to the predominance of latest technological devices over the traditional tools since the world is continually on the edge of new and significant developments.

Bruce at that time, when blackboards were in the lead, had stated his opinion on the status of blackboards in teaching saying

I believe a blackboard to be indispensable as clean water to children....It is a silent but powerful auxiliary, ... a mild yet thorough disciplinarian, (and) an interesting and impressive teacher. (p.25, 1837)

Accordingly, blackboards-based instruction had been emphasized to create concrete learning situations. Even if this teaching aid is typical to the sense of sight, but it can be helpful to a great extent in learning.

Teachers here are asked to follow a set of rules which contribute in making the use of black boards effective. A clear and readable handwriting is the first foremost norm because in doing so it is highly expected for students to easily understand and retain data they are presented with.

Then, organization is one benchmark of qualified teachers. Writing whatever idea haphazardly on the board inevitably leads to the detraction of students' interest in learning. Conversely, dividing the board into a definite number of parts and following a sequence of order necessarily grasps students' attention to learn.

Highlighting key ideas is advantageous for students learning. In this way, coloring chief points help in understanding and retaining information. Hence, teachers should bear in mind that students are inclined to first learn and remember the core of the course, then seeking further details might be possible.

*1.3.4.2.2. Bulletin Boards.* Teaching is a process that stands in need for change and renewal in response to students' requirements. Making use of large spaces, walls or even the door for its strategic location, in classrooms seems of a great benefit. The construction of such spaces as bulletin boards, to some extent, is bound to the possession of skills and talents that contribute in attractively fetching students' interest.

As its name suggests, a bulletin board is that place devoted to post bulletins or diversified announcements (McPhie, 1979). The main reason behind the construction of such boards lies in the pressing demand for large areas to present large materials like maps, pictures and so on. Hence, bulletin boards can be a solution to introduce specific data and make it clear cut for students.

Bulletin boards are designed for multiple purposes. These purposes can be informational, instructional, motivational or decorative as pointed by Reith (1970). In the same manner, 25 years ago from Reith's view point, Ottoson called for reviving bulletin boards by adopting an eclectic approach towards the formulation of a sound bulletin board. On that, for the bulletin board lends itself to a number of uses, the four purposes previously stated should be taken into account.

In this respect, the informational bulletin board works for posting bulletins on life at school for example calendar, schedules, and regulation. Instructional bulletin blackboard displays students' projects or any item of interest whereas motivational bulletin boards aim at stimulating students through showing concepts, ideas and generalizations. Then, decoration plays an essential role in attractiveness and keeping the bulletin board eye-catching.

The degree of success of bulletin board classrooms highly depends on the way the bulletin board is utilized in classroom. Accordingly, teachers and students should be



aware of the fact that they are the only ones who contribute to the success or failure of bulletin boards. Thence, some procedures are set to be followed in order to gain favorable outcomes of bulletin board classrooms.

In constructing effective bulletin boards, students should assume the full responsibility of creation and teachers act as a guide. Thus, it is a student-based responsibility. And it would be preferable to let students in charge of bulletin boards content. In other words, students who manage materials put on the bulletin board and change posted information.

Up-to-dating the bulletin board content is necessitous and relating it to the subject matter is also inquired. In doing so, revitalization of students' interest in learning can be achieved. Bulletin boards should not be overloaded with information but rather precise and concise stuff is ample.

Bulletin boards are teaching aids that should be an integral part of classroom teaching. These visual aids are advantageous in education. Kaplan (1946) in this context asserted that bulletin boards are time saving and attract the attention of an important audience. Indeed, the amalgamation of instructional, informational, motivational and decorative aspects in a precise large place would certainly be beneficial in teaching and learning.

*1.3.4.2.3. Pictures.* Pictures are more effective in teaching. Multiple of ideas are settled there inside pictures, however, it is essential for each picture to carry out a single idea so that confusion can be avoided. Colored pictures are more appealing than white pictures. Jensen (2003) holds similar view noting that colors immensely impact the state of mind and simultaneously affect learning process.

Shaie and Heis count for two categories of colors, short-wave length colors known as warm colors, and long-wave-length colors, including blues and greens, are regarded as being cool colors. For the second category of colors, it is highly recognized to contain pleasant cool colors.

Kittel (1936) emphasized the significance of pictures since they stimulate students thinking and reflection to describe and comment on materials planted inside those pictures. In this sense, pictures can be considered as an illustrative material inserted implicitly in the form of drawings, charts, symbols et cetera.

As far as the role pictures play in learning and teaching is concerned, interest in motion pictures has been increasingly mounted. From here, a marked number of researchers: Wood & Freeman (1920); Knowlton & Tilton (1929); McClusky (1922); Consitt (1931); the Commission on Educational and Cultural Films (1932) have been adhered to research on motion pictures.

On this subject, motion pictures appeared as a powerful teaching aid and captivated more attention. Clark (1932) concurred on that divide of motion pictures into two types: silent and sound. Both instances provide illustrative materials for visual and auditory learners; learning through images gained a great popularity for their capacity to proceed from abstract things and make them concretely known.

*1.3.4.2.4. Cartoons.* Cartoons attractively can catch the attention of young, adult and even old people. Cartoons are a wonderful outlet of communication. Wilson (1923) defined cartoons as an idea pictorially or symbolically being communicated and he continued saying that cartoons can be considered as a way of expression or as a way of impression.

In this sense, way of expression refers to the transmission of thousands of ideas to others and there is a dual relationship between students and others as far as transmission is concerned. Then, way of impression appeals conveying meanings in an understandable manner.

Cartoons as a pedagogical device are asset. Thereon, Knowlton, a professor of history at Lincoln School, claimed for the centrality of such a teaching aid in admirably illustrating historical matters. Henceforth, making history graphic through cartoons has a powerful force for stimulating students' reaction.

*1.3.4.2.5. Maps.* Another teaching aid that is of preeminent importance is the map. The concept of maps was founded to help in the organization of knowledge and it presented itself as a way of representation (Dias-Coelho, Cavalheiro, Batista, n.d).

The stepping stone for the development of maps is Ausubel's meaningful learning theory in which stress put on the construction of new knowledge on the basis of prior knowledge (Ibid.). On this account, understanding is the bottom line for knowledge formation and maps are not directly mentioned in Ausubel's work, but they are necessary mainly to correlate information with each other.

Mapping plays a substantial role in the transformation and visualization of knowledge. In this context, Hay and Lygo-Baker proposed concept-mapping method as a useful teaching aid to shift from abstractness towards concreteness in learning. Maps, therefore, can be beneficial for teachers and students to structure knowledge and understandably transmit the stuff.

*1.3.4. 3. Audio visual aids.* This kind of teaching aids brings together sight and sound. Audio visual aids are classified into three categories: optical aids, television, and the data projector.

1.3.4.3.1. *Optical aids.* Again, it is worth noting that imaged objects profoundly affect students' learning. In this way, learning by seeing seems more profitable than just absorbing a huge amount of information with no account to learn through synchronization of abstract and concrete objects. This class of audio visual aids is, in turn, devised into three sub-categories: magic lantern, epidiascope, film strip projector (or film projector, or micro-projector).

❖ . *Magic Lantern.*

Magic lantern is the simplest teaching device which is founded to project different sorts of pictures on a glass of slides. Thence, its main principle relies on the affordability of slides in the first place, and the projection of pictures from such slides on a wall or screen.

❖ *Epidiascope.*

The term epidiascope is a combination of two words: episcopes and diascope. Hereof, episcopes means projecting an image while diascope refers to the projection of a slide. In this sense, the consolidation of both meanings reveals with a new signification that is the opportunity to project images as well as slides alike.

Epidiascope aids give the possibility to project transparent objects like pictures, maps, charts and so on. Unlike magic lantern, epidiascope aids are not costly and appropriate light for the proper operation of these teaching aids.

In addition, epidiascope assistance grants the teacher the occasion to explain the course content through a stretch of colored images of clear cut indication. On this subject, slides are not a prerequisite as it is prescribed in the former category.

Epidiascope aids are an agglomeration of two types of projection, that of images and the other of slides. In doing so, the teacher is fortunate for having the choice to select the fitting aid correspondingly to the subject matter being taught.

❖ *Film projector.*

Film projector is also known as film strip projector or micro-projector. This latter is an improvement of magic lantern. In that, the projection of multifarious topics on a single film strip can be made. The prime function of this instructional tool is to show films.

A common point the film projector shares with earlier aids is the scope offered to provide students with a brief summary about the film strip in advance so that assurance that all students equally possess the chance to benefit from the teaching aid to a maximum.

Yet, projector film calls for the presence of a pair of conditions to guarantee the well-functioning of this teaching device. Keeping control over the room light comes in the first place jointly with calm. Thus, the aforementioned conditions encourage the pursuit of learning, and film projector appeared as a betterment of its prior teaching aids.

*1.3.4.3.2. Television.* The word 'television' is often traded on in people's lives. Television programs became preponderant in daily routines. On this account, Kubey and Esikszentmihalyi (2002) indicated that interest in television begins in infancy and incrementally grows up as individual's age. From this say-so, television can be considered as an influential teaching aid.

Thereon, the swift increase in numbers of births after World War II coupled with the quick rise of enrollments in schools and colleges in the United States of America, as

pointed by Scanlon (1959), and all this was accompanied with the eminent shortage of able teachers led to striving the fitting teaching ways. As a result, television has been suggested as the suitable aid device that may solve the problem.

Hereof, Freedman and Schnles (2002) insisted on the crucial role of television in education in these couples of words:

More than any other technology, television illustrates the critical connections among images in advertising, fictional stories, comedy, drama, news broadcasting, documentaries, information on the web, film and video, and even from outer space. (2002, p.16)

Thereupon, the television came on stage as to supplement teaching in various ways. It is primarily a source of information for almost all people. In this context, again Freedman and Schnles reported that television in the United States works as a ‘national curriculum’ (Ibid, p. 17).

Furthermore, televised-instruction nurtures students’ learning experiences about culture (visual culture, visual arts and so on). In contrast to written texts, learning visually through images illustrated by television is powerful (Ewen, 1988). A propos this point, perceptual learning can be fostered when senses are stimulated by images, videos, and other audio-visual teaching aids.

**1.3.5. Considerations for using audio-visual-aids in ELT.** Audio visual education is one of the most frequently developing aspects of teaching. The proper utilization of such instructional aids depends on teachers themselves who are fully responsible for deciding what to choose among a hodgepodge of aids and how to apply them to the teaching learning situation in accordance with students’ requirements. On this account,

it is essential to follow a set of principles for a successful integration of teaching aids takes place.

**1.3.5.1. Audio-visual-aids as supplementary not substitutes.** First of all, it is noteworthy to spotlight Kinder's (1942) note on the use of audio visual aids in education. Thereon, teachers should learn about these audio visual aids in order to adequately apply them in classrooms; however, another significant point of no less utmost importance which imposes itself is the necessity to understand the fact that these instructional tools are no more than aids integrated to facilitate and enhance teaching learning process.

Upon that, Starnes (1940) likewise agreed on teacher education about the employment of audio visual aids in classroom. Hereof, convenient application of audio visual aids demands learning about how to use these teaching aids in correlation with the notion of perceptual learning which occurs through sensory interaction. Besides, the perception of audio visual aids as auxiliary means rather than replacing teacher's role is extremely accentuated.

Audio visual aids play a substantial role in education in general and an extremely substantial role in foreign language teaching more particularly. But a set of norms is assigned to such instructional teaching aids; it is not just like an out-of-step teaching. The adoption of teaching aids is confined to strictly apply them to only supplement teaching.

**1.3.5.2. Check-up system.** The second principle for using audio visual aids in classrooms is the system of 'check-up'. Thereupon, teachers and students as well are requested to accomplish their tasks respectively. It is demanded from teachers in the first place to inform students about the teaching aid supposed a film strip beforehand,

and after displaying that instructional tool, a list of questions is prepared for students apropos the film strip and it is supposed to be answered (Lake, 1939).

In doing so, optimal outcomes relating to the handling of audio visual aids can be attained. For instance, learners who may be poor listeners are given the opportunity to grasp the main idea when the teacher provides students with a brief summary about the teaching aid in advance. Henceforth, these students can profit from the lesson being supplemented by audio visual aids to a maximum. In this respect, the selection of the teaching aid has to be adjusted to the course content to be taught.

In agreement with lake's prospects, Dickter (1942) in addition to his approval on necessity to feed students with a brief backdrop about the teaching aid precociously and afterward asking them some questions to check their information about what is retained from the instructional device, he went on insisting on the pressing need for checking up the effectiveness of teaching aids on students' progress in terms of formal evaluation.

The principle of check-up system is fundamental in audio visual education for it seems asset to gain insights into how students can benefit from the different sorts of teaching aids chosen by the teacher to help in delivering the instruction mainly in a foreign language setting since these instructional tools carry vividness, dynamism, and realism into classroom and reduce the use of mother tongue language in a foreign language context.

**1.3.5.3. Building social skills.** Audio visual aids are more than important instructional tools intended to help in presenting lessons to students. However, they are valuable in establishing public relations and this is another principle of embracing audio visual teaching. In this context, audio visual aids are found to be influential in learning and



the appropriate choice of aids that address students' senses may result in stimulating students' reaction on teaching methodology and teaching materials.

Then, as a response to the teaching aid, students are more likely to produce pictures of diverse connotations for example and establish public relations through these pictures. In this sense, students' performance can be seen as an intermediate to build relationships with the audience through showing students' acts. As Hart and Wenger (1941) pointed out, teaching that is devoid of acting or without a final product tends to be nearly senseless.

From the previous point, drawing the attention to the chief part pictures occupy in setting relations with public; pictures of varying types (wall pictures, motion pictures or whatever) have a profound impact on prompting creative activities and creating engaging learning situations. In consideration of this, Martin (1939) referred to the pivot of motion pictures in showing the public schools or colleges made films or pictures or whatever.

The principle of building public relations is central for it is thought-provoking and compels students to produce final products that are going to be displayed in public. It is an opportunity for students as well as the school crew to communicate the work performed by students and build relationships with different audiences. Ergo, implementing the principle of building relations among the foremost principles of teaching is avail.

The paramountcy of audio visual aids is acknowledged in most education settings. Integrating audio visual aids in classroom teaching under the condition of not overusing them and marginalizing teacher's presence leads to admirably delivering the instruction and keeping students focused. The desired results can be attained only if an adequate

follow-up is tied to the teaching aid to keep control over its accordance with the course content and students' capacities and experiences.

**1.3.6. Importance of audio visual aids in the thematically-driven teaching of civilization courses.** Teaching the foreign language demands facilitating tools in order to ensure an effective teaching and learning. Teaching civilization courses is significant in EFL settings because teaching students, whose native language is not English, civilization courses through the target language is an unavoidable undertaking (Damar, 2013). Learning about the others' civilization is a fundamental step towards the achievement of a primary goal that is to develop students' linguistic and content learning abilities.

There is a growing need to increase the teaching of civilization in EFL contexts in regard to the greatest role such a broad term, civilization, plays to expand students' knowledge about a variety of themes related to the target country and language. Herein, current teaching approaches, mainly theme-based approach, profoundly encourage the incorporation of audio visual devices as a technological aid in order to facilitate the hard task of foreign language teaching and learning (Kea, Whatley, Richards, 2006; Dema & Moeller, 2012).

Learning civilization courses entails for instance students' exposition to the others' historical, economical, and basically cultural aspects. In such a learning situation, direct contact with the foreign learning contexts tends to be a requisite experience foreign language learners should undergo, and this can be easily created through Audio visual sources (Cakir (2006, p.68). Therefore, he argued that an audio visual source:

shows them how people behave in the culture of whose language they are learning by bringing into the classroom a wide range of communicative situations.

Accordingly, learning that is organized in a thematic manner requires the use of audio visual aids as facilitating tools intended to be applied in a due way so that beneficial learning outcomes would be achieved. Thus, students by means of the target language when adequately employing convenient audio visual aids can immensely benefit from concrete learning occasions.

Regarding the eminent hardship students of English as a foreign language encounter when it comes to communicate orally or in a written form, teacher's fundamental role with the due implementation of audio visual aids can facilitate the task of learning about the foreign culture, history, politics, art, and every aspect of civilization as a whole. In this context, as far as theme-based teaching objectives, audio visual devices, EFL setting, and civilization learning are altogether concerned, improvement of teaching-learning process can be explained in different ways, and the major areas are displayed in what follows.

**1.3.6.1. Encouraging innovation.** The current age is characterized by the actuality that most people of different age show their connection to today's technology shaped in the form of You Tube, Facebook, or any other website where numerous videos are available and any individual can watch or review at any time. This era represents the period of swift technological inventions that tend to be increasingly utilized in everyday life (Valles, 2014).

The transformation of the world due to the emergence of new technologies extended to the foreign language teaching and learning districts. On that account, the process of learning and teaching is in a nonstop variation; the need to incorporate audio visual

devices as a configuration of technological revolution is speedily growing (Chun, Smith, & Kern, 2016). Learning the civilization subject matter through the target language requires a high degree of innovation that is framed in evolving audio visual equipment (Cise, 2013).

Innovative audio visual sources can facilitate the delivery of civilization courses when for instance the core of the lesson is about historical events; it affords a multifarious sort of educational tools to be utilized in order to simplify and boost the learning undertaking (Rugut & Makewa, 2016, p.49), correspondingly, he explained how audio visual aids are helpful in education as it follows:

Audio-visual aids takes the forms of technological devices, amongst these are: tape recorders, radio broadcasts, public address system, overhead and opaque projectors. As teaching resources, they are useful for the presentation and clarification of information

In the light of what has been aforementioned, a variety of audio visual sources can offer a myriad of ways to enter technology in teaching, and this may render it more innovative. Foreign language learning requires newness in terms of teachings ways opted for in the wake of evolving technologies.

**1.3.6.2. Authenticity.** Foreign language learning is a demanding process for both teachers and students since many facets are expected to be carefully considered. English is the nonnative language of students, and the cultural background of this language is something new to students. In this era of Internet and cutting edge technologies, teaching and learning can invest in this technological transformation, and become easier, more practical, and real as reported by Rasul, Bukhsh, and Batool (2011, p. 79),

“They concretize the knowledge to be presented and help in making learning experience apple real, living and vital”.

Again, it is worth referring to the current epoch of Wi-fi (abbreviation of wireless fidelity as revealed by Oxford Advanced Learner’s Dictionary), and other forms of Internet connection inserted in mobiles, tablets,...etc that increasingly affect the field of teaching and learning practices. In this context, people all over the globe can benefit from these sources and participate in an authentically-driven courses in which direct and lifelike learning can happen with no consumption of time, efforts, and energy (Ho, & Intai, 2018).

Audio visual devices have been firmly recommended to be implemented in EFL teaching and learning in regard to their advantages. Different studies carried out to impact of audio visual aids as additional, and facilitating tools on raising EFL students’ understanding of difficult concepts of history (Ekinci, Karakoe, Hut, & Avci, 2009; Desousa & Van Eeden, 2009).

Additionally, work on discovering the effectiveness of audio visual aids with all kinds in enhancing teaching and achieving a durable and vivid learning has been continuous (Saripalli, Sailaja, & Rao, 2018). Yet, emphasis continues on confirming the positive role of audio visual aids in affecting education as whole, and in enhancing the rate of retention in content courses which leads to cope with problems faced with learning complex knowledge ( Mathew & Alidmat, 2013; Ling, 2014).

Yet, it is revealing to mention Gopal’s (2010) work on the significance of audio visual sources in educational settings. This latter is informative about the usefulness of audio visual aids in situations where teachers find themselves in dilemmas to accurately transmit contextualized information through successfully resorting to nonverbal

communication peculiar to the home culture of native speakers of English (Ibid.). Therefore, audio visual aids saves teachers' time and efforts to properly create an authentic motivating learning.

**1.3.6.3. Individualization.** The learning gains can be evaluated by the extent to which the needs of students of different learning abilities are considered; students' needs and interests tend to be placed at the top rank in learning teaching atmosphere. Herein, it has been stated that the employment of audio visual aids in classrooms increases students' self-reliance in constructing their learning, and it also helps in evolving students' different abilities to learn (Samreen Akram et al., 2012; Ashaver & Igyuve, 2013).

Students' learning styles differ from one student to another. There are students who learn when they see and visualize the information while others learn better when they utilize the sense of hearing, and another category learns better when they reflect on the content by doing (Sahin, Sule, & Secer, 2016). In other words, an effective learning occurs within audio visual-based teaching only if students' needs and their learning differences are placed as the focal concern.

Furthermore, audio visual-based learning highly counts for students' different learning styles and capacities. Thus, audio visual-based instruction can address students from diverse classes: visual, auditory, tactile,...etc, it provides every individual with an opportunity to be involved and engaged in learning (Salazar & Larenas, 2018).

Finally, students' needs are focalized in thematically-based teaching and audio visual devices highly support the centralization of students' needs as far as their

learning abilities are dissimilar. Such a kind of learning can be successful as long as students' needs are concerned.

**1.3.6.4. Cultural awareness.** Learning the foreign language necessarily imposes the learning of its culture since the two concepts culture and language cannot appear unaccompanied (Iscan, Karagoz, & Konyar, 2017). Through audio visual devices, students are allowed to be directly exposed to the target language and culture; it is possible to understand and distinguish the fundamental tenets of their home culture as stated by Isisag (2010). Becoming culturally aware of the others' beliefs, attitudes, and behaviors can widen the scope of individuals' acquaintance with the foreign culture.

The use of audio visual sources offers opportunities to explore different aspects and specificities of the target culture. On that account, it might be possible to directly view native speakers' behaviors and determine how is all that distinct as compared to other culture; tolerance and awareness about the existing cultural diversity among cultures is a significant leading factor in foreign language learning situations.

**1.3.7. Audio visual aids as tools to enhance students' writing for civilization.** In EFL learning environments, there is a growing need to be eclectic and flexible when it comes to deciding about the most effective teaching methods and techniques. Language skills named listening, speaking, reading, and writing constitute the major concern because students' communicative abilities are heavily depending on their development at these five integrated skills (Maung, 2014). Therefore, teaching writing, or any other skill, is an integral part of foreign language learning.

Civilization courses form the essence of foreign language learning because learning the structure of language separately cannot lead to beneficial outcomes. Accordingly, it has been shown how the all-encompassing term 'culture' to which students in foreign language learning are presented can be experienced, and in such learning situations, they are expected to "see the full picture of the culture of a society" that can be immensely defined in terms of "traditions, myths, values, norms, customs, legends, history, religion, civilization, and the geographical location" (Hesar, Conka, Zarfsaz, 2012, p. 69).

On the one side, theme-based teaching suggests a model that integrates content and language skills in order to develop students linguistic and cultural skills. Writing skill is found complex to teach or learn especially when its difficulty is attached to the difficulty of learning the civilization subject; however, precepts of theme-based approach displayed the usefulness of audio visual aids for such circumstances.

Audio visual sources help students learn by stimulating their different senses, and it is helpful to consider the model of Dale's Cone of Experience (figure 2, p.) which expresses how learning can be meaningful when senses are used to decode content. Hence, the biggest share is devoted to learners who learn by doing as they experience real learning; visual learners are classified in the second position, then the last rank is given to auditory learners.

Dale's model is informative in the sense that it helps in understanding that learners learn by using different senses and they do have different characteristics; each individual has a peculiar learning style that is distinct from others' learning style. Besides, this model indicates how learning can be



simplified when knowledge shifts from an abstract, complex state to a more concrete, and simple state.

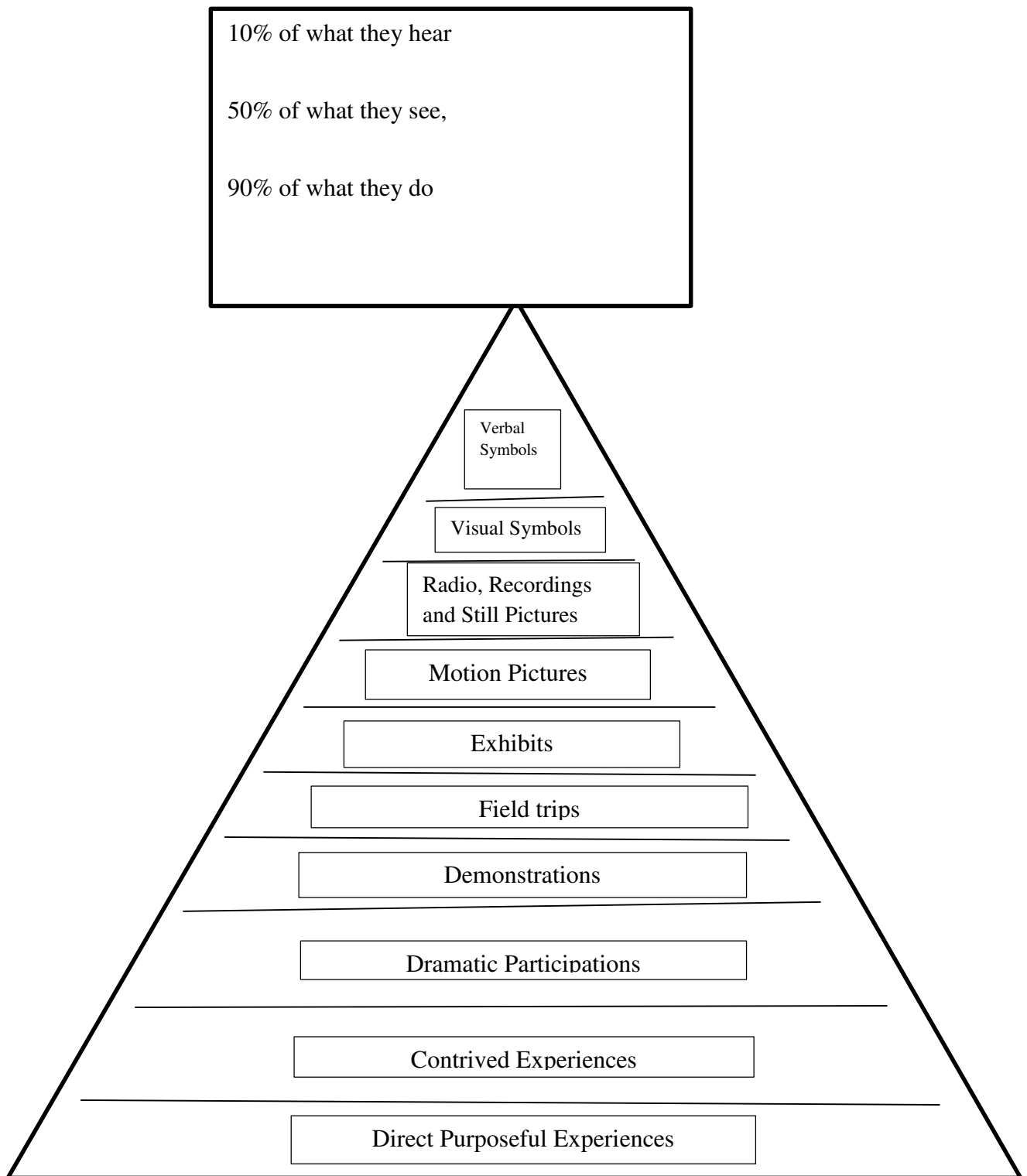


Figure 2. Dale's Cone of Experience (Adapted from Canei, 1901, p. 12)

### ***1.3.7.1. Theories of Audiovisual aids.***

*1.3.7.1.1. Audio lingualism.* English language teaching is increasingly gathering interest. Among a wide variety of learning and teaching theories emerged during 1900s, the audio lingual teaching method was prevailing in regard to its basic principles. Accordingly, Mei (2018) argued that the audio lingual method came into sight after the World War II in order to improve the American armed forces' language proficiency in general and speaking and listening skills mainly.

Moreover, this teaching method brought the idea of using technology to teach foreign languages in an efficient and advantageous ways (Ibid.). Correspondingly, audio lingual teaching highly supports the implementation of different audio visual aids, sound and picture, for better learning and sound teaching as well.

Audio visual aids came on the scene within the appearance of the audio lingual method as tools to facilitate the teaching task by considering the teacher-centeredness of this teaching method which is also named as the American method of language teaching (Nurdevi & Hijrah, 2013, p. 190). In other words, the teacher-oriented teaching era witnessed the prevalence of some types of audio visual devices.

*1.3.7.1.2. Visual Learning.* Language teaching and learning had been revolutionized to become more inclined towards learner-centeredness in the wake of globalization and the exponential advancement of technology (Nonkukhetkhong, Baldauf, & Moni, 2006). From this stance, in educational settings, learners can choose from a wide range of fully fledged technological sources all what is satisfactory to students needs in learning situations.

Thus, the availability of pictures, maps, graphical representations, slides, television, and videos for instance are useful in foreign language teaching and learning; learners when employing senses especially their eyes can easily process information and retain better as revealed by Philominraj, Jeyabalan, and Vidal-Silva (2017). The use of ears and eyes in learning is therefore significant, but the eyes are largely emphasized not in the sense that hearing is completely marginalized.

Visual learning is a way to represent the necessity of different sorts of audio visual aids in teaching and learning settings. This method emblemizes the role of learners as self-reliant, and teachers act as facilitators rather than providers of knowledge. Contrary to the audio lingual method, visual learning method fosters creativity on the part of learners, and audio visual aids play a fundamental role for an effective learning can occur.

**1.3.7.2. Techniques to use audio visual aids in ELT.** Today's education seems different in terms of the necessity it demands in order to fulfill digital natives' requirements; this particular age group is given an opportunity to make use of Facebook, Twitter, blogs, YouTube, and media for instance (Kolikant, 2010). In other words, learners today, unlike in times past, have unlimited choices when it comes to decide about the appropriate technological device by which learning can be assisted.

Audio visual aids can reinforce the teaching learning process under the condition of adequately implementing them. Thus, it is essential to position learners' needs as the main point of concentration; the element of content relevance is key (Idris, Shamsuddin, Arome, & Aminu, 2018; Abubakar, Abdullah, Ali, & Kabir, 2018). Herein, the undisclosed part lies in the close relationship between learning objectives and the

content covered in audio visual sources. This latter should be reflective and stimulating so that learning can be beneficial.

Furthermore, there is another technique that may help in successfully applying audio visual resources to foreign language teaching and learning is the repetition of important strips for example so that learners will be provided with more than one chance to understand the content and directly respond in different ways (Maharani, 2017). Correspondingly, repetition technique aids learners through hearing and seeing words understand content presented in the electronic device that is the audio visual source.

Yet, the application of audio visual aids in foreign language classroom still requires rigorous considerations especially for the selection of qualified material. Accordingly, the utilization of longer videos may detract learners' concentration and interest; making some cuts may immensely help for better pursuit of learning (Swaffar & Vlatten, 1997; Yoshida, 2013).

English language teaching is bursting with vitality; technologies' evolvement is growing rapidly. When words are backed up with visual and auditory representations of different kinds, learners can easily grasp the information and construct meanings; however, such a striving for successful learning demands careful application in which many criteria should be highly regarded.

## **Conclusion**

Audio visual aids emerged in 19th century to become increasingly a significant part of education. An effective teaching accounts for many aspects, and the integration of helpful instructional tools that are in convenience with students' requirement is a growing need especially within the swift growth of technology and its predominance

on people's lives. The demand to teach by advanced audio visual aids is rapidly augmenting as technology is in an instant sophisticating. Teachers are allowed to pick up from a bunch of cutting edge technologies the most fitting aid devices in regard to their appropriateness to students' needs and learning style. Thus, considering the requirements for using audio visual aids to supplement teaching is imperative for a successful teaching and learning occur.

## 1.4. Academic Writing

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Conclusion

## **Introduction**

Writing is more than merely picking up a pen to insert ink on a paper. The embodiment of experiences is reflected through writing in which cognitive and social processes take part once writers commence composition in the life course. Writing for pleasure differs from writing an assignment or a research paper to be submitted for future publication. In the former case, restriction to a well-defined variety of standards is assigned, and it is the property that sets academic writing apart. This chapter starts with providing an assemblage of definitions attributed to academic writing. Then, features of academic writing are clearly stated. After that, the attention is drawn to ESL writing compared to EFL writing contexts. Next, a suite of teaching approaches to academic writing are introduced and followed by an outlook on American writing style related to academic writing in which a number of significant points are covered from explaining the difference between standard American English and standard British English towards noting overall characteristics of American writing style with regard to its counterpart British writing style. Ultimately, this chapter ends up with discussing the issue of writing assessment taking into consideration the need for assessment, the status of assessment in a globalized world, and different scoring methods are accentuated.

**1.4.1. Defining Academic Writing.** Writing is one productive skill in language learning and teaching. Most frequently, either native or nonnative speaker students in schools are required to write an assignment, a research paper or whatever piece of writing. In this situation, academic writing imposes itself to be the benchmark of proficiency in English language. Academic writing has been defined from diverse angles but there are at least some elements which are on the same wavelength.



Horowitz (1986c, p. 452) tacitly defined the academic writing by referring to the role of academic writers in the following words:

the academic writer's task is not to create personal meaning but to find, organize, and present data according to fairly explicit instructions.

Likewise, Bowker (2007) identifies academic writing as 'a special genre of writing that prescribes its own set of rules and practices' (p. 3). Oshima and Hogue (2007) assert that academic writing as compared to personal and creative writing is formal and it is confined to an assortment of norms.

Then, Sword (2012) adds the fact that tenets of academic style can be sketched although writing styles remarkably vary; even the ways of expressing one's ideas and thoughts are peculiar to every writer, but there are conventions that are at every writer's disposal.

Chin, Koizumi, Reid, Wray, and Yamazaki (2012, p. V) defined academic writing as it is 'a general term that refers to all writing created for the purpose of study'. Thus, academic writing can be distinguished in terms of its specific-oriented audience.

According to the aforementioned meanings attributed to academic writing, one common point can be noticed that is academic writing is characterized by its particular set of rules, conventions and forms, and this what makes it distinct from other types of writing.

**1.4.2. Features of Academic Writing.** Writing a letter or emailing a friend is not harmonious with writing in an academic setting. Academic writing sticks to a definite set of standards. There is a set of characteristics that distinguish academic writing from

other types of writing. According to the view of Gillett, Hammond, and Martala (2009), lineaments of writing academically are stated as follows:

- The relationship of academic writing to its audience: in the academic world, whoever is the reader plays a major role. Students are not writing for themselves; however, it is important to bear in mind the reader's judgment with respect, of course, to the determined standards of an academic writing.
- The use of formal vocabulary: the proper choice of words fitting the academic context in writing is required. Casual language commonly recycled in daily life conversations has no little room in academic location/milieu.

Students may find themselves in dilemmas when it comes to the decision upon formal or informal language since each context, formal, less formal, neutral, informal, presents its specific use of language (Priscilla, Ravishankar, Renganathan, Parthiban, Arappan, & George, 2004) For instance, substituting multi-word verbs by one verb is preferred in formal language of academic writing for the sake of clarity. Multi-word verbs are to a great extent fitting spoken English rather than written English.

- The use of the passive voice in academic writing: most often the passive voice sounds to be a solution, when the intention is not to throw the load on the subject and not to focus on the doer of action as Bailey (1996) underscored: 'one reason people write passive voice is to intentionally leave out the actor' (p.66). Thus, nominating the passive voice as an alternative is asset to avoid the use of offensive language.
- Cautious language: it is crucial to clearly state the writer's position towards the issue on the basis of what had been previously reviewed. Besides relying on argumentation and logic is the core of academic writing. The academic writing

tends to adopt from the scientific method the logic of accepting the rule as it is and taking the standards for granted (Bourdieu & Passeron, 1994). Therefore, standards of academic writing are firmly arranged with the absence of any possibility to be bypassed. Clarity, structure, and accuracy are often peculiarities of academic writing.

- Objective Vs Subjective Language: academic writing opts for objective language as a powerful means to figure out academic writers' ideas. No room in academic writing is left to the intervention of feelings, emotions and subjective judgments.
- Emotive Language: word choice is prominent for academic writers. Careful selection of items fitting the academic context is highly required. Accordingly, words like 'unfortunately, luckily' and so on are undesirable in academic environment. This is eminently evident in Starky (2003, p. 84)'s words:

Let your reader hear you, not your impressive vocabulary or  
your attempt to sound like what you think they want to hear

As can be noticed from Starky's quotation, there is no even margin lines dedicated to the interference of the writer's feelings or intentions in any academic setting because only unemotional language can appear.

- The use of questions: overusing questions is stereotyped in non-academic settings. Contrariwise, academic writing calls upon decreasing or avoiding if possible the employment of questions.
- The use of contractions: contracted forms are recurrent in spoken language. Formal frame demands more accuracy and clarity in any academic piece of

writing. If contracted forms exist within quotations, in this case they cannot be altered.

- **Critical writing:** writing academically necessitates writing with an open eye. Starting with a review to some viewpoints, then presenting the writer's stance substantiated with proof. Writing critically means converting theory into practice as long as prior knowledge is concerned.
- **Referencing:** it is worthy acknowledging others' work to add more credibility to the academic piece of writing. Academic writing is shaped by its own characteristics, unlike personal or creative writing in which writers are not obliged to conform to the academic conventions. Academic writers, as revealed by Pecorari (2008), need to know how to correctly use sources in order to preserve others' properties and avoid what is known as 'plagiarism'; otherwise, stiff penalties would be subsequently set as a result of such phenomenon.

**1.4.3. Academic writing context.** A glance at the expression: 'academic writing context' may orient to thinking of the mere existence of a single academic writing context with a range of standard stipulations that specify it to be academic or professional. Writing; nevertheless, in an academic context entails accounting for the position of the language, in this case being English, utilized for writing. In other words, considering writing in English as a second language context or in English as a foreign language setting is extremely important.

**1.4.3.1. Academic writing in EFL settings.** Academically writing in another language (EFL), neither the first nor the second language, tends to exhibit a deviating path although it may display resemblance to academic writing in ESL situations. Indeed, more attention about differing academic writing contexts is pressingly needed. In this

sense, as revealed by Manchon (2009), it is essential to make clear that writing academically in EFL case yields to considering variant points which are stated below.

Academic writing in EFL circumstances is, on the one hand, characterized by its peculiarity. In so doing, it is content- driven as compared to its counterpart which is ESL academic writing. In accordance with this vision, Bruthiaus (2010, p. 366) confirms the attentional focus of EFL writing instruction on content in the following words:

Students are expected to display high proficiency and be capable of studying not just English but also wider content, including the complex dimensions of World Englishes themselves, through English. However, this focus largely bypasses a vast constituency, namely learners living in settings where conditions are of the English as a foreign language (EFL), not English as a second language (ESL) type

Emphasis is, accordingly, put on content rather than language per se in EFL settings as far as academic writing is concerned. In turn, the target language is the means through which knowledge/content can be learnt. Therefore, foreign language learning entails the attachment of content and language in order to achieve the main goal of teaching and learning.

Then, teachers in EFL conditions are, on the other hand, required to be aware of the fact that academic writing is not confined to a unique context, but rather, it encompasses a variety of diverse contexts. From this stance, teacher education issue is of a paramount significance in EFL writing pedagogy (*loc. cit.*). Thence, sensitizing teachers to the distinctiveness of writing in EFL atmosphere is requisite so that a decent selection of teaching materials and methods compatibly takes place.

Turning back to students who are supposed to be EFL writers named ‘EFL student writers’, the situation is somewhat manifold because of the interference of cognitive and social aspects in approaching writing. In Ortega’s (2009) perspective, transfer and ‘multi competence’ are pivotal in EFL writing pedagogy. At this point, EFL students’ prior experience enables them to possess a sort of multi competence and stumble upon alternative ways to express a multiple of ideas. Complying with this stance, researchers for years ago elucidated that in an EFL writing context, if students have little experience in L2, they automatically resort to their experience (Connor, 1996; Hinkel, 1994).

As a final word, teaching English as a foreign language is extremely important in regard to the growing momentum EFL pedagogy is gathering. Academic writing is a significant area that deserves more attention in EFL teaching; using the target language which is mostly practiced in only a determined context that EFL classroom.

**1.4.3.2. Academic writing in civilization class.** Learning English in EFL contexts entails concentration on developing students’ communicative competence that might be underlined in higher education as the principal goal; interest in culture- oriented research is increasingly becoming higher outside Algeria and also within the Algerian context (Ali, Kazemian, Mahar, 2015; Yeganeh, 2015; Li, 2016; Chaouche, 2016; Belkhiri-Benmostefa, 2017; Mirza, 2017; Bouslama & Bouhas Benaissi, 2018; Farooq, Soomro, Umer, 2018). In this view, students of English are required to master the basic skills, productive and receptive, so that they can culturally communicate with the target language and successfully transmit meaningful messages (written or oral).

American and British civilization subjects are by far the central pillar of the foreign language classrooms. Learning the foreign language disconnectedly from its content may bring no advantages to students of English. (Risager, 2007) accordingly asserts the

usefulness of thematic dimension to the teaching of content as it is the case of civilization courses in which the element of culture is immensely represented.

In other words, learning about people's customs, attitudes, beliefs, or historical, political aspects of the target language country happens by students' nonnative language; practice of the form of language simultaneously takes place with knowledge learning. Byram and Morgan (1994, p. 4)'s quotation can explicitly reflect the interconnection of language use and culture use for content learning (example of civilization subject) as it follows:

Information about politics, education, and family life, geographical and social features for example is a necessary support or 'background' to knowledge of grammar and meaning

Yet, in civilization courses, students are extensively exposed to the target culture, and language. Learning is contextualized since students tend to be in this course transported to try learning about different culture and content. In such circumstances, it is also important to express themselves through writing or speaking.

Writing in an academic setting, civilization course, about content related to the teaching-learning process of civilization subjects students are obliged to accomplish seems difficult especially when it is vital to write different sorts of products since all this demands a great deal of training drills mainly emblemized as civilization related activities.

Academic writing is the essence of content modules such as literature and civilization courses that constitute the third of the syllabus at English Departments in Algeria (Missoum, 2011). Besides, learning civilization courses

is set to be based on teaching methods and techniques that promote students' academic knowledge and skills.

In this vein, Lazar (2003) implicitly referred to the significance of integrating content and language for teaching culture, and practice within this framework is the chief factor of success. Results of his study revealed that despite the strong requirement of practicing content learnt to enhance language skills, most teachers still could not constantly centralize focus on frequently implementing content and language joined activities for the teaching-learning of civilization courses (Ibid.).

Finally, the main concern in foreign language teaching and learning is the students' communicative intercultural competence, academic writing is one requisite skill for content modules, like the civilization subject, learning. Writing about content-related topics tends to be a hard task to handle but it is also possible to develop by time.

**1.4.4. Writing within theme-based approach.** The situation of learning English by non-native speakers appears critical for teachers and students alike; it demands extra efforts and time in order to realize the goal predetermined (Abrar, 2016). Using English as means by which students are taught may display difficulty to understand the whole subject matter. Therefore, theme-based approach shows ability in helping students understand the content and at the same time build a solid ground of four language skills; TBA is represented as an effective teaching model particularly in EFL/ESL contexts (Kim, 2005).

Writing skill is a complex skill to develop, and it heavily requires work and patience on the part of teachers and students as well but this does never diminish its importance and usefulness (Shangarfan & Mamipour, 2011). The application of TBA in foreign

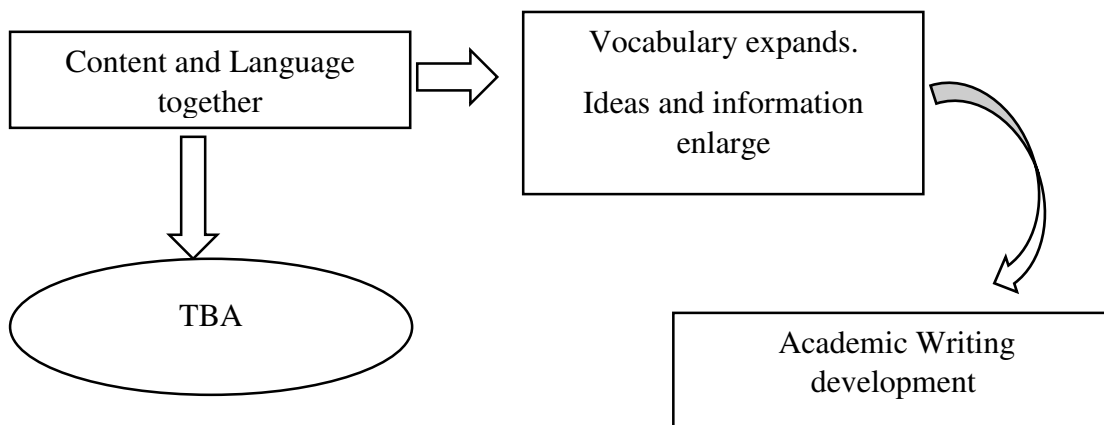


language learning, civilization courses in particular, can facilitate the teaching-learning task. On that account, writing in the former academic setting has its peculiarities, and it basically differs from standard/ traditional academic writing courses in which students are asked to compose depending on their personal experiences or general information (Khonsari, 2005). In other words, TBA explicitly lays the ground for stimulating conditions that can push students with no fears engage in academic writing; thematic-based teaching gives students the opportunity to write relying on what is learnt (classroom discussions, handouts, required readings, videos' content,...etc) (Ibid.).

Theme-based model is rapidly gaining approval in EFL contexts, but discussions centralized on TBA revealed that this pattern of content based approach presents no strict way of application; however, it offers a great deal of flexibility and eclecticism (Dickey, 2001). From this stance, some guidelines about how to properly implement TBA for developing mainly writing has been widely provided.

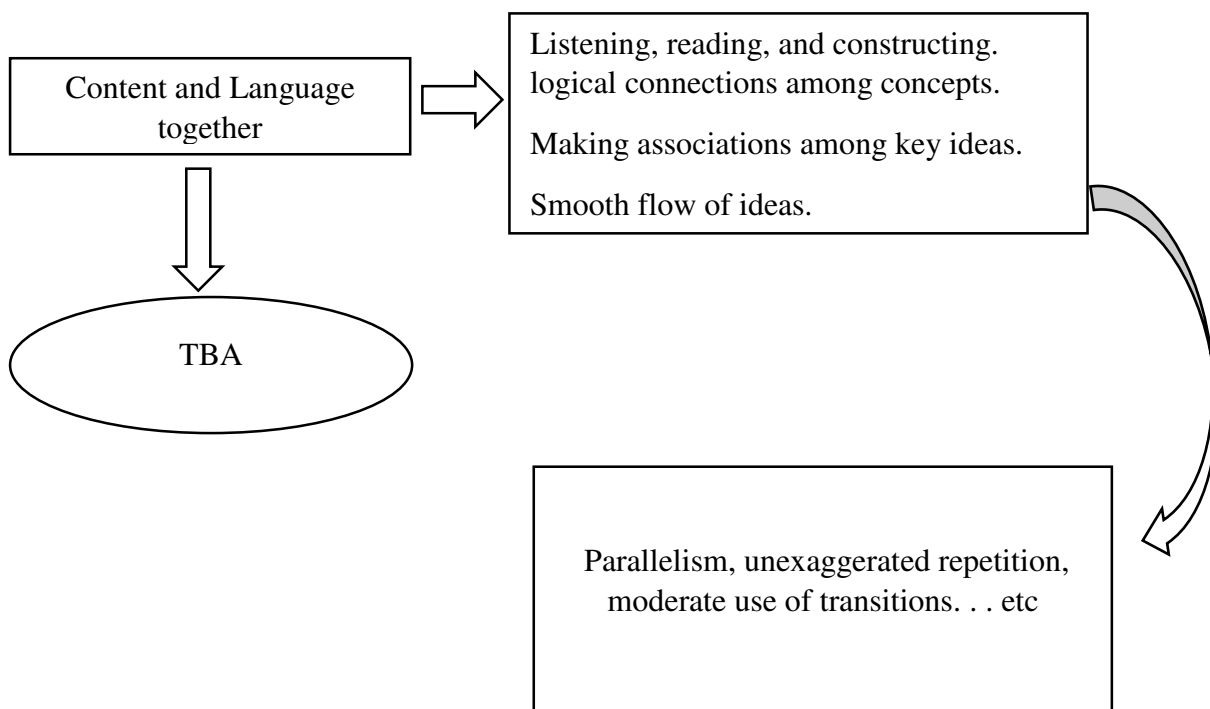
Upon that, TB teaching mostly concentrates on evolving not only lower order thinking level, but also higher order thinking skills, and taking maximum steps forward (Suwannoppharat, & Kaewsard, 2014). In thematically-driven instruction, students are expected to intensively construct arguments, analyse, evaluate, interpret, synthesize, and summarize for instance; such case demands the intervention of advanced thinking skills in order to write a coherent piece of writing (Ibid.). For better understanding the effect of TBA on academic writing in terms of different areas, the main elements that constitute the nucleus of theme based teaching-learning are stated separately in the diagrams below.

**1.4.4.1. Content.** Diagram 2. TBA and the component of Vocabulary (Villalobos, 2014)



Based on diagram 2, TBA can directly drive to the enlargement of students' container of vocabulary. Similarly, an empirical study was carried out by Persoa, Hendry, Donato, and Tucker (2010), and it affirms the significance of TBA through the analysis of teachers' classroom discourse in the meaning of improving students' scope of knowledge and academic content acquired. Ergo, the relationship between TBA and learning content and vocabulary is confirmed.

**1.4.4.2. Coherence.** Diagram 3. TBA and Coherence (Gabor, 2013)



Correspondingly, the integration of content and language in EFL learning environments can firmly facilitate teaching-learning process. TBA enables students to bridge between prior knowledge and new information; students can gradually link ideas together in a logical and meaningful manner, and this therefore helps them develop their academic writing (Ngan, 2011).

TBA validates its efficacy in improving a fundamental feature of academic writing that is coherence; an important tenet of TBA is to necessarily construct meaningful knowledge and assure unity, organization, clarity and readability of the whole written product (Poudel, 2018).

Coherence is indispensable for academic writing as it substantially guarantees the production of unified, organized, connected and readable piece of writing. TBA's major concern in developing academic writing skills centered on this key element of academic writing. Then, in order to clarify how to maintain unity among paragraphs to constitute a coherent work, the following table includes the general transitional words, and phrases contributing to coherence.

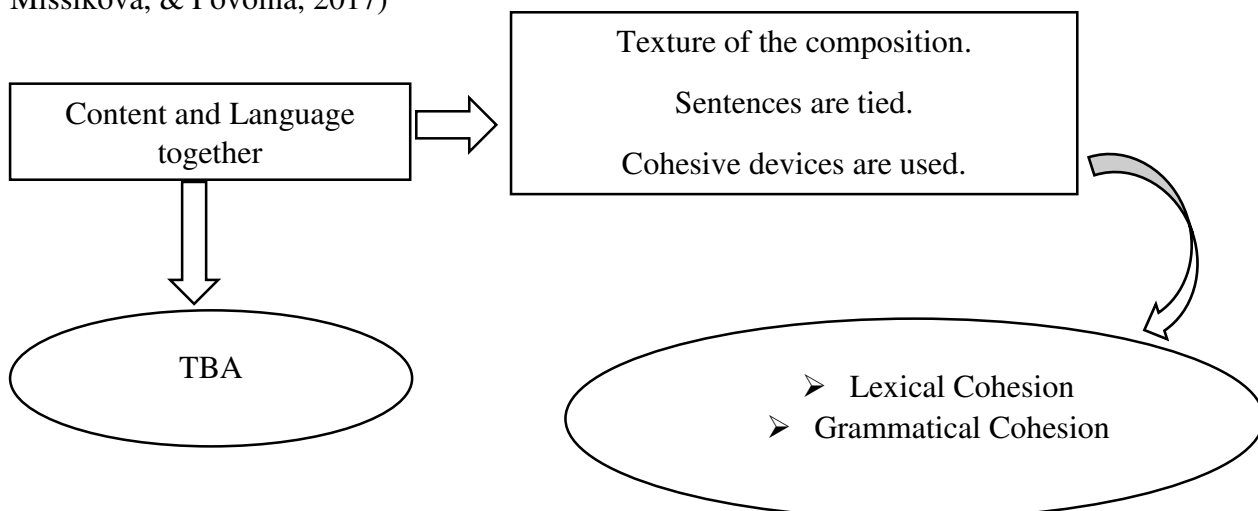
Table 1

*Summary of general transitional words and phrases*

Use/Context	Examples of Transitions
Extend, same level	and (mild), similarly, likewise, in the same way that, moreover, also
Extend, summative	then (mild), thus, therefore (strong), as a result, accordingly, in sum, in short
Exemplify/explain/ Contradict	for example, for instance, because, that is why, for Contradict but, however, although, in spite of, nonetheless, despite, even as, even so, that said, while, whereas, at the same time
Restatement	in other words, that is, in short
Conclude	in conclusion (please never use!), in the final analysis (avoid), given these claims, when it comes down to it, finally, ultimately, so
Temporal/narrative	after, before, until, eventually, in the long run (also conceptual), meanwhile
Deictic/logical	here, now, then, at this time

*Note.* Adapted from Hayott, E., 2014, p. 109

**1.4.4.3. Cohesion.** Diagram 4. TBA and Cohesion (Navratilova, Jancarikova, Missikova, & Povolna, 2017)

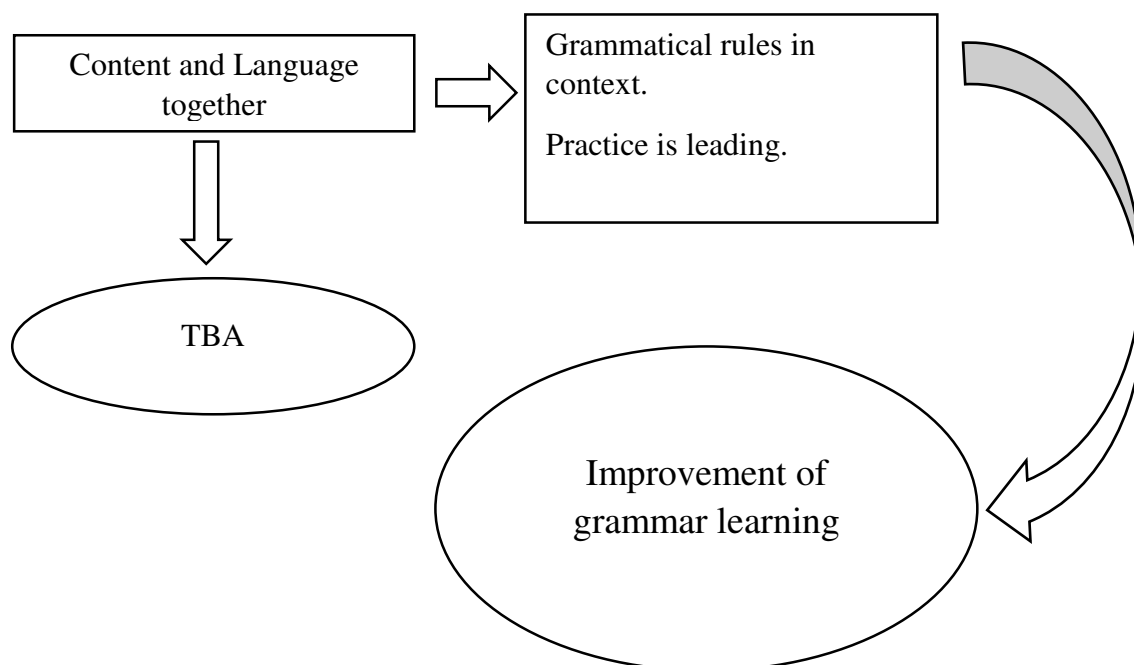


As far as diagram 4. is concerned, cohesion is crucial in theme based teaching in order to improve students' writing skills. Cohesion is another chief quality of academic writing, it may look at first glance similar to coherence, but it differs (Gabor, 2013). On that account, it is worth mentioning Shukurova's (2017, p. 143) incomplex definition of cohesion as it follows:

if a paper is cohesive, it sticks together from sentence to sentence  
and from para- graph to paragraph.

In regard to the aforementioned definition, it is eminent that cohesion plays a basic role for coherence to occur; cohesion refers to ties formed first at the sentence level, then such connectedness extends to the text level.

**1.4.4.4. Grammar.** Diagram 5. TBA and Grammar (Freiermuth, 2001)

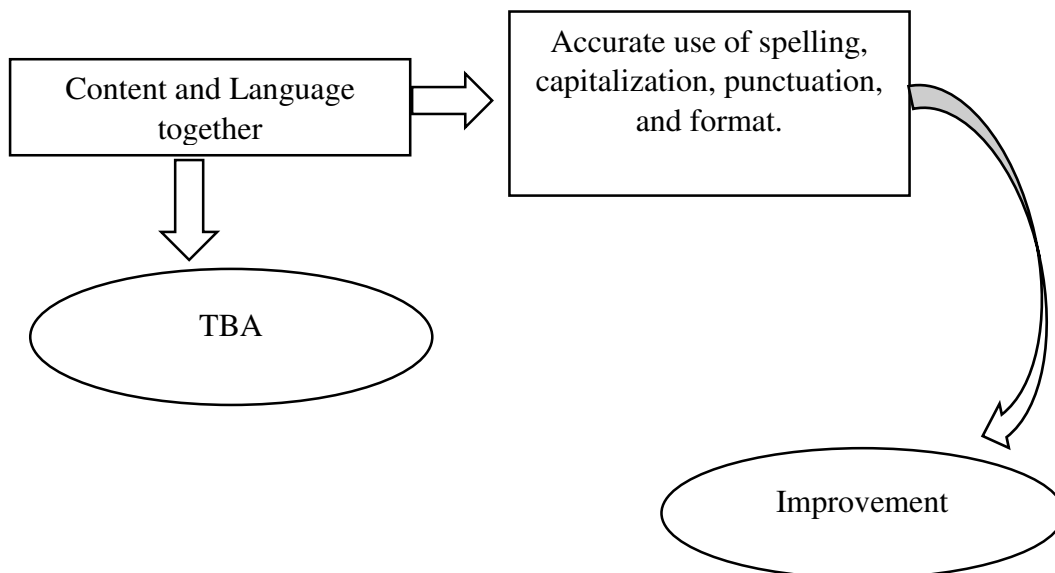


Theme- based approach recommends the integration of content and language, and this directly leads to the use of grammar as a notable component of language skills in context (Master, 2000).

Grammar learning in thematically-oriented courses is more constructive than learning various grammatical rules disjointly (Ibid.). The efficacy of theme based teaching derives from the simultaneous learning that may occur when combining content and form together.

Thus, the relationship between language and content is dual in the sense that each one serves the other; language is a tool by which to learn content and content is the source used to master language (Corrales & Maloof, 2011). Teaching grammatical rules while learning the subject matter can be effective for enhancing the quality of teaching.

**1.4.4.5. Mechanics.** Diagram 6. TBA and Mechanics (Naudhani & Naudhani, 2017)



Within the framework of theme based approach, students are not only encouraged to learn the subject matter and understand content, but they are also allowed to practice what is learnt through different activities (Prabhu, 1982). Yet, theme based teaching

supports the practice of academic writing skills, and the case of capitalization, punctuation and spelling is embodied (Ahmed & Bidin, 2016).

In theme- based learning, students are immensely compelled to actively participate, and think to react and communicate their ideas in different ways, through speaking or writing, and in both cases, accuracy is needed. Theme based teaching can improve academic writing skills in many areas mainly are content, organization, grammar, and mechanics.

**1.4.5. American writing style and academic writing.** The way language is made into use is inexorably tied to context within which it is enclosed. As a matter of fact, language use and the situation in which it is contextualized, as pointed by Kumarauadivelu (2003), are inseparably banded together. A wide variety of situations demands diversification of writing styles needed to adequately transmit what is intended to be conveyed. In this respect, academic setting calls for, in whatever manner, not to encroach the set of conventions ascribed to academic writing, and it, subsequently, appeals to the strict adoption of formal standard English; informal styles for the most part are recurrent in casual conversations and take no position in writing academically.

**1.4.5.1. Standard British English Vs. standard American English.** As far as the degree of formality is concerned, British English may be seen as being more formal than American English. Mair (2006) explained the reason behind such a regard by referring to the fact that American English shows a tendency towards what is introduced by Mair (1917a) as the colloquialism of written English just like the colloquial speech. In that, American writing style is apt to accept informality, mainly in the journalistic writing not the academic one.

**1.4.5.2. *Impetus behind Standard British/American English differentiation.***

Although it is the same term ‘English’ that is widely spread, separation between American and British English arose. Motives for such a distinction are varied. On account of Darragh’s stance (2000), causes of division are summarized in the following:

First, the environment often imposes, by necessity, alterations. In this sense, changes principally concern British rather than American English since settlers and immigrants from all over the world embracing distinct cultures came up with new words and the borrowing words fixed up later on in Standard American English to be static. However, British English was dynamic since within the advancements noticed by colonists, a consistent striving to find out new words best fitting to describe new situations was the colonists’ chief occupation.

Then, hinted at the massive history of the United States, beginning as being those colonies belonging to Britain, is advantageous to gain a thorough understanding of the origins of today’s powerful force in the world. After the declaration of independence, Americans aspired to not only obtain a political independence, but also the linguistic independence which grants a Standard language of America was amongst Americans’ preeminent endeavors. As a result, linguistic emancipation markedly realized to bring up America’s unique, standard, formal English which is moderately differentiated from Standard British English.

The aforestated discussion shed light on the apparent substantial grounds for the existing divergence between British and American English in general on the basis of Darragh’s point of view.

**1.4.5.3. *Features of American writing style for academic writing.*** American English is popular. It attractively became famous through a mass of media (television, radio)



which extensively captured the attention of public anywhere. From here, CNN programs, Hollywood films, Hip-Hop, Rap music exemplify the situation how American English became a worldwide dominant language (Maisuwang, 2012).

Academic writing dictates the approval of an idiosyncratic style. This latter refers to a series of admitted linguistic conventions and it has no business with literary style (Cutts, 1999). From this stance, on the basis of Joos's work, Gleason (1965) identified three keys, referred to in Joos' terminology as 'Styles', of American written English namely: formal, semi-formal, and informal keys. However, formal style/key is the only recommended American writing style in academic settings (Kenneth, 1993).

Similarly to Standard British Writing Style, which constraints respect to a file of accepted conventions applicable to any context, American writing style confines itself to an arrangement of formal standards consistently taken as parameter guidelines in academic writing settings. With due respect to this, even if American English writing style accentuates conversations where the reader plays the major role, this kind of conversations, regarding Langosch's (1999) claim, compels to strictly follow standards delineating formal American writing style stated in the following:

- **Wordiness:** as far as the reader is given prominence, omitting unnecessary words and keeping only needed information is fundamental for attracting the reader's attention.
- **Use of the appropriate language:** on this account, colloquial language, slangs, and all what relates to 'street language' (Ibid. p.6), is dismissed in American academic writing style. Tendency to language that is convenient to the context is, instead, upheld.

- **Redundancy:** repeating the same idea over again hampers the reader's willingness to continue reading the written work. However, precisely, concisely, and straightforwardly approaching the desired objective for writing academically is the key of success.
- **Avoidance of clichés:** Overusing the same words, phrases, and expressions is disallowed in American academic writing style for overrated insert of terms akin to other terms distracts the reader's attention.
- **Loosing construction:** The length of sentences is one of the benchmarks of American writing style. In academic contexts, it is marked by conciseness. Expressing ideas by employing short sentences is the main tenet of American writing style.
- **Euphemisms:** In cases where some words seem to be offensive, academic writers alternatively have recourse to inappropriate substitutions. In that event, undeliberate euphemisms happen. Euphemisms are rejected in American writing style.
- **Gender bias:** Avoidance of sexist language is needful. Thereon, in situations encompassing males and females, single pronoun he/his/himself should be skipped. Hence, the preferred way to get rid of gender bias is to utilize plural in lieu of singular pronouns, and passive voice.
- **Use of transitions:** the shortness of sentences singularizes academic writing for American English. On that, a smooth move from one idea to another is a vital part which can be ensured through the use of transition signals. Therefore, the skilled choice of transition signals guarantees the reach of coherence and cohesion in any academic piece of writing.

- **Focus on audience:** placing the audience at the center stage is the initial concern of American writing style. Upon that, asking the question to whom such writing is addressed is basic. Identifying the audience to whom the academic production makes concern in a way as if it is a conversation is prerequisite for success in writing.

The aforementioned points portray the constitutive aspects of American writing style according to Langosch. Correspondingly, Length of sentences which is set to be short; reader's driven focus; conversational force are altogether outstanding constituents of American academic writing style.

**1.4.5.4. Features of British Academic Writing Style.** British English is recognized for its consent on the establishment of an assortment of standards peculiar to academic writing to be taken as a reference for native and nonnative speakers of English alike. The European Commission Directorate-General for Translation (2005) proposed guidelines for formal Standard British English in academic writing as follows:

- **Spelling:** British English in terms of spelling constraints to a bunch of rules, for instance, the forms –ize and ise are correct. In addition, the use of the form –yse is accepted only in British English.
- **Use of diagraphs:** instances like an etiology, with the exception of words standing for no technical use, are possible in British English. In contrary to its counterpart American writing style in which ‘etiology’ instead is found in American usage.
- **Capitalization, geographical names, hyphens and compound words, and punctuation:** British English usually conforms to its particularized rules of punctuation.

- **Numbers:** the academic rule for writing numbers is that numbers up to nine are written as words while for 10 and above, figures are appropriate. Herein, consistency is required; meaning either words or figures should be consistently mentioned within a passage.
- **Abbreviations:** if space is limited, abbreviations m, bn standing for million, and billion respectively can be opted for.
- **Dates and Time:** in British English, only the form for example '19 June 1990' is approved. Unlike American English which admits the three forms such as: 19 June 1990, 6.19.1990, and 1990-06-19. For British English, in cases of translating to inform, or having limited space or fulfilling documents necessities, deviations are permissible.
- **Foreign words:** British academic writing style recommends for italicizing foreign words inserted in English texts unless they are part of English language.

As stated above, some guidelines of formal standard British English propounded by the European Commission Directorate-General for Translation, for academic writing for native and nonnative English-speaking contexts. British formal academic writing style proffers simple, clear, accessible academic English for all writers.

#### **1.4.6. Assessing academic writing.**

*1.4.6.1. Defining writing assessment.* The assessment of writing in English as a Foreign Language (EFL) or English as a Second Language (ESL) settings is a challenging task due to the complexity of the writing skill itself. Therefore, assessment of writing is defined in various ways. It is then:

As a formative and inherently pedagogical endeavor, the assessment of students' writing processes and products is a key responsibility shouldered by mindful instructors considering the syllabus designed, the curriculum developed, and feedback provided for students' writings. (Kiasi, 2017, p. 94)

Therefore, taking the above criteria into consideration makes it easier for the instructor to check the effectiveness of his/her teaching since it appears in the development of their students' writing proficiency and goals achievement.

Assessment ought to be a crucial part of the effective teaching of writing, and yet the split between assessing and teaching writing is complicated and imprecise.

In this respect Huot stated that:

Writing assessment is complex multidisciplinary, drawing scholars and interest from across disciplines and fields. (2002, p. 30-31)

Accordingly, the assessment of writing proficiency is firmly related to both processes of learning and teaching. Herein, detaching writing assessment from either teaching or learning writing seems futile since reflection on teaching writing can be displayed through assessment, and students' learning can be evaluated through assessment.

**1.4.6.1.1. Assessment Vs. Evaluation.** The difference between evaluation and assessment has usually been an issue that attracted many researchers in the field of education. For years, the two terms have been used interchangeably. Yet, "they are not exactly the same" as mentioned by Williams (cited in Bendahmane, 2015, p.13). Particularly, within the skill of writing, they appear to target the same criteria despite the fact that they differ in scope. Thus the distinction between

writing assessment and evaluation depends on the aims clarified for each one by the teachers.

Respectively, evaluation tends to be more general than assessment, and this latter includes the processes of collecting, analyzing, and interpreting information about students' work; evaluation refers to that judgmental decisions about students' achievements in parallel with the accomplishment of the objectives of the educational program (Chignecto Central Regional School Board, 2013).

Assessment and evaluation seem to be synonymous in meaning; however, there is a slight difference between them when regarding the purpose and the scope within which employed. All this does not impede from using in some cases he terms in an interchangeable manner, and in such instance a clarification is extremely demanded.

**1.4.6.1.2. Assessment Vs. Testing.** Not only evaluation which appears to be a synonym of the term assessment, but there is another concept known 'testing' which may lead to confusion. A responsive quotation provided by Khine and Saleh (2010, p. 209) can eminently state the basic distinction between assessment and testing even though no clear bound discord is identified; the quotation's core is:

Testing better conveys a formalized educational process, whereas assessment is a more general and ambiguous term, which includes research instruments and various noneducative measurements of capability.

Upon that, assessment is a nonspecific term as compared to testing. In addition, more clarity is existent with testing rather than assessment; thus, testing accordingly tends to be more specific in use.

Reaching consensus among scholars seems momentous since opinions about split between assessment and testing raises a great deal of controversy. From this stance, Clapham (2000) points out that the term assessment plays a binary role; it might utilized, at the one hand, as a general term encompassing different forms of testing while it can be used, at the other hand, in a more peculiar sense that disassociates it from testing.

Clapham came up with that argument demonstrating no significant distinction between testing and assessment can be absolutely identified because both processes own a common goal that is reflection on students' learning and teachers' teaching (Ibid.).

Yet, assessment and testing dichotomy is similar to that assessment and evaluation dichotomy; concepts assessment, evaluation, and testing are used in most cases interchangeably, and no fundamental separation among them is profoundly pinpointed. Assessment, evaluation, and testing can be employed in a complementary way as there is a shared goal among them accounting for students' learning and teaching pedagogy.

**1.4.6.2. Reasons for assessing writing.** Assessing learners in EFL setting particularly their writing skill has several purposes. Some may regard assessment as a method to evaluate writing depending on what has already been seen. Different kinds of testing learners' knowledge are mainly: diagnostic, placement, progress, achievement and proficiency tests.

*1.4.6.2.1. Diagnostic.* It is among the most important types of assessment. The test is usually done at the beginning of the course so that teachers can identify the learners' level and needs. In addition, it is helpful for both teachers and learners (Zhao, 2013). On one hand, the teachers can check the strengths and weaknesses in the writing of their learners. On the other hand, learners can evaluate the effectiveness of their writing. Since the main concern is the writing skill, Brown asserts that:

A writing diagnostic would elicit a writing sample from students that would allow the teacher to identify those rhetorical and linguistic features on which the course needed to focus special attention. (2003, p.47)

Accordingly, diagnostic tests are vitally important in situations where the verification of students' drawbacks and strengths is highly required. Identification of students' flaws can therefore help in improving the process of teaching and learning alike.

*1.4.6.2.2. Placement.* In learning settings where it is essential to divide students into different groups, and each group includes students of the same abilities, placement test can solve the problem. Placement test as pointed out by Tilfarlioglu (2017, p. 3), placements tests can be utilized:

to decide which group or class the learner could be joined to. It assists to put the student exactly in that group that responds his/her true abilities.

Thus, learners can learn advantageously when the condition of assigning them to their proficiency level; in such a case anxiety can be reduced and motivation to learn can be enhanced (Gonzalez, 2011). Forming groups of learners with



similar learning abilities can facilitate and advance the pursuit of beneficial learning and teaching.

*1.4.6.2.3. Progress.* It is important to check whether or not content is successfully learnt; progress tests enable the teacher to repeatedly find out students' shortcomings and think of improvement (Schuwirth, & van der Vleuten, 2012). Continuously verifying students' development ensures consistency of scores (Ibid.). Progress testing is significant when reflection on students' learning is sought.

*1.4.6.2.4. Achievement.* It is associated with specific academic area such as classroom lessons, units or even a whole syllabus. As Sener and Tas (2017) noted the achievement test is a tool used to measure students' overall understanding and knowledge.

In writing, achievement tests are used to evaluate learners' performance. Another feature of this kind of assessment is that it can evaluate individuals as well as groups of learners.

*1.4.6.2.5. Proficiency.* It is the assessment that measures the learner's overall competence in a language. It does not target a specific course, curriculum, or single skill in the language; rather, it measures the global ability (Baghurst, Richard, Mwavita, Ramos, 2015).

Thus, it is through proficiency tests that learners' level of competence is assessed for specific purposes; for instance, entrance tests for college, getting a job, or TOEFL tests.

**1.4.6.3. Types of assessment.** Assessment is the most appropriate way through which instructors get information about their learners' progress. We are going to mention some of the most common types. These types vary according to the goals of assessment. Consequently, in our study we are going to focus on two main categories relying on the nature of assessment. The first category encompasses formative and summative assessment, and the second category includes peer and self-assessment.

**1.4.6.3.1. Formative versus summative assessment.** Assessment is an integral part of teaching and learning. It is one of the teacher's most significant and time consuming tasks. Two main types of assessment are recognized and need to be distinguished in educational setting: formative and summative assessment. According to Chappuis (2008, p.14), "summative assessments, sometimes referred to as assessment of learning" typically determines how much learners have learned at a point in time; its aim is to assess the level of student, school, or program success. However, formative assessment is an ongoing process that informs during the teaching process, before the summative assessment. Both the teacher and the learner use formative assessment outcomes to improve their teaching and learning.

**1.4.6.3.2. Peer and self-assessment.** Self-assessment is a form of assessment that focuses on the learners' reaction towards their achievements. In this case, the learners share the responsibility of judging their work with their teachers. Self-assessment as a part of formative assessment encourages the learners to develop a sense of their abilities by judging their own writing. In this respect Spiller (2012, p.4) states that:

Self-assessment practices align well with the shift in the higher education literature from a focus on teacher performance to an emphasis on student learning.

Another type that should be mentioned is peer assessment. There are many variants of peer assessment, but as its name suggests, it involves learners giving feedback to other learners on the quality of their work (Wride, 2017).

Research evidence shows that peer assessment can be very useful for the progress of learners' writing skills (Ibid, p. 7). Therefore, involving this type of assessment in EFL academic writing context, may reduce the difficulty of the task for learners.

**1.4.6.4. Assessment and technology.** In regard to the emerging cutting-edge technologies in the last decade, computers became common in most educational environments. According to Smith:

Technology can help to make assessment more relevant, since the computer has become a standard tool in the workplace and in higher education (2009, p. 76)

Thus, to keep pace with new generation so called digital natives (DG), implementing technology within every single action in teaching and learning process is a pedagogical requirement. Upon that, assessment can take the advantage of a wide band of technologies exponentially developed. Conjointly, technology too can benefit from assessment by boosting students' potential to exploit technology (ISTE, 2007a, 2007b). The relationship, therefore, between assessment and technology is overlapped. From here, assessment and technology are complementary to each other.

An illustrative example of technology-based assessment in writing is e portfolios assessment. In Timed-writing, students are under pressure to accomplish the designed task to be scored. In this respect, students cannot perform better and their actual competence in writing cannot be measured in timed-writing activities. For this reason, portfolios, meaning an amalgamation of numerous students' written texts composed over time and not in planned timed examination, are likely to provide backdrops on students' ability in writing. Thence, e portfolio facilitates assessment as it saves time and efforts expended for collecting plentiful written works.

**1.4.6.5. Approaches to assessing academic writing.** Writing assessment is an integral part of language teaching and learning. After the completion of the product of writing, scoring procedures are basal. In this sense, deciding about which rating scales are pertinent is of a great essentiality. On this account, Cumming, Kantor, and Powers (2011) affirm the underpinning of scoring methods in writing assessment. However, properly coming to decision on the suitable rating scales being existing within a flow of scoring procedures is critical. From this stance, three eminent scoring techniques made the scene in writing assessment area: holistic, analytic and primary trait scoring methods (Perkins, 1983).

Hereof, Sliggins and Bridgeford (1983, p. 26) defined each of the three rating scales as follows:

Holistic scoring calls for the reader to rate overall writing proficiency on a single rating scale. Analytical scoring breaks performance down into component parts (e.g., organization, wording, ideas) for rating on multiple scales. And primary trait scoring requires rating of attributes of performance unique to a particular audience and writing purpose (e.g., persuasiveness, awareness of audience)

Respectively to what is forenamed, the three formal outstanding scoring schemes are: holistic, analytical, and primary trait. Each of which includes its own characteristics and scoring criteria. The main philosophy behind each scoring method is that whether the rating scale is intended to grade the writing task as a whole or an amalgamation of scripts are intended to be measured separately.

Along similar lines, Weigle (2002) agreed upon the availability of holistic, analytic and primary trait scoring procedures for writing assessment. Weigle maintains that each scoring method is characterized by its rating scale's preeminent blueprint.

*1.4.6.5.1. Holistic scoring approach.* It became popular in a number of assessment programs; the illustrative example of holistic scales is the TOFEL writing test. The same account for the prevalence of holistic scoring scales in writing assessment was shared by many researchers (Faigely, Cherry, Jolliffe & Skinner, 1985; White, 1985). The main principle of holistic scoring resides in its reliance on scoring each script separately, then, the overall rate is given on the basis of the rater's general impression on the composition. Holistic scoring method, therefore, directs the reader's attention towards the strengths of the writing task (White, 1984). In holistic scoring, a determined rubric contributes in its recognition as a prevailing trend. Correspondingly, it has been validated as being the most economical scoring procedure (Bauer, 1981; Scherer, 1985; Veal & Hudson, 1983), but deficiencies are likely to happen.

*1.4.6.5.2. Analytical scoring approach.* It is another way of grading that displayed its significance. Diederich's (1974) orientation was the analytic scoring method. He introduced his original analytic scale in which qualities of good writing and the way many components of good writing are key elements constitute the basic ground for analytic scoring (Huot, 1990). In analytic scoring, the writing assignment rated on many

aspects of writing rather than relying on a single specific trait. On this subject, distinctive analytic scales came to light. Jacobs et al. (1981) posit content, organization, vocabulary, language use, and mechanics are the five criteria to be taken into consideration for scoring any writing task. Another analytic scale was developed by Weir (1988) mainly for the fulfillment of the Test in English for educational purposes (TEEP) in which seven scales are the substance of scoring. Furthermore, the Michigan writing assessment was introduced by Hamp-Lyons (1990; 1991b) and it includes three rating scales.

*1.4.6.5.3. Primary trait scoring approach.* For primary trait scoring scale, which is originated to Lold Jones (1977), it is not applicable to all types of writing tasks, but it delimits itself to peculiar writing tasks. Primary Trait Scoring's leading goal is "to define precisely what segment of discourse will be evaluated" (Ibid., p. 37). This scoring method's main premise suggesting that the collection of ample students' writing samples offers the opportunity to gain a thorough understanding about students' ability to write tends to be constructive. However, as far as writing proficiency is concerned, no scoring procedure is free of shortcomings, and primary traits scoring method is not an exception. As reported by Weigle, no benchmark criteria are explicitly established; general impression is the gauge for judgment. Hence, another scoring procedure is, by necessity, required.

Writing assessment is a mandatory requirement for both L2 and FL writing. Acceptance or admission to university programs or placement of students at different levels demands the evaluation of students' ability to write. Thence, scoring procedures proffer multitudinous ways of assessment; consensus oriented to primary trait, holistic and analytic scoring methods. The choice of the appropriate scheme depends on finding out parameters that are relevant to a given situation.

*1.4.6.5.4. Combined Methods.* These methods can be formal or informal. Due to this, they are regarded as mutual as instructors can use them according to the need or the aim of assessment they want to apply.

- **Feedback:** It is the teachers' reaction towards learners' writing (Muhsin, 2016). It is fundamental to the learning process because of its crucial role in learning progress. Feedback can be included in both summative assessment when giving final grades and in formative assessment when supervising the writing process as a whole. Through feedback, learners are able to discover their strengths and weaknesses besides teachers can use it as a reference for future feedback.
- **Portfolios:** Portfolio assessment is a method of assessing learners' writing using a collection of their works so as to evaluate their development over time. The works are not gathered randomly. They ought to be collected according to particular criteria that are defined by objectives or specific purposes. Portfolios are of great benefit for EFL teachers of writing as they save time especially when they are used for large groups of learners (Lahmer, 2015).
- **Rubrics:** Rubrics have gained a significant attention in the field of Education. Recently, they have been used as a tool to improve learning. As assessing writing has always been a challenging task for teachers, many studies suggest rubrics as tools or methods to assess writing. They are directly associated with defined objectives, a set of criteria is used to assess performance. Rubrics provide teachers with the level of performance against decided parameters, and learners with information about their performance

and how to improve it (Carson & Kavish, 2018). Thus, rubrics are helpful for teachers and students particularly in learning a foreign language.

#### ***1.4.6.6. Academic writing assessment for the thematically-guided civilization course.***

Teaching civilization courses seems to be hard on teachers just like its learning which may tend to be difficult for students especially when it comes to the organization of ideas and connecting them together in order to transfer meaningful and expressive messages. Civilization course content is not an exception, it is like any course content that its teaching becomes harder and demanding when it is independently taught without any trial to put it into practice; such a teaching in this case turns out fruitless and unproductive (Chronaki, 2000).

Theme-based approach suggests to couple content and language together in order to improve receptive and productive skills (Amiri & Fatemi, 2014). Writing tasks can be accordingly implemented within theme-based teaching to support and help students access the desired learning outcomes. Eventually, the assessment of written work produced by students as a reflection on what has been learnt is compulsory in theme-based learning-teaching because learning writing skills under the cover of thematically-directed civilization courses lends itself to similar norms of learning ordinary academic writing courses (Heriyawati, Sulisty, & Sholeh, 2014).

On account of former discussion, it is also worth referring to that amount of difficulty derived when necessity to fairly and adequately assess writing for civilization courses thematically instructed is highly raised. Theme-based teaching demands the careful selection of the appropriate techniques of writing assessment that strongly involve students and inevitably enhance students' higher order thinking skills (Heo, 2006).



In other words, features of thematic-learning atmosphere tends to be distinctive in the sense that students are required to exercise the content covered; it is important to go beyond simple grammatical patterns, and to develop skills of critical thinking, interpretation, evaluation, and also without neglecting the cultural aspect (Ibid.).

Yet, as far as the main principles of theme-based approach are concerned, some techniques of assessing academic writing for the civilization course are stated in order to guarantee the improvement of students' academic skills. Accordingly, self-assessment, peer assessment, and portfolio assessment techniques are recommended within the framework of theme-based learning-teaching environment (Wanner & Palmer, 2018).

On that account, there is a growing concern over the employment of self and peer assessments as effective strategies that contribute to the development of students' cognitive capacity that university students are in a pressing need for (Ibid). Students can demonstrate their understanding in different forms of testing; theme-based approach proposes for instance objective tests with various designs, essay-based examination, and project-based assessment as influential ways of writing assessment (Berglund, Paulasevic, Andersson, Hedbrant, Stalhand, & 2014; Pursitasari, Nuryanti, & Rede, 2015).

By considering the aforementioned ways of assessing academic writing in an EFL context, students' centeredness is highly required. Herein, assessment in theme-based instruction revolves around compelling students to take the responsibility of their own learning under the teacher's supervision. In this regard, the incorporation of more student-directed ways of assessment, self-assessment or portfolio assessment for

instance strategies, may simply lead to the development of students' metacognition and self-regulated learning (Siegesmund, 2017).

In sum, theme-based approach can foster academic skills, and without leaving out the academic writing. As mentioned formerly, the assessment of writing skills in EFL academic settings displays a range of difficulties especially in the thematically-oriented civilization module. Thus, as Kasper (2000, p.20) points out: "designing authentic and interactive content-based assessment" is the key for an effective application of TBA. Deciding about the suitable assessment techniques is the first step towards the success of theme based teaching and learning that ensures the immersion of more student-centeredness.

## **Conclusion**

Writing is far from being an effortless task since it posits the presence of mental with social activities. Academic writing dictates assent to the use of formal writing style. This latter consists of a determined set of rules that are germane to academic writing situations. However, writing academically in ESL contexts varies from academic writing in EFL settings in terms of learners, teachers, and research. Within this framework, the relationship between academic writing and American writing style is evident. Besides, the major role assessment plays in measuring students' ability to write with reference to the expeditious advancement in technology.

## Chapter Two: Research Methodology Design

### 2.1. Choice of the method

This work investigates the effect of a theme-based approach consolidated by audio visual aids to teach English civilization courses at the level of EFL students' academic writing. Thus, such an endeavor demands a detailed examination of the phenomenon being researched; this was the reason behind adopting a case study approach in order to carry out this investigation. In this context, a number of researchers assert the usefulness of case study research for providing a deep description and analysis of the situation as in this case by considering its real-life context and the prospect for employing triangulation (Hancock & Algozzine, 2006; Guerring, 2007; Duff, 2014).

Yet, this study is also an attempt to inquire about the possible relationship between theme-based approach, audio visual aids (independent variable) and EFL students' academic writing level (dependent variable). We opted for the use of experimental method because answers to such questions are provided through experimental research method. Accordingly, Ary, Jacobs, and Sorensen (2010) stated that:

experimental research involves a study of the effect of the systematic manipulation of one variable(s) on another variable.  
(p. 26)

Thus, the nature of this topic, data needed, and its research objectives suggest the use of an experimental method to conduct the current study to test the hypothesis. In this experiment, the control group received the standard instruction by using the classical

lecture method while the experimental group was taught using the basic principles of Theme-Based Approach by the help of Audio Visual Aids to teach American civilization courses.

Third year LMD students were classified into two categories according to their level in academic writing skill for the American civilization subject, one category including students whose level was below average and the other one was composed of students with average level. Under such circumstances, six groups of third year LMD students were found to be a cluster of the two levels (below average and average); ergo, participants of each group selected, control or experimental, composed 50 students per group.

Moreover, it is essential to obtain EFL students' opinions towards the use of theme-based approach together with audio visual aids in teaching English civilization courses. Therefore, our understanding of the problem under investigation can be better understood by analyzing students' responses to an opinionnaire in addition to the analysis of data obtained from teachers' focus group. For this reason, we suggest a descriptive research method to be followed. As Koul (2009) argued, descriptive method helps in explaining the relationship that exists between variables and opinions held by students and teachers through administering a questionnaire to collect information in terms of individuals' opinions.

Therefore, in order to gain deeper insights into the issue, our study requires a ‘mixed methods’ approach. The use of various research methods referred to as ‘triangulation’ which has a great privilege that is each method can be used for its own strength, any weakness associated with one method may be compensated for by the strength of another, and significantly decrease bias to give the study more flexibility (Denzin, 1970 ).

## **2.2. Population and Sampling**

**2.2.1. The population.** Our population consists of both language teachers who are designated to teach American or British civilization courses, and third year LMD students at English department in Batna-2- university. On one hand, first year EFL students are newcomers to English language; they are initiated with the basics of English language and they are introduced to generalities about British and American culture. For this reason, they are excluded from our study. On the other, second year EFL students still have language deficiencies especially in written expression module and civilization module. Therefore, they are not included in our study. However, third year EFL students are supposed to have a good command of English language and general background knowledge about British and American civilization as this class becomes familiar with writing techniques that can be used for diversified purposes. Because of reasons stated above, third year LMD students at English department in Batna-2- university are selected as our **target population**.

Our population encompasses students aged between [21, 30] years old. The feminine trait highly represented third year LMD students (81% of the population were females); the remainder percentage (19%) was emblemizing the minor masculine trait among third year LMD classes. The all target population consists of visual, auditory, and tactile students who represent different percentages: visual learners (56.9%), auditory learners (23.22%), and 19.88% is devoted to tactile learners. Third year LMD students at the Department of English in Batna-2 University were split into six groups as far as gender, age, and learning style parameters are **constant**.

**2.2.2. The sample.** Concerning the teachers of English civilization at English department in Batna-2- university, sampling is needless since they are few, approximately thirteen (13) teachers, and it is useful for the research validity not to exclude any single teacher at the Department. All the teachers of English (Full-time or part-time teachers) in Batna -2-university to whom the problem is significant are involved in our study.

For students, practically conducting a research on the entire population is difficult (353 students: it was the total number of students regularly enrolled in LMD third year at the beginning of 2016-2017 academic year). Dornyei (2011) asserted that investigating the proportion of the population saves time, cost and effort. After examining archives of previous civilization module exam copies of Third year LMD

students' class (2016-2017), their academic writing for the civilization module was determined to be practically poor.

Third Year LMD students' classes share in common the 'poor level' in academically writing for civilization module, and this criterion what significantly makes the whole population targeting third year LMD students appears to be heterogeneous in terms of their level at writing academically for the civilization subject.

The population consists of 353 students who regularly attended American civilization courses. One third of these students were selected to undergo the proposed experiment. Fifty (50) of them make up the control group and the other fifty (50) are the experimental one. Students were chosen based on their 2<sup>nd</sup> Year results in such a way as to ensure that group members are homogenous in terms of level at academic writing.

### **2.3. Data Collection Tools**

The nature of our research problem dictates the adoption of a case study approach in pursuing the current research, and which, in turn, affords the possibility of using triangulation as the main premise which allows the utilization of a variety of means to collect necessary data to answer our research questions. Hence, data needed was assembled through three tools: third year LMD students' opinionnaire, language teachers' interview, and third year LMD students' tests.

### **2.4. The Experiment**

**2.4.1. The pretest.** The pretest was conducted at the beginning of the fifth term (2016-2017) in order to first ensure that both groups (control and experimental groups) are really similar/ alike, and then to measure students' level in academic writing for American civilization tasks by employing their background knowledge of the same course.

The experimental group and the control group were both required, in the first regular meeting (from **11h30** until **13h00**) and for the whole session (1hour and 30 minutes), to accomplish the task given to them (including a single part of one question which was about writing a three- or- more body paragraph essays about **the United States of America as a worldwide dominant force**. This pretest was designed to check students' level in academic writing and to facilitate in turn the pursuit of the phases of the experiment.

The primary concern of this study is to write academically on topics that are pertinent to American civilization courses. For this reason, both groups were asked the pretest to write at least a three body paragraph essays about the American preponderancy upon which the general interest is centered. Target elements desired to be attained are: content, coherence, cohesion, grammatical accuracy and mechanics.

**2.4.2. The treatment.** Before applying the treatment, a theme-based syllabus of American civilization courses was designed for third year LMD students by considering



language teachers' answers to a questionnaire and third year LMD students' responses to a needs analysis questionnaire which were administered to them at the beginning of the academic year 2016-2017.

The annual hour volume planned for American civilization module was 60 hours and it is, thusly, among modules which are highly recognized as substantial in learning English as a foreign language; its coefficient was decided to be three.

Third year LMD American civilization syllabus provides details about Instructor's name, contact, class time. Then, it clearly states the course objectives, the course description and a clarification about required readings and texts, grading procedures, assignments to end up with a succinct course outline (see appendix E).

Throughout the whole academic year 2016-2017, American civilization courses were delivered twice a week in two sessions scheduled in two consecutive days (Monday and Tuesday) for both the control and the experimental groups. American civilization sessions were separated from each other not to overload students with input (Bawden & Robinson, 2008). Therefore, time allocated per session was one hour and a half.

The control group was taught the same course outline as that to which the experimental group was exposed but within the control group, teaching occurred by adopting the traditional way, lecture method in which teacher-centeredness appears highly dominant.

Turning to the experimental group, courses were directed by learning objectives, learning outcomes and procedures. American civilization teaching basically depended on three themes chosen: **An Illustrated Prologue of the American Culture, cultural history and cultural politics**. Upon that, each theme was split into subthemes around which a series of well-regulated activities were framed.

Correspondingly, in thematically-led American civilization instruction, the teacher's role was as a scaffolder, in lieu of being as a producer of knowledge, where the researcher worked to actively involve students in learning and constructing new knowledge by taking prior knowledge as pillars; a considerable emphasis placed on group work, pair work to get students immersed in learning American civilization course content.

Yet, prior to each American civilization session, students were required to watch a video that matches the course objectives and which was recommended in advance by the researcher being herself the teacher. Videos selected to be used were mainly extracted from a set of selected authentic sources (see appendix F).

Hitherto, videos amenable to each American civilization session were made at third year students' disposal one week before in order to save in class time and ensure that every student had sufficient time to assimilate videos' content.

In addition, all the members of the experimental group had access to handouts of American civilization module aforetime to provide them with opportunities to read and to get familiarized with concepts and information enclosed there. Handouts were prepared in the form of booklets including images and colors (see appendix G).

Thence, the duration of five to ten minutes prior to each programmed session of American civilization, was devoted to set up lectures' requirements such as computer, and overhead projector.

In this respect, American civilization lectures were delivered through animated power point (ppt) presentations and PREZI presentations. The slides were created in a comic way so that the inner child of learners can be animated. For that account, in all the power point presentations projected, consistency was marked by using the same fonts, logos, and icons. By having slides converted to PDF formats, third year LMD students could foster their acquaintance with American civilization basic concepts.

Henceforth, every session of American civilization courses was commenced by a three to five minute warm-up that helps set up each lesson's extremities. On that, students for example were given cards of different forms and colors and which were directly akin to their concern, then, they were urged to write three statements about the foregoing lesson where only one information was false, and show that card to classmates who were in turn asked to sort out which was true/false.

Thenceforward, in the meanwhile of American civilization teaching, the researcher being herself the teacher managed to steadily raise debates through round table discussions.

The last thirty minutes of every session was time allotted to language-content integrated activities relating to the course objectives of American civilization. In this context, different types of in class activities were implemented for teaching and learning American civilization course content. These language content integrated tasks (practiced in classroom) are clearly stated in appendix H respectively.

Upon that, having a sort of different in class writing activities did not prevent students from having homework. In other words, students were encouraged to accomplish total physical response activities which were facultative. Ergo, as a reflection to being directly exposed to authentic videos, students were given the opportunity to write scenarios as far as authentic videos with basic content materials were concerned; performing in classroom, out of class time, was highly supported.

Moreover, writing an annotated bibliography at the end of each unit was a compulsory project in which the deadline to submit it was fifteen days. Conducting such a work aimed at enhancing students' research skills.

Ultimately, students were persistently informed that in class writing activities have been collected for evaluation. Consequently, they could have access to their graded

written work. This latter followed by receiving an implicit corrective feedback from the teacher each time students were handed back their corrected work in order to provide students with opportunities to recognize their weaknesses since self- assessment was useful for the teacher and her students as well.

**2.4.3. Progress tests.** The frequent checkup of students' strengths and weaknesses during the whole academic year (2016-2017) was a requirement that every student in the experimental group has been made aware of. Ergo, the teacher researcher administered five progress tests, each of which has been taken after the completion of a particular unit's content. Therefore, progress test N°1 of American culture's theme had taken in 20/11/2016; for cultural history theme, students sat two tests in (06/01/2017) and (06/02/2017) respectively; however, cultural politics' theme consisted of two units were subsequently performed in (14/03/2017) and (24/04/2017).

The same conditions have been set for all the progress tests, and in that having the same test format, timing but with differences in the test content. More importantly, burden was placed on testing what has been covered in a single unit and internal consistency of the tests was highly regarded. By way of explanation, the nature of American civilization course objectives pushed the researcher to opt for a formative assessment (FA).

Accordingly, as it is aforementioned, all the tests were similar in terms of format, timing (90 minutes determined as sufficient time for the task completion in every test), and place of administration. Attention to test validity, consistency, and fairness drove the researcher to decide upon implementing a singled-out part as an essay-based writing in the five progress tests.

Yet, in all progress tests, students were asked to write the minimum of three-body-paragraph compositions about a given task that varied according to the content being bestowed in any determined unit and its stated objectives. It follows that timing of tests was constant and every test lasted 90 minutes. After the termination of the task, students' sheets were collected just as in any ordinary session when students handed in in-class-writing activities. Then, students' copies were corrected by the teacher researcher and were scored according to the five criteria set early (content, coherence, cohesion, grammatical accuracy, mechanics) in order to provide them with feedback about their progress.

**2.4.4. Posttests.** At the end of the academic year 2016-2017, surveying the level of students in academic writing and their background knowledge about American civilization experience was important. Thus, at the end of the experiment, each group (experimental and control) was separately administered a posttest.

The same students sat the posttest just in the same conditions as they did in the pretest; timing (one hour and a half, for the experimental group: from **11h30 until 13h00**, for the control group: from **13h00 until 14h30**), place (Room 104 for both groups), and posttest content included the same question asked in the pretest that was apropos writing a three or more paragraph essays on the emergence of the United States of America as a driving force in the world; this writing task aims at reflecting what sparks students' interest in American civilization courses as far as the understanding of the American learning experience was considered.

Subsequently, students' copies were gathered and thank you cards, on which thank-you notes were written by having an expressive emoticon inserted on the edge, were distributed to members of the experimental and control groups alike accrediting their help and cooperation for the accomplishment of the yearly program of American civilization courses (see appendix I).

## **2.5. Data Analysis Procedures**

The present study investigates the relationship between the use of theme-based instruction with audio visual aids in teaching American civilization module and EFL students' achievement in academic writing. Thus, the attainment of our research objectives related to the nature of this research problem indicates the demand to adhere a quantitative-qualitative approach to data analysis.

By considering that, data obtained in this research, which tends to be as a quasi-experimental research, were a mixture of quantitative and qualitative data. Henceforth, the utilization of the most appropriate variety of statistical tests in pursuing data analysis appeared to be decisive for properly and logically testing our research hypothesis and draw accurate conclusions.

For quantitative data, the primary concern was to transform data into numbers that can be statistically interpreted. The processes involved herein include data preparation, coding, and decoding phases. Thence, this research hypothesis to be accepted or rejected, a structured list of stages had to be strictly followed. This latter took the **null hypothesis (H<sub>0</sub>)** as the baseline start for what comes after. Accordingly, calculating the **t test** and finding out **the observed level of significance (P)** are essentially important to either prove or disapprove the null hypothesis and to examine whether difference of test means scores between the experimental group and the control group turns back to a real change or to that change occurs by chance.

**2.5.1. SPSS.** In this investigation, among a number of software statistical packages afforded to facilitate data analysis. Statistical Package for the Social Sciences (SPSS) program is one of a great benefit; it allows the creation of graphs, tables, and doing statistical tests that suit our research questions. Furthermore, it offers the researcher the opportunities of converting data that have been saved in Microsoft Word or Excel (.txt



files). For this reason, we decided to take the advantages of SPSS program to help us analyze the data collected.

**2.5.2. NVivo.** Qualitative data, on the other hand, opted for other ways of analysis. In this respect, just as in quantitative pieces of information, the stage of data preparation is here also a prerequisite requirement for qualitative analysis even though among features that make qualitative data seemed to be different from quantitative data that feature laid in the sense of unlikelihood to take numerical shapes, but this does not prevent from quantifying qualitative data whenever possible, at least in terms of words or ranks, in order to facilitate its analysis. In this current study, consideration of collecting data in a structured way indicates the use of quantitative approaches for the analysis of our qualitative data. In this respect, the step of data coding is conducted through **open coding** in which data were chunked into parts with a code attributed to each chunk.

In this vein, attention placed on the assurance of reliability and validity in the step of analyzing qualitative data. Herein, a set of procedures were accounted for in undertaking this stage; each of two other researchers besides the researcher herself took the responsibility to separately read qualitative information, then to extract/sort out codes, and it follows that they finally meet to discuss and establish final codes.

In the present study, qualitative data gathered in the form of transcripts obtained from teachers' interview, students' opinionnaire. Henceforth, assessing students' compositions is necessary. Thus, finding out how to be assessed is fundamental.

Apropos rating students' compositions, the researcher developed an analytical scoring rubric which purports an analysis based on one by one element and that helps in providing with thorough details about students' written work. Thereupon, the phase of rubric design was followed by the step of rubric's testing because it is essential to ensure that any rater, who is likely assigned to score students' written performance, will showcase a certain degree of agreement with former raters. As the case of the current work, the researcher, after designing a grading rubric for academic writing assessment pertinent to civilization courses, piloted the grading rubric and revisited it. The designed model of grading rubric for this study is presented in table 2 stated in the following page(s).

**2.5.3. AES.** In an age of computers, and sophisticated word processing software systems, automated essay scoring (AES) is helpful in writing assessment. Automated Essay Scoring (AES) systems rate students' essays quality as similarly as teachers do. In several studies, high levels of agreement on the reliability of AES systems as compared to human raters have been reported (Laham, Rehder, & Schreiner, 1997; Vantage Learning, 2003; Warschauer & Ware, 2006; Shermis & Hamner, 2013). For this reason, in order to gain time and costs, we decided to use Light Side scoring system to evaluate students' essays. Light Side system is beneficial since both the essay form and content are taken into account in rating. This software package serves our research objectives.

Assessment in the current research plays a fundamental role for guaranteeing the attainment of the goal stated at the beginning of the inquiry. For this reason, reliability and validity are bottom-lines of this study; the use of Light Side in parallel with human scoring seems to be effective for the completion of reliable and accurate work.

Light Side which makes a part of automated essay scoring software programs can easily lead to the termination of the task of assessment in a minimized period of time, with less efforts and with reduced cost as well (Latifi, 2014). From this stance, this technological development, Light Side, lessens the hardship of spending hours reading and rereading students' compositions not to lose the essential points in assessment.

The acronym Light Side stands for Light Summarization Integrated Development Environment; it is founded by Carnegie Mellon University that one can uncomplicatedly score the content in a shortened period of time (Kumar & Sree, 2014). Therefrom, Light Side is a free, accessible software program introduced as an automated scoring system for improving the quality of essays grading.

The functioning of Light Side program is based on the installation of Java program, and its main principle lies in proposing, at first hand, general criteria

for assessing essays, then it gives an opportunity for the teacher to add new features and the assessors are also allowed to keep control over the different criteria set for the assessment (Phandi, 2016).

Light Side displays a great deal of practicability and reliability especially when it is combined with human scoring. Light Side's basis is the establishment of a model containing the criteria of assessment as the starting point for grading the remaining essays and comparing their content with the criteria which had been put up.

## **2. 6. Testing the Scoring Rubric's Reliability**

Table 2

*Analytic Grading Rubric developed for Writing in American Civilization Courses*

Criteria	Scores	Level	Description
Content (treated in terms of relevance, accuracy of meaning)	0-4	<ul style="list-style-type: none"> <li>- Below average</li> <li>- Approaching average</li> <li>- Average</li> <li>- Good</li> <li>- Very good</li> <li>- Excellent</li> </ul>	<ul style="list-style-type: none"> <li>-Inability to convey meaning; inability to generate ideas relevant to the task.</li> <li>-Ability to express meaning; limited use of vocabulary; inappropriate diction (word choice).</li> <li>-Ability to communicate meaningful ideas, organization of ideas that address the task, appropriateness of ideas selected is relatively reached at this level, restricted use of vocabulary.</li> <li>-Most often ideas communicated are coherently organized and relevant to the task, appropriate vocabulary is sometimes used.</li> <li>-A clear communication of ideas; use of varied vocabulary; adequate organization of ideas.</li> <li>-Effective communication of meaningful ideas, use of large and appropriate vocabulary, effective organization of ideas.</li> </ul>
Coherence (Unity)	0-4	<ul style="list-style-type: none"> <li>- Below average</li> <li>- Approaching average</li> <li>- Average</li> <li>- Good</li> <li>- Very good</li> <li>- Excellent</li> </ul>	<ul style="list-style-type: none"> <li>-Ideas are separately stated, no use of connecting words.</li> <li>-Ideas are disorderly connected with misuse of little transitions.</li> <li>-Ideas are incompletely organized; deficiencies in some parts where ideas must be developed; lack of adequate use of more transitions.</li> <li>-Ideas are logically connected to express meaning, transitions are often accurately placed in the composition.</li> <li>-Logical organization of paragraphs; adequate use of transitions, some parts lack development.</li> <li>-Effective development of ideas: introduction, body, conclusion; proper use of smooth transitions; all ideas are relevant to the thesis statement or the topic sentences.</li> </ul>
Cohesion (smooth flow of ideas/ connectedness)	0-4	<ul style="list-style-type: none"> <li>- Below average</li> <li>- Approaching average</li> <li>- Average</li> <li>- Good</li> <li>- Very good</li> <li>- Excellent</li> </ul>	<ul style="list-style-type: none"> <li>-Ideas are incomprehensible; meaningless constructions with no use of any cohesive devices (either grammatical or lexical).</li> <li>-Dispersed ideas; little use of reference.</li> <li>-Ideas are partly correlated by using reference, some conjunctions though some parts lack cohesive ties.</li> <li>-Adequate utilization of reference, Ellipsis, substitution, and conjunctions to connect ideas.</li> <li>- Adequate use of previous grammatical cohesive devices; frequent use of some lexical devices such as synonyms, repetitions, and antonyms.</li> <li>-Proper use of cohesive chains through different types of conjunctions, ellipsis, substitution, constructive repetition, synonymy, hyponymy, metonymy, and collocations.</li> </ul>



- 0 —→ If the answer is **entirely irrelevant** to the criterion's descriptors (off the point).
- 1 —→ If the answer has **small connection** to the criterion's descriptors.
- 2 —→ If the answer **encompasses not all, but the majority** of points/indicators set for the criterion.
- 3 —→ If the answer is **accurate** and **relevant** to the criterion's indicators.
- 4 —→ If the answer exceeds the expected answer by adding extra needed information

On that account, ten students were given an essay-based question in which they were asked to write a 500 words essay about the American English since they were supposed to be learners of a foreign language. Therefore, two raters were in charge of scoring students' assignments, and then test scores of a couple of different raters were subject to being statistically tested by calculating the intraclass correlation coefficient.

The final version of this research's grading rubric underwent a series of changes; each time it has been revisited so that requirements of rubrics' inter-rater reliability and internal consistency are set out. The first draft built up of seven criteria, and when computing the correlation coefficient, its value interpreted as a poor reliability (Cronbach's  $\alpha=0.5$ ). On that account, criteria selected displayed low internal consistency. Henceforth, two criteria were omitted (vocabulary and language) for not fitting our research objectives and a detailed scores' column was added for clarification.

Accordingly, the revisited form of scoring rubric included five criteria: content, coherence, cohesion, grammatical accuracy, and mechanics. Students' essays have been analytically evaluated by two raters, and by using a four-point scale for each element. Raters' obtained test scores were exposed to statistics; correlation coefficient and intra class correlation coefficient have been calculated in SPSS. Findings are summarized in tables 3, and 4 respectively stated below:

Table 3  
*Case Processing Summary*

		N	%
Cases	Valid	10	100.0
	Exclude d <sup>a</sup>	0	.0
	Total	10	100,0

a. Listwise deletion based on all variables in the procedure.

Table 4  
*Reliability Statistics*

Cronbach's Alpha	N of Items
,862	2

As presented in table 2, the revisited version of scoring rubric consists of five criteria (content, coherence, cohesion, grammatical accuracy, mechanics) demonstrates a good internal consistency ( $\alpha=0.86$ ).

Furthermore, to measure to what extent raters (two in this case) do agree on criteria of the scoring rubric and that may result in providing similar scores when assessing students' pieces of writing, intraclass correlation coefficient was therefore computed in SPSS by opting for two-way random consistency type since students were sampled, raters were also picked up randomly from a population, and students' copies were assessed by the same raters. Results obtained are shown in table 5 so that more clarification can be provided.



Table 5  
*Intraclass Correlation Coefficient*

	Intraclass Correlation b	95 % Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	,758 <sup>a</sup>	,286	,934	7,250	9	9	,003
Average Measures	,862	,445	,966	7,250	9	9	,003

*Note.* Two-way random effects model where both people effects and measures effects are random.

- a. The estimator is the same, whether the interaction effect is present or not.
- b. Type A intraclass correlation coefficients using an absolute agreement definition.

Table 5 displays that the scoring rubric exhibits a good inter rater reliability; intraclass correlation coefficient (ICC) equals 0.75. In reference to 0 1 scale for interpreting reliability, ICC value approaches 1, and that which indicates the scoring rubric's reliability. In this context, 86.2 % of the variance in the mean of two raters appeared to be 'real' according to values reported in table 3. In addition, the 95% of confidence monopolized between 0.28 and 0.93. This latter, consequently, purports the scoring rubric's reliability.

## Chapter Three: Data Analysis

### 3.1. Analysis of Data Obtained from the Experiment.

This study is approached as an experimental work. It is an endeavor to investigate the effect of teaching American civilization courses through theme-based approach and audio visual aids on the academic writing of EFL students. To attain the former aim, the issue under inquiry is put on field work; if there is a causal relationship between teaching American civilization courses by using a particular treatment and EFL students' academic writing for American civilization module, then the hypothesis would have confirmed. In this research, in order to find out to what extent thematic based approach which is employed to deliver American civilization courses positively or negatively has an influence on the writing of the members of the experimental group. Results obtained help in forging recommendations for further studies and spotting limitations encountered in this investigation.

**3.1.1. Results of the Pretest.** Before commencing the initiation of treatment, an essential step that the researcher is compelled to account for is the pretest. By way of this latter that to form an image which depicts participants' initial level in academically writing for American civilization courses. In doing so, focus centralized on the evaluation and analysis of participants' background knowledge about the subject matter and how that can be manifested through writing skills. Thus, assessment of students' writings is effected according to five elements (as shown in table 1) that had emerged recurrent issues in most literature in which they are delineated as the main components to determinate students' level in academic writing. Both groups, experimental and control were assigned the same test in similar conditions (setting, timing, ... etc).

**3.1.1.1. Scores of control and experimental groups in the pretest.** As it will be displayed in the subsequent tables, each student's performance was carefully examined and assessed disjointly according to the five criteria, content, coherence, cohesion, grammatical accuracy, mechanics, setting the academic writing level. On that account, essays composed by students have been thoughtfully read and one by one point analyzed and scored; the final score was given by clustering partial scores marking each criterion's analysis respectively, the final score ranges from 0 to 20. How scores are attributed to indicate the convenient level is shown in the following scheme:

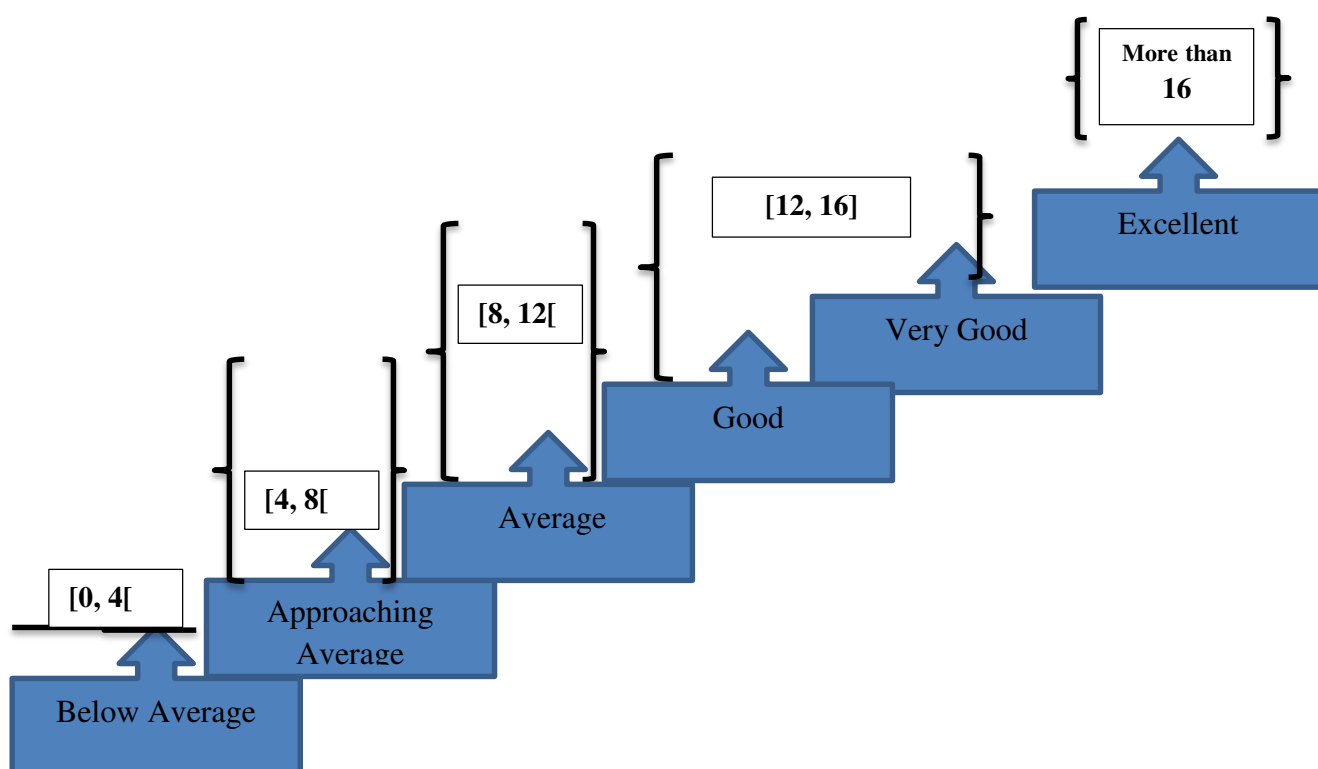


Figure 3. Levels of Students in Academic Writing in Reference to Scores

Table 6

*Final scores of experimental group in the pretest*

Experimental Group									
Nº	Pretest Scores	Nº	Pretest Scores	Nº	Pretest Scores	Nº	Pretest Scores	Nº	Pretest Scores
1	3	11	1	21	3	31	2	41	1
2	3	12	0	22	0	32	1	42	4
3	2	13	0	23	1	33	0	43	2
4	3	14	1	24	5	34	0	44	3
5	2	15	3	25	0	35	1	45	2
6	0	16	2	26	1	36	5	46	1
7	5	17	3	27	0	37	2	47	0
8	1	18	2	28	1	38	3	48	4
9	0	19	4	29	2	39	2	49	1
10	3	20	2	30	3	40	2	50	3

$X_e = 95, \sum N_e = 50$

Nº: number of students, X: the sum of scores

Table 7

*Final Scores of Control Group in the Pretest*

Control Group									
Nº	Pretest Scores	Nº	Pretest Scores	Nº	Pretest Scores	Nº	Pretest Scores	Nº	Pretest Scores
1	2	11	1	21	1	31	0	41	3
2	0	12	0	22	0	32	0	42	0
3	1	13	0	23	4	33	2	43	1
4	2	14	1	24	1	34	4	44	0
5	5	15	5	25	0	35	3	45	1
6	3	16	2	26	2	36	3	46	2
7	3	17	3	27	3	37	3	47	3
8	2	18	2	28	2	38	0	48	2
9	3	19	1	29	5	39	1	49	2
10	2	20	0	30	2	40	4	50	1

$X_c = 93, \sum N_c = 50$

As shown in tables 6, 7 respectively, students' scores are ranging between 0 and 4; this information reflects that the levels of members of both groups (experimental and

control) in writing for American civilization module are below average, approaching average and in both cases students still face difficulties to abide by the rules of the framework planned as a reference to be used throughout the pretest, treatment, and posttest.

The itemized assessment of students' essays indicates that their weaknesses resided in how to construct a **coherently** structured composition entailing relevant **content** accurately expressed by respecting **grammatical** and **mechanical** conventions. It is eminent that students' problems in academically writing for civilization not only lay in grammar but also the appropriacy and relevance of content, how the ideas are connected to each other and how the different parts of the text are linked to one another play an important role.

For each criterion, students' scores vary from one student to another; however, there is a common point that is deficiencies they are confronted with in academic writing and this is not restricted to neither the experimental nor the control group; data in tables 6, 7 reveal similarity between both groups which are considered to be closely the same.

Table 8

*Mean Scores of Both Groups*

Case Processing Summary						
	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Pretest Scores	50	100,0%	0	0,0%	50	100,0%

Report

The average of Scores of Experimental Group in the Pretest

Mean	N	Std.Deviation
1,9000	50	1,43214

The average of Scores of Control Group in the Pretest

Mean	N	Std.Deviation
1,8600	50	1,44293

Scores of the experimental group as compared to the control one tend to be notably high. However, data presented in table 8 indicate that there is a slight difference in the means between the two groups (difference of 0.04); this leads to state that this latter is insignificant as both groups are closely similar and any difference marked in the post test will be due to the effect of the intervention to which experimental group's students are exposed.

**3.1.2. Results of the Progress Test N°1.** In twelve-hour duration, members of both experimental and control groups have accomplished content of the first unit of American civilization syllabus labelled '**An Illustrated Prologue of the American Culture**' which were instructed in distinct ways by employing theme- based approach for the experimental group; nevertheless, participants of the control group were taught in a traditional way based on lecture method. The experimental group's participants were asked to compose essays including at least three body paragraphs about some aspects of American culture by taking into account their own culture (see appendix J).

Table 9

*The Progress Test N°1's Scores of the Experimental Group*

Experimental Group										
Criteria	N°	Scores	N°	Scores	N°	Scores	N°	Scores	N°	Scores
Content	1	1	11	2	21	3	31	2	41	1
	2	1	12	1	22	2	32	2	42	2
	3	1	13	3	23	1	33	2	43	2
	4	2	14	2	24	2	34	1	44	2
	5	3	15	2	25	1	35	1	45	2
	6	1	16	2	26	2	36	3	46	1
	7	1	17	2	27	3	37	2	47	3
	8	2	18	2	28	2	38	3	48	1
	9	2	19	2	29	0	39	3	49	2
	10	1	20	3	30	1	40	1	50	2

Coherence	1	1	11	0	21	1	31	1	41	0
	2	2	12	0	22	0	32	0	42	0
	3	0	13	1	23	0	33	0	43	0
	4	1	14	0	24	0	34	0	44	0
	5	0	15	0	25	0	35	0	45	0
	6	2	16	0	26	1	36	0	46	1
	7	1	17	0	27	1	37	1	47	1
	8	0	18	0	28	0	38	0	48	0
	9	0	19	0	29	0	39	0	49	1
	10	0	20	1	30	0	40	0	50	1

---

Cohesion	1	0	11	0	21	1	31	0	41	1
	2	1	12	0	22	0	32	0	42	0
	3	0	13	1	23	0	33	0	43	0
	4	0	14	0	24	0	34	0	44	0
	5	0	15	0	25	0	35	1	45	0
	6	2	16	0	26	1	36	0	46	0
	7	1	17	0	27	0	37	0	47	0
	8	0	18	0	28	0	38	0	48	0
	9	0	19	1	29	0	39	0	49	0
	10	0	20	1	30	0	40	0	50	0

---

Gram.	1	2	11	0	21	2	31	2	41	2
	2	2	12	0	22	2	32	2	42	0
Accuracy	3	2	13	2	23	1	33	1	43	0
	4	1	14	2	24	1	34	2	44	1
	5	1	15	1	25	1	35	2	45	2
	6	3	16	1	26	2	36	0	46	1
	7	2	17	3	27	2	37	1	47	2
	8	2	18	0	28	2	38	1	48	3
	9	0	19	3	29	1	39	1	49	2
	10	0	20	0	30	1	40	1	50	1

---

Mechanics	1	1	11	0	21	3	31	1	41	1
	2	3	12	0	22	0	32	0	42	0
	3	2	13	1	23	0	33	2	43	0
	4	0	14	1	24	0	34	1	44	0
	5	1	15	0	25	0	35	0	45	2
	6	3	16	0	26	0	36	1	46	2
	7	3	17	0	27	1	37	1	47	0
	8	2	18	0	28	1	38	2	48	1
	9	0	19	2	29	2	39	0	49	3
	10	0	20	3	30	0	40	0	50	0

---

What sparks interest in table 9, is that increase in students' scores in content, grammar. Per contra the remaining aspects, coherence', cohesion', and mechanics' scores remain stagnant in 0, or 1.

Table 10

*The Progress Test N<sup>o</sup>1's Scores of the Control Group*

Control Group										
Criteria	N <sup>o</sup> Scores		N <sup>o</sup> Scores		N <sup>o</sup> Scores					
Content	1	0	11	0	21	0	31	1	41	2
	2	0	12	0	22	1	32	0	42	0
	3	0	13	1	23	1	33	0	43	2
	4	1	14	0	24	2	34	0	44	0
	5	0	15	0	25	0	35	0	45	0
	6	1	16	0	26	2	36	1	46	0
	7	1	17	0	27	0	37	1	47	0
	8	2	18	1	28	1	38	2	48	0
	9	1	19	0	29	2	39	0	49	1
	10	0	20	1	30	1	40	2	50	0
Coherence	1	1	11	0	21	0	31	0	41	1
	2	0	12	0	22	0	32	0	42	0
	3	0	13	0	23	0	33	0	43	0
	4	2	14	0	24	0	34	1	44	0
	5	0	15	0	25	2	35	1	45	0
	6	0	16	1	26	0	36	1	46	1
	7	0	17	0	27	0	37	1	47	0
	8	0	18	0	28	0	38	0	48	0
	9	1	19	0	29	1	39	0	49	0
	10	1	20	0	30	1	40	0	50	0
Cohesion	1	0	11	1	21	0	31	0	41	0
	2	0	12	0	22	0	32	0	42	0
	3	0	13	0	23	0	33	0	43	0
	4	0	14	0	24	0	34	1	44	0
	5	0	15	0	25	0	35	0	45	0
	6	0	16	0	26	0	36	0	46	1
	7	0	17	0	27	0	37	0	47	0
	8	1	18	1	28	0	38	0	48	0
	9	0	19	0	29	0	39	0	49	0
	10	0	20	0	30	0	40	0	50	0



Gram.	1	2	11	0	21	1	31	0	41	1
	2	1	12	0	22	0	32	0	42	0
Accuracy	3	0	13	0	23	0	33	0	43	0
	4	0	14	0	24	0	34	0	44	0
	5	0	15	0	25	0	35	0	45	1
	6	0	16	1	26	0	36	0	46	1
	7	1	17	2	27	0	37	1	47	0
	8	1	18	0	28	1	38	0	48	0
	9	2	19	0	29	1	39	1	49	0
	10	0	20	0	30	1	40	0	50	0
<hr/>										
Mechanics	1	0	11	1	21	0	31	1	41	0
	2	0	12	0	22	0	32	1	42	0
	3	0	13	0	23	0	33	0	43	0
	4	0	14	0	24	0	34	0	44	0
	5	0	15	0	25	1	35	0	45	0
	6	1	16	0	26	1	36	1	46	1
	7	0	17	0	27	1	37	0	47	0
	8	0	18	0	28	0	38	0	48	0
	9	0	19	1	29	0	39	0	49	0
	10	1	20	0	30	0	40	0	50	1

---

As stated in table 10, scores of the control group for each criterion remarkably or slightly differ from scores achieved by its counterpart the experimental group. What is apparent is attributed to participants' failure to compose acceptable performances that conform to the five criteria: content, coherence, cohesion, grammatical accuracy, mechanics altogether.

### 3.1.2.1. Mean scores of the progress test N°1.

Table 11

*The Average Scores of both Groups in the Progress Test N°1*

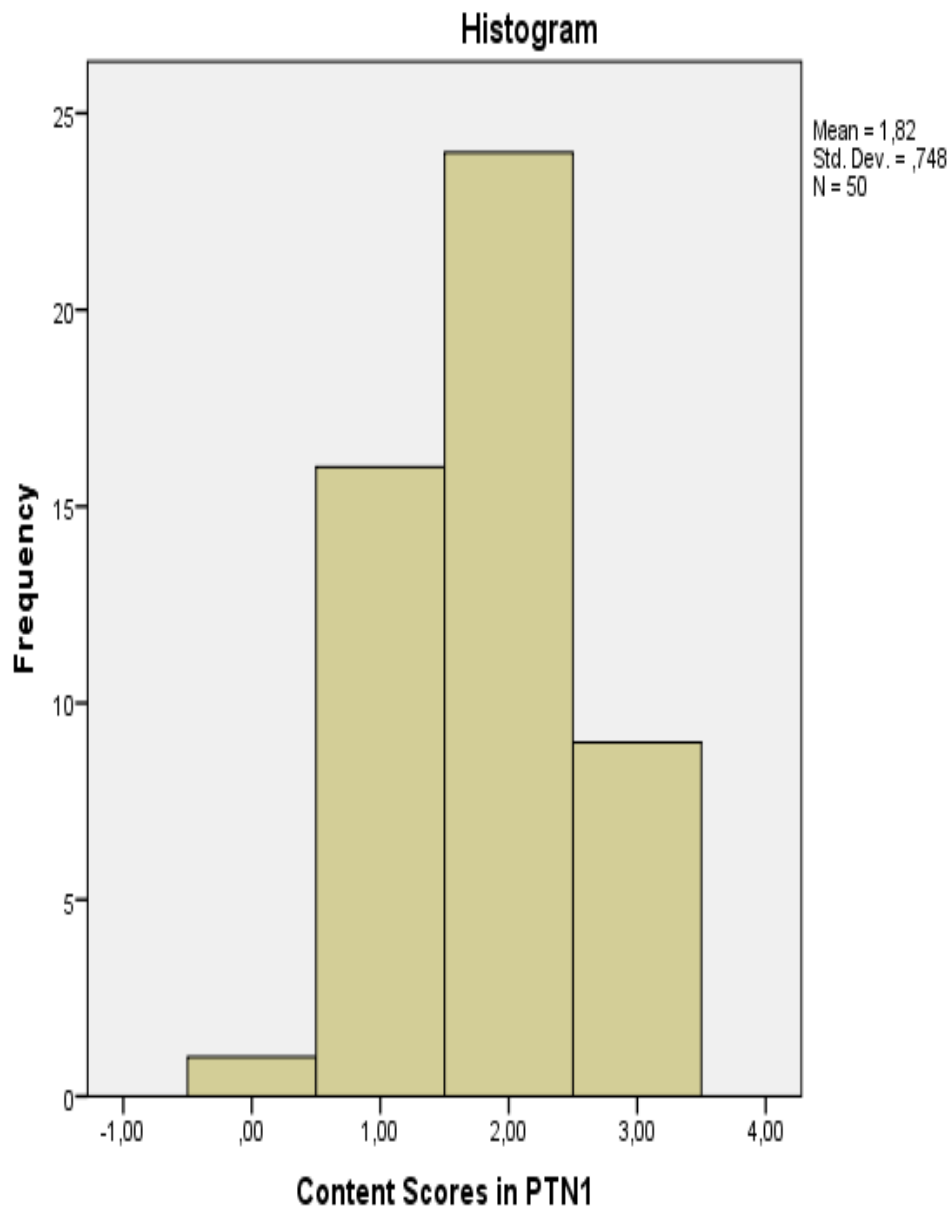
Criteria	Content	Coherence	Cohesion	Grammatical Accuracy	Mechanics
Experimental Group	1.82	0.36	0.22	1.38	0.92
Control Group	0.6200	0.3200	0.1000	0.3800	0.2400

Table 11 presents every criterion's mean in isolation. Accordingly, students' compositions were analytically scored. On that account, 0- 4 point scale was attributed to each criterion, herein 4 tends to be the top score and 0 the lowest one while the ideal average of 0 -4 scores is expected to be 2; for providing an insightful understanding, it is worth looking at the following frequency distribution tables considering each criterion in isolation.

Table 12

*Experimental Group's Frequencies of Content Scores in Progress Test N°1*

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid ,00	1	2,0	2,0	2,0
1,00	16	32,0	32,0	34,0
2,00	24	48,0	48,0	82,0
3,00	9	18,0	18,0	100,0
Total	50	100,0	100,0	



*Figure 4.* Experimental Group's Content Frequencies in Progress Test N°1

As far as the former scoring framework planned by the researcher is concerned, data in figure 4 show that the ideal scoring set 2 has been highly achieved in content. Correspondingly, the ideal score 2 is converted into 82% under the cumulative frequency percentage.

In view of this, recurrent scores are: one (1), two (2), and three (3). Thus, the score 2 represents the percentage of 48% which is higher regarding the rest of scores. Then, the scores 1, and 3 occupy the second and third positions respectively with the percentages of 32%, and 18% while the lowest point 0 is only one time marked to register 2%, and it is the undermost percentage. These results can be better explained in the figure above.

Apropos the same table, it is obvious that the top score 4 has not been registered at least once. It is potential to note its total presence in the first progress test when considering the criterion of content. In this context, students of the experimental group still pose deficiencies in grasping the standard keynotes about how to select and present an appropriate content.

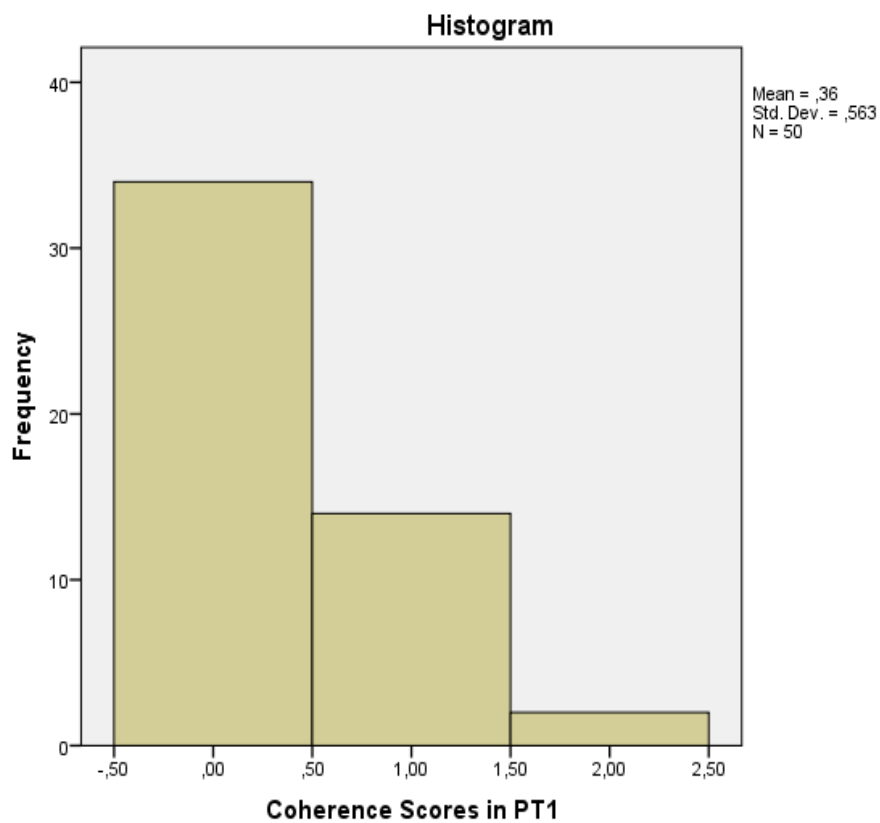
Table 13

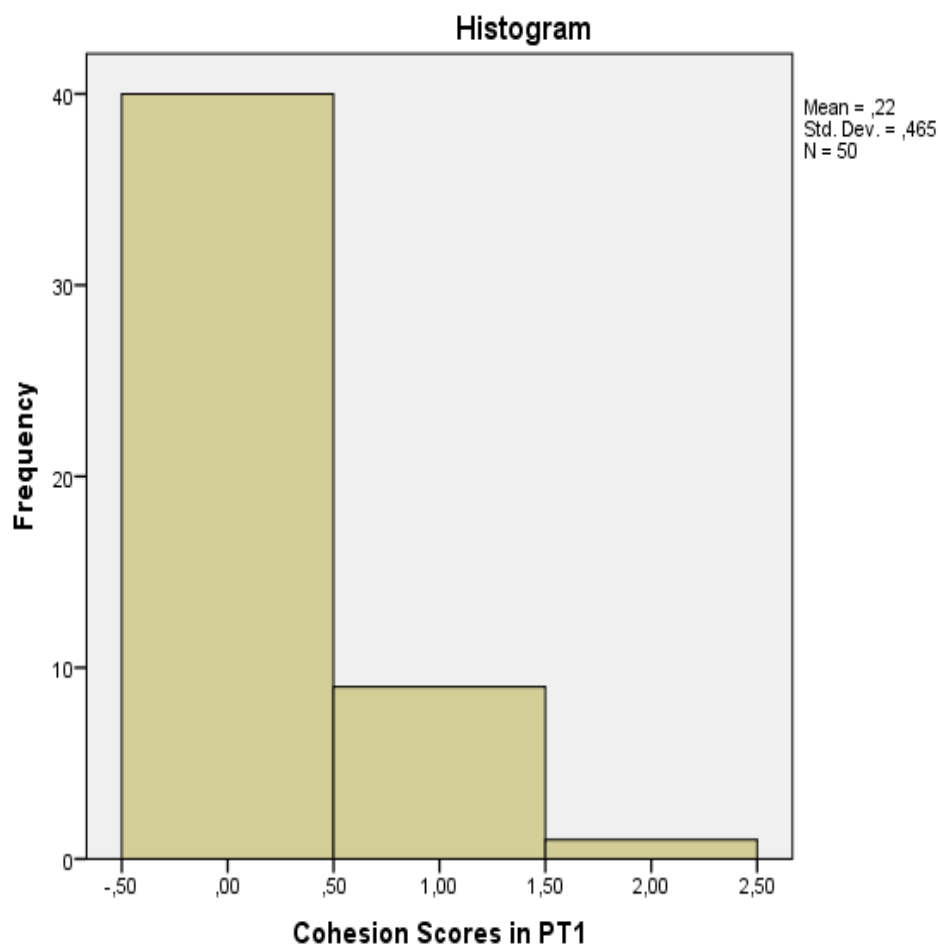
*Experimental Group's Frequencies of Coherence and Cohesion in Progress Test N°1*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	,00	34	68,0	68,0	68,0
	1,00	14	28,0	28,0	96,0
	2,00	2	4,0	4,0	100,0
	Total				
		50	100,0	100,0	

Cohesion Scores in PTN°1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	,00	40	80,0	80,0	80,0
	1,00	9	18,0	18,0	98,0
	2,00	1	2,0	2,0	100,0
	Total	50	100,0	100,0	





*Figure 5.* Experimental Group's Frequencies of Coherence and Cohesion Scores in Progress Test N°1

In respect to figure 5, the ideal score is barely achieved for both criteria: coherence and cohesion; it displays percentages of 4% and 2% respectively. However, the null score is highly achieved compared to other fellow scores with varying rates, 68% in coherence, and 80% in cohesion. In addition, one point (1) is fourteenth times repeated in coherence scores and ninth times occurred in cohesion frequency table.

Table 14

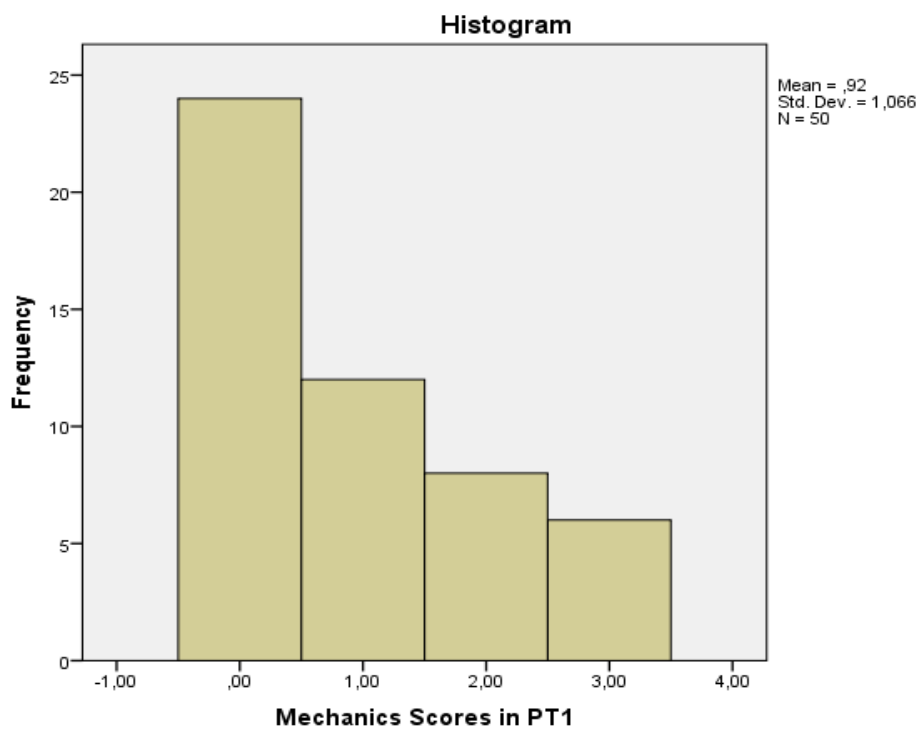
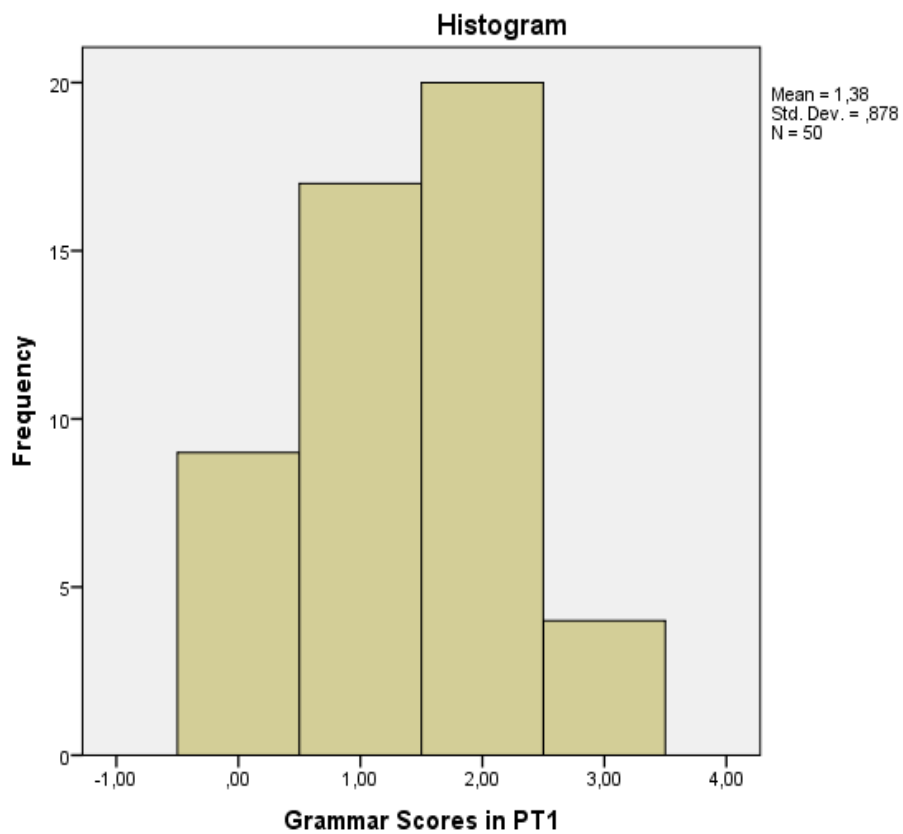
*Experimental Group's Frequencies of Grammar and Mechanics in Progress Test N°1***Grammar Scores in PTN°1**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid ,00	9	18,0	18,0	18,0
1,00	17	34,0	34,0	52,0
2,00	20	40,0	40,0	92,0
3,00	4	8,0	8,0	100,0
Total	50	100,0	100,0	

**Mechanics Scores in PTN°1**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid ,00	24	48,0	48,0	48,0
1,00	12	24,0	24,0	72,0
2,00	8	16,0	16,0	88,0
3,00	6	12,0	12,0	100,0
Total	50	100,0	100,0	

Results of students' achievement in grammar and mechanics in the progress test N°1 are clearly shown in the table above which represents different values gained. However, to better understand these results, figure 4 graphically display information of table 14.



*Figure 6.* Experimental Group's Frequencies in Grammar and Mechanics



---

When regarding results of table 14, the first observation that seems eminent is the repeated occurrence of scores zero (0), one (1), two (2), and three (3) but the ideal score 2 tends to be completely in grammar scores superior to mechanics scores. Therefore, the three scores (zero, one, two, and three) are common in both criteria: grammar, and mechanics even though they are unequally represented in grammar and mechanics frequency distribution tables.

By considering grammar frequency graph shown in the next page, the two-point score is highly rated in comparison with remaining scoring points (zero, one, and three). It follows that zero and three points are voiceless in figure 4 as compared to the score two (18% for the null score, and 8% for three). Then one point is approaching the two's frequency; it is seventeenth time reappeared.

Yet, the case of mechanics shows that the ideal score two eight times happens, and the top percentage stands for the null mark (48%). The three score has no more than twelve percent presented, and this number is the lowest in mechanics frequency table.

**3.1.3. Results of the Progress Test N°2.** The completion of the first unit in the second theme entitled 'Cultural History' carried on in other twelve- hour span. As stated formerly, both groups have terminated the unit of '**The Age of Discovery and Settlements**'. However, teaching strategies employed in American civilization instruction delivery for the experimental group were totally different. Upon that, unlike the control group's instruction mainly based on pure lecture method, theme-based approach which centers on innovative teaching by making use of audio visual aids was dominant in the experimental group's instruction of American civilization courses. Consequently, both groups were assigned the second progress test. This later was a one-

based question to write at least a three paragraph essays discussing through argumentation important facets of how the era of discovery lightened the way for the colonization of America, and for awakening the strong desire of self- government and coming to be independent (see appendix K).

Table 15

*Scores of the Progress Test N°2 of the Experimental Group*

Experimental Group										
Criteria	N° Scores		N° Scores		N° Scores		N° Scores		N° Scores	
Content	1	2	11	2	21	1	31	3	41	3
	2	2	12	2	22	1	32	3	42	3
	3	2	13	2	23	1	33	3	43	0
	4	1	14	1	24	2	34	2	44	3
	5	2	15	2	25	3	35	1	45	1
	6	2	16	1	26	2	36	3	46	2
	7	0	17	3	27	3	37	2	47	1
	8	1	18	3	28	3	38	3	48	2
	9	3	19	2	29	3	39	2	49	1
	10	0	20	3	30	0	40	1	50	0
Coherence	1	0	11	1	21	2	31	1	41	0
	2	1	12	1	22	1	32	2	42	0
	3	2	13	1	23	1	33	0	43	0
	4	2	14	1	24	2	34	0	44	0
	5	2	15	2	25	0	35	0	45	0
	6	0	16	1	26	1	36	0	46	0
	7	0	17	2	27	1	37	0	47	0
	8	0	18	0	28	0	38	0	48	0
	9	0	19	0	29	0	39	0	49	0
	10	0	20	0	30	0	40	0	50	0
Cohesion	1	0	11	1	21	0	31	1	41	0
	2	0	12	1	22	0	32	0	42	0
	3	0	13	0	23	0	33	0	43	0
	4	0	14	2	24	0	34	0	44	0
	5	2	15	0	25	0	35	0	45	0
	6	2	16	0	26	0	36	0	46	0
	7	2	17	0	27	0	37	2	47	0
	8	1	18	0	28	0	38	0	48	0
	9	1	19	0	29	0	39	0	49	0
	10	0	20	1	30	0	40	0	50	0

---

Gram.	1	0	11	0	21	1	31	2	41	2
	2	3	12	0	22	2	32	1	42	1
Accuracy	3	3	13	2	23	1	33	2	43	3
	4	0	14	3	24	1	34	2	44	2
	5	1	15	2	25	2	35	2	45	1
	6	2	16	1	26	1	36	1	46	2
	7	1	17	2	27	2	37	0	47	1
	8	2	18	1	28	2	38	1	48	0
	9	0	19	2	29	1	39	1	49	0
	10	0	20	2	30	1	40	3	50	2

---

Mechanics	1	3	11	2	21	0	31	2	41	0
	2	2	12	0	22	1	32	3	42	0
	3	0	13	1	23	3	33	0	43	1
	4	0	14	1	24	2	34	1	44	1
	5	0	15	0	25	0	35	1	45	2
	6	0	16	2	26	0	36	3	46	0
	7	0	17	2	27	0	37	3	47	3
	8	0	18	0	28	0	38	2	48	0
	9	1	19	3	29	0	39	0	49	3
	10	0	20	0	30	0	40	0	50	2

---

From table 15, it is remarkable that scores obtained in the second progress test vary from one element to another, and each component emblemizes its peculiar arrangement. At this point, it is essential to represent more details about such an arrangement through frequency distribution tables which are sequentially stated below after control group's results.

Table 16

*Scores of the Progress Test N°2 of the Control Group*

Control Group										
Criteria	N°	Scores	N°	Scores	N°	Scores	N°	Scores	N°	Scores
Content	1	1	11	2	21	0	31	1	41	1
	2	1	12	0	22	0	32	0	42	0
	3	1	13	0	23	0	33	0	43	2
	4	1	14	0	24	0	34	0	44	2
	5	1	15	0	25	0	35	0	45	2
	6	1	16	2	26	0	36	0	46	2
	7	0	17	2	27	1	37	0	47	0
	8	1	18	1	28	2	38	1	48	0
	9	1	19	2	29	1	39	0	49	0
	10	2	20	2	30	1	40	0	50	2
Coherence	1	0	11	0	21	0	31	0	41	0
	2	0	12	1	22	1	32	0	42	0
	3	0	13	0	23	0	33	0	43	0
	4	0	14	0	24	0	34	1	44	0
	5	0	15	1	25	1	35	0	45	0
	6	0	16	0	26	0	36	0	46	0
	7	0	17	0	27	0	37	0	47	0
	8	0	18	0	28	0	38	1	48	0
	9	0	19	0	29	0	39	0	49	0
	10	1	20	0	30	0	40	0	50	0
Cohesion	1	0	11	0	21	0	31	0	41	0
	2	0	12	1	22	1	32	0	42	0
	3	0	13	0	23	0	33	0	43	0
	4	0	14	0	24	0	34	1	44	0
	5	0	15	1	25	1	35	0	45	0
	6	0	16	0	26	0	36	0	46	0
	7	0	17	0	27	0	37	0	47	0
	8	0	18	0	28	0	38	1	48	0
	9	0	19	0	29	0	39	0	49	0
	10	0	20	0	30	0	40	0	50	0
Gram. Accuracy	1	1	11	0	21	0	31	0	41	0
	2	0	12	3	22	0	32	2	42	0
	3	0	13	2	23	0	33	0	43	0
	4	0	14	0	24	0	34	1	44	0
	5	0	15	0	25	0	35	0	45	0
	6	0	16	0	26	0	36	1	46	0
	7	0	17	0	27	0	37	0	47	0
	8	0	18	0	28	2	38	1	48	2

	9	0	19	0	29	0	39	0	49	0
	10	0	20	1	30	1	40	0	50	0
Mechanics	1	0	11	0	21	0	31	0	41	0
	2	0	12	0	22	0	32	0	42	0
	3	0	13	0	23	0	33	0	43	0
	4	0	14	0	24	0	34	0	44	0
	5	0	15	0	25	0	35	0	45	0
	6	0	16	1	26	0	36	1	46	0
	7	0	17	0	27	0	37	0	47	1
	8	0	18	0	28	0	38	0	48	0
	9	0	19	0	29	0	39	0	49	0
	10	0	20	0	30	0	40	0	50	1

For the control group, locus directs toward the apparent decrease of scores ranging approximately between 0 and 1 in almost content, coherence, cohesion, grammar, and mechanics. This evidence clearly showcases the reappearance of scores 0, and 1 for the five components.

Table 17

*The Average Scores of both Groups in the Progress Test N°2*

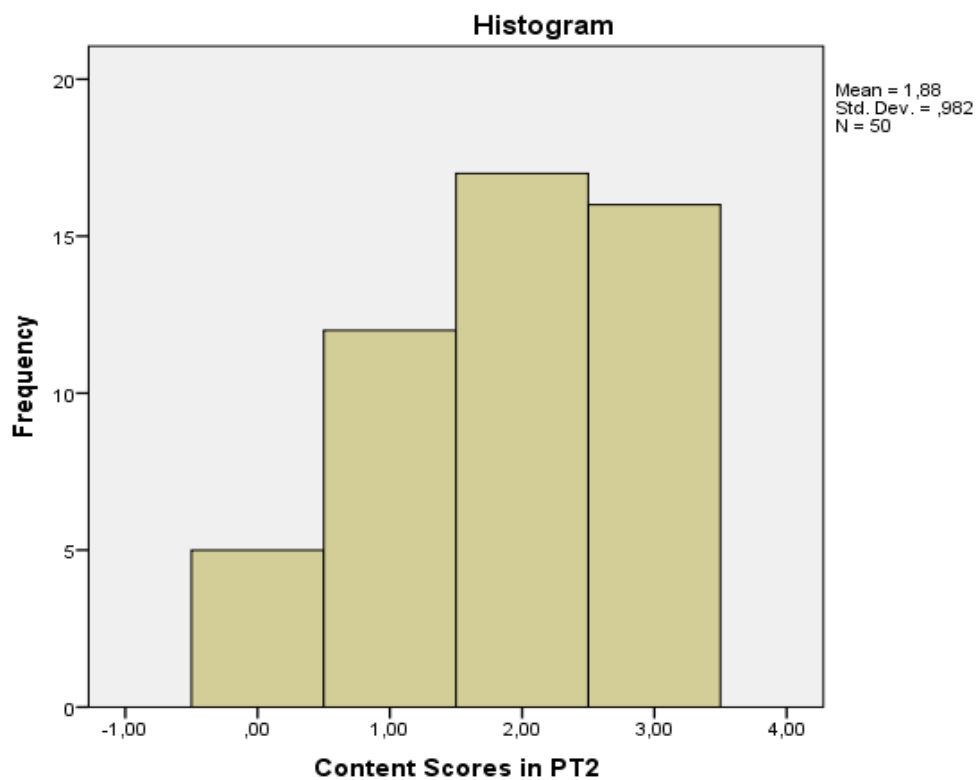
Criteria	Content	Coherence	Cohesion	Grammatical Accuracy
Mechanics				
Experimental Group	1.88	0.54	0.32	1.4
Control Group	0.7800	0.1400	0.1800	0.3400

Based on results shown in table 17, scores of the experimental group are to a certain degree higher than scores of the experimental group in all areas such as: content, coherence, cohesion, grammar, and mechanics.

Table 18

*Experimental Group's Frequencies of Content Scores in Progress Test N°2*

<b>Content Scores in PTN°2</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5	10,0	10,0	10,0
,00	12	24,0	24,0	34,0
1,00	17	34,0	34,0	68,0
2,00	16	32,0	32,0	100,0
3,00				
Total	50	100,0	100,0	



*Figure 7. Experimental Group's Content Frequencies in PTN°3*

In light of information presented in Table 18, the first notification is that the scores 0, 1, 2, and 3 are reoccurring points which students have obtained in this progress test. Then, the ideal score set 2 is notably marked regarding the rest of scores; it is seventeen times gained while 0, 1, and 3 are in this order five, twelve, and sixteen times appearing. Details are shown in *Figure 5*.

Table 19

*Experimental Group's Frequencies of Coherence and Cohesion Scores in Progress Test N°2*

Coherence Scores in PTN°2

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid ,00	31	62,0	62,0	62,0
1,00	11	22,0	22,0	84,0
2,00	8	16,0	16,0	100,0
Total	50	100,0	100,0	

Cohesion Scores in PTN°2

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid ,00	39	78,0	78,0	78,0
1,00	6	12,0	12,0	90,0
2,00	5	10,0	10,0	100,0
Total	50	100,0	100,0	

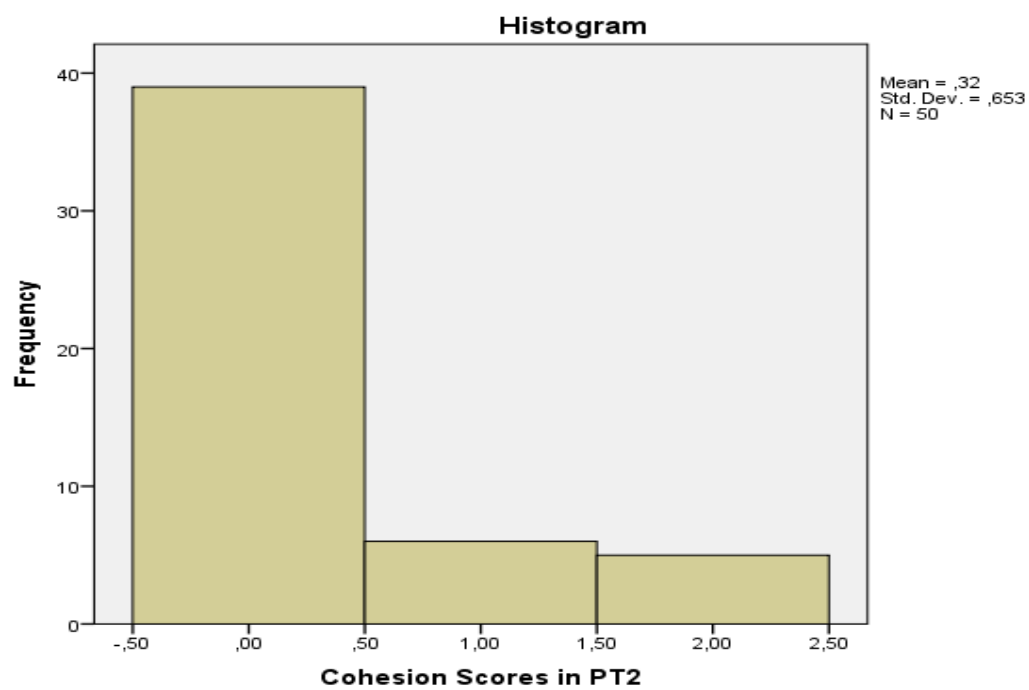
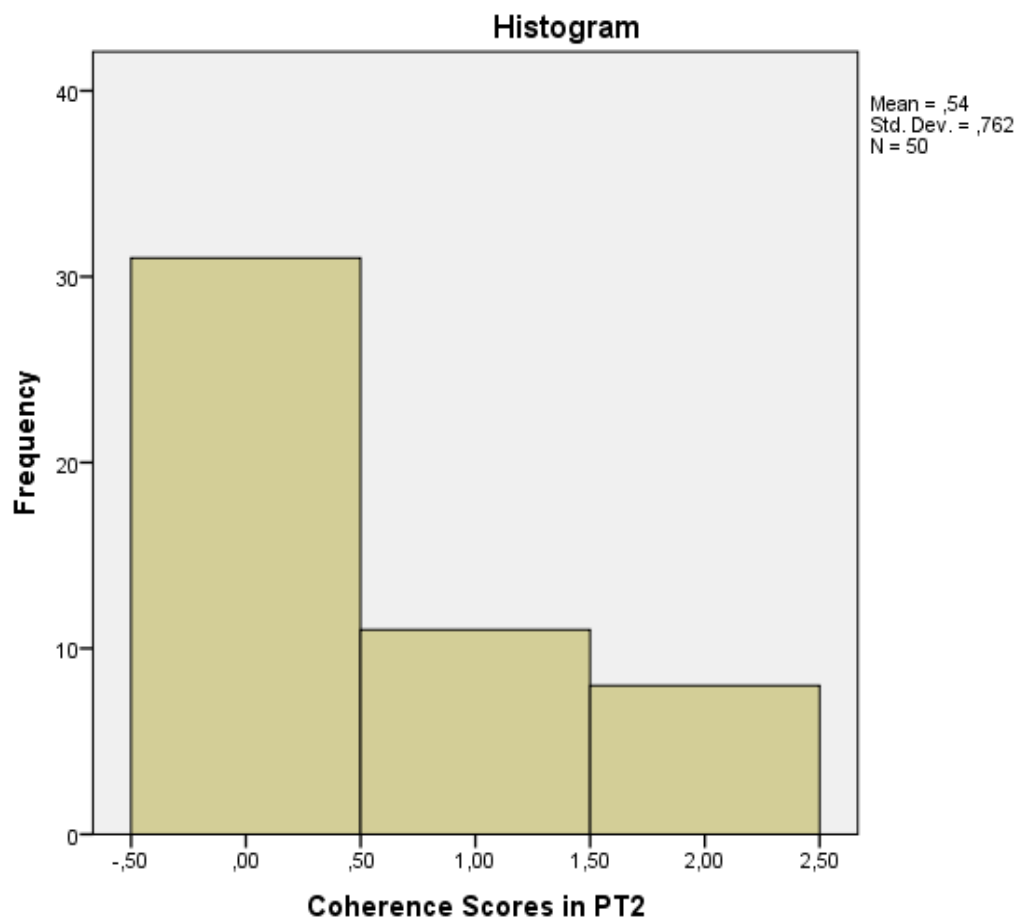


Figure8. Experimental Group's Frequencies of Coherence and Cohesion in PTN<sup>o</sup>2



In connection with Table 19, it is clear that 0, 1, and 2 are rerunning scores which are shown with dissimilar percentages. Hence, the null score is exceedingly exposed for both coherence and cohesion; its percentages are respectively 62%, 78%. For better understanding, more details are explained in the *figure 8*.

Table 20

*Experimental Group's Frequencies of Grammar and Mechanics Scores in Progress*

*Test N°2*

**Grammar Scores in PTN°2**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid ,00	9	18,0	18,0	18,0
1,00	17	34,0	34,0	52,0
2,00	19	38,0	38,0	90,0
3,00	5	10,0	10,0	100,0
Total	50	100,0	100,0	

**Mechanics Scores in PTN°2**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid ,00	25	50,0	50,0	50,0
1,00	8	16,0	16,0	66,0
2,00	9	18,0	18,0	84,0
3,00	8	16,0	16,0	100,0
Total	50	100,0	100,0	

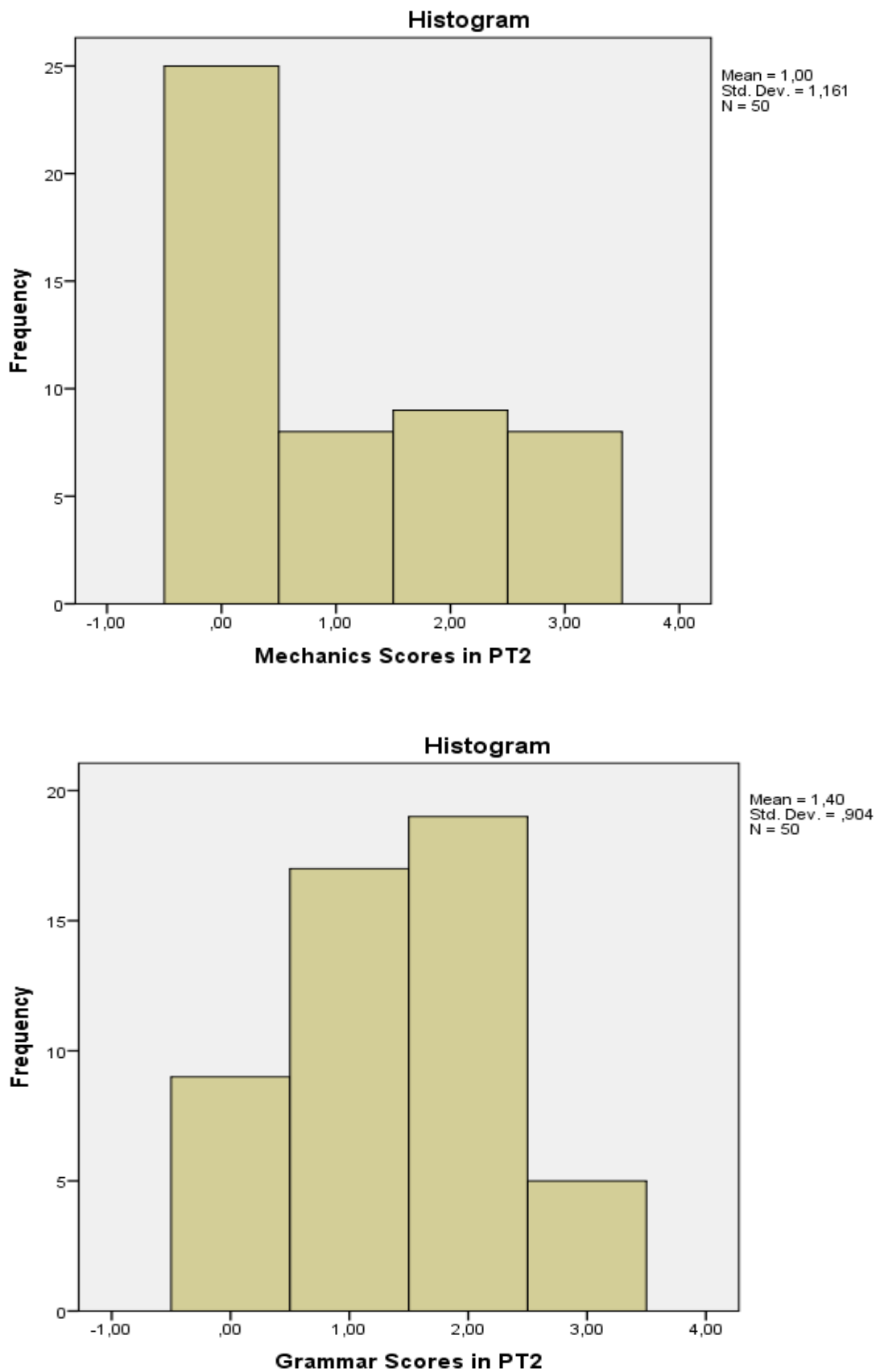


Figure 9. Experimental Group's Grammar and Mechanics Frequencies in PTN<sup>o</sup>2

Referring to Table 14, scores 0, 1, 2, and 3 are altogether reshown in grammar and mechanics frequency tables. Then, the ideal score 2 is extremely displayed in grammar as compared to 0, 1, and 3; its percentage is 38% while 0, 1, 3 are orderly presented in 18%, 34%, 5%.

Correspondingly, mechanics frequencies emblemize different views as compared to grammar frequencies (*Figure9.*). In this context, the null score is highly obtained by students, and it has the portion of 50% whereas the remaining 50% is divided among 1, 2, and 3 points as 16%, 18%, and 16% in this ordering.

**3.1.4. Results of the Progress Test N°3.** The accomplishment of subsequent unit in ‘Cultural History’ theme named ‘**The Birth of American Nation**’ had effectuated in a period of other twelve hours. In so doing, both groups have been pounded into the same course content involving topics revolving around the aforementioned theme (Growth of Discontent, American Revolution, American Independence, American Constitution, and Slavery). Along similar lines, the experimental group was just as in previous sessions subject to the predominance of theme -based strategies for teaching American civilization courses whereas the control group’s teaching of American civilization courses went on through a classic way that is lecture method. As usual, the completion of another part of American civilization syllabus closed by the third progress test in which contained an essay-based question asking students to write a composition (from at least three body paragraphs) about the sequence of pivotal events leading up to the birth of American Nation (see appendix L ).

Table 21

*Scores of the Experimental Group in the Progress Test N°3*

Experimental Group										
Criteria	N°	Scores	N°	Scores	N°	Scores	N°	Scores	N°	Scores
Content	1	3	11	1	21	1	31	1	41	3
	2	3	12	2	22	1	32	1	42	3
	3	2	13	1	23	1	33	1	43	3
	4	2	14	3	24	2	34	2	44	3
	5	2	15	1	25	3	35	2	45	2
	6	2	16	3	26	1	36	2	46	1
	7	2	17	3	27	1	37	2	47	3
	8	3	18	1	28	2	38	3	48	3
	9	1	19	2	29	2	39	2	49	1
	10	1	20	1	30	2	40	3	50	3
Coherence	1	0	11	0	21	1	31	0	41	1
	2	1	12	0	22	0	32	0	42	0
	3	0	13	0	23	0	33	1	43	1
	4	1	14	0	24	1	34	0	44	2
	5	1	15	1	25	1	35	0	45	0
	6	0	16	1	26	0	36	1	46	0
	7	1	17	2	27	0	37	0	47	1
	8	1	18	0	28	1	38	0	48	1
	9	0	19	1	29	0	39	1	49	0
	10	1	20	0	30	0	40	1	50	0
Cohesion	1	0	11	0	21	0	31	0	41	1
	2	0	12	0	22	0	32	0	42	0
	3	1	13	0	23	0	33	0	43	1
	4	0	14	0	24	0	34	0	44	2
	5	1	15	1	25	2	35	0	45	0
	6	0	16	1	26	0	36	1	46	0
	7	1	17	2	27	0	37	0	47	1
	8	1	18	0	28	1	38	0	48	0
	9	0	19	1	29	0	39	0	49	0
	10	1	20	0	30	0	40	1	50	0
Gram.	1	1	11	0	21	1	31	1	41	3
	2	1	12	0	22	0	32	0	42	1
Accuracy	3	1	13	0	23	1	33	0	43	1
	4	1	14	1	24	1	34	0	44	3
	5	1	15	1	25	3	35	1	45	0
	6	0	16	1	26	1	36	1	46	0

	7	0	17	3	27	0	37	0	47	0
	8	0	18	2	28	1	38	0	48	0
	9	0	19	1	29	0	39	1	49	0
	10	1	20	1	30	1	40	1	50	0
<hr/>										
Mechanics	1	1	11	3	21	0	31	2	41	1
	2	1	12	2	22	1	32	2	42	1
	3	1	13	2	23	1	33	2	43	1
	4	1	14	1	24	1	34	2	44	2
	5	0	15	0	25	1	35	0	45	1
	6	0	16	0	26	1	36	3	46	2
	7	2	17	3	27	1	37	1	47	3
	8	0	18	2	28	0	38	1	48	0
	9	1	19	0	29	0	39	2	49	0
	10	0	20	2	30	0	40	1	50	0

From table 21, an increase of scores in the five elements is remarkable, and it does not matter if it is high or low but what is important is that there is that variation of values which changeably differ on each criterion from one student to another.

Table 22

*Scores of the Progress Test N°3 of the Control Group*

Control Group										
Criteria	N° Scores		N° Scores		N° Scores		N° Scores		N° Scores	
Content	1	1	11	2	21	0	31	1	41	1
	2	1	12	0	22	0	32	0	42	0
	3	1	13	0	23	0	33	0	43	2
	4	1	14	0	24	0	34	0	44	2
	5	1	15	0	25	0	35	0	45	2
	6	1	16	2	26	0	36	0	46	2
	7	0	17	2	27	1	37	0	47	0
	8	1	18	1	28	2	38	1	48	0
	9	1	19	2	29	1	39	0	49	0
	10	2	20	2	30	1	40	0	50	2
<hr/>										
Coherence	1	0	11	0	21	0	31	0	41	0
	2	0	12	1	22	1	32	0	42	0
	3	0	13	0	23	0	33	0	43	0
	4	0	14	0	24	0	34	1	44	0
	5	0	15	1	25	1	35	0	45	0
	6	0	16	0	26	0	36	0	46	0

	7	0	17	0	27	0	37	0	47	0
	8	0	18	0	28	0	38	1	48	0
	9	0	19	0	29	0	39	0	49	0
	10	1	20	0	30	0	40	0	50	0
<hr/>										
Cohesion	1	0	11	0	21	0	31	0	41	0
	2	0	12	1	22	1	32	0	42	0
	3	0	13	0	23	0	33	0	43	0
	4	0	14	0	24	0	34	1	44	0
	5	0	15	1	25	1	35	0	45	0
	6	0	16	0	26	0	36	0	46	0
	7	0	17	0	27	0	37	0	47	0
	8	0	18	0	28	0	38	1	48	0
	9	0	19	0	29	0	39	0	49	0
	10	0	20	0	30	0	40	0	50	0
<hr/>										
Gram.	1	1	11	0	21	0	31	0	41	0
	2	0	12	3	22	0	32	2	42	0
Accuracy	3	0	13	2	23	0	33	0	43	0
	4	0	14	0	24	0	34	1	44	0
	5	0	15	0	25	0	35	0	45	0
	6	0	16	0	26	0	36	1	46	0
	7	0	17	0	27	0	37	0	47	0
	8	0	18	0	28	2	38	1	48	2
	9	0	19	0	29	0	39	0	49	0
	10	0	20	1	30	1	40	0	50	0
<hr/>										
Mechanics	1	0	11	0	21	0	31	0	41	0
	2	0	12	0	22	0	32	0	42	0
	3	0	13	0	23	0	33	0	43	0
	4	0	14	0	24	0	34	0	44	0
	5	0	15	0	25	0	35	0	45	0
	6	0	16	1	26	0	36	1	46	0
	7	0	17	0	27	0	37	0	47	1
	8	0	18	0	28	0	38	0	48	0
	9	0	19	0	29	0	39	0	49	0
	10	0	20	0	30	0	40	0	50	1

According to table 22, a noticeable degradation of scores registered for all the elements but content tends to display a slight difference as to coherence, cohesion, grammar, and mechanics. The lowest score 0 is highly represented on the level of all components. The top value is 3, and it is barely depicted in grammatical accuracy.

Table 23

*The Average Scores of both Groups in the Progress Test N°3*

Criteria	Content	Coherence	Cohesion	Grammatical Accuracy	Mechanics
Experimental Group	1.94	0.66	0.48	1.54	1.10
Control Group	0.7800	0.1400	0.1800	0.3400	0.1000

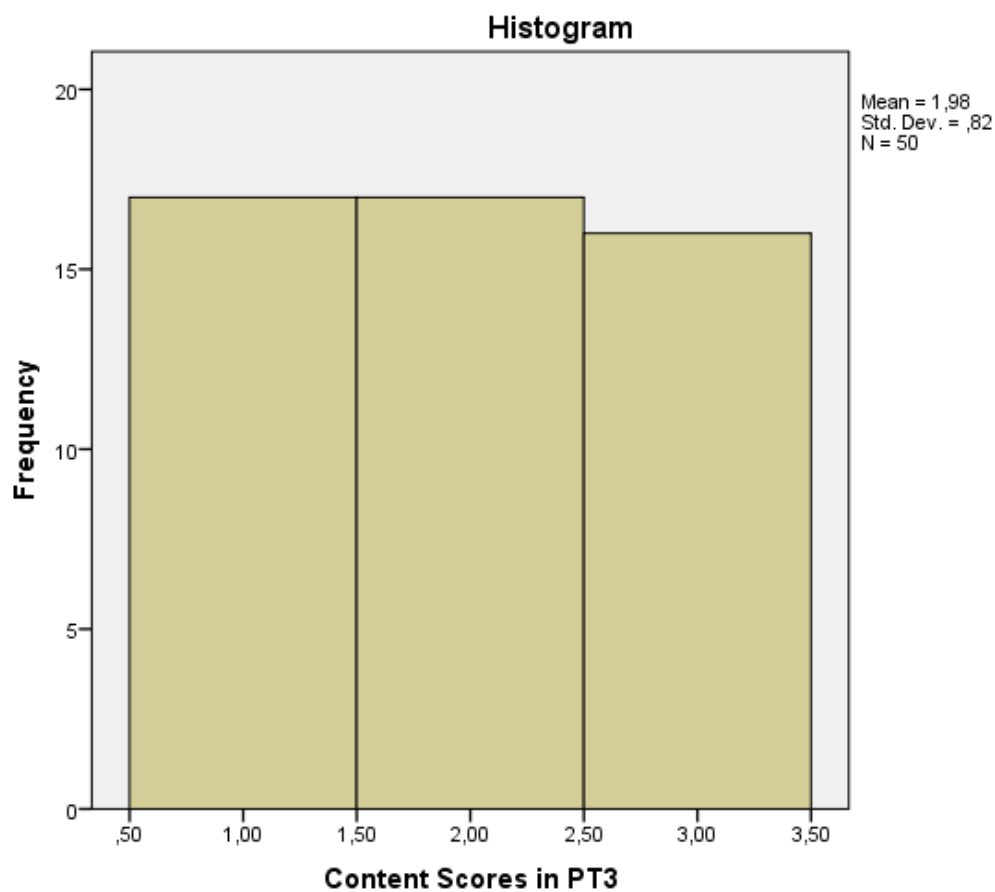
Table 23 indicates continuing bottom-up relation for the experimental group and the reversed tie for the control group. This structure draws the ongoing advancement of experimental students in accounting for standards and norms when constructing academic pieces of writing. Accordingly, control students have nearly achieved the ideal average set 2 in content while in grammar and mechanics they are approaching that ideal average; however, coherence and cohesion taped low average in view of the remaining components which epitomizes the pursuing flaw of students in practically having command of transitions, cohesive devices. Yet, the control group persistently has deficiencies in accurately writing compositions obeying to the criteria framed by the researcher.

In order to attain an in-depth analysis, it would be fitter to display frequency distribution tables. Frequency distribution tables of content, coherence, cohesion, grammar and mechanics provide more details about students' progress and achievement. Scores obtained by students in the progress test N°3 in five areas are subsequently displayed below.

Table 24

*Experimental Group's Frequencies of Content Scores in Progress Test N°3*

<b>Content Scores in PTN°3</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
1,00	17	34,0	34,0	34,0
2,00	17	34,0	34,0	68,0
3,00	16	32,0	32,0	100,0
Total	50	100,0	100,0	



*Figure 10. Experimental Group's Content Frequencies in PTN°3*



Relating to Table 24, only scores 1, 2, and 3 are present whilst the null score is completely away; 1, and 2 points are equally represented (seventeen times for each) and 3 point scoring is sixteen times appeared. In addition, variance between seventeen and sixteen times seems to be slight; thus, the three scores (1, 2, 3)'s frequencies are not quite divergent (34%, 34%, 32%). More information are displayed in *Figure 10*.

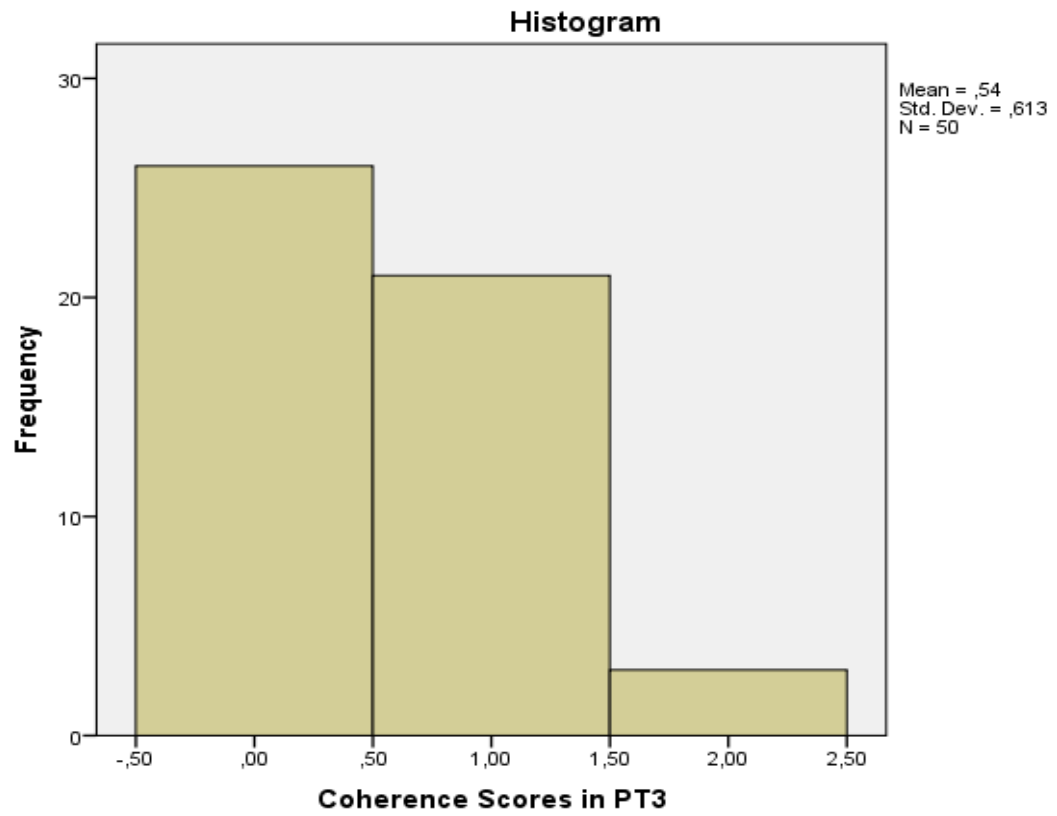
Table 25

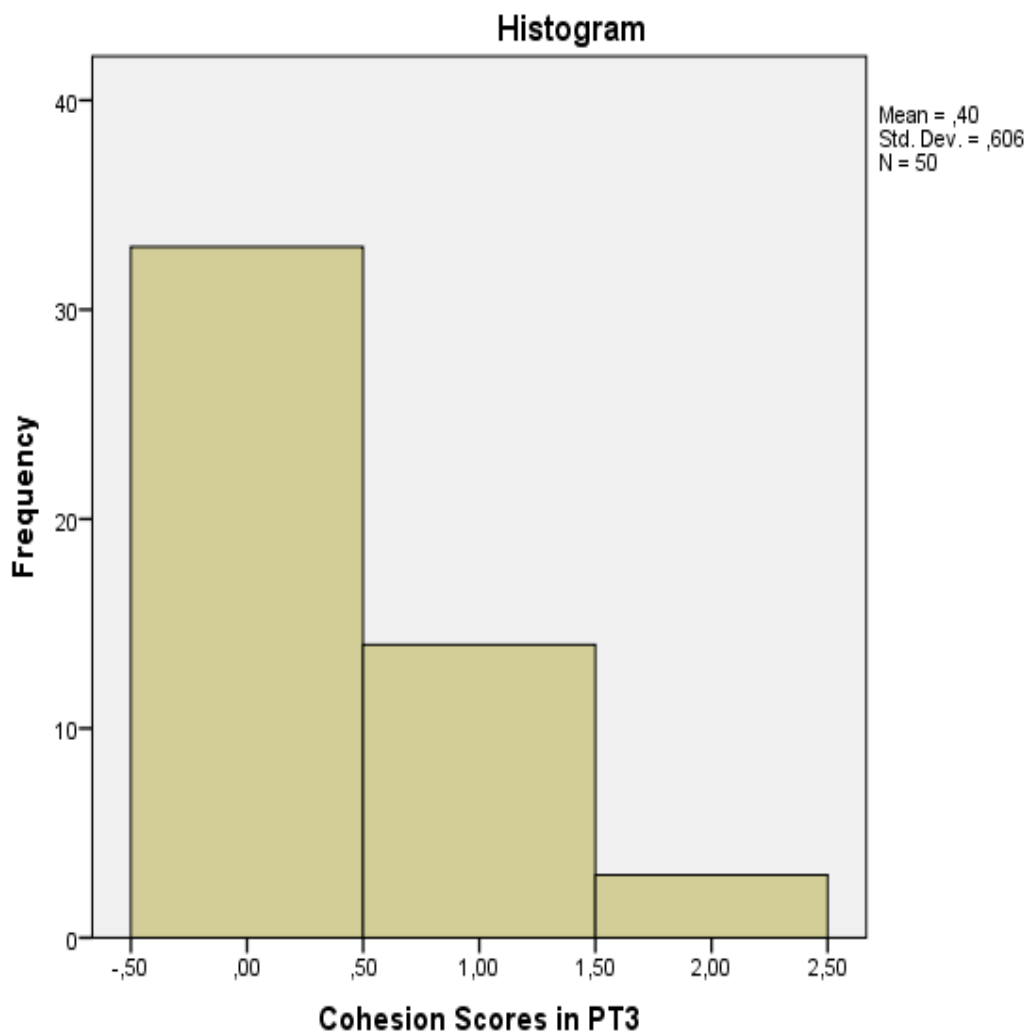
*Experimental Group's Frequencies of Coherence and Cohesion Scores in Progress Test N°3*

Coherence Scores in PTN°3				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid ,00	27	54,0	54,0	54,0
1,00	21	42,0	42,0	96,0
2,00	2	4,0	4,0	100,0
Total	50	100,0	100,0	

Cohesion Scores in PTN°3				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid ,00	33	66,0	66,0	66,0
1,00	14	28,0	28,0	94,0
2,00	3	6,0	6,0	100,0
Total	50	100,0	100,0	





*Figure 11.* Experimental Group's Coherence and Cohesion Frequencies in PTN<sup>o</sup>3

As far as Table 25 is concerned, scores such as 0, 1, and 2 are recurrent in either coherence frequency table or cohesion frequency table. Yet, the common point is that the nothing score tends to be highly recorded in both tables with regard to 1, and 2 points. On that account, 0 point is presented by 54% in coherence and by 66% in cohesion. Then, the lowest percentages are set for the ideal score 2; it has in coherence the quantity of 4%, and 6% in cohesion. Details are graphically represented in *Figure 11*.

Table 26

*Experimental Group's Frequencies of Grammar and Mechanics Scores in Progress*

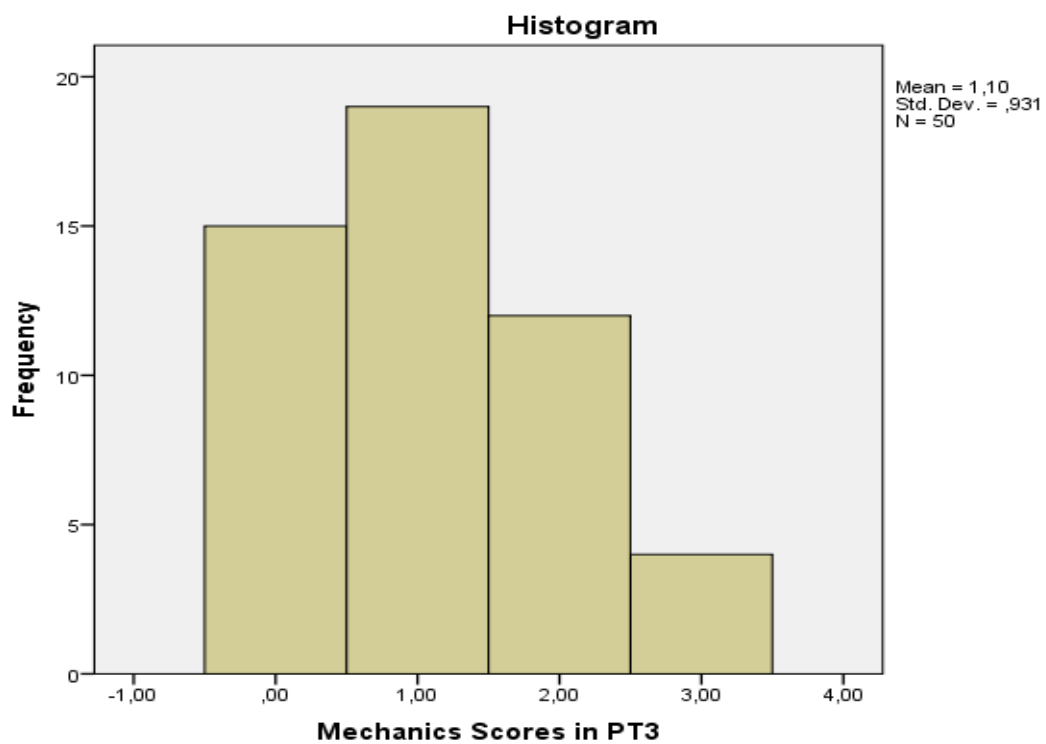
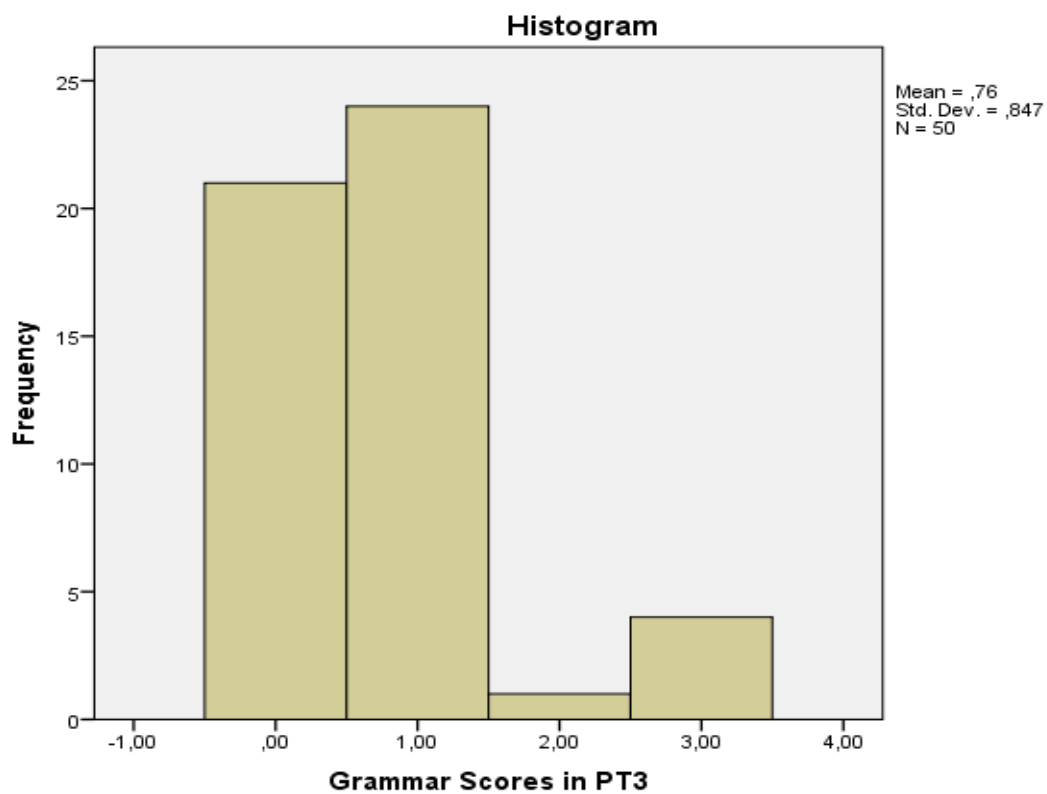
*Test N°3*

**Grammar Scores in PTN°3**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid ,00	21	42,0	42,0	42,0
1,00	24	48,0	48,0	90,0
2,00	1	2,0	2,0	92,0
3,00	4	8,0	8,0	100,0
Total	50	100,0	100,0	

**Mechanics Scores in PTN°3**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid ,00	15	30,0	30,0	30,0
1,00	19	38,0	38,0	68,0
2,00	12	24,0	24,0	92,0
3,00	4	8,0	8,0	100,0
Total	50	100,0	100,0	



*Figure 12.* Experimental Group's Grammar and Mechanics Frequencies in PTN<sup>o</sup>3

In consideration of Table 26, the 0, 1, 2, 3 scoring system is repetitive for both grammatical accuracy and mechanics; however, percentages attributed to each score differ. On that, the 1 score is highly represented in grammar and mechanics frequency distribution tables; it is twenty four times rolling for grammar and nineteen times happening for mechanics. Added information which illustrate results of Table26 are shown in *figure 12*.

**3.1.5. Results of the Progress Test N°4.** In the same way, the first unit of **Cultural Politics**’ theme tagged as ‘**Preamble about the American Political System**’ ended up after twelve hours with the fourth progress test which was nonetheless distinct from its foregoing tests. Correspondingly, the test built upon an essay-established question to explain in three or more paragraph compositions the architecture of American politics as far as such elements: Federal Government, the Constitution, Law-making, and Democracy are considered (see appendix M).

Table 27

*Scores of the Experimental Group in the Progress Test N°4*

Experimental Group										
Criteria	N°	Scores	N°	Scores	N°	Scores	N°	Scores	N°	Scores
Content	1	2	11	3	21	2	31	2	41	2
	2	3	12	3	22	2	32	3	42	1
	3	3	13	3	23	2	33	2	43	1
	4	3	14	2	24	2	34	2	44	1
	5	3	15	1	25	1	35	2	45	2
	6	1	16	1	26	0	36	2	46	3
	7	1	17	2	27	1	37	3	47	3
	8	1	18	3	28	2	38	2	48	3
	9	0	19	3	29	2	39	3	49	3
	10	0	20	1	30	2	40	0	50	3
Coherence	1	2	11	2	21	1	31	0	41	0
	2	2	12	1	22	1	32	0	42	0
	3	0	13	1	23	1	33	1	43	0

	4	1	14	3	24	1	34	1	44	1
	5	0	15	3	25	1	35	1	45	0
	6	0	16	0	26	1	36	0	46	1
	7	0	17	0	27	1	37	0	47	0
	8	1	18	1	28	0	38	0	48	0
	9	1	19	0	29	0	39	1	49	0
	10	1	20	0	30	2	40	0	50	0
<hr/>										
Cohesion	1	1	11	1	21	0	31	1	41	0
	2	1	12	1	22	0	32	1	42	0
	3	1	13	1	23	0	33	1	43	0
	4	1	14	1	24	0	34	1	44	0
	5	1	15	1	25	0	35	0	45	0
	6	1	16	1	26	0	36	0	46	0
	7	1	17	1	27	0	37	0	47	1
	8	0	18	1	28	0	38	2	48	0
	9	1	19	1	29	1	39	0	49	0
	10	0	20	0	30	0	40	0	50	0
<hr/>										
Gram.	1	2	11	2	21	1	31	1	41	2
	2	2	12	2	22	1	32	1	42	2
Accuracy	3	2	13	2	23	2	33	1	43	2
	4	1	14	2	24	2	34	1	44	2
	5	1	15	2	25	2	35	2	45	1
	6	3	16	2	26	2	36	2	46	1
	7	3	17	3	27	3	37	3	47	1
	8	2	18	0	28	1	38	0	48	3
	9	0	19	0	29	0	39	1	49	0
	10	0	20	0	30	2	40	2	50	2
<hr/>										
Mechanics	1	1	11	3	21	0	31	2	41	1
	2	1	12	2	22	1	32	2	42	1
	3	1	13	2	23	1	33	2	43	1
	4	1	14	1	24	1	34	2	44	2
	5	0	15	0	25	1	35	0	45	1
	6	0	16	0	26	1	36	3	46	2
	7	2	17	3	27	1	37	1	47	3
	8	0	18	2	28	0	38	1	48	0
	9	1	19	0	29	0	39	2	49	0
	10	0	20	2	30	0	40	1	50	0

A considerable increase of scores is reported in table 27; high scores taped for content, grammatical accuracy, and mechanics, adequate scores accorded to coherence and cohesion while cohesion is less characterized as to coherence. The top score 3 is

outspread all over table 27 for all the components with differing rates. Therefore, content and grammar come at the lead for they score the top highest score; however cohesion signs a noted augmentation; however, this rate is low as compared to other elements.

Table 28

*Scores of the Control Group in the Progress Test N°4*

Control Group										
Criteria	N° Scores		N° Scores		N° Scores					
Content	1	2	11	1	21	2	31	0	41	1
	2	1	12	0	22	1	32	0	42	0
	3	1	13	0	23	1	33	0	43	0
	4	1	14	0	24	1	34	1	44	0
	5	0	15	0	25	0	35	1	45	0
	6	0	16	0	26	0	36	1	46	0
	7	0	17	0	27	2	37	1	47	0
	8	0	18	1	28	0	38	1	48	3
	9	0	19	1	29	0	39	1	49	0
	10	0	20	0	30	1	40	1	50	0
Coherence	1	0	11	0	21	1	31	0	41	1
	2	0	12	0	22	1	32	0	42	1
	3	0	13	0	23	1	33	0	43	0
	4	0	14	0	24	0	34	0	44	0
	5	0	15	0	25	0	35	0	45	0
	6	0	16	0	26	0	36	0	46	0
	7	0	17	0	27	0	37	0	47	0
	8	1	18	0	28	1	38	1	48	1
	9	0	19	0	29	0	39	0	49	0
	10	0	20	0	30	0	40	1	50	0
Cohesion	1	0	11	0	21	0	31	0	41	0
	2	0	12	0	22	0	32	0	42	0
	3	0	13	0	23	0	33	0	43	0
	4	0	14	0	24	0	34	0	44	0
	5	0	15	0	25	0	35	1	45	0
	6	0	16	0	26	0	36	0	46	0
	7	0	17	1	27	0	37	0	47	0
	8	0	18	0	28	0	38	0	48	0
	9	0	19	0	29	0	39	0	49	0
	10	0	20	0	30	0	40	0	50	1



Gram.	1	1	11	2	21	0	31	2	41	0
	2	1	12	0	22	0	32	1	42	0
Accuracy	3	1	13	0	23	0	33	1	43	0
	4	0	14	0	24	0	34	0	44	1
	5	0	15	0	25	0	35	0	45	0
	6	0	16	0	26	1	36	0	46	0
	7	0	17	1	27	0	37	0	47	1
	8	2	18	0	28	0	38	1	48	0
	9	0	19	0	29	0	39	0	49	0
	10	1	20	1	30	0	40	1	50	2
Mechanics	1	0	11	0	21	0	31	0	41	0
	2	0	12	0	22	0	32	0	42	0
	3	0	13	0	23	0	33	0	43	0
	4	0	14	0	24	0	34	0	44	0
	5	0	15	0	25	1	35	0	45	0
	6	0	16	0	26	1	36	0	46	0
	7	0	17	1	27	1	37	0	47	0
	8	1	18	0	28	1	38	0	48	0
	9	0	19	0	29	1	39	0	49	0
	10	0	20	0	30	1	40	0	50	0

Students' recurring deficiencies in writing academically by strictly conforming to the norms are emblemized on the level of all the five criteria. Correspondingly, the lowest score 0 is widely prevailing in table 28. Consequently, scores (3, 2) are rarely pictured; they relatively are common when accounting for content while cohesion and coherence are the most areas in which significant drawbacks are tagged.

Table 29

*The Average Scores of both Groups in the Progress Test N<sup>o</sup>4*

Criteria	Content	Coherence	Cohesion	Grammatical	Accuracy
Mechanics					
Experimental Group	1.96	0.68	0.50	1.54	1.14
Control Group	0.5400	0.2000	0.6000	0.4200	0.1600

As shown in table 29, scores of experimental group's portion remain increasing with shifting numbers. Content thusly approximately achieved the ideal average; grammar and mechanics are with acceleration approaching the expected ideal average, but means of coherence and cohesion seem as if they were gradually increasing although the augmentation of scores is observable. Students are progressively developing in five areas: content coherence, cohesion, grammatical accuracy, and mechanics in spite of the bit by bit progression to have command of coherence together with cohesion. The control group's participants, on the other hand, stay confront difficulties in grasping common rules to practically write an agreed upon piece of academic writing.

Table 30

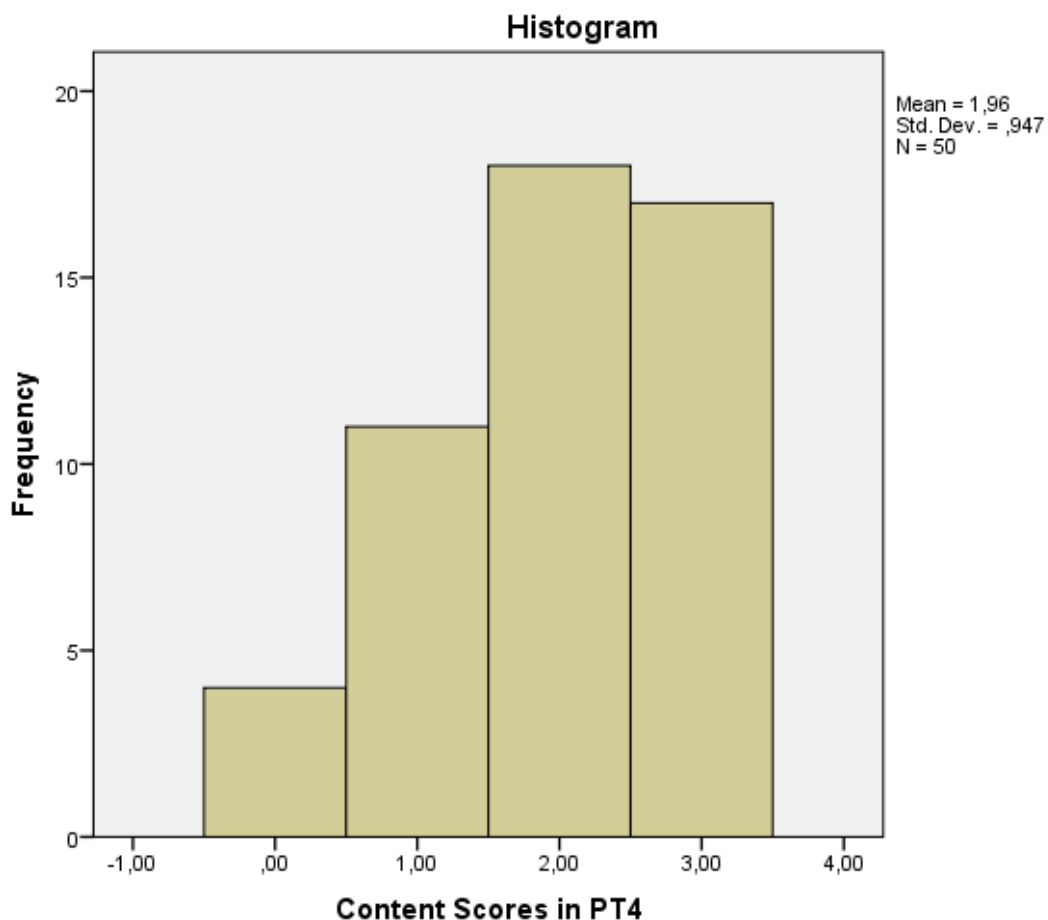
*Experimental Group's Frequencies of Content Scores in Progress Test N°4*

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**Content Scores in PTN°4**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
0,00	4	8,0	8,0	8,0
1,00	11	22,0	22,0	30,0
2,00	18	36,0	36,0	66,0
3,00	17	34,0	34,0	100,0
Total	50	100,0	100,0	

---



*Figure 13.* Experimental Group's Content Frequencies in PTN<sup>o</sup>4

When viewing Table 30, it is obvious that 0, 1, 2, 3 scoring system is duplicated in content frequency distribution table. Accordingly, the ideal score 2 is highly marked with 36 %, and 3 point scoring' percentage is approaching the one of 2 scores by presenting 34%. The null score is less represented, and it is seventeen times obtained by students. More details are shown in the aforesated graph (*figure 13*).

Additionally, the frequency table and its figure indicate, on the one hand, the complete absence of the top score 4 as far as the criterion of content is concerned. Therefore, no student in progress test N<sup>o</sup> 4 achieved the highest point 4 according to the scale. Many students obtained the ideal score 2 on the other hand.

Table 31

*Experimental Group's Frequencies of Coherence and Cohesion Scores in Progress Test N°4*

---

**Coherence Scores in PTN°4**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid ,00	24	48,0	48,0	48,0
1,00	20	40,0	40,0	88,0
2,00	4	8,0	8,0	96,0
3,00	2	4,0	4,0	100,0
Total	50	100,0	100,0	

**Cohesion Scores in PTN°4**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid ,00	26	52,0	52,0	52,0
1,00	23	46,0	46,0	98,0
2,00	1	2,0	2,0	100,0
Total	50	100,0	100,0	

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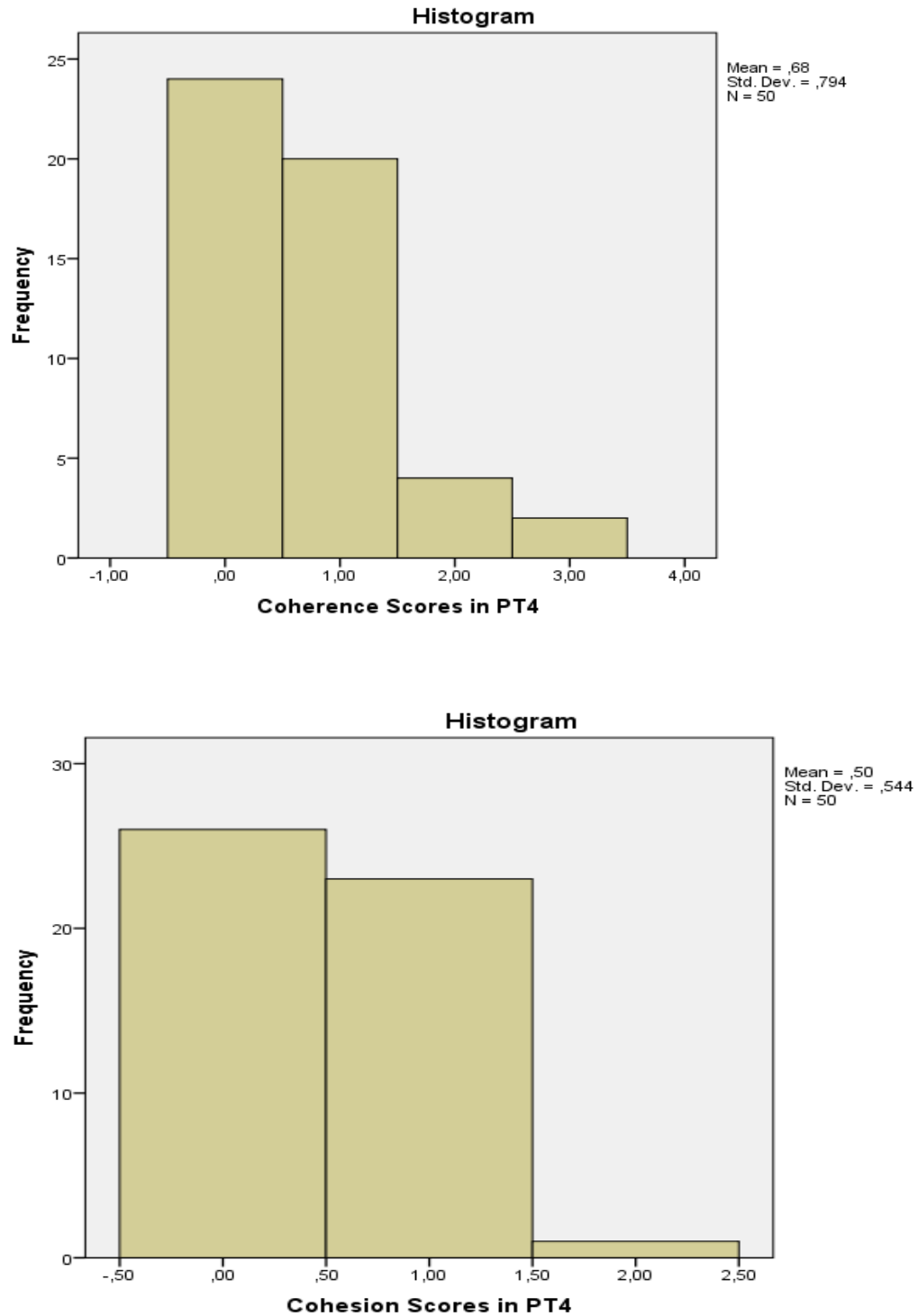


Figure 14. Experimental Group's Coherence and Cohesion Frequencies in PTN<sup>o</sup>4

Table 31 indicates that 0, 1, 2, and 3 scores are obtained in coherence with differing percentages whereas cohesion opts for 0, 1, 2 rating scheme. Upon that, the nothing score is exceedingly registered as compared to other scores (1, 2, and 3). Thusly, it is

twenty-four time reoccurring in coherence frequencies, and twenty-six times for cohesion frequencies. The ideal score is only once happens for cohesion and four times repeated for coherence. In this light, more information are displayed in the graphical representation.

Thus, the highest percentage of students obtained null scores in progress test N°4 for coherence and cohesion criteria. The null score is slightly higher for the component of cohesion rather than coherence. In this context, the ideal score 2 in also only once happening in cohesion and it is a low rate as compared to other scores. Then, the top score 4 seems absent for both coherence and cohesion which refers to students' inability to obtain it in progress test 4.

Table 32

*Experimental Group's Frequencies of Grammar and Mechanics Scores in Progress Test N°4*

#### **Grammar Scores in PTN°4**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid ,00	8	16,0	16,0	16,0
1,00	13	26,0	26,0	42,0
2,00	23	46,0	46,0	88,0
3,00	6	12,0	12,0	100,0
Total	50	100,0	100,0	

#### **Mechanics Scores in PTN°4**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid ,00	34	68,0	68,0	68,0
1,00	14	28,0	28,0	96,0
3,00	2	4,0	4,0	100,0
Total	50	100,0	100,0	

In accordance with Table 32, 0, 1, 2, 3 and 0, 1, 3 scoring systems are frequently used for both grammar and mechanics in this arrangement. Thereupon, the highest score for grammar is 2, and it is appearing twenty-three times whilst the lowest score is 3 which is occurring only three times.

In similar lines, the highest score for mechanics is 0, and it is thirty-four times arising with the upper percentage of 68%. Thence, the lowest percentage marked is 4% and it is for the score 3. This latter is only two times repeated contrariwise to the 1 point which presents itself fourteen times. All these information are better shown in the figure above.

**3.1.6. Results of the Progress Test N°5.** Other twelve-hour period noted the finalization of the last unit ‘**Elections, Presidency and Congress**’ in ‘**Cultural Politics**’ theme. As a result, fifth progress test consisted of one question to write essays, containing no less than three body paragraphs, examining thusly the interrelationship between the U.S Congress and the national policy-making process (see appendix N).

Table 33

*Scores of the Experimental Group in the Progress Test N°5*

Experimental Group										
Criteria	N°	Scores	N°	Scores	N°	Scores	N°	Scores	N°	Scores
Content	1	3	11	2	21	3	31	1	41	3
	2	3	12	2	22	3	32	1	42	3
	3	3	13	2	23	2	33	1	43	2
	4	1	14	2	24	2	34	1	44	2
	5	2	15	2	25	1	35	1	45	2
	6	2	16	2	26	1	36	3	46	2
	7	2	17	3	27	1	37	3	47	1
	8	2	18	3	28	1	38	2	48	2
	9	2	19	3	29	1	39	3	49	3

	10	2	20	1	30	1	40	2	50	3
Coherence	1	0	11	2	21	2	31	1	41	2
	2	0	12	0	22	0	32	1	42	2
	3	0	13	1	23	0	33	0	43	2
	4	0	14	1	24	0	34	1	44	1
	5	0	15	1	25	1	35	1	45	0
	6	0	16	1	26	1	36	2	46	0
	7	1	17	1	27	1	37	3	47	0
	8	0	18	1	28	0	38	0	48	0
	9	1	19	2	29	0	39	1	49	0
	10	0	20	0	30	0	40	0	50	1
Cohesion	1	0	11	2	21	0	31	2	41	0
	2	0	12	0	22	0	32	0	42	0
	3	0	13	2	23	0	33	0	43	2
	4	0	14	2	24	0	34	0	44	0
	5	1	15	0	25	0	35	0	45	2
	6	0	16	0	26	0	36	2	46	1
	7	0	17	0	27	0	37	3	47	1
	8	1	18	0	28	0	38	0	48	1
	9	1	19	0	29	1	39	0	49	1
	10	0	20	0	30	0	40	1	50	0
Gram.	1	3	11	2	21	1	31	2	41	3
	2	2	12	2	22	1	32	1	42	3
Accuracy	3	2	13	2	23	1	33	1	43	3
	4	2	14	2	24	1	34	1	44	3
	5	2	15	2	25	3	35	1	45	3
	6	2	16	2	26	3	36	2	46	0
	7	2	17	3	27	3	37	2	47	0
	8	1	18	0	28	1	38	2	48	0
	9	0	19	0	29	3	39	1	49	0
	10	0	20	1	30	0	40	1	50	1
Mechanics	1	2	11	3	21	1	31	2	41	1
	2	1	12	2	22	1	32	2	42	0
	3	1	13	2	23	0	33	2	43	1
	4	1	14	2	24	1	34	2	44	2
	5	1	15	1	25	1	35	3	45	2
	6	1	16	1	26	2	36	1	46	2
	7	1	17	1	27	0	37	1	47	2
	8	1	18	1	28	1	38	1	48	0
	9	0	19	1	29	0	39	1	49	1
	10	0	20	1	30	0	40	1	50	2



Data in Table 33 put in view the in-progress raise of scores in all the five aspects with differing degrees. The top score 3 is marked everywhere in table 27 with diverse rates; it is higher for content, grammar, mechanics as to coherence and cohesion which both witnessed increase even though slight. The top score 3 is less represented all over the five components, and it is completely absent in content criterion's.

By looking at the table above, the null score appears to be frequent in coherence, cohesion rather than content, grammar, and mechanics. Upon that, for content, grammar, and mechanics, it is eminent that it has not yet reached the major rate. There is a common notification in the table signifies the lack of the score 4.

Table 34

*Scores of the Control Group in the Progress Test N°5*

Control Group										
Criteria	N° Scores		N° Scores		N° Scores		N° Scores		N° Scores	
Content	1	2	11	0	21	1	31	0	41	1
	2	0	12	0	22	1	32	0	42	1
	3	0	13	0	23	1	33	0	43	1
	4	0	14	0	24	1	34	0	44	0
	5	0	15	0	25	1	35	0	45	1
	6	0	16	0	26	1	36	0	46	0
	7	1	17	0	27	1	37	2	47	0
	8	0	18	0	28	1	38	1	48	0
	9	0	19	1	29	0	39	0	49	0
	10	0	20	1	30	0	40	1	50	0
Coherence	1	0	11	0	21	1	31	0	41	1
	2	0	12	1	22	1	32	0	42	1
	3	0	13	0	23	0	33	0	43	1
	4	0	14	0	24	0	34	1	44	1
	5	0	15	0	25	0	35	0	45	0
	6	0	16	1	26	0	36	0	46	2
	7	0	17	0	27	0	37	1	47	2
	8	0	18	0	28	0	38	0	48	2
	9	0	19	0	29	0	39	0	49	2
	10	1	20	0	30	0	40	0	50	1

Cohesion	1	0	11	0	21	0	31	1	41	0
	2	0	12	0	22	0	32	0	42	0
	3	0	13	0	23	0	33	0	43	0
	4	0	14	0	24	0	34	0	44	0
	5	0	15	0	25	0	35	0	45	0
	6	0	16	0	26	0	36	0	46	0
	7	0	17	1	27	0	37	0	47	0
	8	0	18	0	28	0	38	1	48	0
	9	1	19	0	29	0	39	0	49	0
	10	0	20	0	30	0	40	0	50	0

---

Gram.	1	1	11	2	21	0	31	0	41	0
	2	0	12	1	22	0	32	0	42	0
Accuracy	3	2	13	1	23	0	33	0	43	0
	4	0	14	1	24	0	34	0	44	0
	5	0	15	0	25	0	35	0	45	0
	6	0	16	0	26	1	36	3	46	0
	7	1	17	0	27	2	37	1	47	0
	8	0	18	0	28	0	38	1	48	1
	9	0	19	0	29	0	39	1	49	0
	10	0	20	1	30	0	40	0	50	0

---

Mechanics	1	0	11	0	21	1	31	0	41	1
	2	0	12	0	22	0	32	0	42	0
	3	0	13	0	23	0	33	0	43	0
	4	0	14	0	24	0	34	0	44	1
	5	0	15	0	25	0	35	0	45	0
	6	0	16	0	26	0	36	0	46	0
	7	0	17	0	27	0	37	1	47	0
	8	1	18	1	28	1	38	0	48	0
	9	0	19	0	29	0	39	0	49	0
	10	0	20	0	30	0	40	0	50	0

---

By observing table 34, a carry-on decrease of scores in all the aspects can be traced; the top score 3 is rarely signaled in only grammar whereas the lowest score 0 intensively disseminated over the five criteria with high degrees mainly for coherence, cohesion, and mechanics.

Table 35

*The Average Scores of both Groups in the Progress Test N°5*

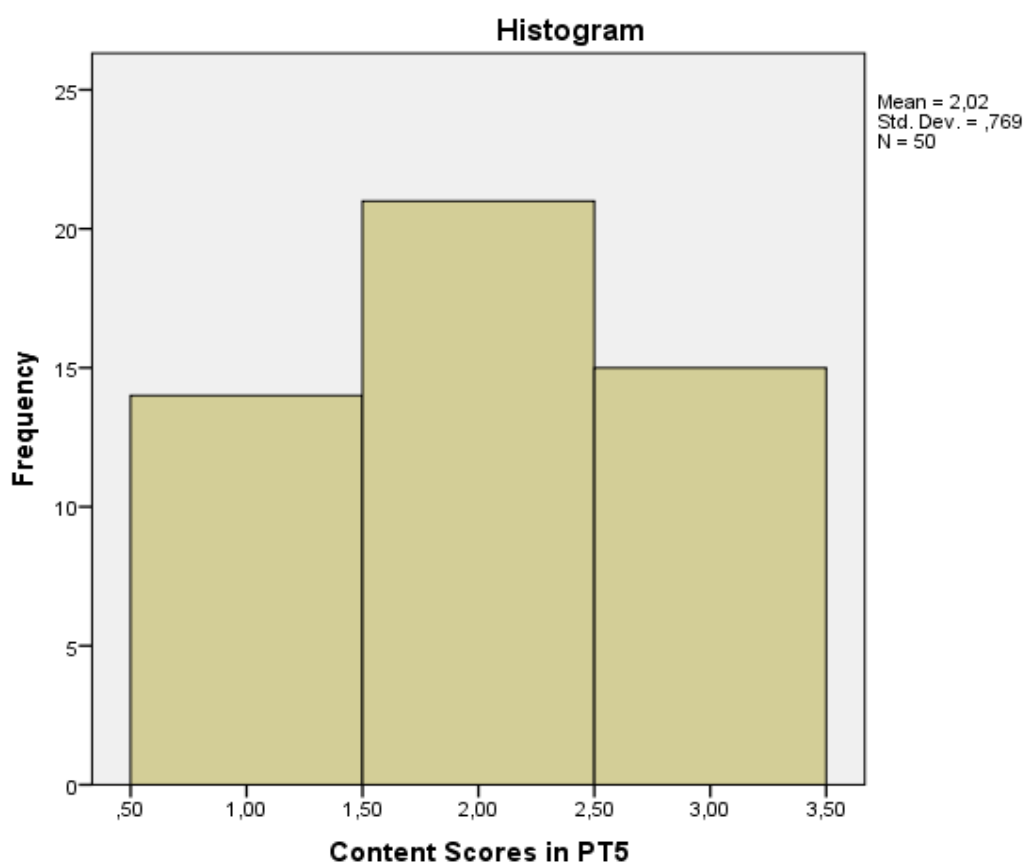
Criteria	Content	Coherence	Cohesion	Grammatical Accuracy	Mechanics
Experimental Group	2.02	0.70	0.52	1.58	1.20
Control Group	0.4200	0.1600	0.1000	0.1100	0.1400

Table 35 presents the overturned relation between the experimental group and the control one. On that for the first it is a downside-up; however, the second exhibits the opposite. On this spot, what is evident is that students of the experimental group are showing a keep-going progress in areas set by the researcher. In this sense, even the rate of increase is slightly (for coherence, and cohesion) or highly ascending (for content, grammar, mechanics), it represents progress in how those areas are practically manifested to compose accurate academic pieces of writing. There is another side of the coin that is the control group, this latter's grades are continuously diminishing and reporting students' inability to academically write for different tasks of American civilization. Accordingly, Table 35 shows that the control group's average in content, coherence, cohesion, grammar, and mechanics is inferior than the average of experimental group's average in the five components.

Table 36

*Experimental Group's Frequencies of Content Scores in Progress Test N°5*

<b>Content Scores in PTN°5</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
0,00	28	56,0	56,0	56,0
1,00	18	36,0	36,0	92,0
2,00	3	6,0	6,0	98,0
3,00	1	2,0	2,0	100,0
Total	50	100,0	100,0	

*Figure 15. Experimental Group's Content Frequencies in PTN°5*

By considering Table 36, the 0, 1, 2, 3 scoring system is again dominant in content frequencies. Upon that, the invalid score 0 appears with the highest percentage of 56%; the ideal score 2 is only three times repeated to present 6%; the 1 point is eighteen times reoccurring. The score 3 is once repeated as displayed in the figure and the table above.

The null score is highly represented in the table; many students in progress test N°5 obtained zero for content. The top score students got is 3, and it occurred only once for content in the same progress test; however, for the rate of 1 point tends to be higher than the one of the ideal score 2.

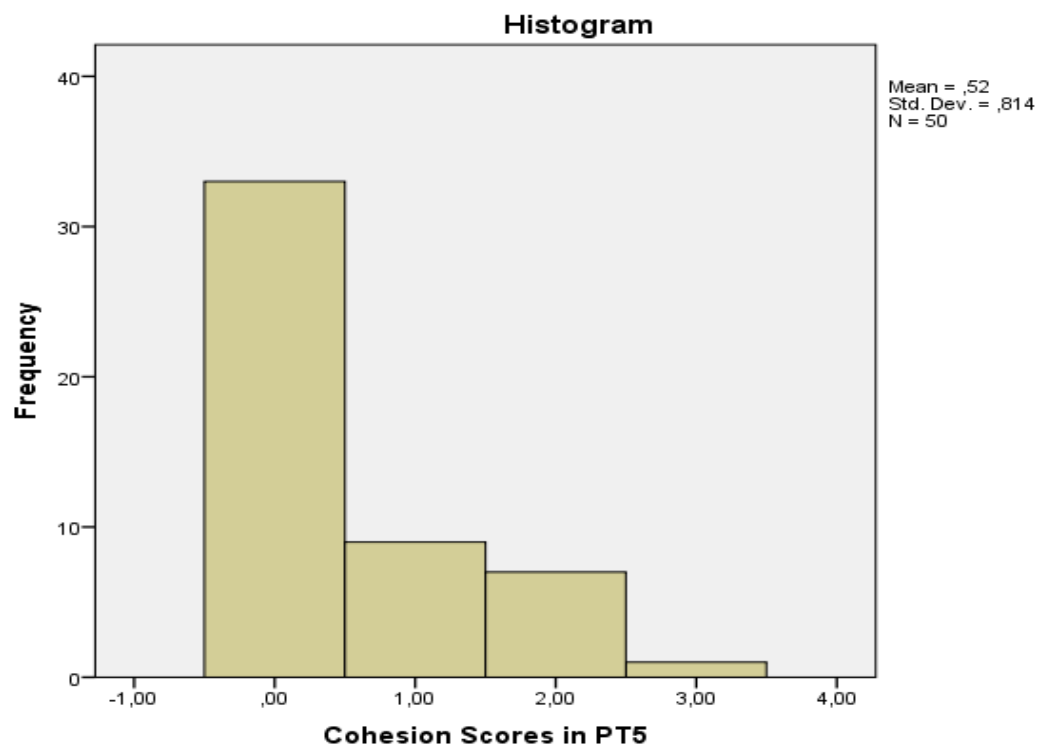
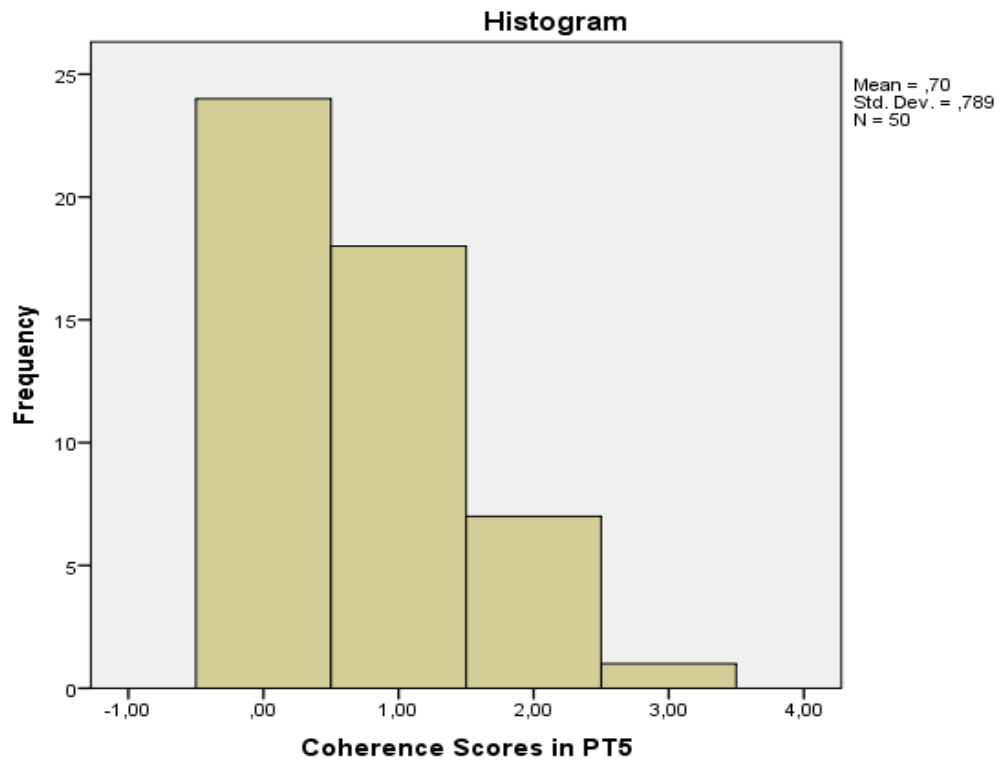
Table 37

*Experimental Group's Frequencies of Coherence and Cohesion Scores in Progress Test N°5*

Coherence Scores in PTN°5				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid ,00	24	48,0	48,0	48,0
1,00	18	36,0	36,0	84,0
2,00	7	14,0	14,0	98,0
3,00	1	2,0	2,0	100,0
Total	50	100,0	100,0	

Cohesion Scores in PTN°5				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid ,00	33	66,0	66,0	66,0
1,00	9	18,0	18,0	84,0
2,00	7	14,0	14,0	98,0
3,00	1	2,0	2,0	100,0
Total	50	100,0	100,0	



*Figure 16.* Experimental Group's Coherence and Cohesion Frequencies in PTN<sup>o</sup>5

In this progress test, the null score is highly registered, according to Table 37, in coherence and cohesion. It is twenty-four times repeated, and it shows the percentage of 48% for coherence; for cohesion it is thirty three times happening with the percentage of 66%. Another point that is worth mentioning is that the top score 3 is just once listed in either coherence or cohesion scores.

Furthermore, results display the equal representation of scores 2, and 3 (7%, 1%) respectively for both coherence and cohesion. In other words, the same percentage of the ideal score is represented in coherence and cohesion, and the same note is applicable to the top score obtained that is 3.

Table 38

*Experimental Group's Frequencies of Grammar and Mechanics Scores in Progress Test N°5*

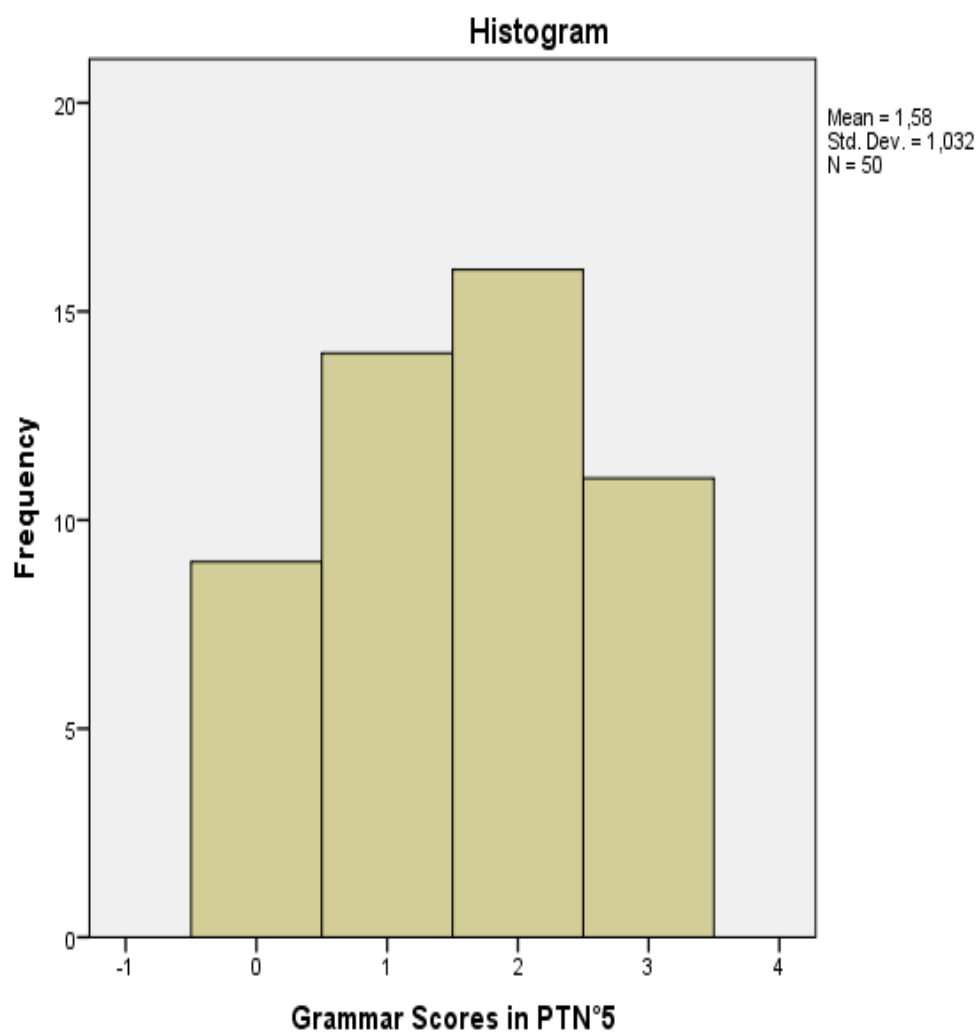
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**Grammar Scores in PTN°5**

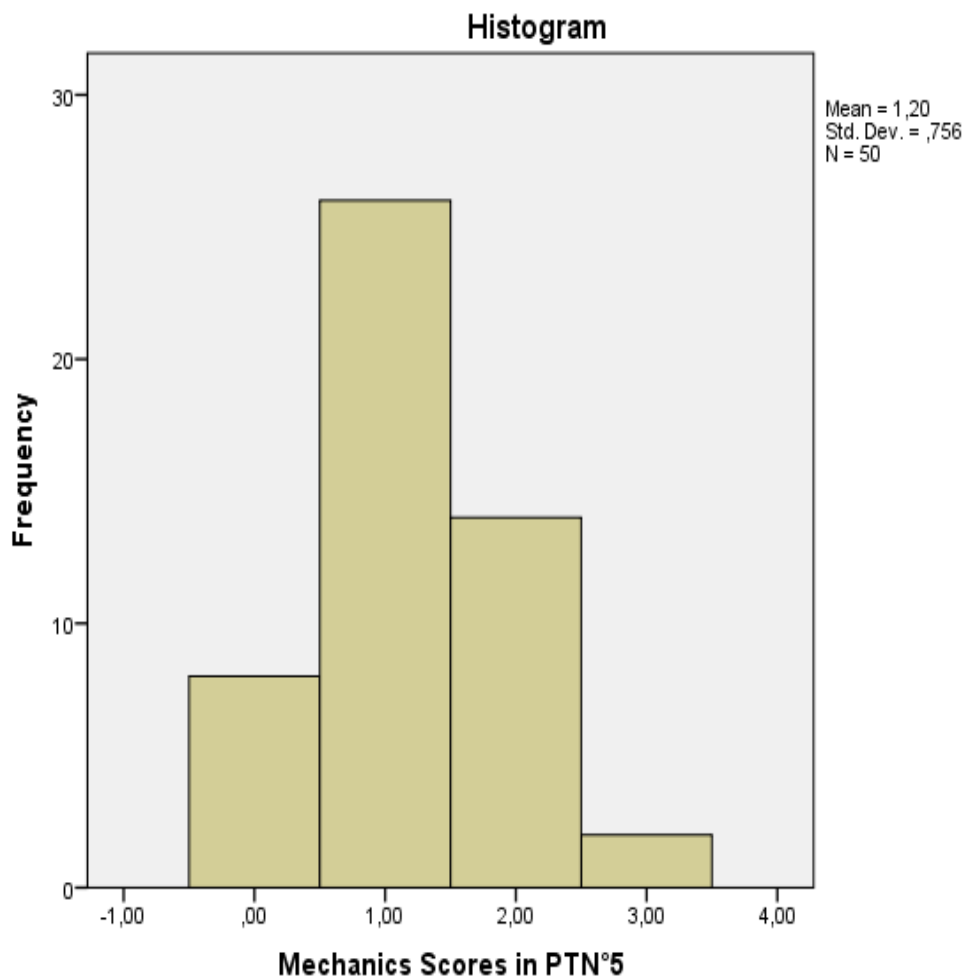
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid ,00	9	18,0	18,0	18,0
1,00	14	28,0	28,0	46,0
2,00	16	32,0	32,0	78,0
3,00	11	22,0	22,0	100,0
Total	50	100,0	100,0	

**Mechanics Scores in PTN<sup>o</sup>5**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid ,00	8	16,0	16,0	16,0
1,00	26	52,0	52,0	68,0
2,00	14	28,0	28,0	96,0
3,00	2	4,0	4,0	100,0
Total	50	100,0	100,0	







*Figure 17.* Experimental Group's Grammar and Mechanics Frequencies in PTN°5

By regarding Table 38, it is clear that the 0, 1, 2, 3, scoring system holds in common between grammar and mechanics; however values are distinct from one frequency table to another. For grammar, the ideal score 2 is highly enrolled (sixteen times) to display the percentage of 32% while the lowest score 0 is less occurred (nine times, 18%). Then, for mechanics, 1 score is highly represented to occupy 52% whereas the top score 3 is less represented with 4%. Furthermore, the ideal score 2 is fourteen times happening and it contains the 28%.

**3.1.7. Results of the Posttest.** The coming step in our experiment after the accomplishment of previous five progress tests is post testing students of both groups in order to check if there is really change for the experimental group resulting from receiving treatment. Members of each group under similar circumstances (timing, test format, place) have been administered a posttest composed of a single part about essay writing just as it occurred in the pretest and it was the same content.

Table 39

*Final Grades of the Experimental Group in the Posttest*

Experimental Group										
Final Scores	N°	Scores	N°	Scores	N°	Scores	N°	Scores	N°	Scores
	1	2	11	0	21	1	31	0	41	1
	2	0	12	0	22	1	32	0	42	1
	3	0	13	0	23	1	33	0	43	1
	4	0	14	0	24	1	34	0	44	0
	5	0	15	0	25	1	35	0	45	1
	6	0	16	0	26	1	36	0	46	0
	7	1	17	0	27	1	37	2	47	0
	8	0	18	0	28	1	38	1	48	0
	9	0	19	1	29	0	39	0	49	0
	10	0	20	1	30	0	40	1	50	0

Xe=202, N=50

Table 40

*Final Grades of the Control Group in the Posttest*

Control Group										
Final Scores	N°	Scores	N°	Scores	N°	Scores	N°	Scores	N°	Scores
1	2	11	0	21	1	31	0	41	1	
2	0	12	0	22	1	32	0	42	1	
3	0	13	0	23	1	33	0	43	1	
4	0	14	0	24	1	34	0	44	0	
5	0	15	0	25	1	35	0	45	1	
6	0	16	0	26	1	36	0	46	0	
7	1	17	0	27	1	37	2	47	0	
8	0	18	0	28	1	38	1	48	0	
9	0	19	1	29	0	39	0	49	0	
10	0	20	1	30	0	40	1	50	0	

$X_c=73$ ,  $N=50$

According to the total scores of experimental group and control group respectively, there is a difference between both groups. On that, scores of the experimental group (total scores=202) are highly represented than those of the control group (total scores=73). From this stance, experimental group students' compositions are considerably rated as compared to control group's performances.

In this context, Tables 39, 40 stated in this order show that from 0/20 to 13/20 are extreme scores for the experimental group's range while in the control group's orbit, 0-5 extreme scores are omnipresent. This reflects the extent to which students are able to get command of academic writing under the cover of five criteria established at the outset of this research.

Correspondingly, it is apparent from Table 39 that levels of students enlisted as 'below average', 'approaching average', 'average', and 'good'. However, results in Table 34 dictate that students' level in academically writing for American civilization module

comprise 'below average' and 'approaching average'. In that event, few students' essays scored 0, and this subsequently pictures these students' failure to even compose an approaching average performance after a two-long terms of experiment.

Therefrom, as revealed in Tables 39, 40, the difference in scores gained by each group is exposed through results registered. Thus, at this point of inquiry, there is recognition of the necessity to statistically interpret the significance of difference marked in the average of scores between experimental and control groups.

In order to provide more details and description about the difference in the means of scores between both groups, the table below (41) can better serve for clarification:

Table 41

*Mean Scores of Both Groups in the Posttest*

Case Processing Summary						
	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Pretest Scores	50	100,0%	0	0,0%	50	100,0%

Report

The average of Scores of Experimental Group in the Posttest

Mean	N	Std.Deviation
6,1000	50	2,75503

The average of Scores of Control Group in the Posttest

Mean	N	Std.Deviation
1,2000	50	1,00277

Difference in the Means	4,900
-------------------------	-------

As indicated in this table, the mean of scores for the experimental group in the posttest equals 6, 1000 whereas that of the control group is 1, 2000. Hereof, the two values frame-up a difference of 2.5 between both groups which demands a numerically-driven interpretation so that more reliability and validity can be accorded with the current investigation.

For the sake of elucidation, the tests (pretest, progress tests, and posttest)' results are illustrated in the following table:

Table 42

*Summary of the Five Progress Tests' Scores*

	Means in the Pretest	Means in the Progress Test N°1	Means in the Progress Test N°2	Means in the Progress Test N°3	Means in the Progress Test N°4	Means in the Progress Test N°5	Means in the Posttest
Experimental Group	1,9000	4,6800	5,1400	5,7400	5,7600	6,0200	6,100
Control Group	1,8600	1,6600	1,5400	1,5400	1,3800	1,2000	1,2000
Difference in the Means	0,04	3,02	3,60	4,20	4,38	5,82	4,9

### 3.2. Analysis of Answers Obtained from Students' Opinionnaire.

When the experiment finished, a preliminary form of an opinionnaire was constructed by including twenty-seven statements, thence, the step that it was piloted with eleven students was followed by the ratification of the final sheet of opinionnaire in which five items excluded since students provided no answers as an indication of their inaccuracy. The refined opinionnaire's pattern was retested on eleven students before the ultimate administration to experimental group students. On that account, the revisited opinionnaire marked a good reliability level as its correlation coefficient (Cronbach's Alpha= 0,7) displayed an acceptable significance of its constituents.

Students' responses to the opinionnaire were subject to analysis by taking the advantages of SPSS (version 22.0) to compute the mean and standard deviation of each statement. Results are numerically presented in table 43, but this is better portrayed in the following graphs.

Respondents' answers to this opinionnaire framed their reflections on theme-based teaching; twenty-two items received positive simulation on the part of students. Here, the highest mean values registered to items (1, 3, 4, 5, 7, 8, 9, 13, 17, 18, 19). 'Your work collected out of timed-examinations helps you write at ease' recorded the upper mean rank (M=4.62).

Still, items (4, 1, 19, 17, 18) came by not the lowest, but the least positive attitudes. Thus, statement 4 'American civilization courses presented as a combination of history and culture are enjoyable', and the aspect of 'American civilization courses are interesting' grabbed the mean values of 4.4, and 4.32 while the statement 'Learning American civilization lessons through cartoons facilitated your comprehension' held 4,38; subsequent statements 'Learning collaboratively with your teacher, and

classmates motivates you to learn more about the American Culture’ and ‘Learning collaboratively with your teacher, and classmates motivate you to learn more about the (US-) Cultural History’ gained identically weight of 4.22.

Yet, another category of items is earning even low but positive attitudes. Accordingly, the lowest positive value assigned to the item labeled ‘Familiarity with American Civilization Courses’. This latter’s mean value was signed 2.6, within this framework, another aspect was submitted to students ‘Writing assignments are very difficult but you have coped with that’ for estimation of what extent students get accustomed to writing for American civilization tasks, and it marked the highest degree of variability in view of the accordant mean (SD=1.293).

From what is stated above, it can be noticed that almost all the items obtained considerable interest from students. On that, students reflected their support to the principles of theme-based approach with varying degrees, for instance, learning American civilization history and culture mixed content through collaborative work, authentic materials, language activities made up for a constructive learning, and in contrast to ‘American Culture’, and ‘Cultural History’, they expressed less inclination to write about cultural politics subject matters, and this is obvious through mean values obtained on items 18, 19, 20 (4.22, 4.22, 3.5).

On the basis of item’ 8 s highest mean value accompanied with the lowest standard deviation ( $\mu=4.62$ ,  $SD=0.53$ ), students’ responses are focused around the mean, and this showcases students’ unanimity in opinions about the importance of class activities integrated with content learning, correspondingly, this is also revealed when students set their agreement on the interestingness of American civilization course and consent

on the significance of practicing writing for mainly American culture and cultural history related tasks.

By considering statements 11, 21, and 22, students moderately embolden learning independently from civilization instructor as they still encounter difficulties in handling writing tasks specific to American civilization content (item 21) but feedback of the last aspect gives an indication that the extent of such a difficulty lies in between neither immense nor bounded (item 22). From this stance, it worth mentioning that third year LMD students' autonomy for learning American civilization course content is in its evolving stage which means that the principle of self-reliance for learning American civilization tends to be incompletely perceived by the same students.

Table 43: *Summary of Students' Opinionnaire Analysis*

Descriptive Statistics							
Items	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
1. Interestingness of Am Civ Course	50	1,00	5,00	216,00	<b>4,3200</b>	,12917	,91339
2. Am Surface Culture	50	2,00	5,00	192,00	3,8400	,12571	,88893
3. Am Deep Culture	50	2,00	5,00	203,00	<b>4,0600</b>	,11922	,84298
4. Cultural History Learning	50	3,00	5,00	220,00	<b>4,4000</b>	,08571	,60609
5. Cultural Politics Learning	50	2,00	5,00	200,00	<b>4,0000</b>	,11780	,83299
6. Class-Interaction	50	2,00	5,00	186,00	3,7200	,13106	,92670
7. Am Civ Productivity	50	1,00	5,00	202,00	<b>4,0400</b>	,13985	,98892
8. Class Activities	50	3,00	5,00	231,00	<b>4,6200</b>	,07500	,53031



9. Am Culture Writing Tasks	50	2,00	5,00	210,0 0	<b>4,2000</b>	,09897	,69985
10. Cultural History Writing Activities	50	2,00	5,00	186,0 0	3,7200	,13106	,92670
11. Learning Autonomy	50	1,00	5,00	185,0 0	3,7000	,15714	1,11117
12. Writing Practice for Am Civ	50	2,00	5,00	191,0 0	3,8200	,13610	,96235
13. Writing abt Am Culture	50	2,00	5,00	209,0 0	<b>4,1800</b>	,10951	,77433
14. Writing abt Cultural History	50	2,00	5,00	198,0 0	3,9600	,13985	,98892
15. Writing abt Cultural Politics	50	2,00	5,00	175,0 0	3,5000	,14070	,99488
16. Authentic Materials' Role	50	2,00	5,00	190,0 0	3,8000	,13401	,94761
17. Animated PPTs	50	2,00	5,00	219,0 0	<b>4,3800</b>	,11025	,77959
18. Collaborative Work for Am Culture Learning	50	3,00	5,00	211,0 0	<b>4,2200</b>	,10416	,73651
19. Collaborative Work for Cultural History Learning	50	3,00	5,00	211,0 0	<b>4,2200</b>	,08226	,58169
20. Collaborative Work for Cultural Politics Learning	50	2,00	5,00	175,0 0	3,5000	,13777	,97416
21. Familiarity with Am Civ Concepts	50	1,00	4,00	130,0 0	2,6000	,14846	1,04978
22. Readiness to Overcome Difficulties	50	1,00	5,00	143,0 0	2,8600	,18297	1,29378
Valid N (listwise)	50						

### **3.3. Analysis of Data Obtained from Teachers' Interview**

**3.3.1. Procedures considered in Interviewing.** The other part of the current research work is a descriptive study. This latter requires qualitative data gathered by conducting a semi-structured interview with ten teachers of English as a foreign language appertaining to the Department of English in Batna-2 University.

**3.3.2. Interview's Structure.** The type of our research questions compelled us to opt for a semi-structured interview as the suitable data gathering tool that affords the opportunity to obtain profound insights into informants' perceptions towards the use of theme-based approach as an innovative treatment to teach American civilization module and its effect on the academic writing of students for tasks related to the module mentioned earlier.

Content of the interview revolved around structured segments and unstructured related sub-segments. In this respect, the beginning questions were introductory in nature aiming at engaging interviewees in extensively responding to the coming questions. Thence, transition questions were structured as a medium between introductory and key questions. Yet, the main questions were planned to address key points relevant to our research questions and objectives. Finally, ending questions were framed in order to set a borderline for the interview by thanking informants for their cooperation and willingness to participate in the present study.

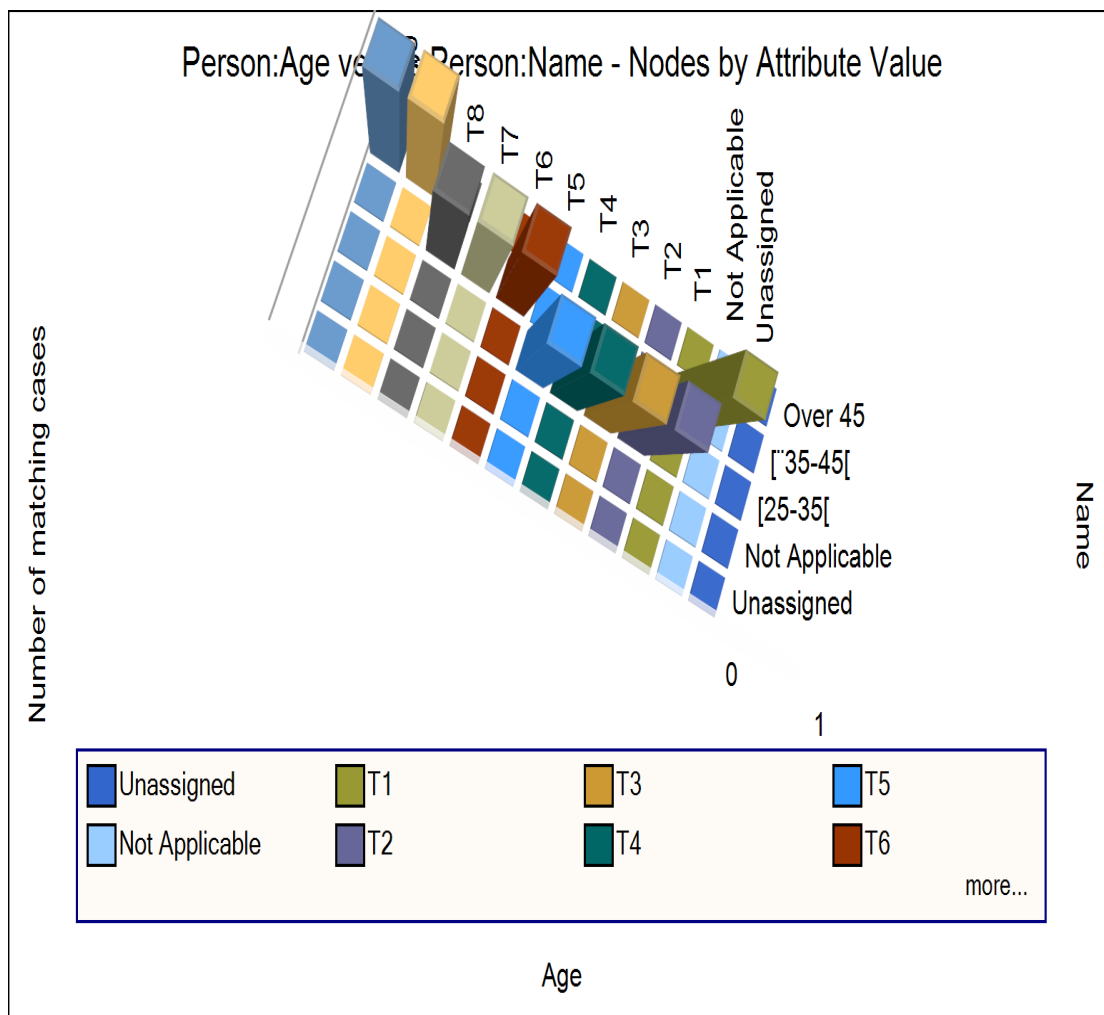
Hitherto, in this technologically- oriented age, the cutting-edge tape recorder was utilized in order to record interviewees' complete conversations that took place at participants' offices or vacant teaching rooms after receiving their approval to preplanned sessions of interviewing which lasted from eight to thirteen minutes.

Recorded replies to a sequence of pre-planned and unplanned open-ended questions were transcribed later on into files.

### 3.3.3. Analysis of Interview Data.

#### Item 1: Teachers' Profile

Out of ten interviewees, three ones were males whereas the rest were females whose age fell into one of these intervals:] 25- 35[, [35-45[, and over 45 years old. Figures 1 and 2 subsequently epitomize general information about participants in different classification sheets drawn as charts by NVivo11 Pro.



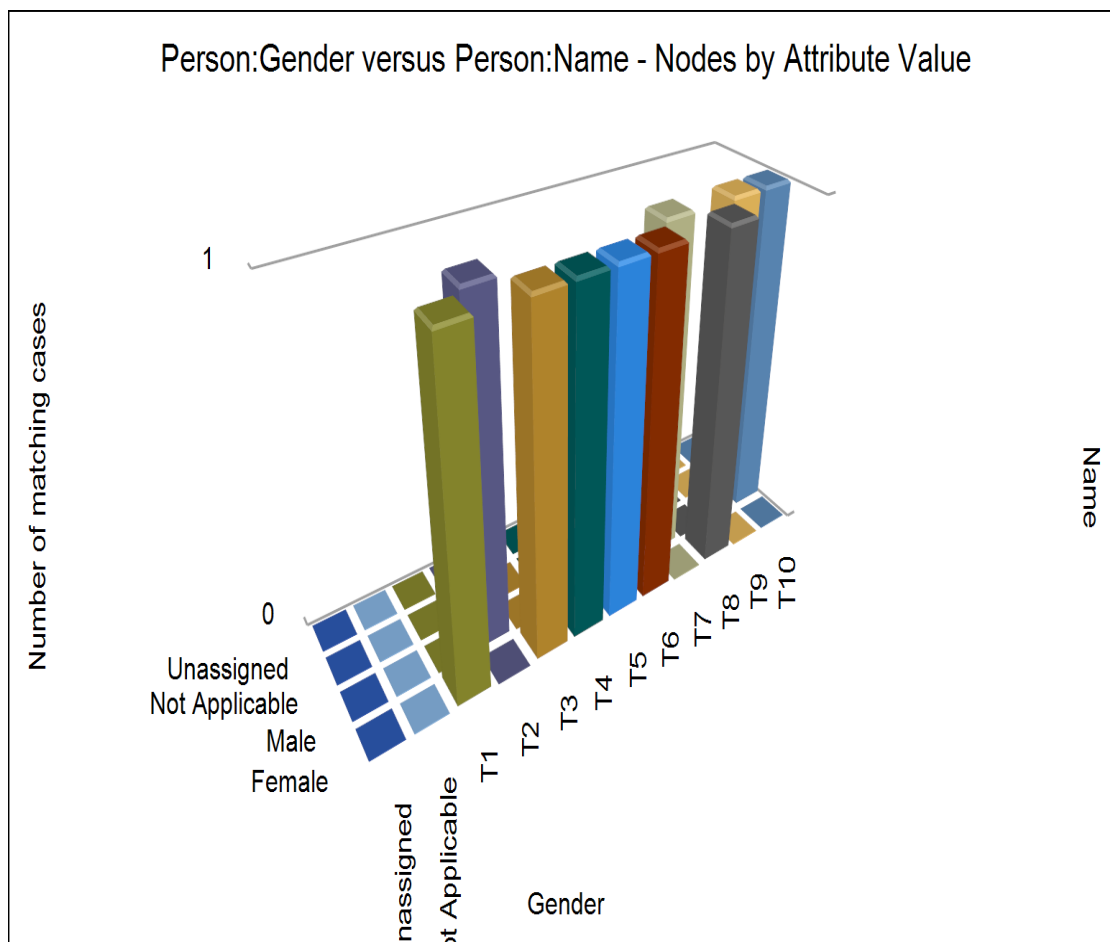


Figure 18. Informants' Gender and Age

From this figure, it is evident that four interviewees were males and six were females; one fifth (1/5) encircling a couple of teachers aged over 45 years old while two fifths (2/5) attributed to [25-35[ age group and the other remaining two fifths including four teachers enclosed [35-45[ age category.

Alongside age and gender, other specific information about our interviewees were extracted to help in providing deeper insights about participants and the issue as a whole. Additional notifications are illustrated in Figure 19.

As sketched in figure 19, the majority of informants hold a magister degree except one interviewee qualified as a professor specialized in civilization and literature, and the other one is a doctor in civilization and literature. In this line, eight assistant professors tuned in this study were divided into two chunks, one encompassing five teachers professionalized in applied linguistics and the fellow portion of three teachers accomplished in civilization and literature.

On that spot, the amount of experience gained in teaching English as a foreign language varies from teacher to another. Accordingly, two fifths of interviewees had the experience of more than ten years; however, the three fifths, in contrast, owned less than ten years of experience in EFL teaching.

As yet, there is another side of the coin that depicts whether or not interviewees received any sort of training throughout their professional life. Hereof, informants' replies indicated that 40% of teachers received short-term training, likewise, 40% of teachers received long-term training, and only two exceptions representing the ratio of 20% had never received any training. Interviewees were language and content instructors at the same Department; they all get hands on teaching English as a foreign language.

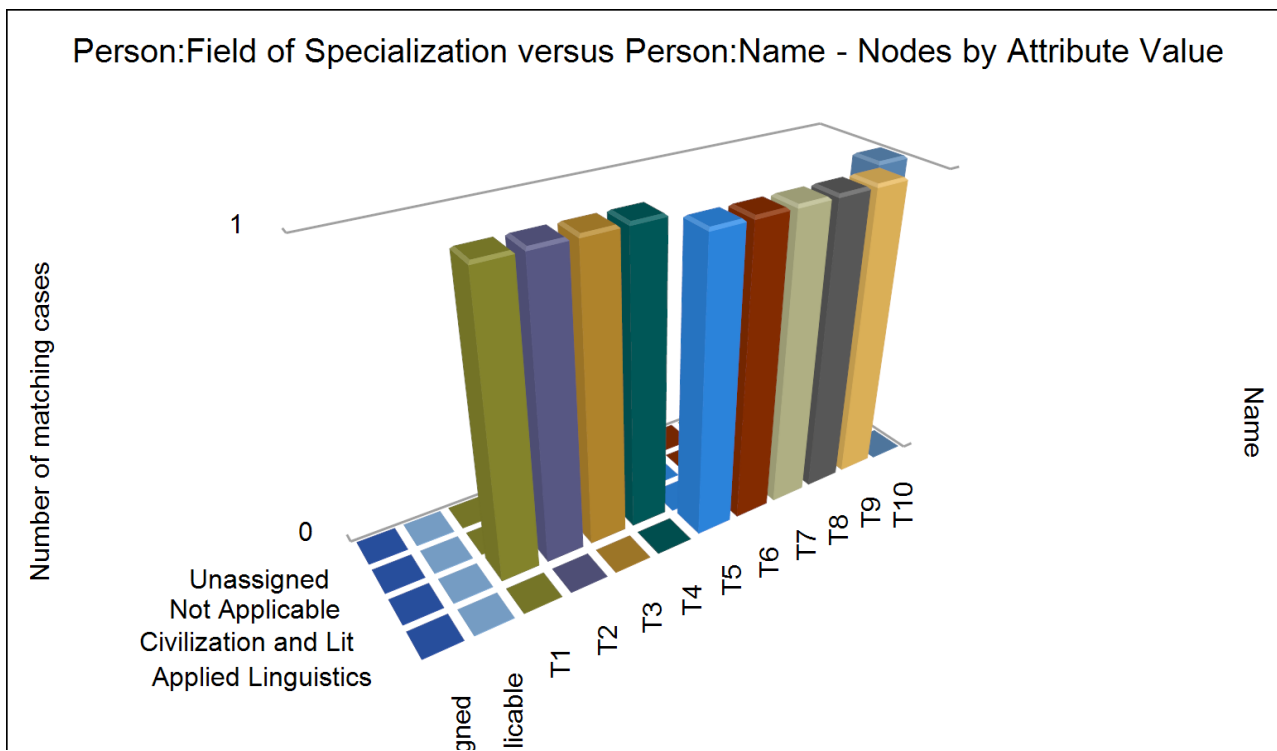
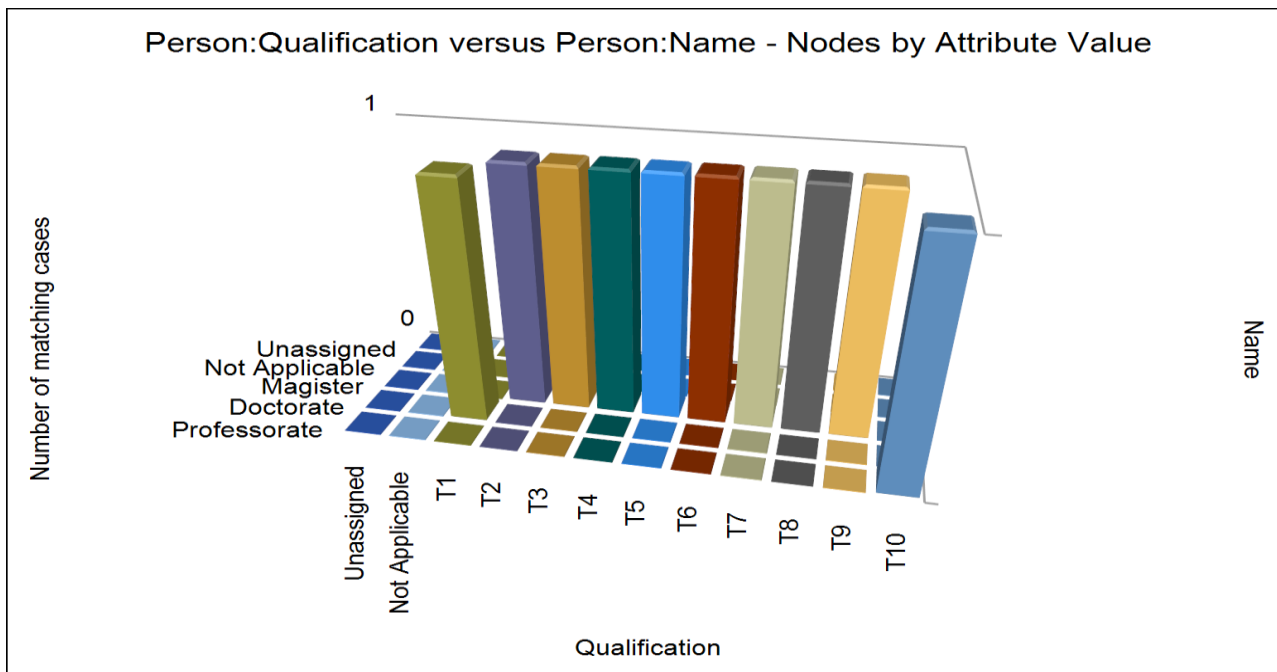


Figure 20. Interviewees' Career Information

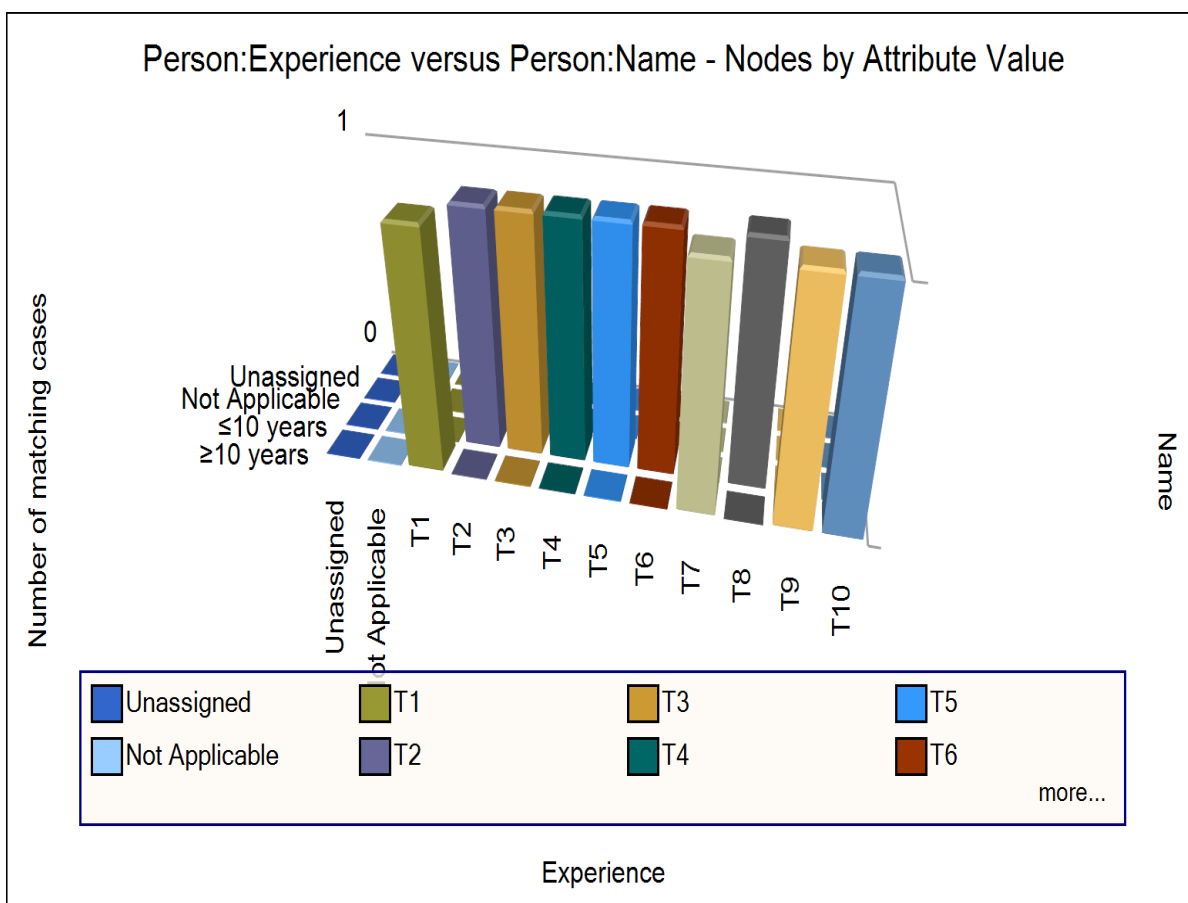
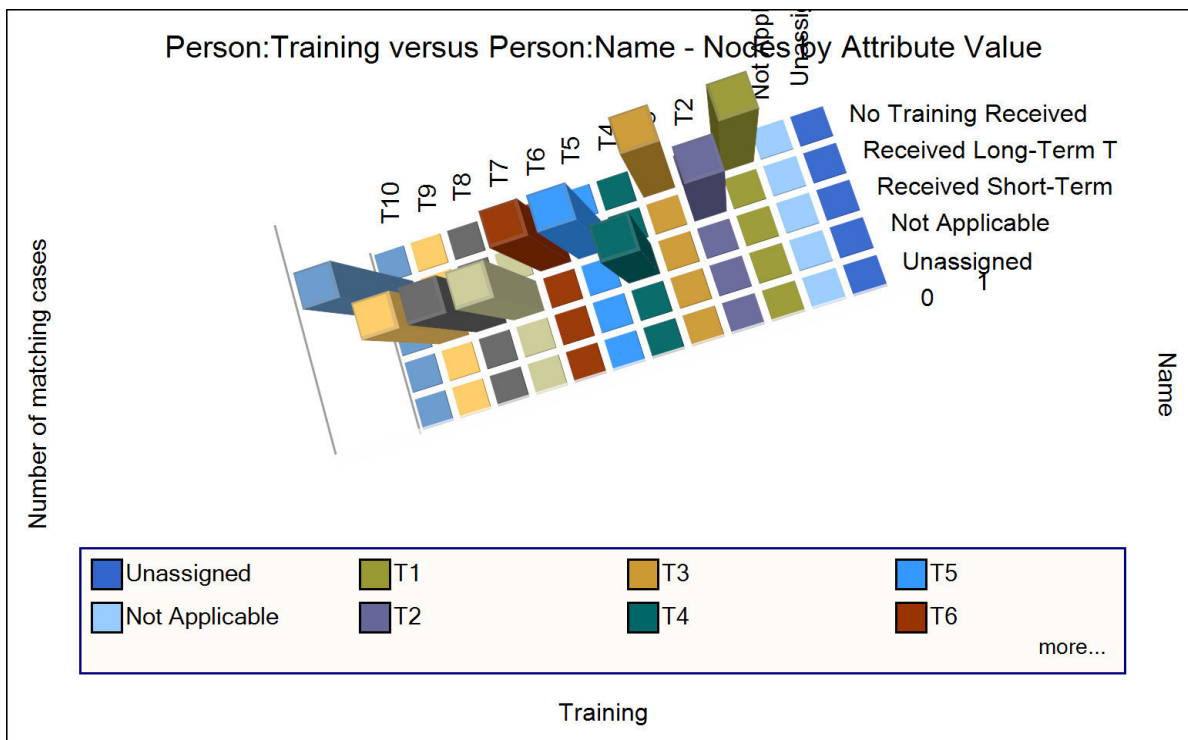


Figure 20. Interviewees' Teaching Experience and Training, and Qualification

**Item 2: Interviewees’ Perceptions towards the teaching of American Civilization Courses**

Before delving into the issue that dissects ‘what’ and ‘how’ to teach American civilization module in EFL settings, the researcher substantiated if each participant took part in this research has previously taught/ is currently teaching American civilization courses. Thus, answers to this linking-set question are remarkably inclined toward ‘no’ rather than ‘yes’. What is surprising is that even teachers specialists in civilization and literature were uninvolved in teaching courses of their main subject matter.

To be explicit, findings are graphically presented in the following:

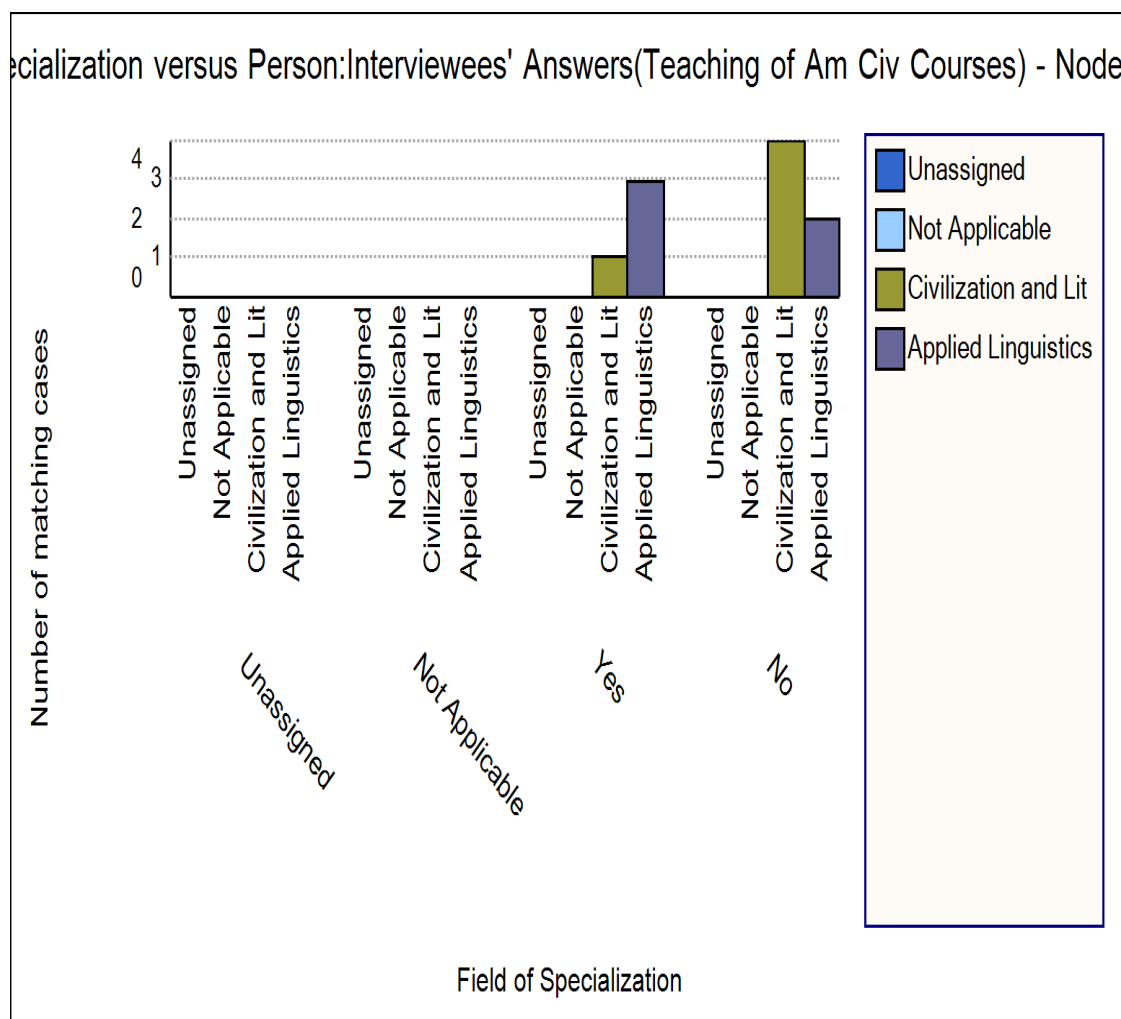


Figure 21. Interviewees’ Practice of American Civilization Courses



As shown in figure 21, one remark is that almost all the teachers are language and content instructors and it does not matter what they hold or in what they are qualified; an important annotation states that a very few teachers formed in civilization and literature are assigned not to teach the same subject matter. On that account, out of two fifth devoted to teachers specialists in civilization and literature, 20% is the percentage of teachers assigned to teach their object of study (T10); however, 80% represents the percentage of teachers took charge of teaching subject matters differing from their field of concentration (T1, T2, T3, T4). The similar two-fifths is peculiar to the chunk of teachers majors in applied linguistics displays also distinct percentages, but this time chief part (60%) speaks for teachers who practiced American civilization teaching (T6, T7, T9) howbeit the subordinate share (40%) is for teachers who have never taught American civilization courses (T5, T8).

In the light of what is aforementioned, the category of teachers who dealt with American civilization focus of attention was concerned by replying the coming sub-questions (T6, T7, T9, T10).

***Sub-Item 1:*** At the end of the academic year, what have you intended to target throughout your syllabus designed to teach American civilization courses?

Interviewees' answers to this question altered from one another. Although the overall response displays teachers' awareness of the role of stating an aim to be achieved at the end of the year, but the way aims set were at variance. T9 and T10 clearly explained what is targeted the ultimate goal, while T6, and T7 broadly approached the matter of course where strips of ambiguity in fixing a determined aim were unmasked.

***Sub-Item 2:*** Do you specify objective(s) to be achieved at the end of each lesson of the same course?

In the same manner, all the interviewees (T6, T7, T9, T10) reported their attentiveness to overtly decide about the American civilization lesson's objectives beforehand. In that case, participants' views on what to signalize as target objectives were dissimilar and this is what will be addressed in the next sub-question.

***Sub-Item 3:*** Could you state these objectives?

Interviewees T6, and T10, at one hand, focalized the development of both oral and written communicative skills, the stimulation of students' critical and logical thinking, besides the unfolding of synthesizing skills. At the other hand, T7, and T9 spotlighted the development of students' ability to grasp the meaning of key concepts of American civilization course content.

***Sub-Item 4:*** What criteria do you account for when you decide on the content to be taught in American civilization courses?

There is a common point among all the interviewees' replies that relates to teachers' central focus on knowledge per se with no reference to its convenience with learners' interests. Thus, burden here was put on the process of teaching and learning instead of learners themselves as social beings.

***Sub-Item 5:*** What were the axes you have taught in American civilization courses?

Interviewees T6, T7, and T9 emphasized different events of American history. On that, T6, and T7 for instance chose the period from the discovery to the establishment of a New Nation. On T9's grounds, 'The Modern History of the United States from the late 19<sup>th</sup> Century to the 1960's' was central; T10 acknowledged culture's indisputable position in teaching American civilization courses to non-native speakers of English especially with high regard the topic gained in recent years.

**Sub-Item 5:** What teaching approach do you opt for in teaching American civilization courses?

The four Informants' feedback revealed teachers' adherence to teacher-centered approaches in their teaching although responses showcased the significance of learner-centeredness for learning American civilization courses.

**Sub-Item 6:** What teaching method(s) do you use in teaching American civilization module to EFL students?

Interviewees' information indicated their monotonous reliance on lecture method to deliver American civilization courses. T9, T10 added that classroom discussion was incorporated to supplement their teaching. All the interviewees justified their choice by class largeness as the number of students enrolled in English is highly increasing in the latest years. In this context, interviewees referred to their techniques involved for delivering American civilization courses; they all opted for interactive classroom discussion techniques.

**Sub-Item 7:** What are the points you focus on when you evaluate students' achievements in American civilization courses?

All the interviewees with no exception revealed their keen focus on both content and form when assessing students' quizzes and exams. Thereon, teachers accentuated the fact that structure and meaning are bound to each other. Furthermore, evaluation of students' critical and analytical thinking skills was constantly considered.

### **Item 3: Interviewees' Perceptions toward Teaching British Civilization Courses**

This question designates a specific category of participants that consisted of teachers who have been experienced teaching British civilization module. Within this

framework, a couple of teachers T1, and T2 were concerned to answer the connected sub-questions.

***Sub-Item 1:*** At the end of the academic year, what have you intended to target throughout your syllabus designed to teach British civilization courses?

One interviewee (T10) clearly stated his aim that revolves around helping EFL students understand and become familiar with the British cultural history and life of what is set today as Modern Britain. Unlike T10, T9 has provided a broad-based aim to be achieved after the completion of the academic year. On that account, T1 spelled out inexplicit aim as where to go is stated in a vague way.

***Sub-Item 2:*** *What are the objectives you state for each British civilization lesson?*

The first expression noticed was ‘I set up earlier clear objectives for every seminar as it is a prerequisite for teaching civilization course content’ (T1). It was a positive start for both interviewees in instructing British civilization courses; T10 identified first the development of students’ oral and written communicative skills, the development of students’ ability to read and grasp with an open eye knowledge about the British cultural history and today’s modern society as the flagship objectives for each lesson. Likewise, T1 set objectives before lecturing each lesson but T1 overemphasized the development of students’ ability to understand pure British historical facts and events during a specific period of time.

***Sub-Item 3:*** What criteria do you account for when you decide on the content to be covered in British civilization courses?

Replies to this sub-question displayed interviewees’ main concentration on the process of teaching and learning in lieu of learners themselves. Upon that, T1 stated that content

is selected on the basis of what shapes the history of Britain from political to social and intellectual changes.

***Sub-Item 4:*** What were the axes you have taught in British civilization courses?

Interviewees approached this issue in varying ways; T1 decided upon The Early Inhabitants of Britain, The Middle Age, The Years of Revolution as the major axes to be covered in British civilization courses. Then, T1 added that attempts to integrate the element of culture into her syllabus were consistently made. Similarly, T10's feedback spotlighted cultural history-based syllabus designed to teach British civilization courses. Accordingly, an introduction to British History and Culture was the starting point to get students acquainted with British culture and civilization.

***Sub-Item 5:*** What teaching approach do you opt for in teaching British civilization courses?

Information provided by T1 and T10 confirmed the preponderancy of teacher-centered approaches in British civilization instruction. In this respect, teachers complained about students' passive involvement in civilization courses in which the teacher acts as the provider of knowledge to help them acquire necessary concepts and relationships of the course content.

***Sub-Item 6:*** What teaching method(s) do you use in teaching British civilization courses in EFL setting?

T1, and T10 alike opted for lecture method as an efficient tool to teach large classes and provide students with a maximum of knowledge in respect to time allocated for British civilization courses. Moreover, class discussion was adopted as a complementary means in order to mold learners as active participants in civilization courses. In this regard, T1 referred to the use of flipped classroom and social media as

strategic teaching techniques to help students immerse in learning civilization course content.

***Sub-Item 7:*** What are the points you focus on when you evaluate students' achievements in British civilization courses?

Again, content and form directed teachers' decisions about assessment in British civilization module. T1 insisted on the indispensable role of coherence, cohesion, word choice, sentence structure in assessing students' exams and quizzes in addition to accounting for analytical and critical skills when handling issues under consideration.

#### **Item 4: Interviewees' Perceptions towards Writing for Civilization**

This question was unexceptionally addressed to all the interviewees in order to obtain their opinions about the topic that might open the door for possible counts.

***Sub-Item 1:*** How do you evaluate the use of theme-based approach (TBA) for teaching American civilization module?

All the interviewees strongly agree with the idea of content and language integrated learning especially when it comes to teaching civilization courses which pose a big problem for teachers by looking into how students passively react to such course content and that might drive to the discouragement of instructors. No single interviewee denied the significance of TBA in enhancing students' language skills.

***Sub-Item 2:*** How do you evaluate the use of theme-based approach (TBA) for teaching British civilization module?

Identically interviewees pointed out the same point of view as displayed in the previous question since they held a claim that teaching civilization either British or

American share in common the point of maximizing learners' learning autonomy and minimizing teachers' interference to the lowest degree so that student' language skills can be developed in content modules; thus, TBA matches that requirements.

**Sub-Item 3:** Please, feel free to make any suggestions or comments about civilization instruction.

Feedback here was multifarious and rich as teachers enthusiastically reacted and they thoroughly contributed with outstanding suggestions and points of view to enlarge the topic's font size.

Firstly, for the ten interviewees asserted how civilization module is interesting, they drew attention on the necessity to consistently implement audio visual aids to help today's generation named 'digital natives' understand and get immersed in learning civilization course content by considering also critical skills.

On that, interviewees referred to the importance of coordinating meetings in order to come up with unified criteria employed as the steppingstone for constructing a well-designed Civilization syllabus peculiar to each level. A certain agreement on what to teach in civilization courses for a particular level is compulsory so that the assurance of good teaching and learning will be realized.

Yet, interviewees discussed the need for an eclectic approach to teach civilization courses to attain the intended outcomes which should be centralized on learners' needs and interests. They disclaimed the role of copy-paste type, as mentioned by one teacher (T3), in civilization instruction. Therefore, they proposed the use of multiple sources like handouts, reviewed articles or chapters, audio visual aids, social media, suggested

readings altogether to enhance the quality of teaching and to shift the cursor from teacher centeredness into learner centeredness.



## Chapter Four: Interpretation and Discussion of Findings

**4.1. Interpretation and Discussion of Data Obtained.** The phase of interpretation requires statistics which provide explanation through numbers.

In order to statistically interpret results, it is essential to compute the following calculations:

the mean, the standard deviation, the observed value of significance, and critical values.

**4.1.1. The Mean.** The mean is the sum of values divided by the number of values, and it is one measure of central tendency.

**4.1.2. The Standard Deviation.** Standard deviation is the square of variance, and it determines how far or close data values are from the mean, and it is one measure of dispersion.

Mean values and standard deviations for both experimental and control groups in a test that accounts for the average of five progress tests (Test A) are computed by SPSS (version 10) and results are shown in table 44.

Table 44

*Means, Standard Deviations, and Variances of both Groups in the Test A*

	Mean	Standard Deviation	Variance
	Statistic	Statistic	Statistic
Experimental Group	5,7400	2,47897	6,145
Control Group	1,5400	1,12486	1,265
The Difference	4,20	1,35411	4,88

**4.1.3. Testing the null hypothesis.** This study's logical hypothesis (H1) sets out that there is a relationship between teaching American civilization courses through theme-based approach including audio-visual aids as its main principle and the level of EFL students in academic writing for civilization tasks; however, null hypothesis (H0) annuls such a connection between what has been previously stated. In this research, the acceptance or rejection of H0 depends on a set of calculations which will be conducted by using SPSS.

**4.1.4. t test and alpha level.** The difference of mean values for the experimental and control groups requires a statistical test that determines if the difference occurs due to chance or because of the impact of treatment (independent variable) on the dependent variable. For this reason, t test is the appropriate statistical tool used in order to explain the difference obtained between both groups. On that account, alpha level is set to be 0, 05 in which the probability of having results that dissect change by chance is 5%.

**4.1.5. Degree of freedom.** After setting the null hypothesis (H<sub>0</sub>), and the alternate hypothesis (H<sub>1</sub>), then the  $\alpha$  level is decided to be 0.05, and the suitable test is two tailed, it is necessary to find out the degree of freedom (df). In this respect, the formula of degree of freedom is as:  $df = N - 1$ ,  $df = 100 - 1 = 99$ .

**4.1.5.1. Critical t value.** The degree of freedom is established as 99,  $\alpha = 0.05$ , and the test is two tailed t test; therefore, the critical t can be extracted from the table (Gravetter, & Wallnav, 1996). Accordingly,  $t_{crit} = 1.660$ .

**4.1.5.2. Calculation of observed t.**

$t_{observed} = 2.033$ , and this value seems to be  $> t_{crit} = 1.660$ .

As a result, the observed t, degree of freedom, significance level, and critical t altogether in line with the SPSS output, and mainly Levene's Test for Equality of Variances, the null hypothesis (H<sub>0</sub>) is rejected; change marked after receiving treatment occurred not by chance but because the treatment being teaching American civilization courses by theme-based approach affects students' academic writing which is the dependent variable. Consequently, the alternate hypothesis (H<sub>1</sub>) is true, and the null hypothesis (H<sub>0</sub>) is excluded.

Statistical interpretation proved the impact of theme-based approach for teaching American civilization courses on students' level in academically writing for civilization tasks. Thus, students' level after the two-term experiment encompasses 'average' and 'good' which have been eminently absent at the beginning of the experimental work.

Correspondingly, this move indicates that students to a certain degree succeeded in working collaboratively in order to grasp the indispensable input especially when different sorts of audio-visual-aids are employed and this can be explained in

accordance with principles of distributed cognition theory and constructivist views in general ( Liu, Nersessian, & Stasko, 2007).

On that account, results obtained speak how the majority of participants inclined toward the use of collaborative work which is one main principle of theme-based approach in order to write about related American civilization tasks. At the same time, this does not prevent from mentioning that minority of participants who obtained null scores in all the components, and this can be translated by their incapacity and unwillingness to interact with different learning materials offered in classroom.

Yet, the opinionnaire's data revealed how students favored learning civilization courses collaboratively, and this is also evident when looking at scores obtained to judge their writings. Besides, interviewees' replies appealed to the urgent necessity of collaborative work and its advantageous outcomes to learn civilization courses.

Also, the increase noticed in the averages throughout the five progress tests following each other is interpreted by students' improvement of their ability to grasp the overall norms set in this research work and apply them to write acceptable compositions which convey ideas and meanings, and the use of audio-visual aids helped in a way or another in developing undergraduate participants' academic writing skills, and this is convenient with Aflina (2017)'s findings which demonstrated the effectiveness of audio-visual aids in enhancing students' academic writing skills in general.

In this context, experimental group's performances differ. On that account, inequality in how students dealt with every single component can be transcribed; students realized significant achievements in content, grammar, and mechanics while their accomplishment of cohesive and coherent devices is inferior as compared to former

components stated although ongoing progress in these latter items is remarkably registered.

For more clarification, it is noteworthy listing the values obtained by participants throughout the five progress tests and marking the ascending relationship from the five successive progress tests. Herein, the averages resulted in content, grammar, and mechanics are respectively as it follows: (1.82, 1.88, 1.94, 1.96, 2.02); (1.38, 1.4, 1.54, 1.54); (0.92, 1.00, 1.1, 1.14, 1.20). Averages of coherence and cohesion are as well as it follows: (0.36, 0.54, 0.66, 0.68, 0.70); (0.22, 0.32, 0.48, 0.50, 0.52).

Still further, students' move forward can be explained suitably with various studies conducted by different researchers about thematic teaching and its influence on writing skill (Stoller & Grabe, 1997; Dermody, 2004; Osman, 2009; Nguyen, Van, & Nguyet, 2011; Tessier & Tessier, 2015; Parvin & Salam, 2015). Thus, undergraduate participants' progression in the five components during a two-long semesters confirmed their betterment in a two-fold area.

First of all, students' advancement mainly in content demonstrates their achievement in expanding the scope of their knowledge about American civilization themes and this leads to the acquisition of new information which may usefully serve learning objectives.

Then, evolution recorded in aspects such as coherence, cohesion, grammar, and mechanics explains the effectiveness of theme based teaching as a whole relying on the integration of content and language as the core principle, and which affords opportunities to enhance writing skills in which this latter is utilized as a tool by which students are urged and motivated to use the target language for writing about distinct subject matters about civilization courses.

Additionally, growth marked in students' performances proves the usefulness of thematic approach in teaching students peer, group review, and finally reflect on their own learning to check their errors committed. Thence, writing collaboratively about American course contents determines the productiveness of thematic principles in undergraduate EFL contexts, particularly in enhancing students' autonomous abilities for learning American civilization tasks.

In this light, it has been revealed that Cultural Politics theme received little interest and interaction from students as compared to its fellow themes: American Culture, Cultural History. Upon that, not all participants performed well in this unit as only few minority regularly reacted to learning materials whilst the remaining chunk responded to some extent but not in the same manner as happened in first units and this seems evident in null scores highly gained in essentially content, coherence, and cohesion even though an increase in averages is highlighted.

The last point stated might be translated in terms of students' inability to grasp the content of American cultural politics and their disinterest together with demotivation to learn about politics, besides the difficulty of handling complex issues and concepts since their higher mental processes as described by Vygotsky still need improvement.

Accordingly, students' deficiencies in coping with cohesive and coherent devices interpret persistent demands for insisting on the development of students' higher thinking processes in order to become able to deal with different sorts of complex stuff. Thereon, the best demonstration is the elevated rate of the null score repeated in five progress tests (140, 171).

To sum up, participants of the experimental group who received treatment confirmed to some extent the significance of teaching American civilization through theme based

approach in improving learners' academic writing. In contrast, control group's individuals marked successive decrease in scores which reflects how the main tenets of theme based approach can be beneficial for learning American civilization in a comfortable, motivating, and relaxing atmosphere.

In this respect, difference in experimental group's means marked in pretest and posttest is interpreted as the academic writing of students in civilization courses advances because of the new teaching method that is theme-based approach, and this is apparent after the careful analysis of students' pieces of writing.

## **4.2. Recommendations and Further Implications**

In this study, searching for the impact of teaching American civilization courses by employing theme-based approach has been carried out in order to test the hypotheses and solve the research problem. However, no research work can encompass all the points, and it is for such a reason that it would be helpful to suggest a sort of recommendations for further inquiries.

First, the present work entails four variables such as: teaching American civilization courses, theme-based approach, audio-visual-aids, and academic writing level. From this stance, the rationale behind deciding about such a choice is to build an overall view about the topic with regard to insufficient knowledge about this investigation. Correspondingly, this research paves the way for further studies in which more precision of variables and scopes of research might be possible.

Second, the current work regards academic writing as the major concern; however, writing is not exclusively constricted to academic writing but other kinds of writing might be thoroughly implemented and studied in other endeavors. Herein, it would be advisable to carry out studies by opting for other kinds of writing.

Third, in this study, teaching American civilization courses in isolation is depicted as the chief variable because the main purpose is to limit the scope of our research; thus, conducting works by comparing the teaching of American and British civilization might be very possible for the sake of delving into the issue and gaining an in-depth understanding about it.

Then, this research focuses on third year LMD students as a sample, and it is a case study research. Upon that, this sample has never been dealt with American civilization



course in their educational career; therefore, it would be fruitful if researchers conduct supplementary work on first or second years LMD students especially under recent changes adopted at the level of many Departments of English in Algeria in order to achieve the harmonization.

Furthermore, this inquiry is conducted at the Department of English, Moustafa BEN BOULAID University, Batna and the syllabus of the course content mainly relied on the general guidelines of first and second years which are available in the 2016/2017 Caneva of the Department. Thence, more efforts to design and propose extra syllabi of American civilization courses in EFL contexts are highly required.

Moreover, this research is conducted at the Department of English, Moustafa BENBOULAID University. Henceforth, it confirms to the norms and conditions of this Department; it would be sound if such an investigation is collaboratively carried on in different Universities in order to come up with a workable syllabus of American civilization module.

Yet, at the beginning of the experimental work, age, gender, cultural with linguistic background, learning styles are controlled in order to avoid any external intervention. Then, taking any of those factors to study its effects on students' performances would be advantageous for additional work.

Again, in this research, theme teaching is immensely considered regarding its main principles such as the use of audio-visual-aids, collaborative work, peer review, group review, and self-assessment. In this respect, as far as learning objectives are concerned, eclectically adhering distinct approaches, a Six T's approach for instance, would be constructive.

Withal, American civilization course is still in its infancy at the Department of English, Moustafa BEN BOULAIID University, and teachers specialized in civilization and literature are very few. For that, enrolling in different training programs for both language teachers and teachers specialized in civilization and literature is necessitous so that qualified teaching can be ensured.

Further, teaching civilization courses in an age of cutting-edge technologies is totally different from teaching civilization in old epochs where people knew no term as tech. This technologically-directed era owns its peculiarities; it pressingly demands the manipulation of emerging devices. It would be beneficial if up-to-date electronic and digital gadgets are employed for delivering civilization courses.

Accordingly, making use of sophisticated technological devices will not discard teacher's role but it would certainly facilitate the learning of American civilization tasks. Thereupon, smart phones, tablets, smart boards might be of a great benefit for teachers and students as well.

Still in technologically-oriented era, the name of digital natives is attributed to the current generation since they are surrounded with various technologies. Web pages and googled world are common spaces with which the majority of students are daily confronted with. As a result, this phenomenon dictates an emergency of selecting online learning as an efficient way to achieve better in civilization courses.

Finally, in this age of swift developments in all aspects of life and not only industry or education, it became essential for teachers belonging to old generation to be abreast of news so that learning outcomes can be easily fulfilled. Thus, participating in au courant projects and programs might be advantageous. As an illustration, being trained

in how to properly apply virtual learning environment to teaching American civilization courses would be useful especially in EFL settings.

### **4.3. General Conclusion**

Teaching English as a foreign language necessitates the teaching of its culture and civilization. American civilization courses are fundamental in EFL learning environments; however, EFL undergraduate students face difficulties in grasping requisite contents. Thematic teaching confirmed its efficacy in helping students first develop their knowledge about American civilization essence and then enhance their academic writing skills when composing about materials learnt.

By applying theme based approach, students successfully became familiar with group work, and group assessment, besides self-assessment together with peer review for the purpose of reflecting on their own learning. Herein, participants immersed in diverse learning activities and cooperatively composed adequate pieces of writing by respecting the rules set in academic writing.

There is an improvement of students' critical thinking skills after the completion of tasks designed in the syllabus. On that account, students learnt comprehensible input and they wrote compositions in which relevant ideas are exposed in an organized and structured way in order to convey their views and ideas.

Students' inclination towards learning American civilization course content through different sorts of audio-visual-aids has been increased as they profoundly explore multifarious stuff related to American culture, cultural history, or cultural politics. Thus, audio-visual-aids facilitated the learning task and motivated participants to interact and write about tasks dealt with in classroom.

Also, audio-visual-aids helped participants in learning American civilization courses as a joyful experience where learning through cartoons has been constructive and has

been created stimulating learning worlds. Audio-visual-aids sparked continuous lively classroom discussions.

After a two-term period of learning American civilization content under the dominance of the tenets of theme-based approach, students considerably developed in content, grammar, and mechanics while requirements for further advancement remain important. Thus, thematic teaching more efficiently affected the areas of content, grammar, and mechanics than coherence and cohesion.

Yet, syllabus of American civilization module designed for the accomplishments of the current research work needs some alterations to be made in further inquiries especially in the area of cultural politics. Therefore, this does not prevent from stating the success of other units (American culture, cultural history), and the syllabus core adequately suited students' needs and interests.

To end up this investigation, sort of different questions still need answers since research in this field stay as an on-going process. Here are stated some of such questions:

- 1/ How to effectively teach American civilization courses in EFL contexts?
- 2/ How to effectively teach American civilization courses to digital natives?
- 3/ How to properly develop writing for civilization courses?
- 4/ How to adequately motivate students to write about civilization course contents?
- 5/ How to effectively select the appropriate audio-visual-aids fitting the delivery of American civilization course content?
- 6/ What should be taught in American civilization courses?
- 7/ What kind of materials suits digital natives' educational requirements?

8/ What learning objectives should be prioritized in lesson plans of American civilization module?

9/ What type of audio-visual-aids fits the situation of learning American cultural politics in EFL settings?

10/ How can the understanding of complex concepts be developed?

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## المخلص

ان تعليم اللغة الإنجليزية كلغة اجنبية ليست مهمة سهلة. ان نجاح التعليم يتطلب اختيار مضبوط لطريقة واستراتيجيات التدريس التي تناسب مطالب واهتمامات الطلبة. تدريس محتوى اللغة يعد صعبا للغاية وخاصة عندما يتعلق الامر بتعلم ثقافة الاخرين عن طريق اللغة الهدف. بالإضافة، الامر يتعسر عندما يتعلق بالكتابة في مقياس الحضارة، هذه الدراسة عبارة عن محاولة لبحث تأثير طريقة بديلة على تلقين دروس الحضارة على مستوى الطلبة في الكتابة في محيط تدرس فيه الإنجليزية كلغة اجنبية. من اجل اثبات او نقض فرضية هذا البحث تم اتباع تصميم تجريبي. عينة البحث تتكون أساسا من جماعتين بحيث كل واحدة منهما تحتوي على 50 طالبا (المجموع 100 طالب)، والجماعة التجريبية فقط التي سلط عليها العامل التجريبي المتمثل في استعمال الطريقة الموضوعية لتدريس مقياس الحضارة الامريكية لطلبة السنة الثالثة (ليسانس، ماستر، دكتوراه)، في حين ان الجماعة الضابطة تتلقى نفس محتوى المادة بالطريقة الكلاسيكية. عند انتهاء التجربة، استطلاع الراي استعمل مع الجماعة التجريبية اما الأساتذة المعنيون في قسم اللغة الإنجليزية بجامعة مصطفى بن بولعيد باتته 2 تم اجراء مقابلة معهم. النتائج المحصل عليها تثبت صحة النظرية التي تنص على وجود تأثير العامل المستقل (التجريبي) وهو تدريس الحضارة الامريكية باستعمال الطريقة الموضوعية على مستوى الكتابة الاكاديمية للطلبة. الطريقة الموضوعية بذلك تؤثر على المحتوى، التماسك، النحو، التهجئة والاملاء. للتحقق من دلالة الفرق في النتائج المسجل بين الجماعتين التجريبية والضابطة، تم استخدام الاختبار الاحصائي ت والذي اكد نفي الفرضية العدمية.

الكلمات المفتاحية الكتابة الاكاديمية، تدريس اللغة الإنجليزية كلغة اجنبية، تدريس الحضارة الامريكية، الطريقة الموضوعية

## Résumé

L'enseignement du module de civilisation Américaine au département d'Anglais à l'université Mostefa Benboulaïd, Batna2 reste des plus difficiles à enseigner. La plupart des étudiants et enseignants incombent la difficulté aux méthodes d'enseignements du module en question, qui restent trop classiques, selon leurs avis presque à tous. En conséquence, notre recherche consiste à introduire l'AT (Approche Thématique) pour améliorer non seulement l'attitude des étudiants envers le module, mais améliorer aussi leurs écritures académiques.

Afin de tester l'hypothèse sur laquelle repose essentiellement notre recherche, l'introduction de la méthode expérimentale s'impose pour éventuellement confirmer ou infirmer cette même hypothèse. Un échantillon de 100 étudiants organisés en deux groupes de 50 : un groupe expérimental (GE) et un groupe de contrôle (GC). L'échantillon a été sélectionné selon les normes de scientifiques d'investigation pour mener à bien notre recherche.

Le (GE) a été enseigné le module de Civilisation Américaine en l'exposant à l'AT ; quant au (GC) est resté enseigner à la méthode classique. Un questionnaire a été conduit pour l'obtention d'un feedback sur la méthode utilisée avec le GE ; suivit d'une interview pour plus de détails et de clarifications sur le phénomène.

Selon les résultats obtenus, l'hypothèse confirme l'existence d'une relation positive entre l'adoption de l'Approche Thématique et l'amélioration de l'écriture des étudiants au niveau du contenu, de la cohérence, la cohésion, la grammaire ainsi que l'orthographe. Statistiquement, l'hypothèse nulle a été rejetée par le t test avec une vérification significative entre les deux groupes.

Mots clés : Anglais langue étrangère, approche thématique, écriture académique, enseignement de la civilisation Américaine.



## Appendix A

### Students' Questionnaire

This questionnaire is a part of an investigation carried out at the Department of English in Batna -2- university. We are conducting this study in an attempt to introduce new teaching strategies to improve the English civilisation instruction.

Your answers will provide information for the fulfillment of the researcher's doctorate thesis. Please you are kindly asked to answer these questions as frankly and thoughtfully as possible, and make sure that any reply will be mentioned anonymously in the current work.

In this questionnaire, you are allowed to select the answer(s) that best reflect your opinion, and in other cases, there is an opportunity to add your suggestions/point of view.

#### Section One: General Information

##### Age:

Your age is:

- Between 18-25
- Between 26-33
- Between 34-41
- More than 42

##### Gender

- Male
- Female

#### Section Two: Students' Opinions about Civilization Learning

3. You have been studying English since your:

- Primary school
- Middle school
- Secondary school

4. How could you appreciate your level in English?

- Bad
- Medium
- Good
- Very good

5. What is the benefit of the course of civilization in your formation?

- To develop your level in British and American English
- To gain knowledge about the British history and American history
- To gain knowledge about the culture of British and American people
- To be aware of your own culture and the target culture
- All of them

6. Are civilization courses enjoyable?

- Yes
- No

7. If yes, which course do you enjoy more?

- British civilization
- American civilization

8. If no, why?

- Concepts used are difficult
- Stress put on historical facts only, cultural aspects are ignored
- Teachers' teaching method is uninteresting
- All of them

9. Did your teachers of civilization inform you about the yearly programme of civilization at the beginning?

- Yes
- No

10. English civilization courses help you understand the target culture.

- Agree
- Strongly agree
- Disagree
- Strongly disagree

11. The way through which English civilization courses are taught helps you be aware of the difference between your culture and the foreign culture.

- Agree
- Strongly agree
- Disagree
- Strongly disagree

12. Which of the following topics are you dealing with in your civilization courses?

- Historical facts chronologically presented (like battles, wars,.....)
- Economic system
- Family
- Customs, traditions
- Ethnicity
- Political system
- Beliefs, achievements
- Science, media, technology
- All of them

13. Do you think that the course of civilization is beneficial for developing the language proficiency?

- Yes
- No

14. If yes, it is beneficial in:

- Improving your listening skill
- Improving your speaking skill
- Improving your reading skill
- Improving your writing skill

**Section Three: Students' Attitudes towards the Teaching Material and Technology**

15. Do you have a regular access to Internet?

- Yes
- No

16. You use Internet:

- Always
- Often
- Sometimes
- Seldom

17. What do you do when you use Internet ?

- You strive to broaden your knowledge about the British civilization
- You strive to broaden your knowledge about the American civilization
- Both
- None of them

18. The source of your background knowledge about civilization (British or American) is:

- Teacher
- TV (movies, documentaries,...)
- Books
- Websites (youtube,...)
- All of them

Others .....

.....

19. Which of the following teaching materials are used by your teachers to present the staff of civilization courses?

- Marker and whiteboard
- Audiovisual aids (videos, maps, digital storytelling,...etc)
- Literature
- Games
- All of them
- None of them

20. The teaching material used by your teachers helps you understand the English civilization either British or American.

- Agree
- Strongly agree
- Disagree
- Strongly disagree

21. What do you like best to know about the British civilization/ culture?

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

22. What do you like best to know about the American civilization/ culture?

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

23. How do you prefer the English civilization courses to be taught?

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

**Thank you a lot for your cooperation**

## Appendix B

### Teachers' Questionnaire

Dear teachers, this questionnaire is a part of the research work we are conducting to collect data about the effect of theme-based approach on English Civilization instruction. Your answers will provide information for the fulfillment of the researcher's doctorate thesis. Please you are kindly asked to answer as frankly and thoughtfully as possible and make sure that your answers will be mentioned anonymously in the current work. We are extremely grateful for your help and cooperation.

#### Section One: General Information

1. Gender:  
 Male  Female
2. Qualification  
 Magister (M.A)  
 Doctorat (Ph.D)
3. You work at English department as:  
 Part time teacher  
 Full time teacher
4. What is your field of specialization?  
.....
5. How long have you been teaching British or American civilization module?  
.....

#### Section Two: Teaching Civilization Subject

6. Why do you teach civilization courses to EFL students?  
 To teach students only history (either British or American)  
 To teach students the target culture  
 To teach students achievements  
 To teach students media, science, and technology  
 All of them  
Others.....  
.....  
.....
7. In your opinion, is time allocated to civilization courses per week enough to learn about the English civilization?  
 Yes  No  
Justify your answer.....  
.....  
.....
8. Do you think that students enjoy civilization courses?  
 Yes  No  
Justify your answer.....  
.....  
.....
9. Is your civilization course content based on:  
 Historical facts  
 cultural aspects

Both  
Others.....  
Justify your answer.....  
.....

10. In your opinion, what accounts more for civilization instruction?  
 History  
 Culture  
 Both  
Others.....  
.....

11. Do students face difficulties in civilization module?  
 Yes  No

12. If yes, why?  
.....  
.....

13. If no, why?  
.....  
.....

**Section Three : Teaching Material and Methods**

14. What teaching method do you use for teaching civilization module?  
 Lecture method  
 Project-based instruction  
 Thematic-based approach  
 Both  
Others.....  
.....

15. Does your teaching method help your students understand civilization courses?  
 Yes  No  
Justify your answer.....  
.....  
.....

16. What teaching material do you use in your instructions?  
 Marker and whiteboard  
 videos  
 Games  
 Handouts  
 Films  
Others.....  
.....

17. Does your teaching method and teaching material sensitize students about their own culture and the target culture?  
 Yes  No

18. Does your teaching method and teaching material improve students' language proficiency?  
 Yes  No

19. In your opinion, what teaching method do you suggest to better civilization instruction?  
.....  
.....  
.....

.....  
20. In your opinion, what teaching material do you suggest to be used in civilization instruction?

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

21. Do you think that the course of civilization is beneficial in the language proficiency?

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

**Thank you a lot for your cooperation**

## Appendix C

### Needs Analysis Questionnaire

#### Section I: Informants' General Information

Dear students, we would be thankful if you help us accomplish this study by frankly and trustfully answering close-ended and open-ended questions of this questionnaire. Please make sure that all your replies would be mentioned in this work anonymously, and they will be used only for what contribute to the attainment of our research goals. Thank you for your valuable cooperation and help.

#### Section I: Informants' General Information

1. Your gender is:

Male

Female

2. Your age is:

between [18- 24[ years old

between [ 24- 30[ years old

more than 30 years old

3. Your cultural background is:

Chaoui

Kabyle

Beni Mzab

None

Other.....

3. Your native language is:

Chaoui

Kabyle

Arabic (Eldaridja)

None

Other.....

#### Section II: Students' Interest in Learning Civilization Courses

1. Do you like English?

yes

no

2. Learning English is :

a tool for entertainment

useful for my career

unhelpful in my career

none

Other.....

3. Civilization courses are enjoyable.

yes

no

4. Learning civilization courses is a pleasurable experience.

yes

no

5. Learning British civilization courses is likable.

yes

no

6. Learning American civilization courses is more likable.

yes

no

### Section III: Students' Perceptions towards Traditional Teaching Methods

7. The teacher always lectures on topics related to civilization.

yes

no

8. The teacher often employs over-head projector to deliver the instruction.

yes

no

9. The teacher utilizes advanced technologies in his/her teaching of the civilization course.

yes

no

10. The teacher often assign in class activities related to the civilization instruction.

yes

no

11. The teacher usually assign homework relevant to the civilization course.

yes

no

12. The teacher gives to students projects on different topics related to civilization to be accomplished.

yes

no

### Section VI: Students' perceptions towards the civilization course content

13. The major content of civilization courses was history.

yes

no

14. Big portion of civilization course contents was about lifestyles, values, beliefs, attitudes, ...etc.

yes

no



15. Large part of civilization subject matters circles around issues like Government, Citizenship, Ruling systems and the Constitution...etc

yes

no

15. If there is any, suggest other topics not mentioned above please

.....  
.....

#### Section V: Students' Inclination towards Theme-Based Approach for Civilization Courses

16. My active participation when learning civilization courses should be important.

17. Learning contents extracted from documentaries, news, authentic texts should be advantageous.

18. Power point presentations in civilization instructions would be helpful.

19. Videos would be beneficial in civilization instructions.

20. If group work learning is implemented in civilization instructions, I would understand better.

21. I understand more civilization courses if in class activities are implemented.

22. Civilization courses are enjoyable if teacher's share of talk diminishes.

23. Civilization courses (e. g American civilization module) should include the component of culture everywhere to become enjoyable.

24. Learning about people's ideas, actions, reaction over periods of time is attractive in civilization courses.

25. Learning about a set of judgments and attitudes on political issues should be beneficial in American civilization courses.

26. Learning about literary works in American civilization courses is attractive.



## Appendix E

### Theme-Based Unit

Instructor : Ms ATAMENA Norelhouda

Email : Nour.Nour2015@gmail.com

**Theme:** Cultural History of the United States of America

**Date:**.../.../2017

**Lesson:** The Exploration of America

**Time Allocated:** 3 hours

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**Course Description:** American civilization subject is the core of English language teaching (ELT). It provides EFL students with fundamental knowledge about the linguistic and cultural aspects of the others' civilization. In this subject, learners are expected to expand their information background about the United States of America in all aspects: social, cultural, historical, ...etc.

#### **Learning Objectives:**

- Understanding content.
- Making logical connections between and among events.
- Mastering language skills.
- Mastering academic writing skills.
- Learn new culture, and civilization with an open-eye.

#### **Course Materials:**

**Required Materials:** Readings (books, articles, magazines,...etc), videos, handouts, PPT & Prezi presentations, posters, pictures, and maps.

**Optional Materials:** Extra readings.

**Assignments:** In-class activities and homework.

**Assessment:** 50% Quiz (es) (Continuous Evaluation), 50% Exam (Summative Evaluation).

## **Appendix F**

### **Useful Authentic Sources**

1/ **The Idea of America** (website).

2/ **Stanford History Education** (website).

3/ **History Pin** (website).

4/ **National Geographic Education: Photos and Videos** (website).

5/ **National Museum of African American History and Culture** (website).

6/ **Library of Congress** (website).

7/ **Teaching History** (website).

8/ **National Archives** (website).

9/ **Smithsonian Learning Lab** (website).

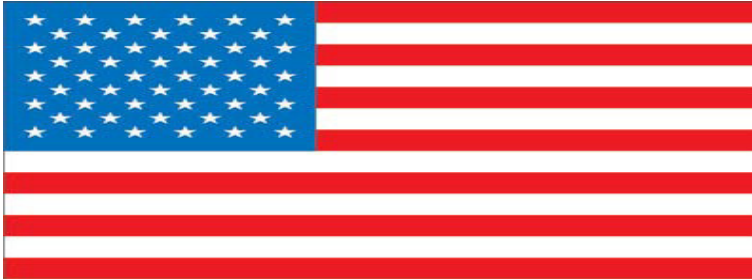
10/ **Digital Public Library of America** (website).

11/ **American Panorama** (website).

12/ **The Gilder Lehrman Institute of American History** (website).

13/ **National Archives Docs Teach** (iPad Application).

Appendix G  
Sample of a Booklet



# The Exploration of America

2016/2017

## North America before 1775

The first people to live in North America came from Asia. They arrived 10.000 to 30.000 years ago. At that time, Asia and North America were connected by a bridge of land. The first people who crossed this land bridge were probably hunting for bison and woolly mammoths. They followed herds into what is now Northern Canada. Eventually people spread throughout

North, Central, and South America. Today, these people are called:

### **Native Americans/AmericanIndians/Amerindians**



Native people of the United States recognize themselves by many names (stated above). Indian is a misnomer.

East Indies

Columbus



For decades ago, Asians were the first people who settled the Americas (unsettled land). They wandered across Beringia, the Bering strait 'land bridge' between Siberia and present-day Alaska.

They entered North America through an ice-free corridor formed between two huge masses of glacial ice.

Today, the origins of first Americans become one of the most intriguing mysteries.



Long before the white men (invaders) set foot on America, the American Indians had been living in America

There are many different groups of Native Americans. Some live in small groups. Others are city dwellers.

Large groups called *nations* (have their own languages, customs, and religions).

**Nations** are divided into **tribes**. Each tribe's way of life is shaped by the land and climate in which it lives.

Many nations today live quite differently from their ancestors. In the East and Midwest. Native Americans once lived in mountains, and forests.





Native Americans in the West once lived on the prairies and in the mountains, they were hunters who followed large animals, mainly buffalo.

Some settled down and began to farm. In the Southwest, some even dug cities into the sides of cliffs.

Native Americans in the Northwest used to live in the forests and on rivers and lakes.



**Why is America called  
America ?**

In 1492, Native American life began to change dramatically. Cristopher Columbus, an Italilian who was captain of three Spanish ships: Nina, Pinta, and Santa Maria **mastakenly** discovered what is later named by Europeans as a ‘New World’.

He thought he had reached the spice Islands near India. He called the people he met “Indians”



SOON European nations sent explorers to the Americas.



Queen **Isabella** of Spain provided Cristopher Columbus with ships to make his journey of exploration.

She hoped that Columbus’ discoveries would bring Spain new trade and riches, most of which she expected to keep.

Columbus to the end of his life, he persistently believed that America is a part of Asia.

Then, a man called **Amerigo Vespucci** corrected Columbus’ belief.



In 1490s, this person made two voyages of exploration. He explored the coasts of South America and he was convinced that these lands construct and form a new continent.

Years later, Vespucci's exploration had been revisited, and his assumption had been confirmed as true that the lands beyond the Atlantic form a new continent.



### Early European Explorers (in chronological order)

EXPLORERS	COUNTRY REPRESENTED	YEAR OF EXPLORATION	JOURNEY
Leif Ericson	Vikings (Norway)	about 1000	Newfoundland
Bartolomeu Dias	Portugal	1487-1488	First European to round Cape of Good Hope at the southern tip of Africa
Christopher Columbus	Spain	1492	San Salvador and West Indies
John Cabot	England	1497	Greenland, Labrador, Newfoundland
Vasco da Gama	Portugal	1497-1498	First to reach India from Europe by sea
Amerigo Vespucci	Spain	1497-1502	South America and West Indies
Pedro Cabral	Portugal	1500	Sailed around Africa to India; Brazil
Vasco de Balboa	Spain	1513	Pacific Ocean
Ferdinand Magellan	Spain	1509-1522	First to sail around the globe

Juan Ponce de Leon	Spain	1513	Florida
Hernando Cortes	Spain	1519-1521	Aztec kingdom of Mexico
Giovanni da Verrazano	France	1524	Eastern coast of North America
Panfilo de Narvaez	Spain	1528	Florida and Mexico
Francisco Pizarro	Spain	1531	Inca empire of Peru
Jacques Cartier	France	1535	St. Lawrence River
Esteban and Father Marcos	Spain	1539	Canada and Quebec; Zuni pueblos of New Mexico
Hernando DeSoto	Spain	1539-1542	Mississippi River, American Southeast
Francisco de Coronado	Spain	1540-1542	American Southwest
Juan Rodriguez Cabrillo	Spain	1542	California
Sir Francis Drake	England	1577-1580	Around the world
Samuel de Champlain	France	1603-1609	The Great Lakes and Quebec
Henry Hudson	Netherlands	1609	Hudson River and Hudson Bay

First Americans (Amerindians) landed in America without even knowing that it is a new continent.

Culture and customs of Indians were extraordinarily diverse.

They generally settled in woods (eastern and the Midwest).



Indian life was characterized by two main aspects:

**Clan-oriented.**

Indian children were allowed more freedom and tolerance.

Indian culture was highly oral despite some initiatives/trials to develop hieroglyphics to preserve certain texts.



Goldfield et al. (2011). *The American Journey*. Pearson Education.

Gritzner, C. F. (2008). *The United States of America*. Chelsea House Publishers.

K. Kuiper. (2011). *Native American Culture*. Britannica & Rosen.





## Appendix H

### Learning Activities

#### **Task (1):** Jigsaw activities

This kind of activities substantially resembles the ‘write around’ activities. In this exercise, sorting out two classes is a key step; one includes home groups and the other encompasses expert groups. The number of each home group members equals the number of vocabulary words projected to be learnt in American civilization context.

The teacher explained in detail to students the instruction of this activity. Then, she gave a list of five concepts intended to be learnt to members of the expert groups (e.g. acquaintance, complement, condolences, etiquette, insult). After that, members of home groups move to corners of the expert groups to learn new information and record key points, then they turn back to their groups where they have 5 to 6 minutes to discuss what is learnt and they equally take a turn to teach others under the supervision of the teacher.

#### **Task (2):** Intercultural- based activities (Adapted from English Teaching Forum, 2016)

Students are first asked to individually answer the question stated below, then in the second step, they, in small groups, compare their answers with each other. Finally, students are urged to write argumentative essays by highly considering the statement with which they strongly agree and the one with which they strongly disagree.

1. In the US, more than 90% of households have a car or other vehicle.
2. American life often centres around the car and there are drive-in banks, post offices, restaurants and movie theatres.
3. In Britain people can start driving aged 17 and in most US states the minimum driving age is 16.
4. In Britain and the US, drivers have to pass a test, usually including a written test and a practical test, to get a full driving licence (BrE)/driver’s license (AmE).
5. In Britain, the government imposes heavy taxes on fuel and charges a road tax to all road users each year.
6. In Britain, traffic drives on the left-hand side of the road.
7. Driving after drinking alcohol is a major cause of accidents in both countries, although there are laws against drink driving (BrE)/driving while intoxicated (AmE).
8. The police take many steps to try to prevent speeding, such as police patrols and speed cameras.

#### **Task (3):** Guess Who Game

Students in this activity were given some details about a famous personality in American history (sometimes American politics) like the person’s famous quotation. Then, they were expected to discover who this personality is by asking a set of questions starting from general to end up with specific questions. The teacher consistently tried to facilitate and explain unclear items/parts.

- Is s/he a man or woman?
- Is he a president?
- Is s/he an American or British writer?

**Task (4):** Vocabulary building activities

Here is a list of words and phrases. Read them carefully, and indicate whether each item is formal or informal word/ expression.

Into an early grave, melting pot, the tip of the iceberg, three square meals a day, variety is the spice of life,

**Task (5):** Bettering Comprehension activities (Pair activities)

Read carefully the following excerpt. Then answer the subsequent question.

*American democracy is based on the principle of majority rule. In a democratic legislative body, decisions are made by voting. In the U. S., voting is not just a tool for selecting political leaders and passing laws. It is also a way of making decisions in the business world, in social groups, in schools, and even within the family. Americans believe that people should take part in making the rules they must live by. American children are introduced to the ideas of majority rule and representative government at a very early age. Many families hold weekly meetings to determine household rules and activities. Most schools have student councils with elected representatives so that students can voice their opinions about school regulations and activities. In the adult world, all kinds of organizations (unions, religious groups, etc) elect officers and make decisions by voting. In publicly owned companies, stockholders elect the directors.*

(Adopted from Tiersky, Tiersky, 2001)

Questions

- 1/ What does democracy denote in America?
- 2/ What does ‘majority rule’ determine?
- 3/ Complete the table stated below by putting a tick (√) in the suitable column for each statement.

	Americans approve this	Americans disapprove this
1. One of the pillars is democracy.		
2. Voting is the inspiring element to consider.		
3. The system of the majority rule is notorious in America.		
4. Democracy in America is the soul of egalitarianism.		
5. Authority is the primary source of power.		

**Task (6):** Mingling Activities

This type of activities has been performed sometimes in small groups (four members per group) and in other times in pair groups.

In pair groups, one student is given a sheet of paper containing an informal/formal word, and his/her pair is provided with another sheet on which the formal/informal form of the same word is written. Most often, informal words/ phrases were extracted from videos students were supposed to watch before class.

### Examples

Hand in	its pair word is	Submit
Assemble	its pair word is	Come together/ Flock together
High-Tech/ Low-Tech	its pair word is	High technology/ Low Technology
No	its pair word is	NAH

In this context, students are urged to generate sentences by using these words appropriately.

### Task (7): (Pair/ Small) group activities

1/ Find out words/ expressions that are similar in meaning to words/ expressions stated in this excerpt:

Pilgrims .....

Colony.....

Rip-roaring.....

2/ Compare your own meanings to the dictionary's definitions.

3/ Look at these sentences: ‘*yet something that’s not easy to get.*’, ‘*It was probably lucky that the Pilgrims were blown off course and never reached Virginia, where they were headed in 1620.*’.

*How can you convert them into more formal sentences?*

4/ The author used a dash in ‘*The first is something that everybody wants—yet something that’s not easy to get.*’. What is the significance of this punctuation mark in writing? Is it adequate in academic writing?

*It was probably lucky that the Pilgrims were blown off course and never reached Virginia, where they were headed in 1620. By then that unfortunate colony had spent more than a dozen years struggling desperately just to survive. But some Virginians were beginning to discover the secret of how to prosper—and their solution would not have pleased the Pilgrims, people who wanted only to create a holy community and farm in peace. Virginia was turning itself into what we might call a rip-roaring boom country. A number of things are needed to make a country boom. The first is something that everybody wants—yet something that’s not easy to get. And when that something is discovered, people rush in, eager to control it, sell it, and make a handsome profit. Think about the gold and silver the conquistadors brought home. Potosí was the biggest settlement in the Americas by 1620 because it sat on a mountain of silver. It was prime boom country. But people run after more than silver and gold. Recall the Asian spices that came down the Silk Road—or consider a red berry in Africa that the people of Kaffa grew.*

(Adopted from Davidson, 2015, p. 46)

## **Task (8):** Inferring Activities (Small Group)

*Christopher Columbus understood the lessons of the Mediterranean Atlantic. Born in 1451 in the Italian city-state of Genoa, this self-educated son of a wool merchant was by the 1490s an experienced sailor and mapmaker. Drawn to Portugal and its islands, especially Madeira, he voyaged at least once to the Portuguese outpost on the Gold Coast, where he became obsessed with gold and witnessed the economic potential of the slave trade.*

*Like all accomplished seafarers, Columbus knew the world was round. But he thought that China lay only 3,000 miles from the southern European coast. Thus, he argued, it would be easier to reach Asia by sailing west. Experts scoffed, accurately predicting that the two continents lay 12,000 miles apart. When Columbus in 1484 asked the Portuguese rulers to back his plan, they rejected what appeared to be a crazy scheme.*

### **Columbus's Voyage**

*Jealous of Portugal's successes in Africa, Ferdinand and Isabella of Spain agreed to finance Columbus's risky voyage. In part they hoped the profits would pay for a new expedition to conquer Muslim-held Jerusalem. On August 3, 1492, in command of three ships—the Pinta, the Niña, and the Santa Maria—Columbus sailed from the Spanish port of Palos.*

*Just over two months later, the vessels found land approximately where Columbus had predicted (see Map 1.2). On October 12, he and his men landed on an island in the Bahamas, which its inhabitants called Guanahani but he renamed San Salvador. Later he explored the islands now known as Cuba and Hispaniola, which their residents, the Taíno people, called Colba and Bohío. Because he thought he had reached the East Indies, Columbus referred to the inhabitants as Indians.*

### **Columbus's Observations**

*Three themes predominate in Columbus's log. First, he insistently asked the Taínos where he could find gold, pearls, and spices. They replied (via signs) that such products were on other islands, on the mainland, or in interior cities. He came to mistrust such answers, noting, "They will tell me anything I want to hear."*

(Norton et al., 2010, p.14)

- 1/ Did Columbus's insistence to find gold and pearls express at first place his longing for wealth or his strong desire to discover and his spirit of adventurers?
- 2/ Did the Spanish rulers' aid provided to Columbus under the condition of returning with big fortunes reflect their greed?
- 3/ Does the act of renaming others' land mean the ending of their identity and culture as well?
- 4/ Did Columbus mean when he said "They will tell me anything I want to hear" that he will exercise power against this class of people or he simply thought of a trick to obtain all resources?
- 5/ Choose the suitable letter (a or b) for each statement.
  - Does 'city-state' mean:
    - a/ A modern building consisting of four floors.
    - b/ An independent state consisting of a city and the area around it.

➤ Is 'seafarer':

a/ Formal word which means sailor

b/ Informal word which means sailor

6/ To which part of speech do words such as 'self-educated', 'city-state', 'Muslim-held Jerusalem' belong?

**Task (9): Learning Punctuation Tips (Small group Activities)**

Read the passage stated below, then answer the following questions

*As scapegoating and suspicion of Conversos (Jews who had converted to Christianity) and Moriscos (Muslims who had converted to Christianity) intensified over several centuries in Christian-controlled Spain, the doctrine of limpieza de sangre was popularized. It had the effect of granting psychological and increasingly legal privileges to " Old Christians," both rich and poor, thus obscuring the class differences between the landed aristocracy and land-poor peasants and shepherds. Whatever their economic station, the "Old Christian" Spanish were enabled to identify with the nobility. As one Spanish historian puts it, "The common people looked upwards, wishing and hoping to climb, and let themselves be seduced by chivalric ideals: honour, dignity, glory, and the noble life."<sup>9</sup> Lope de Vega, a sixteenth-century contemporary of Cervantes, wrote: " Soy un hombre, I aunque de villana casta, I limpio de sangre y jamas I de hebrea o mora manchada" (I am a man, although of lowly status, yet clean of blood and with no mixture of Jewish or Moorish blood).*

(Roxanne, 2014, p. 37)

1/ Why square brackets are utilized in (I am a man ... blood), (Jews who had converted to Christianity), (Muslims...Christianity)?

2/ Explain why inverted commas are used in 'Old Christians,'?

3/ What is the utility of a hyphen in *Christian-controlled Spain, land-poor*?

4/ Why are words like Conversos, Muslims, Jews, Soy, Moorish blood...etc capitalized?

5/ Why the author used quotation marks in "The common people looked upwards, wishing and hoping to climb, and let themselves be seduced by chivalric ideals: honour, dignity, glory, and the noble life."? Think of a quotation within this quotation and how to cite the change you intend to make?

6/ Based on the video about Religions in America you were supplied with formerly, try to generate your own quotations within the speaker's words heard in the video, and ensure to make this act in a more formal manner.

**Task (10): Focus-on-Grammar Activities (Pair/ Small group Activities)**

Look at these sentences extracted from (Grant, 2012, p. 10).

1. 'America was a land, and later a nation, imagined before it was ever conceived.'

2. 'Although the dreams and ambitions of its first human settlers can only be surmised, whether crossing the Bering Straits on foot or arriving by sea, early migrants to the North American continent came in search of a better life.'

➤ Find what type of sentences (according to structure) does each one match?

- Change each sentence pattern to other sentence patterns by adding or omitting unnecessary words.
- Explain what is the significance of ‘Although’ used at the beginning of sentence (2)?
- Why ‘whether...or’ form is employed in sentence (2)?
- Write more simple, compound, complex, and compound-complex sentences about the content covered in today’s session about the colonization of America and the American dream.
- Compare subjects of both sentences and state the type of each subject.

**Task (11):** Check Spelling Activities (Small Groups)

Students were expected to listen and watch a video about for instance Obama’s Farewell Speech. After that the teacher, at the outset, asked them to spell some key words from the material (For example: program/ programme, ensure/ insure, immigrants/ emigrant), then they indicate whether they chose British or American spelling. Next, they were called for filling in the gaps to complete words written on flashcards. On the reverse side of each flash card there is a sentence with an illustration.

Note: There are letters of different colors designed by the teacher for students who do prefer taping each letter on the blank space rather than just write it by using a pen or marker.

Beg . . . ing	(beginning)
Thr . . . . out	(throughout)
Thr . . tened	(threatened)
. . rinking	(shrinking)
Demonstr . . . .	(demonstrably)
Be . . . .	(better)
Public . .	(publicly)
La . . . . .	(ladders)
Fi . . .	(fixes)
Ch . . . s	(cheers)
H . . d	(heed)

**Task (12):** Fill in the gaps by choosing the appropriate word in the box

-	-	-	-	-	-
---	---	---	---	---	---

**Task (13):** Select the convenient word for each sentence

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

**Task (14):** Place a tick next the sentence which guarantees the logical flow of ideas/

1. \_\_\_\_\_  
a/ \_\_\_\_\_  
b/ \_\_\_\_\_
2. \_\_\_\_\_  
a/ \_\_\_\_\_  
b/ \_\_\_\_\_
3. \_\_\_\_\_  
a/ \_\_\_\_\_  
b/ \_\_\_\_\_
4. \_\_\_\_\_  
a/ \_\_\_\_\_  
b/ \_\_\_\_\_

**Task (15):** Read the following sentences, then put the events in the order they occurred.

a/ \_\_\_\_\_

b/ \_\_\_\_\_

c/ \_\_\_\_\_

d/ \_\_\_\_\_

e/ \_\_\_\_\_

f/ \_\_\_\_\_

g/ \_\_\_\_\_

h/ \_\_\_\_\_

i/ \_\_\_\_\_

j/ \_\_\_\_\_

k/ \_\_\_\_\_

l/ \_\_\_\_\_

**Task (16):** ‘Write around’

At the end of the session, the teacher formed small groups including from three to four students. Then, students were given sheets of papers to answer the question in 30 seconds. The first group which finished the task in a determined time, its sheet will get passed to another group to read it and add extra information and the same proceeding had been repeated for the remaining groups.



Appendix I  
Thank You Cards



Dear \_\_\_\_\_,  
Thank you for

\_\_\_\_\_

It makes me:

- happy
- smarter
- excited
- look great



\_\_\_\_\_

## **Appendix J**

### Progress Test N°1

**Question:** *American culture emblemizes its peculiarities, and your own culture does so. According to what you have learnt in this unit about the American culture, write three-to-five paragraph essays in which you explain which culture means to you and why. (with a focus on your own perspective)*

## Appendix J 1

### Student 's Sample in PTNI

#### The American Thoughts

It is not enough to limit the notion of culture just in the style of life in societies, attitudes and customs. The American population is one of the major examples that shows the concept of how do people (there) believe, and how they practice their religious atmosphere?

In America, believing in God is depending on the religion of each individual, because there is a multi-religious which differ in terms of thoughts, attitudes and customs. There are some groups in America who believe in the existence of God, however, they don't worship only just one, and this leads to make them so far from fixing their objective in life.

An official religion doesn't exist in America, because of the variety of population which who settled by or from many years ago. For example Christianity, Protestantism, and Catholicism are religions which are very spread in America.

From my point of view, the existence of such religions which are exist in America are not exactly the same. The majority of the Algerian population are muslims, but, namely we may find some Algerian individuals followed the Christianity religion and this has many factors.

## **Appendix K**

### Progress Test N°2

**Question:** *The discovery of a new land led Native American population to come into contact with Europeans. How and why proprietors' ambitions buried and outsiders/strangers dwelled in the new nation. (Your ancestors' history and culture underwent similar circumstances; therefore, consider all that).*

## Appendix K1

### Student's Sample in PTN2

the exploration of North America by non-indigenous people was a continuing effort to map and explore the continent of North America. It spanned centuries and consisted of efforts by numerous people and expeditions from various foreign countries to map the continent, followed by European colonization of America.

The culture of United States is primarily western, but it is influenced by the native American, African, Asian, polytheism and Latin American culture. The Ameri-Indians were the first generation who settled in the American lands before 1775 which refers to the newer period. The Ameri-Indians population come from Asian origins before the exploration of America as a new land by the explorer Christopher Columbus.

For almost a century and a half, America was merely a group of colonies spread along the eastern seaboard of the north American continent. After a successful rebellion against the motherland, America became the United States, a nation. At the end of the 19<sup>th</sup> century this nation extended to Mexico and the Pacific.

By the end of the 19<sup>th</sup> century, too, America set itself as one of the powerful countries in the world, its fortunes so interrelated with those of other nations that it became part of the two world wars and, following these conflicts, with the problems of Europe and East Asia. Meanwhile, advancement in science and industry, as well as changes in ways of thinking and feeling, brought many modifications in people's lives.

For Americans the American Revolution is the first step of the birth of the great nation, the process of national building as the creation

of a political and republican frame where each state holds powers and the overarching federal system to grant, distribute and monitor the powers between each. The central point, at least to the broader public, is the centrality as the main force behind a national identity that began with the revolutionary era and was encouraged by a collective self-realization.

As a conclusion, we can say that U.S.A. started from many primitive points to reach the top and to be called as the great America.

## **Appendix L**

### Progress Test N°3

**Question:** During the early 1800's period, slavery had been strongly revived in America; slavery increasingly became a controversial issue among superior and subordinate classes, and led thence to the complication of the situation. How did the upgrowth of slavery interfere as long as the **1861-1865 war** is concerned?

## Appendix L1

### Student 's Sample in PTN3

Today, most professional historians, agree that slavery and the status of African Americans were the heart of the crisis that led the U.S into a civil war from 1861 to 1865. That is not to say that the average confederate soldier fought to preserve slavery as that the North went to war to end slavery.

When the Europeans colonized the north American continent, the land was wide and shortage of labor. Early in the seventeenth century, a Dutch ship loaded with African slaves introduced a solution and 'new use' to the new world, slaves were useful and economical (such as tobacco) in areas where labour intensive cash crops such as tobacco, could be grown.

By the end of the American Revolution, slavery was about to die out in the North as they believed that slavery was not useful anymore. Likewise in the south the institution was becoming less useful to farmers as tobacco prices began to drop. However in 1793 Northwever Eli Whitney invented the cotton gin. Cotton replaced tobacco as the south's main cash crop and slavery was useful again.

The spread of the civil war forever changed the future of the American nation. The war began as a struggle to keep the union, not to free the slaves.



but both people of the North and the South predicted that the conflict would end both issues. Many slaves moved to the North at the beginning of the war. Congress passed laws permitting the seizure of slaves from the property of rebellious southerners. On September 22, 1862 following the dramatic Union victory at Antietam, President Abraham Lincoln presented the Preliminary Emancipation Proclamation.

This document decreed that, by the power of the united states armed forces, all slaves in states that were still in rebellion one hundred days after september 22 would be "thenceforward and forever free".

On December 6, 1865, eight months after the end of the civil war, the United States adopted the 13<sup>th</sup> Amendment to the constitution which outlawed the practice of slavery.

## Appendix M

### Progress Test N°4

**Question:** In the 1778-1788's period, a sequence of critical events had been registered and which they ultimately drove to framing the Constitution of the new founded nation, America. How did the articles of confederation have a hand in making a **strong** legal constitution and a federal (national) government?

## Appendix M1

### Student's Sample in PTN4

The articles of confederation was the first written constitution of the united states. They were a response to wartime urgency, its progress was slowed by fears of central authority and extensive land claims by states before it was ratified on March, 1781. Under these articles, the states remained sovereign and independent, with congress serving as the last resort in appeal of disputes.

The articles of confederation which establish a "firm league" among the 13 free and independent states, constituted an international agreement to set up central institutions for conducting vital domestic and foreign affairs. Congress drafted and passed the articles in November 1777 and the states ratified them in 1781. Even when not ratified, the articles provides domestic and international legitimacy for the continental congress to direct the American Revolutionary war, conduct diplomacy with Europe print money and deal with territorial issues and relations with native Americans.

According to the articles of confederation, the US government accomplished several achievements. A...

• Treaty of Alliance with France in 1778. It successfully waged a war for independence against the British. The Government also negotiated an end to the American Revolution in the Treaty of Paris, signed in 1783.

In 1787, the Government passed the Northwest Ordinance, which allowed the Northwest Territories to organize their own governments. The ordinance also banned slavery from the region.

Although the articles had great achievements, they granted its Congress little power to finance itself or ensure that its resolutions were enforced. They designated no president, and no national court, and the central government's power was kept quite limited. Congress had no power to coin money, therefore each state developed its own currency. It was also unable to impose taxes; it could only borrow money on credit.

The Articles of Confederation were an agreement among the 13 founding states, legally establishing the United States of America as a confederation of sovereign states and serving as its first constitution. Though they are influential even to this day, the articles created a weak government that ultimately was replaced in 1789 by the United States Constitution.

## **Appendix N**

### Progress Test N°5

**Question:** In what ways does the government's policy decisions and law-making shape the aspects of democracy in a many-sided country like the United States of America?

## Appendix N1

### Student 's Sample in PTN5

America considered as one form of the greatest countries in the world due to the sense of equality and justice found only there. The United States of America is characterized by its freedom of ideas and expression, and it is because of all that one can say that it is the best model of democracy. This latter is well represented through many aspects in this famous nation.

First of all, although America is a melting pot holding various diversities in terms of religion, culture, all people are treated equally regardless their origins, attitudes, or doctrines. In this big and mingled country, all citizens' ideas and concerns are expressed in laws and mainly the American constitution.

Hence, democracy in America is based on people opinions and concerns, and the government to a great extent considers all that. Voting is key here, and it is one right of all citizens with no exception. American citizens do have the right to modify or to change laws through voting.

Yet, citizens' duties towards their country emblematic clear aspects of democracy, for example they swear their loyalty to only America, not any other country and they consistently affirm their readiness to defend and to protect the constitution. In addition, Americans must abide by laws (local, state, or federal laws).

Furthermore, democracy is explained in the American constitution where everybody knows his/her duties and responsibilities. Federal powers for example allows for having a unified system of money, declaring war, creating an army while state powers serve in providing protection, approving land use, giving the driver's license.

Then, the best example of democracy found in American electoral justice. This latter represents strong ties between laws and democracy. During elections, judicial powers control the correct proceeding of elections and that must happen in accordance with the laws. And people who doubt that their rights are violated in any way, they do have the absolute right to complain or to seek an adjudication.

Besides, democracy is emphasized in the American constitution. For example, the major or subordinate classes are limited by something legal known as the constitution. The authority is in the hands of the constitution and the minorities' rights are respected by the constitution.

In America, people are the ultimate source of power, and the government's authority derives from that power. The majority rules but the minorities' rights restrict that authority.





- 25. Writing assignments related to American civilization course content are difficult.
- 26. Writing assignments of American civilization course content are very difficult.
- 27. Learning the cultural background invested you with obtaining a good command of language.


## Appendix P

### Teachers' Interview

Dear teacher(s). The current work is an inquiry about applying theme based approach to teaching American civilization module in an EFL context. We would be appreciative of your cooperation and help if you frankly and truthfully answer the following questions:

Question One: Is your age:

1. Between [25-35[, or 2. Between [35-45[, or 3. Over 45 years old?

Question Two: What is your field of specialization?

Question Three: What is your qualification?

Question Four: For how long have you been teaching English?

Question Five: Have you taught British/American civilization?

*Question Six:* At the end of the academic year, what have you intended to target throughout your syllabus designed to teach American civilization courses?

*Question Seven:* Do you specify objective(s) to be achieved at the end of each lesson of the same course?

*Question Eight:* Could you state these objectives?

*Question Nine:* What criteria do you account for when you decide on the content to be taught in American civilization courses?

*Question Ten:* What were the axes you have taught in American civilization courses?

Question Eleven: What teaching approach do you opt for in teaching American civilization courses?

*Question Twelve:* What teaching method(s) do you use in teaching American civilization module to EFL students?

*Question Thirteen:* What are the points you focus on when you evaluate students' achievements in American civilization courses?

*Question Fourteen:* At the end of the academic year, what have you intended to target throughout your syllabus designed to teach British civilization courses?

*Question Fifteen:* What are the objectives you state for each British civilization lesson?

*Question sixteen:* What criteria do you account for when you decide on the content to be covered in British civilization courses?

*Question seventeen:* What were the axes you have taught in British civilization courses?

*Question eighteen:* What teaching approach do you opt for in teaching British civilization courses?

*Question nineteen:* What teaching method(s) do you use in teaching British civilization courses in EFL setting?

*Question twenty:* What are the points you focus on when you evaluate students' achievements in British civilization courses?

*Question twenty one:* How do you evaluate the use of theme-based approach (TBA) for teaching American civilization module?

*Question twenty two:* How do you evaluate the use of theme-based approach (TBA) for teaching British civilization module?

*Question twenty three:* Please, feel free to make any suggestions or comments about civilization instruction.