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Teachers' and Students' Attitudes Towards the Teaching and Learning of the American Culture: The Case of Junior Students in the Department of English at Mouloud Mammeri University of Tizi- Ouzou.

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Dedications

To my Family, especially my adorable mother, who kept encouraging me and pushing me to work harder and do better.

To all my mates of the Department of English at Mouloud Mammeri University of Tizi- Ouzou!

To all the people those were present with me in tough times and believed in me.

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Abstract

The present issue seeks to identify the attitudes of both American civilization teachers and junior students towards the teaching and learning of the American culture in the department of English at MMUTO. It is built around two main models of acquiring cultural knowledge, awareness and skill; these frameworks were advanced mainly by Pederson (2003) on Cultural and Cross Cultural Competence and Deardorff (2006) on Intercultural Competence. This study is exploratory in nature and uses the mixed method; since, it combines both the quantitative and the qualitative methods to gather the data. The research instruments used in this investigation are: a questionnaire administered to ninety students of third year, a structured interview conducted with three teachers of the American civilization module and six classroom observations conducted with different groups. The data gathered are analyzed and interpreted using both the statistical package for social sciences labeled SPSS and qualitative content analysis labeled QCA. The results obtained from these tools reveal that both American civilization teachers and junior students in the department of English at MMUTO demonstrate their openness, awareness and interests towards the teaching and learning of the American culture.

Key words: American culture, Cultural and Cross Cultural Competence, Cultural knowledge Intercultural Competence.

List of Abbreviation

TESOL: Teaching English to Speakers of Other Languages

CRT: Culturally Responsive Teaching

SPSS: Statistical Package for Social Sciences

QCA: Qualitative Content Analysis

MMUTO: Mouloud Mammeri University of Tizi- Ouzou

HP: Hypothesis

Q: Question

List of Acronyms

NASW: American National Association of Social Workers

NEA: National Education Association

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General Introduction

Statement of the Problem

The notion of culture covers many domains in life, economy, medicine, education, and politics. In the field of teaching and learning, culture is viewed as an essential concept to improve the cultural capacities of both teachers and students. Therefore, studying culture in EFL classes raises students' awareness, gains knowledge and develop the intercultural communicative competence.

Collins dictionary refers to culture as being specific to a given society, since it considers individuals' beliefs, values, life concerns, and arts work. In other words, culture includes a set of ideas, opinions and behaviors that distinguish a given social group from the other. Many scholars like Pahlavan (2003) and De Gorden (2007) referred to the effectiveness of teaching culture in academia; for them the aim of teaching and learning culture is to raise student's awareness, understanding and develop the cultural skill. Teaching language and culture is crucial in the academic settings. In this context, Chastain (1987) and Brown (2003), referred to language as being a means to communicate individuals' behaviors and opinions. Therefore, it is important for EFL students to learn both linguistic and cultural aspects of the language (Krasner, 1999).

Teaching culture in EFL classes enables students to acquire the cultural knowledge, skill and avoid misunderstanding between different group members. Several studies have been conducted to explain the significance of teaching and learning culture in the classroom in the Algerian context. In this respect the elaborated study conducted by Mehdaoui Ahmed (2013) on "*Raising EFL Cultural Awareness through Teaching Anglo Saxon Civilization:*

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Case of 3rd year Students at SAIDA University revealed that the designed courses for teaching culture enhance the intercultural understanding as a main goal for teaching and learning the English language. However, it is important to investigate how teachers and students gain interests, openness and awareness towards the teaching and learning of foreign cultures in EFL classes.

Aims and Significance of the Study

Teaching and learning culture in relation to the language is necessary, referring to the American culture while teaching the American civilization not only enhances the students' cultural knowledge and skill, but also raises awareness and construct an openness to learn this foreign culture. The present issue aims at identifying how American civilization teachers, as well junior students think about teaching and studying the American culture in EFL classes.

Research Questions and Hypotheses

Being aware of the cultural knowledge and skill that teachers and students can acquire from teaching and learning the American culture is crucial while teaching the American civilization. This investigation attempts to answer the following questions:

Q1. What are the attitudes of American civilization teachers towards the teaching of the American Culture?

Q2. What are the attitudes of junior students towards the learning of the American culture?

In an attempt to answer these questions, the elaborated hypotheses are formulated:

HP1. American civilization teachers have positive attitudes towards the teaching of the American culture.

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HP2. American civilization teachers have negative attitudes towards the teaching of American culture.

HP3. Junior students have positive attitudes towards studying American culture.

HP4. Junior students have negative attitudes towards studying American culture.

Research Techniques and Methodology

As this present study is the first to be undertaken at the level of the department of English at MMUTO, it is considered an exploratory research; since it focuses on the mixed methods approach, which uses the quantitative and qualitative methods for both data collection and data analysis. This research relies on using a questionnaire to gather data about students' attitudes towards studying American culture, as well an interview to uncover the teachers' attitudes towards the teaching of this foreign culture. The data collected are based on two main models, which are Pederson (2003) and Deardorff (2006). In addition to these tools, a classroom observation is also important to gather valid and reliable data.

For the data gathered, using statistical package for social sciences labeled (SPSS) for quantitative data and qualitative content analysis (QCA) in interpreting and explaining the qualitative data mainly from the findings obtained in students' questionnaires, teachers' interview, and classroom observation for both teachers and students.

Structure of the Dissertation

This elaborated research currently follows the complex traditional model. It is composed of a general introduction, a review of literature, the research design, the presentation of the findings, the discussion of the findings and finally a general conclusion. Starting with the *introduction*, this gives background information about the topic being

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investigated and states the main issue by indicating the gap, as well mentioning the purpose and significance of choosing the topic. The next chapter, *Review of Literature* is devoted to review the different previous works that have been already investigated and the theoretical framework of this research, which is based on both Pederson (2003) and Deardorff (2006). Besides, it is an attempt to discuss the main concepts that are connected to the topic and which are: the notion of culture, teaching culture in the classroom, cultural awareness, cultural competence. The coming chapter, that is *Research Design*, deals with the methodology by referring to the context and the participants in the research, as well as, the methods used, which are a questionnaire for third year students, a structured interview for American civilization teachers and a classroom observation conducted with different groups. The next chapter, which is *Presentation of the findings*, which attempts to display the results using SPSS in forms of tables, pie charts, and bar charts for quantitative content analysis, in addition to qualitative content analysis labeled (QCA) to interpret the data. Finally the remaining chapter titled *Discussion of the findings* explains and discusses the outcomes obtained in relation to the framework and the review of literature, in order to answer the research questions.



Review of Literature

Introduction

This chapter starts with some definitions related to the concept of culture. First it explains how teachers teach the notion of culture in EFL classes, in addition to some principles and practices used by some teachers. After that, we present some different techniques designed by some scholars that are helpful to teach culture in academia. Next, we move to explain the notion of cultural awareness including some principles that facilitate the building of cultural awareness. Then, we define the concept of cultural competence with its different components that promote students cultural skill. After explaining all these different concepts, we refer to the main models used by Pederson (2003) on “*Cultural and Cross Cultural Competence*” mainly focusing on Awareness, Knowledge, and Skill, in addition to Deardorff model (2006) on “*Intercultural Competence*”, which is based on four main components namely Attitudes, Knowledge, Skills, Internal and External outcomes. These models will be the main frameworks to conduct this study.

1- Culture

1.1. Definition of Culture

Culture has been defined by various scholars to explain its importance in different fields. Moran (2001: 25-26, cited in Hsin, 2008: 02) defined it as “A cultural phenomenon”—“A cultural phenomenon involves tangible forms or structures (products) that individual members of the culture (persons) use in various interactions (practices) in specific social circumstances and groups (communities) in ways that reflect their values, attitudes and beliefs (perspective).”In other words, what makes individuals culturally different from one another is the fact that they behave, interpret and do things in social encounters. So culture is a series of

related behaviors and beliefs, as stated by Brooks (1975) refers to big culture, which encompasses music, literature, and the arts; while small culture refers to culture BBV which involves beliefs, behaviors and values. Reimann (2013:05) in his book entitled '*Introduction to Culture Studies. Introductory Activities for Exploring and Comparing Cultures*' states that culture is a series of perspectives, which are common between a group of people and reflected in their works, relationships, communities and artifacts, culture and language are interrelated and that language is a key to be aware and accept other's perspectives (Reimann,2013:05). Besides, Reimann refers to two important elements of culture namely '**overt** 'and '**covert**' cultures. In other words, as Reimann explains overt culture refers to the observable culture, which includes food, clothes, language and behaviors. On the other hand, covert culture refers to the hidden culture; this encompasses values, beliefs, communication styles. For him to understand the cultural differences and succeed in intercultural communication, we need to become aware of the covert culture (Reimann 2013: 05).

From these above definitions, we can understand that culture determines how individuals from different cultural backgrounds communicate, behave and interpret the world from different perspectives.

1.2. Teaching Culture in EFL Classes

Culture is an essential concept in the field of education, as Krasner (1999) states that "It is necessary for language learners to develop not only linguistic competence but also an awareness of the culturally appropriate features of the language." That is to say, Krasner

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emphasizes about the idea that learners need to develop their cultural knowledge of the language that is used to express and convey meaning. As language and culture are used as complementary processes, Valdes, J (1990, 20) in his book entitled '*Culture and language*' argues "The dialogue not only demonstrates the expression of anger, but also highlights important information on American attitudes towards cheating both from the teacher's points of view and from the students. Presumably discussion would bring out further information." That is to say, speech reveals also how teachers and students view and react toward a given situation. Therefore, opened discussions offer opportunities in the exchange of ideas. In this context, the subject of teaching culture has been carried out by Taleb Ranjbar (2017) under the title of '*The Impact of Culture in Teaching and Learning of English as a Foreign Language*' at Azed University of Iran. In fact this study reveals that studying the English culture is a necessity and EFL need to possess understanding of both cultures, so that to achieve linguistic, communicative and intercultural skills. As it is highlighted by Chastain (1987), Brown (2000) and Baker (2003), language and culture are interrelated and must not be isolated. Similarly, some other scholars like Peterson and Coltrane (2003) refer to the idea of objectivity in teaching without any judgments while teaching a language, since it is considered as an aspect of teaching culture (Petersen and Coltrane, 2003, cited in Farooq ; Soomro and Umer, 2018: 178). That is to say, the teacher in the classroom provides students with necessary designed instructions in teaching culture without any judgments or critics.

Teaching culture is crucial in the academic settings as Varvus (2008, 50) refers to cultural responsive teaching (CRT) as being a student centered strategy that encompasses a learning model to teach students cultural knowledge and review the student's origins from the past (Varvus, 2008: 50 in *Culturally Responsive Teaching*). In this context, the results of the elaborated study done by Li Sun (2013) on *Culture Teaching in Foreign Language Teaching* at Changchun University in

China pointed out that teaching cultural knowledge aims to promote students cultivation and awareness of foreign language teaching.

Teaching the cultural aspects of the different cultures is crucial to enable students to become culturally aware of the diversities and similarities that exist between cultures.

Moran (2001:03) states “cultural learning is best seen as a lived experience, as a personal encounter with another way of life.”(Moran 2001: 03 cited in TESOL Quarterly, 2006: 867).

According to Moran (2001: 13) *cultural experience* includes five main parts and which are cultural content, activities that help students to learn the content, outcomes; or the results of students that are obtained from these activities, learning context, the latter is described by Figueiredo (2005: 128) as ‘*a set of circumstances that are relevant when someone needs to learn something.*’ In other words, the key success to achieve a successful learning of culture is through these sets of principles and practices of both teachers and students. Also, Moran (2001: 15-18) refers in his framework as the “*cultural knowings*”; the latter attempts to develop four main domains namely: knowing about, knowing how, knowing why and knowing oneself.

- ❖ **Knowing about:** This part refers to the acquisition of cultural information and knowledge about culture and language of both students’ own and other cultures, since it is necessary for learners to learn this information.
- ❖ **Knowing how:** This domain requires the acquisition of cultural applications, which refer to all the behaviors and actions of people of the target culture. Therefore, learners need to acquire these cultural aspects according to other’s culture to raise their awareness and become knowledgeable of the foreign culture.
- ❖ **Knowing why:** This part refers to the understandings of the main cultural aspects in terms of attitudes, values and beliefs. This domain involves understanding of skills to explain the cultural aspects that learners face, since it enable them to make comparison

between their own and other cultures by focusing on the values as a main points in cultures.

- ❖ **Knowing oneself:** This domain emphasizes on learner's values, opinions as being the essential aspects in the cultural experience. Moran refers to '*self awareness*', the latter is describes as the fact of being conscious of one's own character and feelings (Collins Dictionary); Therefore, learners are considered as being responsible in understanding themselves and take part in developing culture.

(Moran P, R, 2001, 15-18, cited in Michael N, Kim, 04)

1.3. Techniques for Teaching Culture

There are various scholars such as Chastain (1988), Stern (1992) and Hughes (1994), who developed different techniques and activities to teach culture in academia. Since culture helps a student to become knowledgeable of the target culture and raises awareness of the differences between learners' own and the target culture (Stern, 1992, cited in Abbaspour, Rajae- Nia and Zare, 2012: 21). Stern (1992) lists the following eight techniques in teaching culture:

1. *Creating authentic classroom environment.* This includes the use of displays, maps and realia to help student' understandings of cultures in real life situation.
2. *Providing cultural information.* This involves the integration of *cultural aside*; The latter refers to 'An item of cultural information offered by the teacher when it arises in the text.' (Stern, 1992: 224, Chastain, 1988: 308 and Henrischen, 1998), it helps to create cultural content in language teaching (Benmostefa, 02). In addition to the use of *culture capsule*, which is a description of a given cultural aspect and learners tend to discuss the contrasts in these aspects, and finally the use of culture cluster, which is also seen as a combination of cultural capsules as single cluster; this latter is followed

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by a set of activities that help learner to gain knowledge of such aspect such as role play.

3. *Cultural problem solving*. This involves culture assimilator, which is a technique used to help learners to understand the behaviors used in other culture (Gary, B, Randolph, 1977: 105-119)
4. *Behavioral and affective aspects*. It involves drama or play, and mini drama, which is a short piece in drama (Collins dictionary). According to Stern this helps learners to understand the target culture.
5. *Cognitive approach*. This has to do with different activities of students such as making further researches.
6. *The role of literature and humanities*. According to Stern, this includes reading books in literature or watching films.
7. *Real life exposure to the target culture*. This involves visiting native speakers in class, or visiting other countries and pen pals, the latter refers to the exchange of letter between two persons who never meet (Collin Dictionary).
8. *Making use of cultural community resources*. This refers to the different resources that learners often use when learning a foreign language.

(Stern, 1992: 223-232, cited in Abbashour; Rajee-Nia and Zare, 2012: 22)

The designed techniques and principles of teaching culture in EFL classes are helpful to facilitate learning of the foreign cultures and get students in touch to communicate the different cultural aspects that exist between cultures. Moreover, it is an attempt to recognize how students think about these differences and how does it impacted on them

2. Cultural Awareness

The concept of cultural awareness is crucial to recognize the diversities and similarities between cultures. It is defined as '*Cultural awareness involves a gradually developing inner sense of the equality of cultures, an increased understandings of your own and other's people cultures, and a positive interest in how cultures both connect and differ.*' (Tomlinson and Masuhara, 2004: 03, cited in Diafi, F, 2017: 16). Also Quappe and Cantatore (2005: 01) refer to this concept as '*The foundation of communication and it involves the ability of standing back from ourselves and becoming aware of our cultural values, beliefs and perceptions.*' That is to say, cultural awareness is the recognition of other cultural beliefs, behaviors and it involves individual's knowledge of different cultures. The term *cultural awareness* was introduced by Tomalin and Stempleski (1993) and it was developed to become new in the field of language education (Hussari, 2007: 449)

Stempleski (1993) refers to the idea that learners need to be aware of other cultural groups in terms of their behavior, expectations, perspectives and values (Hussari, 2007: 449). That is to say, learners construct their knowledge based on their abilities of being aware of other cultures.

Also, Knutson (2006) points out that the idea of developing students cultural awareness starts first by being aware of their cultural ethnicity and identity in relation to other cultures (Knutson, 2006, cited in Shemshadsara, 2001: 95). That is to say, the primary step to grasp cultural knowledge is from the student's own culture to facilitate their understandings of other foreign cultures. Lynch (2015) proposes a set of principles to promote student's cultural awareness in the classroom and which are as follows:

1. *Expressing interest in the ethnic background of your students.* According to Lynch, this enables students to share information of their own background and discuss the differences in terms of behaviors, beliefs and requires learning the student's names and interest.
2. *Redirect your role in the classroom from instructor to facilitator.* This principle requires the reduction of power and differences between teachers and students by providing them intrinsic motivation and offers them opportunities to share their ideas and thoughts.
3. *Maintain a strict level of sensitivity to language concerns.* In traditional classroom non native speakers of English feel marginalized. Therefore this principle encourages diversity by offering them with necessary materials to master the language.
4. *Maintain high expectations for students' performance.* According to Lynch, this principle helps students to become positively affected and teachers help them to fill their tasks.
5. *Incorporate methods for self testing.* This requires students to engage in self testing, as a means to help students to memorize and realize what they have learnt.
6. *Maintain an 'inclusive' curriculum that remains respectful of differences.* According to Lynch a culturally responsive curriculum assumes that all students are integrated within different aspects in the classroom and helps teachers to understand each student's cultural life and background, as a means of integrating information in the curriculum.

Matthew Lynch (2015) *6 Ways teachers can foster cultural awareness in the classroom*

Cultural awareness does not only focus on how students become culturally aware of the diverse cultures that exist between different cultural backgrounds, but also enhances students' cultural knowledge and acquire cultural skill.

3. Cultural Skill

The term cultural competence has become universal to serve human interests in language and other domains (Gallegos, Tindall and Gallegos, 2008: 51). Cross, Bazron, Dennis and Isaacs (1989: IV) refer to cultural competence as *'a set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals and enable the system, agency, or those professionals to work effectively in cross-cultural situations.'* (Cross et al., 1989: IV, cited in Nadan, 2014: 02). That is to say, cultural competence refers to the capacity of understandings others' cultural beliefs and attitudes in social settings. This term *'cultural competence'* was emerged first in social work literature (Gallegos and Green, 1982, cited in Gallegos, Tindall and Gallegos, 2008: 51) and counseling psychology literature (Pederson, et al. 1982, cited in Gallegos, Tindall and Gallegos, 2008: 51). Later on different numbers of books and articles were published about the notion of cultural competence in different fields especially in education and medicine (Bigby, 2003 and Suh, 2004, cited in Gallegos, Tindall and Gallegos, 2008: 51). Another definition of cultural competence was provided by the American National Association of Social Workers (2001:13) *'It is the process by which individuals and systems respond respectfully and effectively to people of all cultures, languages, classes, races, ethnic backgrounds, religious and other diversity factors, in a manner that recognizes, affirms and values the worth of individuals, families and communities, and protects and preserves the dignity of each.'*

(NASW, 2001:13, cited in Nadan, 2014: 02).

From the above mentioned definitions, the concept of cultural competence exists in various domains, since it is related to communication as being the essential process to build cultural relationship with different people from diverse surroundings.

In the field of education, cultural competence appear to follow the instruction of teaching both tolerance and antiracism faced in the 1980's (Lindsey, Nuri- Robin and Terrell, 2003, cited in Olivia L, R, Spence, 2016: 20). According to Diller and Moule (2005:02) cultural competence is:

“The ability to successfully teach students who come from cultures other than our own. It entails developing certain personal and interpersonal awareness and sensitivities, developing certain bodies of cultural knowledge and mastering a set of skills, take together, underline effective cross cultural teaching.”

(Diller and Moule 2005:02, cited in NEA President Dennis Van Roekel, 2008, 01)

In the same context, Kowalewski, Massen, and Mullins, S (2010: 05) on *Cultural Sensitivity Training Module* state that ‘Being culturally sensitive means having the capacity to function effectively in other cultures. It is valuing and respecting diversity and being sensitive to cultural differences.’ In other words, in the field of teaching and learning, students are required to learn about different cultures to develop their cultural skill, Kowalewski and others refer to the idea of cultural sensitivity as a means of being aware and accepting the cultural differences between individuals. National Education Association (2008: 01) in Washington has provided four main components of culturally competent school and which are as follows:

- **Valuing diversity.** This principle refers to the fact of accepting and respecting the cultural differences between individuals in terms of values, beliefs, languages.

- **Being culturally self- aware.** According to NEA educators need to understand their own culture and interests, since it help students to form their cultural identity and creates different means of communication.
- **Understanding the dynamics of cultural interactions.** This principle refers to the different factors that influence individuals' cultures including the historical cultural differences.
- **Institutionalizing cultural knowledge and adapting to diversity.** This principle involves the integration of student's cultural knowledge in the institutions to better serve student's and teacher's interests.

(NEA, 2008: 01, cited in Hanover research, 2014: 06)

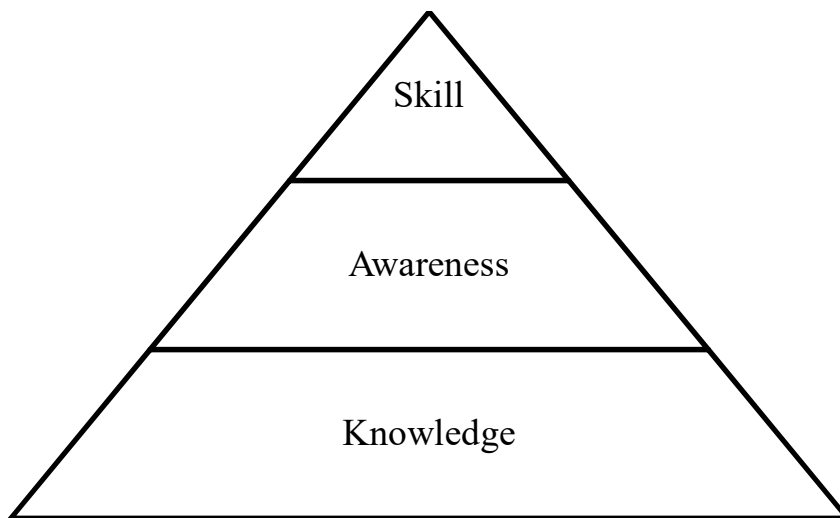
The presence of the concept of cultural competence in different fields aims to achieve peoples' interests. Therefore, in the field of education the cultural knowledge obtained from teachers and students of foreign cultures including values, beliefs and behaviors enhance their cultural understanding and skill.

4. Pederson's framework of Cultural and Cross Cultural Competence (2003)

Cross cultural competence has been the subject of interest in the academic settings over many years; it is described as the capacity to work with different cultures in an effective way (Rodman, 2015: 17). It is also seen as '*An individual's effectiveness in drawing upon a set of knowledge, skill, and personal attributes in order to work successfully with people from different national cultural backgrounds at home or abroad.*' (Johnson et al, 2006: 109, cited in Rodman, 2015: 17). That is to say, Johnson and others refer to the idea that people grasp their knowledge and skill, which are based on their different encounters with diverse group members; this process helps them to work

effectively with people from different cultures. In this context, different theories and models have been adopted to study the concept of cultural competence such as Hogan- Garcia's model (2007) of cultural diversity competence, Hays's (2008) addressing framework on cultural influence and Pederson's (2003) model of cultural and cross cultural competence (Choudhuri, Santiago- Rivera and Garrett. 2001: 303). The latter was developed by Paul Pederson in 1994 and later developed to achieve a successful understanding and acquire the cultural skill. Pedersen was interested in the field of psychology and counseling and reviews on the notion of culture in his article (1991: 07) that '*culture is central to all counseling*'.

Also he states that '*Culture is the context in which all behaviors are learned and displayed*' (2001: 21). That is to say, individual's behaviors are demonstrated and learnt as being an aspect of their culture. In addition, Pederson argues that competencies are formed through three different stages namely, awareness, knowledge and skill.



Pedersens' Model of *Cultural and Cross Cultural Competence* (1994)

- ❖ **Awareness.** According to Pederson this involves the ability of viewing and judging the differences between cultures, it also requires the ability to recognize the direct and indirect communication styles such as non verbal cues and stereotypes. In addition to this domain,

which encompasses a set of attitudes, assumption and opinions founded in different cultures (Choudhuri, Santiago-Rivera, and Garrett. 2003: 03??)

- ❖ **Knowledge.** This domain involves facts, historical events, the role of education and status.
- ❖ **Skill.** According to Pederson skill is based on appropriate awareness and knowledge, ‘skill requires to do [Sic] the right thing at the right moment in the right way’ (Pederson, 2001: 22). He also refers to the idea of difficulties in evaluating skills, since it sometimes seen that what is found as right in one group cannot be found in another group. This often requires learning about the right teaching and learning styles such as knowing how to set empathic relations with people and examine what have been receive, as well as, develop new ways to work effectively with different people from different cultures.

According to Pederson (2001: 22), these stages are organized in a developmental sequence. Ekstam, Ahlin, and Fjelkner (2014) assume that foreign universities require to provide students with generic skill, attribute and encourage critical thinking for students, who plan to study abroad. In this vein the subject of cultural competence serves many researchers’ interests; hence, the results of the study, which has been carried out by Salmon, et al. (2015) on *Developing culturally Competent Teachers: An International Student Teaching Field Experience* reveals that students gain empathic experience in schools to enhance their learning of the new cultural rules.

Pedersons’ framework on Cultural and Cross Cultural Competence enhances the acquisition of the cultural knowledge and raises awareness of different cultures, in addition to the acquisition of the cultural skill as a main reason to avoid misunderstanding between different peoples from different cultural backgrounds.

5. Deardorff's Model of Intercultural Competence (2006)

According to Yassine (2006) culture refers to '*Acceptable interaction within the social group and what makes the group, involving a way of life, a set of social practices, a system of beliefs and a shared history or set of experiences*' (Yassine, 2006, cited in Pourkalhor and Esfandiari, 2017: 23). That is to say, Yassine refers to the idea that culture is a series of individuals' beliefs, practices and experiences that form a social group; since, culture is used in different fields to serve human interests. Different scholars referred to it as a means to develop the cultural knowledge, Stiftung and Cariplo (2008, 04) on *Intercultural Competence- The key competence in the 21st century?* refer to the idea of intercultural competence as the ability to communicate effectively in intercultural situations, it involves attitudes, skills and knowledge (Stiftung and Cariplo, 2008: 04) In this vein Deardorff (2006) developed her framework on intercultural competence on which she states that intercultural competence is a process and never ends; Therefore, it is necessary to know how individuals acquire knowledge, skill and attitudes as aspects of intercultural competence (Derdorff, 2006).

Deardorff (2006) refers to intercultural communication as being essential in the international education. In other words, it is important for students to engage in intercultural settings, and communicate effectively with different people from different cultures. Derdorff's model of intercultural competence (2006) involves five main components and which are as follows:

- **Attitudes.** This domain involves respect, especially with different cultures; openness to other cultures and avoids any judgments. In addition to curiosity and discovery as means of accepting what is

unknown and uncertain, as a result of being aware of these aspects (Deardorff 2016: 254).

- **Knowledge.** This involves *cultural self-awareness*, as being aware of individual's own identity. Also, the use of *cultural specific knowledge*, since it requires the explanation and examination of the essential aspects in different cultures in terms of values, different communication styles, and so forth. In addition to *sociolinguistic awareness*, the latter refers to the acquisition of skills to understand the differences in both verbal and non verbal communication. Finally, individuals *grasp of global issues and trends*, this requires the interpretation of the global meaning.
- **Skills.** This component encompasses the major competencies such as, *listening, observing, evaluating* to identify the different ideas founded in diverse cultures and reducing the degree of ethnocentrism. It is also an attempt to *analyse, interpret* and *relate* some cultural aspects using different techniques, and finally the use of *critical thinking* as a means to develop ideas thanks to other's view.
- **Internal outcomes.** In relation to attitudes, skill and knowledge, this refers to how people learn to become flexible and use the ethnocentric perspectives (Deardorff, 2006: 02).
- **External outcomes.** According to Deardorff (2006) this refers to how individual's behavior and language use as a helpful means of being interculturally competent (Deardorff, 2006: 02)

(Deardorff, 2006, cited in Deardorff, 2016: 254 in *Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization*)

In the field of education, both teachers and students refer to the cultural characteristics to learn the language. Deardorff's model of Intercultural Competence is helpful for the students' acquisition of the cultural skill; including the four main domains namely attitudes, knowledge, skill, internal and external outcomes.

Conclusion

This chapter is devoted to the review of literature that revolves around the notion of culture and how to build the cultural knowledge. In order to understand and better interpret this concept, different definitions and views are demonstrated to explain the use of culture in different fields especially in the academic settings, as well as, the different studies that have been conducted to emphasize on the implementation of cultural aspects in education and the techniques used to teach culture in EFL classes. In addition to the scholars' definitions of the major concepts such as cultural awareness and cultural competence. After introducing and defining these concepts we referred to the main theoretical models of both Pedersen (2003) on Cultural and Cross Cultural Competence and Deardorff (2006) on Intercultural Competence, these related frameworks are contributed to fill and better understand the present study.



Research Design

Introduction

This chapter outlines the research methods used in gathering the data used for investigating the present issue. The research design contains two main sections; the procedures of data collection, which describes the context and participants under investigation, as well the different tools used for gathering the data and the procedures of the data analysis, the latter refers to the methods used to analyse the data collected and the models used to conduct this research.

1. Context and Participants in the Investigation

The present study is carried out in the department of English at Mouloud Mammeri University of Tizi-Ouzou during the academic year 20018-2019. The participants of this investigation consist of the third year “American civilization module”. The total number of this population comprises 377 students divided into two sections: section A (188) and section B (189) and which are subdivided into different subgroups. We have opted for this population due to their level of awareness and maturity when choosing what suits their needs in the future. The representative sample of this population constitutes 90 students selected randomly. The administered questionnaires to the different groups took place on the 23th of May, 2019. After collecting the data, we have noticed that not all the students were successfully involved.

The other participants in this investigation are the American civilization teachers of the third year in the department of English at MMUTO, academic year 2018- 2019. The sample of the participants

consists of three (03) teachers of the civilization module, who were kindly asked to give their personal opinions and views about teaching and learning the American culture. In order to collect the data in this interview only one of them was audio-recorded using a cellular phone. This type of interview lasted from 12 to 15 minutes, and the data were later transcribed and examined. However, the other two teacher was interviewed but not recorded, by writing down their answers.

2. Procedures of Data Collection

The present investigation makes use of different instruments for gathering the data. A questionnaire administered to the third year students and a structured interview conducted with three (03) teachers of the civilization module, this study also attempts to extract students and teachers' attitudes when teaching and learning the American culture during a classroom observation using specific checklists.

2.1. Description of Students' Questionnaire

A questionnaire is seen as a best tool for gathering the data, as it is described by Brown (2001:06) *"Any written instruments that present respondents with a series of questions or statements to which they react either by writing out their answers or selecting from among existing answers."* (Brown, 2001: 06, cited in Dornyei, 2003:06). Dornyei also shows that a questionnaire encompasses three types of data and which are: attitudinal, behavioral and factual. (Dornyei, 2003:06). In other words, a questionnaire is a helpful research tool to collect information about the respondents. The present study is concerned with the utility of using a questionnaire in terms of its efficacy, and the collection of data in a short period of time. This elaborated questionnaire is divided into three main sections, the first section describes the students' background knowledge of the American culture, the second section also involves the students' learning of this culture in the classroom and finally the remaining

section refers to the students' attitudes in studying the American culture. Hence, it contains 17 questions, sixteen questions are close-ended questions in which we mixed between the yes and no, likert scale items and multiple choice with different explanations, it also incorporate one open ended question that determines the different factors that affect students in studying the American culture.

• Piloting of the Questionnaire Addressed to Students

At the beginning of collecting the data, we have designed and tested the students' questionnaire and this took place on the 23th of May, 2019. In the first stage we opted to present this set of questions to three students of the third year under the purpose of checking their understandings of these questions. Therefore, this test allowed us to modify some questions such as the open ended question.

2.2. Description of Classroom Observation

The second research technique that the present study uses is classroom observation relying on Pedersen's *Model of Cultural and Cross Cultural Competence* (2003). In fact classroom observation was defined by Gebhard (1999:35) "*Observation is non-judgmental description of classroom events that can be analyzed and given interpretation.*" (Gebhard, 1999:35, cited in Barocsi, 2007: 129). In other words, classroom observation is best used to check teachers, as well as, students' performances and contents' teaching and learning during classroom sessions.

In our investigation we developed two main observation schemes that vary from 6 to 7 questions for both teachers and students. The observation was conducted with different groups of third year students in the department of English at MMUTO. It started from April 22. 2019 to May 26 and from May, 27 to May 30. Due to some reasons such as time limitations, we have succeeded to conduct only six (06) observations.

2.3. Description of Teachers' Interview

The other research tool used for collecting the data in this study is the use of interview with third year teachers in the English department of MMUTO, academic year 2019. In addition to the previous research tools used in our investigation, the interview is also used as a main technique to gather information about a specific objective, Swell (cited in Adhabi and Anozie, 2017: 88) defines interview in qualitative research *"As attempts to understand the world from the subject's point of view, to unfold the meaning of peoples' experiences, to uncover their lived world before scientific explanations'.* (Adhabi and Anozie, 2017: 88). In other words, interviews are used in research methodology to collect information about individuals' experiences and views toward specific subjects.

The structured interview used in our investigation aims to construct the attitudes of American civilization teachers. It contains 11 questions varied from close-ended and open-ended questions and among them are: Do you refer to the students own culture while teaching the American culture in the classroom? What do you think about teaching the American culture in EFL classes? And what are the essential cultural American themes that should be discussed with students during a classroom teaching? The data collected from this interview are analyzed and discussed qualitatively.

2. Procedures of Data Analysis

The data gathered from the different tools such as interview, questionnaire and classroom observation are analyzed and interpreted by means of using SPSS and QCA.

3.1. Statistical Package for Social Sciences (SPSS)

As a result of collecting the data obtained from the questionnaires in our investigation, the present data are analyzed and interpreted by means of a computer program namely the

statistical package for social sciences (SPSS). This package is used to obtain statistics that can present the data in forms of histograms, scatterplots and so forth (Daniel Arkkelin, 2014: 10). In more precise terms, this system is considered as a helpful program in quantitative research to examine the data obtained in research methodology. First using SPSS is to open a file, pick and enter the variables, then creates a multiple choice and enters the first case, later continuing filling out variables and then finish filling out the cases and manipulate the data.

3.2. Qualitative Content Analysis

Another research instrument used to analyse the data collected in this study is the qualitative content analysis labeled QCA, as Mayring (2000:05) defines qualitative content analysis “*An approach of empirical, methodological controlled analysis of texts within their context of communication, following content analytical rules and step by step models, without rash quantification*”. In other words, this procedure is designed to examine and interpret open-ended questions used in questionnaires, interviews and classroom observations. The results obtained from this tool are purely qualitative.

Conclusion

This chapter has described the methods used to carry out this research. It first presented the context and participants, who are the teachers, as well as, junior students in the department of English at MMUTO, academic year 2019. Then, it described the different procedures of data collection and which are: questionnaires for different groups of third year students, structured interviews for three teachers of the civilization module. In addition, classroom observations using specific checklists conducted for both teachers and students of different groups of third year. Finally, the data gathered are later examined and interpreted by means of the procedures of data analysis using both the statistical package of social sciences (for quantitative data), and qualitative content analysis (for qualitative data).

A decorative scroll graphic with a light gray background and a black outline. The scroll is unrolled in the center, with the text "Presentation of the Findings" written in a bold, italicized serif font. The left and right ends of the scroll are rolled up, showing a darker gray interior.

Presentation of the Findings

Introduction

This chapter is devoted to the presentation of the findings obtained from the different tools used to conduct this research. First, it presents the results of 90 questionnaires distributed to the third year students in the English department of MMUTO; these results are displayed in form of tables, pie charts and bar charts using the statistical package of social sciences (SPSS). In addition to the classroom observation done with different groups, as well as, the results of teachers' interviews to uncover their attitudes in teaching and learning the American culture using the qualitative content analysis (QCA).

1. Presentation of the Results of the Students' Questionnaire

This questionnaire contains seventeen (17) questions administered to the students of third year in the department of English at MMUTO. The results obtained are analyzed and interpreted by means of two main instruments and which are SPSS and QCA.

1.1. Results of Section One: Students' Background Knowledge of the American Culture

The first section of this questionnaire aims at assessing students' previous knowledge of the American culture.

Question 01: Do you possess knowledge of the American values?

Answers	Number of students	Percentage
Yes	76%	84.44%
No	14%	15.56%
Total	90%	100.0%

Table 01: Students' Cultural Knowledge of the American Values

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As highlighted in diagram (01), 84. 44% students confirm that they owe knowledge of the American values. However, the other number of students 15. 56% indicates that students do not possess any information of the American values.

Question 02: Which of these following aspects you possess more knowledge in the American culture? And provide with personal examples? You may choose more than one.

A- American traditions. B- American art works. C- American literature. D- American behaviors. E- Historical events.

Number of the scale	A	B	C	D	E
Number of choices in the American aspects	33	17	37	15	42
Percentage	23%	12%	26%	10%	29%

Table 02: Students' Cultural Knowledge about Different Cultural American Aspects

The table above represents a multi choice table to figure out the various aspects, in which students gain more knowledge. As we notice that American traditions covers (23%) since America is a melting pot country, students refers to this different traditions. The second aspect encompasses the American art works with (12%), as we note that students are less aware of this concept in the American culture. The following aspect refers to the American literature with (26%), as literature gains its place in reviewing the major works of writers and the different factors that impact on the American literary discourses. The other aspect in the American culture involves the American behaviors with (10%) since the minority numbers of

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students argue that they do not really possess knowledge of the American behavior. The last aspect targets the major historical events with (29%), as it is displayed in this table, students refer to this aspect as being the higher aspect in which students can review the different events in the American history.

Different students have provided different illustrations to support their choice, First they refer to some American traditions such as *Thanks Giving Day, Halloween, Black Fridays*, and so on. In addition to the American cinema like *Hollywood movies, cartoons, paintings and music (Pop and Rock music)* as being the famous cinema worldwide. Also, they mentioned some American writers and their novels such as *Fitzgerald (1925) on “The Great Gatsby”*, *Ernest Hemingway (1940) on “Whom the Bell Tolls”*, *Ralph Waldo Emerson (1936) on “Nature”*, *Martin Luther King on “I have a Dream”*, *Mark Twain*, in addition to some American themes like *realism, self reliance, transcendentalism* and so on. Moreover, they refer to the American behavior in relation to the American freedom, and respect as a valuable concern for American people. Finally, they reviewed some American historical events such as *American WWII (Roaring Twenties, Great Depression, Stock Market Crash and Dust Bowl)*, in addition to other events like *Terrorists Attack in the 11th of September and Boston Tea Party (1773)*.

The deigned question helps students to increase their cultural knowledge of the American culture and help them to acquire the cultural proficiency to learn the American culture in better stances.

Presentation of the Findings

Question 03: Did you already have an opportunity to discuss with an American citizen about his/her own culture? If yes what did you learn from this experience?

Answers	Number of students	Percentage
Yes	13%	14.44%
No	77%	85.56%
Total	90%	100.0%

Table 03: Students' Experiences with American Citizens

The table (03) demonstrates that (85. 56%) of students' answers are negative, since they do not refer to any of their experiences with the American citizen; whereas, (14. 44%) of them have reviewed their trials on which they discussed many important subjects.

- Among the experiences of students are:

From the outcomes obtained about students' personal experiences and their new discoveries with American citizens. Students argue that *in the American culture, people give much importance to time and its effective use, as well as, its exploit in discoveries and adventures*. In addition, American people are *more sociable; since they love meeting people from diverse cultures* and they consider *respect, open mindedness and optimism as a valuable concern*. Another important aspect that students discovered in the American culture is the American rituals, one student adds *American people always thank God before start eating or drinking*. Also students refer to the American different pronunciation of the English language especially the New Yorkers' citizens.

One of the crucial and helpful methods to discover about the American cultures is communication and the exchange of ideas, opinions; students of third year at UMMTO

referred to their own experiences with American citizens to raise their awareness and acquire knowledge about this foreign culture.

I.2. Results of section two: Students' learning of the American culture in the classroom

This section is devoted to the students' contents in learning the American culture and the major tools, which are designed for the effective learning.

Question 04: What are the necessary tools, which you usually use to learn about the American culture? You may choose more than one.

A- Books; **B-** Teachers' handouts; **C-** Internet resources; **D-** Short stories; **E-** Journal articles.

Number of the scale	A	B	C	D	E
Number of source' choice	40	21	67	29	12
Percentage	24%	12%	40%	17%	7%

Table 04: Students' Preferred Sources to Learn about American Culture

The table (04) displays the students' different instruments when learning the American culture, from this table; we notice that internet resources (40%) are the most used tools by students to facilitate their understanding of the American culture. In the second position, books cover (24%) as suitable didactic source to increase students' knowledge. The following designed tools are short stories with (17%), since students are usually required to read some stories in the American society and culture. However, the remaining instruments, which are

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the teachers' handouts with (12%), are considered as being not sufficient tools to learn about this foreign culture. The last sources, which are journal articles with (7%), are rarely used by students to become aware of the American culture.

Question 05: Do you engage in debates with your teacher to discuss about a given cultural aspect in the American culture? If yes which aspects?

Answers	Number of students	Percentage
Yes	32%	35.56%
No	58%	64.44%
Total	90%	100.0%

Table 05: Students' Debates about some American Cultural aspects

As the results are displayed in table (06), 64. 44% from students' answers revealed that students do not engage in the discussion of different debates in the classroom. However, 35.56% of them refer to some concepts in the American culture and society.

32 students engage in debates to discuss about some cultural aspects in the American culture; among them are about *American religion, art works, customs and life styles*. They also refer to some *American literary works of different authors and themes such as realism, romanticism and other different historical facts*. Students are sometimes required to extract differences and similarities between different cultures. These debates enable students, as well as, teachers to exchange ideas and opinions and enhance their learning of the American culture, since the English language is the main concern.

Question 06: Do you ask your teachers about clarification of some unclear points when studying the American culture?

Answers	Number of students	Percentage
Yes	80%	88. 89%
No	10%	11. 11%
Total	90%	100. 0%

Table 06: Students' Questions about Some American Subjects

From the table above, we notice that 88. 89% of students are interested to discover the deep roots of the American culture, since they are often required in understanding some unclear concepts. While 11. 11% of them do not refer to any ambiguous points to study this foreign culture.

Question 07: Do you refer to your own culture when studying the American culture?

Answers	Number of students	Percentage
Yes	67%	74. 44%
No	23%	25.56%
Total	90%	100.0%

Table 07: Students' Reference to Their Own Culture while Studying American Culture

The results of table (07) reveal that 74. 44% refer to their own culture. While others 25. 56% do not view this method as being effective. Therefore, they have answered by no.

There are students, who make reference to their own culture to study the American culture, in order to raise their awareness and understanding, sort out the differences and similarities between the two cultures, gain knowledge and enhance their cultural skill, as well

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as, facilitate the learning of this foreign culture. Whereas, others do not get opportunities to refer to their own culture and they consider these differences as being an obstacle.

Question 08: Do you engage in making projects or presentations to improve your understandings of the American culture in the classroom?

Answers	Number of students	Percentage
Yes	50%	55.56%
No	40%	44.44%
Total	90%	100.0%

Table 08: Students' Projects Work about American Culture

The outcomes obtained from the table above demonstrate that 55. 56% of students use projects work and presentation during a classroom sessions to enhance their learning of this foreign culture. Whereas, 44. 44% of the respondents do not encourage projects work about the American culture in their classes.

I.3.Results of Section Three: Students' Attitudes towards Studying the American Culture

The remaining section is dedicated to analyse and further investigate the main concern of students' attitudes towards learning the American culture.

Question 09: What do you think about studying the American culture?

a- Very enjoyable and interesting

☐

b-Boring

☐

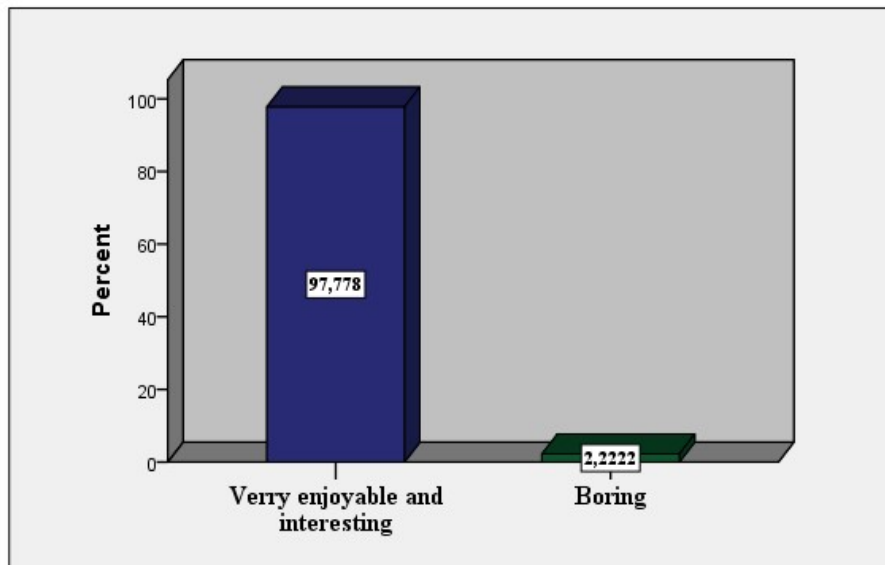


Diagram 01: Students' Attitudes towards Studying the American Culture

Diagram (10) indicates that 97. 77% of the respondents view that learning the American culture as an interesting subject to be studied. While only 2. 22% of students view it as uninteresting and boring subject to be tackled.

Studying the American culture is an interesting subject, since it is the most powerful and influential culture in terms of its literature, art, architecture and photography. In addition, it allows students to understand the diversities between people; students refer to the American dream as being the reason of American optimism. This main reason impact positively to learn the American culture. However, other respondents refer to the American culture as an uninteresting subject, because of their wide interest to other cultures such as the British culture and the complexity in understanding the American culture.

Question 10: Do you think that the use of the American culture in the academic settings has a positive impact on students' cultural knowledge? Explain.

Answers	Number of students	Percentage
Yes	79%	87.78%
No	11%	12.22%
Total	90%	100.0%

Table 09: the Purpose of Studying about American Culture in Algerian Academic Settings.

The outcomes obtained from table (11) demonstrate that 87. 78% of third year students argue that teaching and learning the American culture in academia is purposeful. Whereas, only 12. 22% of them indicate that this is merely opposite.

Students confirm that the integration of the American culture in the academic sphere has a positive impact on students' knowledge, since it helps them to learn about different cultural aspects as being the powerful culture, be aware of the differences and similarities, acquiring the cultural and cognitive abilities (i.e. as being learners of the English language, it is important to know about its culture) and being able to communicate effectively with the American citizens. However, other students assume that the use of this foreign culture is not necessary and mandatory for students' learning of the English language.

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Question 11: To what degree do you agree or disagree with this statement: “It is necessary for students to develop cultural features of the language” (Krasner, 1999).

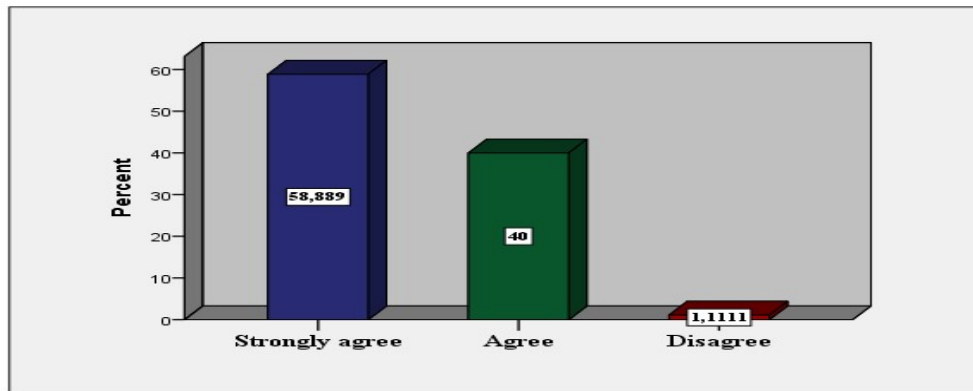


Diagram 02: The Cultural Features of the Language

From diagram (11), we notice that 58. 89% of students are strongly agree with the fact of developing students’ cultural characteristics in relation to the linguistic features of the language such as grammar, syntax, pronunciation, and (40%) of the respondents share the same idea. However, only 1. 11% of them are disagree with this statement.

Question 12: Do you engage in sharing your opinions or views about a particular subject such as American’s ways or life or food?

Answers	Number of students	Percentage
Yes	79%	87.78%
No	11%	12.22%
Total	90%	100.0%

Table 10: Students’ Opinions toward Some Cultural Aspects about American’s Life Styles.

As highlighted in the table (09), 87. 78% of respondents share their own opinions on some American concepts and discuss these views with their teachers to become aware and

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improve their capacities. However, 12. 22%of them neglect this idea and they do not refer to their own points of view.

Question 13: Do you think that the content of courses in studying the American culture is sufficient to understand this foreign culture? Explain.

Answers	Number of students	Percentage
Yes	12%	13.33%
No	78%	86.67%
Total	90%	100.0%

Table 11: The Teaching Content about American Culture

As it is highlighted in the table (13), 86. 67% of the respondents claim that the content of teaching the American culture is not enough to learn about this foreign culture. Whereas, others 13.33% declare that it is the opposite.

Students assume that the content of courses in teaching the American culture is not sufficient, since it does not cover all the details of the different American cultural aspects, in addition to the lack of materials and time limits. Hence, it is an opportunity to discuss with western people about their culture. However, others declare that the number of courses used by the teacher is enough to learn about this foreign culture.

Question 14: What do you think about the materials used by the teacher to teach the American culture?

a- Useful ☐

b-Useless ☐

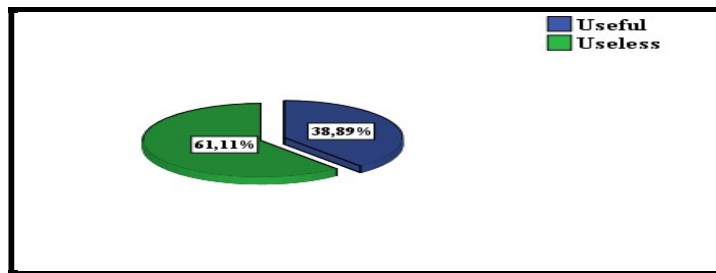


Diagram 03: the Designed Materials for Teaching about American Culture

The diagram (14) demonstrates that students view the tools used by the teacher are not useful enough 61. 11% to teach the American culture; While other respondents find the materials useful 38. 89%.

Question 15: Do you face any difficulty when studying the American culture?

Answers	Number of students	Percentage
Yes	25%	27.78%
No	65%	72.22%
Total	90%	100.0%

Table 12: the Main Difficulties Encountered while Studying about American Culture

72. 22% of students in the table above assume that they do not encounter any difficulty while studying the American culture. However, other respondents 27. 78% face some difficulties.

Junior students refer to some obstacles when studying the American culture; these difficulties are due to the teachers' method and the sources used when explaining lessons in the classroom and the designed tools are not sufficient to study this foreign culture. In addition to the disability in understanding some cultural American aspects and the differences between cultures (the students' own and American cultures).

Question 16: Do you make further researches for yourself to enhance your knowledge of the American culture? Justify.

Answers	Number of students	Percentage
Yes	70%	77.78%
No	20%	22.22%
Total	90%	100.0%

Table 13: Enhancing Students' Cultural Knowledge through Personal Researches

As the table (16) displays, 77. 78% of students engage in enhancing their knowledge though making further researches. Whereas, 22. 22% of them do not encourage further researches in learning the American culture.

Students of third year declared that they *make personal researches for the sake of being more aware of American culture*, since the designed program is not sufficient and the teacher does not provide with all the details. Furthermore, it is seen as an opportunity to develop their cognitive, as well as, cultural capacities by surfing on the net, watching American movies and T.V shows. Also, it facilitates the communication and accommodation with the American people. However, other respondents indicate that because of time limits, lack of interests and disability in understanding the American accents, students claim that it is *sufficient to learn about this foreign culture only in the classroom*.

Question 17: In your opinions, what are the factors that affect you in studying the American culture?

The results collected from junior students in the department of English at MMUTO, we have confirmed that there are some factors that affect students' learning of the American culture. First, students are attracted to learn the American culture thanks to *globalization and power*, since the American culture is the most powerful and developed culture in terms of its literature, art works such as Hollywood movies, cartoons, documentaries, music and American traditions. Also they refer to its importance and impact all over the world especially by means of social media In addition to *the diversity between peoples*, this factor enables

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students to gain more knowledge about the American society and culture. The other factor is related to *the American wide history and civilization*, the latter refers to the different historical facts that revolve around this country. The last factor is related to *the academic sphere*, since the integration of the American culture is necessary as the English language is the main concern.

The results obtained from the students' questionnaire about studying the American culture are helpful to raise their awareness and knowledge of this foreign culture. Also, it is an attempt to develop their cultural skill to avoid misunderstanding and cultural shock between cultures.

2. Results of the Classroom Observation

In addition to the students' questionnaire, the present investigation makes use of classroom observation as an effective research instrument. The observations were conducted with different groups of third year students; the latter took place in the department of English at MMUTO from April 22. 2019 to May 26 and starting from May, 27 to May 30.

Due to time limitation we have conducted only (06) observations. The different designed checklists (teachers and students) adopted from Pedersens' *Model of Cultural and Cross Cultural Competence (2003)*.

-Observation A: Teachers' Observation

Observed items	S 01	S 02	S 03	S 04	S 05	S 06
1. The teacher pays attention and listens carefully to the students' answers.	√	√	√	√	√	√
2. the teacher looks to the students' eyes and smile while explaining the lessons.	√	√	√	√	√	√
3. The teacher explains the American culture in details.	√	√	√	×	√	√
4. The teacher uses the necessary materials such as: handouts, books, board and internet resources to explain the lesson.	×	√	×	√	√	√
5. The teacher refers to the students' own culture.	√	√	√	√	×	√
6. The teacher refers to some American historical facts and events.	√	√	√	√	√	√
7. The teacher asks students about their attitudes towards a given cultural aspect in history, traditions or literature, and so on.	√	√	×	√	√	√
8. The teacher answers on students questions about some unclear points.	√	√	√	√	√	√
9. The teacher refers to their experiences to share knowledge.	√	×	√	×	×	×

Table 14: Teaching about American Culture in EFL Classroom

The results obtained from these observations indicate that during the classroom sessions teachers often demonstrate their openness, interest and raise students' awareness about teaching the American culture. They often refer to some historical facts and literature in the American society and give students' opportunities in to express their views toward some American cultural concepts. However, they sometimes refer to their experiences to share knowledge and due to the time limitations; they do not provide students with further projects in the classroom.

-Observation B: Students' Observation

Observed items	S 01	S 02	S 03	S 04	S 05	S 06
1. Students ask their teacher about some unclear points while studying the American culture?	√	√	√	√	×	√
2. Students read using handouts and select important ideas	√	√	√	√	√	√
3. Students take notes in the classroom?	√	√	√	√	√	√
4. Students refer to their own culture to become aware of the target culture?	√	×	√	√	×	√
5. Students give their opinions about a given cultural American aspect such as: values or behaviors	√	√	√	√	√	√
6. Students engage in making projects or presentation about a particular cultural aspect in the American culture?	√	√	√	√	×	×

Table 15: Studying about American Culture in EFL Classroom

These observations indicate that students often express their openness and interests in studying the American culture through focusing on the teachers' explanations and details, taking notes, reading on the teachers' handouts, also, they often share their attitudes toward some American cultural aspects such as religion, American traditions, in addition some historical events like the American Revolution. However, they sometimes refer to their own culture to raise their awareness of the foreign culture and due to some reasons they sometimes engage in making presentation in the classroom.

Through these observations, we noticed that both teachers and students refer to the American culture in the classroom to increase the cultural knowledge and enhance their cultural competence, since they discuss about some important themes related to American traditions, historical facts, and reviewing some literary concepts that are considered as helpful to learn the English language in better stances.

3. Results of Teachers' Interview

The third research tool used in this study is the use of a structured interview; the latter was conducted with different teachers of the third year in the English department at UMMTO. One out of three was interviewed through recording using a mobile phone; while the two remaining were conducted through note taking.

Question 01: Do you refer to the American culture while teaching the American civilization?

All teachers of third year provided positive answers, since they always refer to the American culture when teaching the American history and literature to discuss about some American cultural aspects.

Question 02: Do you follow a specific methodology or technique while teaching the American culture? If yes what is this method?

Different teaching techniques advanced by teachers of third year while teaching the American culture in the classroom, as the English language is the main concern, it is important to enhance the students' cultural knowledge.

These techniques vary from one teacher to another to facilitate the teaching process; among them are, *introducing the American culture and attracts students' attention and interests*; this technique involves introducing the major aspects that revolve around this culture and impact positively to study this foreign culture, such as the introducing the *American concepts related to optimism, freedom, and American dream*. The other method advanced by teachers is *using texts, movies and cultural issues*. This technique facilitate the understanding of this foreign culture, as well as, it aims students to give their opinions and attitudes toward a given cultural aspect in both their cultures and other cultures (American

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culture). The last technique used by teachers is *the drawback to some American values, morals, ethics, and power relations while teaching texts*. In this method, it is crucial for teachers to review some important concepts, since they are helpful to raise students' awareness, facilitate the understanding and interpretation of this culture, as a result to avoid misunderstanding and cultural shock with people from different cultures.

These different techniques used by teachers are helpful to facilitate the teaching of the American culture, as being the main reasons to learn about the English language.

Question 03: Do you encourage your students to engage in debates about a specific cultural aspect in the American culture?

All the respondents (T1, T2, and T3) have answered by encouraging debates in the classroom such as debates about racism, emigration, vote, political institutions gender issues and so on.

Question 04: Do you refer to the students own while teaching the American culture? How?

The three teachers have answered by referring to the students own culture by comparing and contrasting both traditions and institutional responses to different phenomena. Therefore, it helps students to get a clear understandings and awareness.

Question 05: When teaching the American culture, do you refer to your own experiences to share knowledge with your students?

Different answers about this question, only one teacher has answered by sometimes referring to their own experiences with the American citizens. However, the other two

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respondents claim that they *hardly ever discussing about their own experiences*, since they prefer giving lectures and referring to books.

Question 06: What do you think about teaching the American culture in EFL classes?

All the teachers agreed on the importance and the crucial role of teaching the American culture in EFL classroom, and that teaching the English language often related to its culture either British or American culture. Some teachers argue that “*we do not learn a language, but we live a language.*”

Question 07: Do you think that the designed program for teaching the American culture is sufficient to develop students’ knowledge about the American culture? Explain!

All the teachers confirmed that the designed syllabus cannot be sufficient to cover all the details and necessary aspects of the American culture; another negative factor is the time limitation. The American culture is too powerful, thus it is necessary for students to use books, internet resources to enrich their knowledge of this foreign culture.

Question 08: Do you face any difficulties while teaching the American culture in the classroom? If yes what are they?

The different teachers indicated that they sometimes encounter some difficulties while teaching the American culture. These obstacles prevent their teaching process; among them are *students’ lack of some cultural background and awareness about the American culture*, since the American culture is powerful, students need to become aware of different aspects by making researches to develop their cultural knowledge of this foreign culture. The other obstacle encountered by teachers is related to *the disability in accepting some cultural differences such as gender issues*; this difficulty is sometimes due to misunderstandings about some cultural concepts in the American culture.

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Question 09: How can you overcome these difficulties?

According to these teachers the solutions are built through *attracting the students' attention by implementing the idea of teaching both the English language and culture at the same time, introducing videos and other interactive materials such as books, novels, journal articles and so on*. These helpful solutions enable students to acquire the cultural proficiency.

Question 10: In your opinion, what are the essential cultural American themes that should be discussed with students in the classroom?

It is important to introduce some necessary themes about the American culture in the classroom, the answers of teachers vary from one to another, among the different subjects are related to *the American democracy, justice, equality and freedom*, as being the valuable concerns in this foreign culture, in addition to *self reliance and transcendentalism* such introducing the *importance of nature*, this is important to teach the American literature and art works. Also teachers refer to *the present day America* and its different progress in various domains. Furthermore, teachers need to refer to *the American policy, legacy and hegemony over the world from the twentieth century onwards*; this aspect enables students to gain knowledge about the different achievement and history of the American culture. The other aspect that is needed to be discussed with students in the classroom is *gender issues*, the latter is essential to raise the students' cultural awareness and facilitate their understanding of this foreign culture. The last theme that is necessary to tackle in the classroom is *the American melting pot*, this due to diversities between different cultural backgrounds.

Question 11: Do you encourage your students for further researches about the American culture?

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All teachers agreed on encouraging the students to make further research, in order to increase their knowledge, and improve their cultural skill. Some teachers encourage their learners to watch films as a best tool to raise their awareness of the American culture.

The American culture is too powerful. Therefore, it important for teachers to refer to the cultural aspects as being one of the interesting objectives to increase the cultural knowledge of students and facilitate the learning of the English foreign language and culture.

Conclusion

This chapter presented the results obtained from the questionnaires administered to the students of third year in the English department at MMUTO. In addition, classroom observations conducted with different groups and structured interviews with three (03) teachers of the civilization module. The results obtained from these different procedures are analyzed and interpreted by means of two main tools namely SPSS and QCA.

The results gathered demonstrate that teachers and students gain knowledge, awareness while teaching, and learning the American culture, as being the essential concepts to enhance the cultural proficiency.



Discussion of the Findings

Introduction

The following chapter discusses the findings obtained from the research tools used in this investigation. It aims at answering the research questions asked in the general introduction, in order to check the validity of the designed hypotheses. First, it starts with the interpretation of teachers' positive attitudes towards the teaching about American culture by making reference the different techniques used to raise awareness and interests towards this foreign culture. The other part of this chapter is devoted to the discussion of the students' positive attitudes towards the learning about American culture in relation to their interests and openness to increase their cultural knowledge and proficiency. The results obtained are interpreted in relation to the review of literature and the two main models namely Pederson (2003) on *Cultural and Cross Cultural Competence*, as well as, Deardorff (2006) model of *Intercultural Competence*.

1. Teachers' Positive Attitudes towards the Teaching about American Culture

1.1. Teaching American Culture in the Classroom

The results obtained from both interviews and previous observations conducted in the module of American civilization, American civilization teachers always refer to the American culture while teaching the American history and literature to discuss some important cultural aspects such as *American traditions*, *American values* and *art works*. In order to attract students' attention and interests towards this foreign culture, they use some techniques such as introducing the idea of teaching the English language and culture (American culture) similarly, as well as, using texts to discuss about some cultural issues like *gender issues*. In addition, they make reference to some American values such as *optimism*, *open-mindedness*,

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morals and historical events such as the *American Revolution* including events such as *Roaring Twenties, Great Depression, Stock Market Crash* and so on. Besides, they refer to some *American ethics, power relations* while teaching this foreign culture. The idea of acquiring knowledge is also developed by Pedersen (2003), who refers to the cultural knowledge in terms of learning about historical facts, society and education. American civilization teachers encourage their students to understand and better interpret the American cultural aspects using books, board and handouts to support their ideas. Being interested to teach these American cultural aspects in EFL classroom is essential for both teachers and students to acquire the cultural knowledge and proficiency.

Another important factor to raise teachers', as well students' awareness and interests towards teaching this foreign culture is encouraging debates in the classroom, teachers refer to some American cultural themes such as *American religion, racism, vote, gender issues, American historical facts and literature* in relation to *realism* such as the work of *George Eliot* on *Adam Bede* about morals, religion, in addition to *transcendentalism* like the work of *Ralph Waldo Emerson*, in which he claims '*A man in debt is so far a slave*', they also refer to some *American customs, traditions and art works* to discuss the differences between the cultural aspects in both American and Algerian traditions. American civilization teachers prefer to open discussion about these American cultural aspects as being an essential method to enhance the cultural understandings and open new ways to develop their ideas and opinions towards learning about this foreign culture.

In addition to the data gathered of teachers' reference to their own, as well as, students' cultures in order to compare and contrast different *cultural aspects* in relation to the *American and Algerian traditions and institutional responses to different phenomena*. This technique is interesting to raise awareness and interests of both cultures (American and Algerian cultures), the idea of reviewing the cultural differences between cultures is also

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referred to the idea of Pederson (2003) on *awareness* in terms of the ability in viewing the differences between cultures. Similarly, this method is related to the idea of Lynch (2015) about *expressing interests in the ethnic background of your students*, since students are required to share information and discuss about some cultural differences between diverse cultures. Therefore, it is important to consider this method as being helpful to have clear understandings not only of the American culture, but also to acquire cultural knowledge about the teachers' and students' own culture. American civilization teachers often build new dimensions to express their interests and preferences towards the teaching about American culture, as being an interesting subject to acquire the cultural knowledge of this culture.

American civilization teachers sometimes refer to their own experiences to share knowledge with their students. This idea is also helpful to attract students' attention and interests towards the teaching of this foreign culture. Therefore, it is crucial to know that teachers refer to the importance of teaching the American culture in EFL classes, in order to raise awareness, enhance the cultural knowledge and skill. As we are concerned with teaching the English language, it necessary to refer to the cultural characteristics built in this language. The same idea was also developed by Moran (2001: 15-18) about the concept of knowing oneself '*Self aware*' as being conscious about the importance of teaching culture; in this context, teachers demonstrate their openness and acceptance towards the teaching of the American cultural aspects.

One of teachers refers to the relationship between language and culture during the interview, in which he claims "*We do not learn a language, but we live a language.*" As language and culture are interrelated concepts (Brown, 2000), it is important to teach the English language in relation to its culture (British or American cultures). The results revealed that teachers encourage the teaching of the American culture in EFL classes. Deardorff (2016: 254) also refers to *attitudes* in relation to openness, curiosity and discovery towards different

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cultures, in order to become aware of the different cultures. In this context, American civilization teachers enhance the teaching of this foreign culture as a means to discover American cultural aspects such as American literature, values and traditions.

Among the difficulties encountered by teachers while teaching the American culture are related to difficulties in accepting the cultural differences between cultures such as gender issues, in addition to the students' lack of some background knowledge about American culture and lack of necessary resources to acquire more knowledge. Similarly, the idea of acquiring the cultural knowledge and competence introduced by National Education Association (2008: 01) in Washington about *valuing diversity*, since students are required to respect and accept the cultural differences. In the Algerian context mainly in MMUTO, teaching the cultural differences enables educators and students to raise awareness of the American culture and increase the cultural knowledge. In this attempt, American civilization teachers advanced some solutions to overcome these difficulties while teaching the American culture. Therefore, teachers think that implementing the idea of teaching the language and culture is essential, in addition to the use of interactive materials such as watching films enhance students to become more aware of this foreign culture.

American civilization teachers refer to some important themes that are needed to be discussed in the classroom such as *American democracy and freedom, melting pot, American justice, equality, self reliance* and so on. For them these concepts are crucial to enhance the cultural understanding about American culture and avoid misinterpretation between different cultures. American civilization teachers encourage their students to focus more about these concepts as being essential in the American society and culture.

American civilization teachers in the department of English at MMUTO describe the American culture as *the most powerful* and *vivid* culture. However, the designed program for

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the teaching about American is not sufficient to cover all the details such as the reason behind the emergence of gender issues and its impact on American society and culture. Therefore, teachers often provide their students to extend their cultural knowledge and acquire their cultural skill toward the learning about American culture.

From the results obtained, it is important to know that American civilization teachers demonstrate their interests, acceptance and openness towards the teaching of the American culture. Therefore, the hypothesis advanced in the introduction confirms that American civilization teachers have positive attitudes towards the teaching of this foreign culture and refute the second hypothesis about their negative attitudes towards the teaching about American culture.

Accordingly, teaching about American culture in EFL is necessary; American civilization teachers refer to the importance of teaching this foreign culture as a major goal to acquire the cultural proficiency. They also refer to the idea of teaching the English language in relation to its culture mainly the American culture, in order to learn the mainstream aspects of this culture. This refers to the idea developed by Krasner in teaching the linguistic and cultural features of learning a language (Krasner, 1999).

2. Students' Positive Attitudes toward Learning the American Culture

2.1. Learning about American culture in the Classroom

The second aim of this investigation is to identify the attitudes of junior students towards the learning of the American culture. From the results obtained in both students' questionnaires and observations conducted from the module of American civilization, different answers were provided by students about the cultural American aspects, in which they supplied different illustrations of American traditions such as *Thanks Giving Day*,

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Halloween, Christmas, Black Friday, in addition to the American art works like the American cinema, music and paintings. They also refer the American literature to discuss about the works of several writers like Fitzgerald (1925), Earnest Hemingway (1940), Ralph Waldo Emerson (1836), Martin Luther King, Mark Twain, and many others, who contributed to the evolution of different novels. They also refer to some American themes such as realism, self reliance, romanticism including some concepts of nature, individualism and myth, in addition transcendentalism as being the essential subjects in modern American literature.

Besides, they refer to the American behaviors, on which they provided best illustrations related to the American liberty and respect, since they are valuable in the American life and culture. Students also refer to some historical facts such as the American Revolution including the Roaring Twenties, Dust Bowl, and many other events like Terrorists Attack and Boston Tea Party (1773). Therefore, all of these different cultural aspects could be the reasons for acquiring the cultural knowledge of the American culture. The results gathered demonstrate that junior students are aware of some cultural American aspects.

Similarly, Pederson (2003) refers to *knowledge* to learn about some historical facts, society and education. That is to say, in the context of MMUTO junior students are interested to learn about some American cultural aspects as being the main reasons to increase their cultural knowledge and skill.

As the knowledge and skills of the American culture is the main concern to attract students' interests to learn about this foreign culture, it is important to discuss about students' experiences with the American citizens. The results revealed that students learnt about different American cultural aspects such as *the American value and the effective use of time, as well as, its different exploits in discoveries, adventures, studies, and the different English language' use (i.e. the different pronunciations of the English language including the New*

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Yorkers' accents), in addition to the American rituals, optimism, respect and open mindedness. Thus, the reason behind students' experiences with the American citizen is one the main objectives for students to increase their cultural knowledge and interests about this foreign culture.

Junior students always refer to some different resources while studying this culture, as Stern (1992: 223-232) refers to one of his principle to learn the foreign culture, which is *making use of cultural community resources*, this involves the different materials that learners often use to learn a foreign language (Stern, 1992: 223-232, cited in Abbashour; Rajee-Nia and Zare, 2012: 22), in this context, these resources are considered as being necessary to develop students' cultural ideas and opinions about American culture. Therefore, they usually rely on internet resources, since it provides a huge amount of information in a short period of time, in addition to books; however, they sometimes read short stories, use teachers' handouts and journal articles. These learning resources increase students' cultural knowledge as being one of the positive factors that impact on students to learn about the American culture.

The other factor that enhance students' knowledge and interest towards the learning of the American culture is the importance of engaging in debates in the classroom, it is a helpful process to raise students' and teachers' awareness, teachers and students often discuss about some cultural American debates related to American religion, customs, life styles, literature such as American modern themes such as realism, transcendentalism, in addition to the discussion about different writers and their literary works like Hemingway and Fitzgerald, in addition to debates about historical facts such American Revolutions. This idea also refers to the principle advanced by Moran (2001: 15-18) in his theory on *cultural knowings*. More precisely on "*knowing about*"; the latter refers the acquisition of cultural information of both students' own and others' cultures (Moran, 2001). In context, encouraging students to engage

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in debates in the classroom is important to raise their awareness and enhance their knowledge of the American culture.

Junior students demonstrate their openness and interests by asking their teachers about some clarifications of some unclear points, this is an important idea to develop students' cultural knowledge and skill to learn the American culture. In order to raise students' awareness, it is crucial to view and discuss the differences between diverse cultures (Pederson, 2003). In this context, junior students in the department of English at MMUTO refer to their own culture to discuss some differences and similarities between cultures (American and Algerian mainstream cultures) in their classroom. Similarly this idea also refers to what Lynch developed as a principle to teach culture, which is *expressing students interest in the Ethnic background of your students*, in order to share knowledge and discuss the differences between cultures in terms of behaviors, beliefs and other cultural aspects. (Lynch, 2015). The same idea in raising awareness is developed by both Tomlinson and Masuhara (2004: 03) on which they refer to the concept of achieving cultural awareness by developing the own and other cultures, which are build through the differences and similarities between cultures (Tomlinson and Masuhara, 2004). The purpose of referring to the students' own culture is to attract students' attention and interests to become positively affected about studying the American culture.

Another important factor that is helpful to have clear understandings about learning this foreign culture is engaging in projects works or presentations to explain some cultural American aspects. Junior students express their interests and openness to discover the American culture as a means to increase their cultural knowledge and interests in the classroom. They refer to the importance of learning about American culture because of some reasons; indeed, the American culture is the most powerful and influential culture in terms of its wide history in literature, traditions, customs, and art such as American architecture and

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photography, students claim that *“studying the American culture helps students to understand the diversities between American peoples”*, and it *encourages people from other cultural background to raise their awareness and increase the cultural knowledge of this foreign culture*. That is to say, junior students express their interests and attentiveness to study the American culture; similarly this confirm what Deardorff refer to *attitudes*, students express their openness, curiosity, and discovery about studying cultures (Deardorff, 2006). This idea encourages students to learn the cultural aspects of this foreign culture.

Another interesting factor to refer to the students’ interests about studying the American culture is the use of the American culture in academic settings and its positive impact in developing the students’ cultural knowledge. Junior students explain that the integration of the American culture in academic sphere *helps them to understand the American cultural aspects, and be aware of the main differences and similarities between cultures (i.e. the American and Algerian cultures)*, as well it *enables them to acquire both cultural and linguistic skills*; the latter refers to the understanding and use of the English language in academia. Similarly, this idea is developed by the National American Association (2008: 01) about *internationalizing cultural knowledge and adapting to diversity*, this involves the integration of students’ cultural knowledge in the institutions to serve the teachers’ interests (NEA, 2008). In this context, the integration of the American culture is purposeful to develop students’ cultural knowledge of this foreign culture. Since studying the American culture in EFL classes is necessary, junior students determine their need to study this foreign culture in relation to the language they use in the academic settings.

The importance of acquiring the cultural characteristics of the language is essential to relate the new culture and the language. Krasner (1999) argues that *“It is necessary for students to develop cultural features of the language”*. Hence, as the results reveal, junior students adopt this idea to demonstrate the necessity of being aware of the teaching and the

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learning of the American culture and the language simultaneously; that is to say, learning about its literature, art, history and traditions of the people, in relation to the linguistic features of the language in terms of its pronunciations, grammar, syntax and its written and oral discourse. The purpose of learning the American culture is built through students and teachers' interests and openness to the diversities between cultures.

Junior students in the department of English engage in the exchange of opinions, views and ideas about some American cultural aspects, these views enable both teachers and students to increase their cultural knowledge and avoid misunderstandings with foreigners. As the American culture is the most powerful, students explain that *the teaching content about studying the American culture is not sufficient to understand the American culture, since it does not cover all the necessary cultural aspects of the American culture*; that is to say, it does not make reference to the wide history of these cultural American aspects including American values and traditions, in addition to the time limits and lack of necessary materials, since sometimes students are not able to find relevant resources to study this culture. The most current difficulty is related to teachers' materials since they are considered as being useless and students need more interactive resources to enrich their cultural knowledge and enhance their cultural skills.

Other difficulties encountered by junior students while studying of American culture. Students refer to some of these difficulties that are related to the teachers' method, since sometimes teachers cannot transmit the idea that students want to achieve, in addition to lack of understanding some American cultural aspects and civilization, because of the differences between the two cultures (American and Algerian cultures), as well as the difficulty about understanding the American accents. It is important that students refer to these difficulties as being an attempt to advance solutions to discover and learn about this foreign culture. Because the content of learning about the American culture is not enough to increase the

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students' cultural knowledge, junior students engage in personal projects to extend their cultural *knowledge* and *awareness*, since students refer to the American culture as being an interesting and necessary subject to study in relation to the learning about the English language. Encouraging students to make personal researches by surfing on the net, watching American movies and shows, in addition to enhance the communication process with American citizens. This idea is helpful for students to raise their cultural awareness and interests towards studying this foreign culture.

As the American culture is the most powerful. Teaching and learning about this foreign culture is interesting. Junior students referred to some factors that affect and attract their attention and interests about studying the American culture. Therefore, they discussed some principles in relation to *globalization and power*. In other words, the American country is known by its *power in different domains, social, economic, political and cultural*, the latter is influential, since different cultural American aspects including its literature, art and values are significant; in more precise terms, each concept in these different aspects meant to develop different ideas such as *the literary works of some American writers including Ralph Waldo Emerson about "nature"*. In addition to *the diversity between people*, this is related to the exchange of differences and similarities shared between American peoples, this principle creates the power and unity between American peoples. This is a great advantage that affects people from different cultural boundaries to learn their culture and language. One of the main interests of this globalization is related to *social media, using film industry such as movies, cartoons*, in addition to *the spread of different types of music like pop and rock music*. Therefore, all these factors help in the development of this culture, in order to gain its place over all the cultures. The remaining factor is related to *the American wide history and civilization*, the latter is characterized by its *hegemony and worthiness*, the American culture is too powerful, thus it can impact all peoples, who want to discover the language and culture

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(the English language and American culture). Finally, junior students refer to *the academic settings*, since teaching the American culture is mandatory to raise awareness and acquire the cultural knowledge of this foreign culture as being the global culture in the world.

Junior students express their openness, curiosity and interests towards studying about this foreign culture, studying the American culture does not only focus on acquiring the cultural knowledge about this culture, but also to discover the different features that affect the learning about this culture such as the different cultural American aspects including the American values, literature and traditions. From the results gathered, we notice that junior students in the department of English at MMUTO have positive rather negative attitudes towards the learning about American culture.

Conclusion

This chapter is devoted to the discussion of the findings obtained from the previous research tools to identify both attitudes of American civilization teachers and junior students towards the teaching and the learning about American culture. First, it discusses the teachers' positive attitudes towards the teaching about American culture including their interests, openness, curiosity to teach about American culture by referring to their different methods and techniques used to raise awareness. Then it refers to the students' positive attitudes towards the learning about this foreign by stating the students' interests and discovery about American culture including the different factors that are helpful to acquire the cultural knowledge. The results obtained are mainly based on two different models, which are Pedersen (2003) and Deardorff (2006). Therefore this confirms two main hypotheses about both American civilization teachers and junior students' positive attitudes towards the teaching and the learning about American culture.



General Conclusion

General Conclusion

The present issue aims at identifying teachers and students' interests, curiosity about teaching and studying the American culture. The purpose of teaching and learning this foreign culture helps to acquire the cultural knowledge and raise awareness of the different cultural American aspects. This research issue used two different models of acquiring the cultural knowledge and competence namely used by Pedersen (2003) on *Cultural and Cross Cultural Competence* and Deardorff (2006) model of *Intercultural Competence*.

Being an exploratory research, the methods used are important to gather the data. Therefore, the results gathered from these procedures answered all the research questions advanced in the introduction. As the questionnaire is a necessary research tool, it enabled the researcher to identify the students' attitudes towards studying the American culture. Another research used to conduct this research issue, which a classroom observation conducted with different groups of the civilization module. In addition to a structured interview for American civilization teachers to identify their attitudes towards the teaching about American culture. After analyzing and interpreting the data gathered from these procedures, we noticed that the outcomes obtained were nearly the same.

The outcomes obtained in this research issue reveal that both American civilization teachers and junior students of the department of English at MMUTO have positive attitudes towards the teaching and the learning about American culture. That is to say, American civilization teachers expressed their interests and openness in teaching this foreign culture. They use different techniques and methods; as well encourage students to engage in debates, share opinions and ideas about specific American cultural aspects. In addition, they promote their cultural knowledge through projects works and presentations. In order to raise awareness and acquire the cultural skill, it is important to accept the cultural differences between diverse

General Conclusion

cultures. Other result of students' attitudes demonstrates that junior students refer to the importance of learning this foreign culture in the academic settings. As the American culture is the most powerful culture, it is essential for students to learn the American cultural aspects. Therefore, they determine their interests and discovery by encouraging the communication process with American citizen, using interactive materials to study this foreign culture, in addition to the integration of students' opinions, and ideas about different aspects in the American culture. Junior students engage in personal researches to extend their cultural knowledge about American culture and refer to the importance of studying the American cultural aspects in relation to the English language.

This research issue has encountered some hard difficulties related to time limitations, starting by the questionnaires administered to different students, since not all of them succeeded to answer all the questions. In addition to classroom observation, since only six (06) observations were conducted with different groups of students. The same difficulty was also encountered when conducting interviews with teachers. For this reason, the researcher could not be able to gather more data.

The teaching and learning of the American culture in relation to the English language is essential. However, we cannot study a language without referring to its cultural background, namely to its people including traditions, customs, believes, behaviors, and literature. Therefore, the emphasis in teaching and learning of the American culture in EFL classes is linked to the view of American civilization teachers and junior students and their endeavor to teach and learn the English language in the context of MMUTO.

General Conclusion

The present issue enables teachers and students to raise their awareness and enhance the acquisition of the cultural knowledge of the English language. For further research, it is important to investigate the role of teaching and learning foreign cultures by making reference to the teachers' and students' own cultures.



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Appendices

Appendix01: *Students' Questionnaire*

Questionnaire:

Dear students

The aim of this questionnaire is to identify the attitudes of teachers and students in the teaching and the learning of the American culture. Case of junior students in the department of English at MMUTO. In order to achieve this academic purpose, you are kindly requested to answer these questions and provide with necessary information. The results of this investigation will be kept anonymous and will be used only for the academic purpose.

Section 1: Student's background knowledge of the American culture

1. Do you possess knowledge of the American values?

Yes ☐

No ☐

2. Which of these following aspect you possess more knowledge in the American culture?

And provide with personal examples?

- | | |
|------------------------|--------------------------|
| a- American traditions | <input type="checkbox"/> |
| b- American art works | <input type="checkbox"/> |
| c- American literature | <input type="checkbox"/> |
| d- American behaviors | <input type="checkbox"/> |
| e- Historical events | <input type="checkbox"/> |

-Examples:

.....

.....

.....

3. Did you already have an opportunity to discuss with an American citizen about his/her own Culture?

Yes ☐

No ☐

-If yes what did you learn as new from this experience?

.....

.....

.....

Section 2: Student's learning of the American culture in the classroom

4. What are the necessary tools, which you usually use to learn about the American culture?

a- Books ☐

b- Teacher's handouts ☐

c- Internet resources ☐

d- Short stories ☐

e- Journal articles ☐

5. Do you engage in debates with your teacher to discuss about a given cultural aspect in the American culture?

Yes ☐

No ☐

-If yes which aspects:

.....

.....

6. Do you ask your teacher about clarification of some unclear points when learning about the American culture?

Yes ☐ No ☐

7. Do you refer to your own culture when learning about this foreign culture in the classroom?

Yes ☐ No ☐

-Justify your answer

.....
.....

8. Do you engage in making projects or presentations to improve your understanding of the American culture in the classroom?

Yes ☐ No ☐

Section 3: Student's attitudes in studying the American culture

9. What do you think about studying the American culture?

a) Very enjoyable and interesting ☐
b) Boring ☐

-Justify your answer:

a-.....
b-.....

10. Do you think that the use of the American culture in the academic settings has a positive impact in developing student's cultural knowledge?

Yes ☐ No ☐

-Explain

.....
.....

11. To what degree you agree or disagree with this statement: *'It is necessary for students to develop cultural features of the language'* Krasner (1999)

- a. Strongly agree ☐
- b. Agree ☐
- c. Disagree ☐
- d. Strongly disagree ☐

12. Do you engage in sharing your opinions or views about a particular subject such as American's ways of clothing or food?

Yes ☐ No ☐

13. Do you think that the content of courses in studying the American culture is sufficient to understand this foreign culture?

Yes ☐ No ☐

Explain.....
.....
.....

15. What do you think about the materials used by the teacher to teach the American culture?

- a- Useful ☐
- b-Useless ☐

15. Do you face any difficulties when studying the American culture?

Yes ☐ No ☐

- If yes what are they?

.....

.....

16. Do you make further researches for yourself to become more knowledgeable of the American culture?

Yes ☐ No ☐

-Justify your answer:

.....

.....

17. In your opinion, what are the factors that affect you in studying the American culture?

.....

.....

Best of Luck _x

Appendix 02: Classroom observation

A. Teachers' Observation

Observed items	S 01	S 02	S 03	S 04	S 05	S 06
1. The teacher pays attention and listens carefully to the students' answers.	√	√	√	√	√	√
2. the teacher looks to the students' eyes and smile while explaining the lessons.	√	√	√	√	√	√
3. The teacher explains the American culture in details.	√	√	√	×	√	√
4. The teacher uses the necessary materials such as: handouts, books, board and internet resources to explain the lesson.	×	√	×	√	√	√
5. The teacher refers to the students' own culture.	√	√	√	√		√
6. The teacher refers to some American historical facts and events.	√	√	√	√	√	√
7. The teacher asks students about their attitudes toward a given cultural aspect in history, traditions or literature, and so on.	√	√	×	√	√	√
8. The teacher answers on students questions about some unclear points.	√	√	√	√	√	√
9. The teacher refers to their experiences to share knowledge.	√	×	√	×	×	×

Teaching the American Culture in EFL Classroom

- **Adopted From:** Pedersen's *Model of Cultural and Cross Cultural Competence* (2003).

B- Students' Observation

Observed items	S 01	S 02	S 03	S 04	S 05	S 06
1. Students ask their teacher about some unclear points while studying the American culture?	√	√	√	√	×	√
2. Students read using handouts and select important ideas	√	√	√	√	√	√
3. Students take notes in the classroom?	√	√	√	√	√	√
4. Students refer to their own culture to become aware of the target culture?	√	×	√	√	×	√
5. Students give their opinions about a given cultural American aspect such as: values or behaviors	√	√	√	√	√	√
6. Students engage in making projects or presentation about a particular cultural aspect in the American culture?	√	√	√	√	×	×

Studying the American culture in EFL Classroom

- **Adopted from:** Pedersen's *Model of Cultural and Cross Cultural Competence* (2003).

Appendix 03: Teachers' interview

This interview is part of this research, which seeks to investigate the attitudes of students' and teachers' towards the teaching and the learning of the American culture. Case of junior students in the department of English at Mouloud Mammeri University of Tizi-Ouzou. The results will be used only for academic purposes and will be kept anonymous. Thank you for your time and collaboration.

Questions

1. Do you refer to the American culture while teaching the American civilization?
2. Do you follow a specific methodology or technique while teaching the American culture?
–If yes what is this method?
3. Do you encourage your students to engage in debates about specific cultural aspects in the American culture?
-If yes what are they?
4. Do you refer to the students own culture to discuss the differences between the two cultures and raise students' awareness of this foreign culture? How?
5. When teaching the American culture, do you refer to your own experiences to share knowledge with your students?
6. What do you think about teaching the American culture in EFL classroom?
7. Do you think that the designed program for teaching the American culture in the classroom is sufficient to develop students' knowledge about the American culture?
Explain!

8. Do you face any difficulties while teaching the American culture in the classroom?
What are they?
9. How can you overcome these difficulties?
10. In your opinion, what are the essential cultural American themes that should be discussed with students in the classroom?
11. Do you encourage your students for further researches to increase their cultural knowledge of the American culture?

Thank you for your help!!

Teachers' Response

A: Do you refer to the American culture while teaching the American civilization?

B: Yes, I do, as I teach the American history and literature I always refer to the American culture.

A: Do you follow a specific methodology or technique while teaching the American culture?

B: Yes, the method I follow in teaching civilization and culture is the same for teaching even the American literature.

A: If yes what is this method?

B: Actually... the method I usually use is *'introducing the culture and attract the students' interests at the beginning (I mean... that it depends on the level or lets' say the grade of the students.*

A: Do you encourage your students to engage in debates about specific cultural aspects in the American culture? If yes what are they?

B: Yes, sometimes of course when we have enough time in class, cultural and historical facts are always debatable; this is important to invite students to take part.

A: Do you refer to the students own culture to discuss the differences between the two cultures and raise students' awareness of this foreign culture? How?

B: Yes it happens by comparing and contrasting the students' own culture with American culture enhances and ... helps the students to get a clear understandings and awareness of both cultures. American and the students' own culture as well.

A: When teaching the American culture, do you refer to your own experiences to share knowledge with your students?

B: Rarely and hardly ever; because we should be living with and in America to share within this experience. Yet, sometimes I may refer to my experience (personal) in different contexts.

A: What do you think about teaching the American culture in EFL classroom?

B: I find the task very interesting, since we are not native speakers and we teach foreign cultures and history of the Anglo Saxon world (Britain and USA).

A: Do you think that the deigned program for teaching the American culture in the classroom is sufficient to develop students' knowledge about the American culture? Explain!

B: No, because American history and culture is too rich, too controversial.

A: Do you face any difficulty while teaching the American culture classroom?

B: Yes. Sometimes I encounter some difficulties.

A: What are they?

B: *This is related to the students' lack of cultural background about the American culture.* In addition to the students' interests and awareness about the multicultural heritage of America.

A: How can you overcome these difficulties?

B: I think through attracting students' attention, for instance, by implementing on their minds the idea that we cannot speak a foreign language like English without knowing the English and American cultural history.

A: In your opinion, what are the essential cultural American themes that should be discussed with students in the classroom?

B: The themes like... American democracy, American foreign policy, legacy and hegemony, over the world from the 20th century onwards. Others subjects related to the present day America, Geostrategic legacies, and so on.

A: Do you encourage your students for further researches to increase their cultural knowledge of the American culture?

B: Of course yes.

Thank for you for your help!!