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## Using Historical Fiction to Enhance the Students' Understanding of the Civilization Course

The Case Study of Third Year Students at the Department of English.  
Mohamed Seddik Ben Yahia – Jijel

A Dissertation Submitted in Partial Fulfillment of the Requirement for the Master Degree in  
Didactics of Foreign Language

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## **Abstract**

Historical fiction was deemed by a number of educators valuable for the enhancement of historical understanding, mainly in the civilization course. This case study was designed to investigate the impact of historical fiction on the students' understanding of the civilization course. It was hypothesized that if historical fiction were used in teaching the civilization course, the students' understanding of the course would be improved. Thus, the study set out to answer the following three questions: what are the teachers' attitudes towards using historical fiction to teach the civilization course? what is the impact of using historical fiction on the students' performance in the civilization course? And how should historical fiction be implemented to enhance the students' performance in civilization course? To test the hypothesis, an experimental study was conducted on eight (8) third year students at the department of English at Mohammed Seddik Ben Yahia University, Jijel. In addition, a teacher questionnaire was administered to four (4) teachers of civilization from the same department to gather information about the methods they use to teach civilization as well as to investigate their attitudes towards implementing historical fiction in the course. In answer to the first question, the results of the study showed that the teachers of civilization hold a positive attitude towards the idea of integrating historical fiction in the course. In addition, the study found that historical fiction has a strong impact on the students' understanding of the civilization course. At last, it was deduced that the use of historical fiction should be constructed to help the learners differentiate between fact and fiction.

## **Dedication**

I dedicate this work to my parents,

My brothers and sisters,

and my closest friends.

**Amel**

## **Dedication**

I dedicate this work to:

My parents,

My fiancé and brothers,

And all my closest friends.

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## **List of Abbreviations and Symbols**

**%:** Percentage

**CBI:** Content Based Instruction

**EFL:** English as a Foreign Language

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## **ملخص**

## **General Introduction**

### **1. Background of the study**

Teaching history to learners of English as a foreign language can be really challenging given that they have to deal with difficult historical concepts, complex sentences and lack of prior knowledge in history (Haynes, 2016). Most students do not put much efforts when studying history for it is boring and –is going to be all names and dates (Straus, 2017, para. 4). In 1993, a project called –the EACHI was launched with an aim of fostering the skills of English and history through the use of historical fiction. –Its intention was for teachers of English and history to explore together, and in depth, ways in which the skills of each discipline might overlap through the shared use of historical fiction (Martin & Brooke, n.d. para. 1). Teaching history through historical fiction is highly recommended by many scholars and instructors due to the fact that it brings history back into life and it raises the students’ engagement inside the classroom. Rudyard Kipling stated that –If history were taught in the form of stories, it would never be forgotten (as cited in Evelind, 2015, para. 1)

The study in hand sheds light on how historical fiction may contribute to improve the students’ understanding of the civilization course at Mohamed Seddik Ben Yahia University, Jijel.

### **2. Statement of the Problem**

Despite the use of different materials and tools in teaching civilization, it has been noticed based on personal experience that the students of the English department at Mohamed Seddik Ben Yahia University, Jijel have troubles in understanding the civilization course, for they consider it as a burden to them. Trying to solve this problem, a method

that is built on using historical fiction was proposed with an aim to improve their understanding, as well as to promote their engagement and involvement inside the classroom.

### **3. Research Questions**

The present work addresses the following research questions:

1. What are the teachers' attitudes towards using historical fiction in teaching the civilization course?
2. What is the impact of historical fiction on the students' understanding of civilization course?
3. How should historical fiction be implemented to improve the students' performance in the civilization course?

### **4. Hypothesis**

In this study, it is hypothesized that if historical fiction were used in teaching the Civilization course, the students' understanding of the course would be enhanced.

### **5. Aim of the study**

The present work attempts to contribute to the teaching of the civilization course. It aims at probing into the impact of using historical fiction on enhancing the students' performance in the civilization course as well as the teachers' attitudes towards the relationship between the former variables.

### **6. Means of Research**

In order to investigate the impact of using historical fiction on the students' understanding of the civilization course, an experiment and a teacher questionnaire were conducted. The experiment was conducted on (8) eight students in the English department of

Muhammad Seddik ben Yahia, who were divided into two groups, experimental group and control group. The questionnaire was submitted to 5 civilization teachers; however, only 4 teachers could answer the questionnaire.

## **7. Structure of the Study**

The current study consists of two chapters: a theoretical chapter and a practical chapter along with a general introduction and a general conclusion. The theoretical chapter is divided into three sections. The first section is an introduction to the didactics of English language teaching. The second section throws light on the didactics of content modules, mainly in the domains of civilization and literature. The last section provides an introduction to historical fiction, its main components and advantages along with a clear distinction between history and historical fiction. Finally, the practical chapter describes the research methodology followed by data analysis and discussion along with a general conclusion.



## Chapter One: Historical Fiction and the Civilization Course

### Introduction

Teaching civilization (mainly history) to EFL students is really important for it helps them to understand the past and to know how the world is shaped the way it is today.

-Through the study of history, your students will develop important historical knowledge and understandings and develop thinking, interpreting, analysing, presenting and performance skills (Samoa, 2003, p.8)

This chapter sheds light on the main approaches and methods that have emerged through the course of history, as well as the theoretical framework that this study is based on.

### Section One: The Didactics of English Language Teaching

#### 1. Foreign Language Didactics

##### 1.1. Definition

Foreign language didactics is the discipline of teaching which seeks to provide approaches, methods and techniques that help improve the quality of language teaching and learning. According to Arnold (2012), -The word *didactics* comes from the Greek word -διδάσκειν (didáskein), which means *teaching*. The scientific term *didactics* (sometimes also spelled -Didaktik as in German) stems from the German tradition of theorizing classroom learning and teaching ( para. 1).

##### 1.2. Didactic Concepts

It is very crucial to distinguish between the terms -approach, -method and -technique in didactics. Hasa (2016) defined -approach as -the way in which something is approached and -method as -the way in which something is done (para. 8). Anthony (1963) made the

following distinction between the three terms ( as cited in Alatis et al., ( Eds.), 1983, p. 119):

The trio of terms which I am attempting to relocate in the scheme of definitions is approach, method, and technique. The arrangement is hierarchical. The organizational key is what techniques carry out a method which is consistent with approach...I view an approach-any approach- as a set of correlative assumptions dealing with the nature of language and the nature of language teaching and learning. An approach is axiomatic...Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach...a method is procedural...A technique is implementational- that which takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective.

From the quotation, it can be deduced that -approach|| in language teaching refers to the theoretical framework to teaching and it is wider than a method, which is the practical implementation of the approach. On the contrary, -techniques|| refers to the strategies that teachers follow in the classroom. In addition, an approach describes the process of language acquisition and the principles of teaching and learning. However, a method is a systematic presentation of a language. Thus, a technique is a tool that is used to achieve an instant objective.

To conclude, -approach||, -method|| and -technique|| are interrelated. A method must be selected based on a specific approach. By the same token, a technique should be coherent with the method and the approach. According to Harmer (2001), -Some methods start as procedures and techniques which seem to work and for which an approach is then developed. Some approaches have to go in search for procedures and techniques with which to form a method|| (p. 79).

## **2. Didactic Approaches and Methods to English Language Teaching**

### **Introduction**

English language teaching has witnessed different approaches and methods that have emerged throughout history, trying to find the most sufficient approach that may help learners to be proficient. Many reasons and factors resulted in the appearance of these approaches and methods, among them were the different linguistic theories and learning theories put forward by many scholars and linguists.

### **2.1. The Grammar Translation Method**

This method, as the name suggests, is done through detailed analysis of grammatical rules and is based on translating these grammatical patterns and sentences into and from the target language. It was popular in Europe from the 1840s to the 1940s and was widely used by many language schools and teachers.

#### **2.1.1. Theory of Language**

The grammar translation method is based on the theory that learning a foreign language is for reading literary texts only. Its main focus is on reading and writing rather than on speaking and listening. This method uses the native language as the language of instruction. -The first language is maintained as the reference system in the acquisition of the second language (Stern, 1983, p. 455).

#### **2.1.2. Methodology**

- a) Grammar is taught deductively and practice is done through translating rules into the source language.

- b) Students are given a list of vocabulary to be memorised and then used in different contexts.
- c) Students are given literary texts to be analysed, explained and then translated into the source language.
- d) The teacher explains grammar rules and asks students to translate them into their native language and then use them in different contexts.

### **2.3. The Direct Method**

The direct method came as a reaction to the restrictions of the Grammar Translation method, in the sense that many scholars believed that –foreign language could be taught without translation or the use of the learner’s native language if meaning was conveyed directly through demonstration and actionl (Richard & Rodgers, 1984, p. 9).

This method is mainly based on the idea that learning a foreign language should be done in a naturalistic way. This view was first adapted by F. Gouin along with other researchers who tried to apply the natural way of learning a foreign language and later became the founders of the –the natural methodll.

#### **2.3.1. Theory of Language**

The theory of the direct method is based on the observation of a child’s language learning. The German scholar F. Franke believed that language is best learnt through the use of language inside the classroom rather than the explanation of different grammar rules. It was believed that teachers should encourage students to use the language spontaneously following the way children learn their first language (Richard & Rodgers, 1984, p. 9).

### **2.3.2. Methods**

- a) Lessons are presented using the target language only.
- b) Speaking and listening are given more focus and importance.
- c) Grammar is taught inductively.

## **2.4. Oral Approach and Situational Language Teaching**

The oral and situational approach was developed by the British applied linguists from the 1930s to the 1960s. It is based on the structural view of language where the spoken language and structure are the basis of language.

### **2.4.1. Theory of Language**

The oral and situational language teaching was derived from the structural view, where –speech was regarded as the basis of language, and structure was viewed as being the heart of speaking ability (Richard & Rodgers, 1984, p. 35).

### **2.4.2. Methods**

- a) Language learning is a habit formation.
- b) Speaking is more important than reading and writing.
- c) Classes are teacher-centred. thus, learners are supposed to repeat what the teacher says and respond to questions he asks.

## **2.5. Audio-Lingual Method**

It was developed by Charles Fries and was popular in the 1950s. This approach is based on reading comprehension where speaking and listening are neglected.

### **2.5.1. Theory of Language**

The theory underlying the audio lingual approach came from structural linguistics proposed by American linguists in 1950s. The emphasis of this theory is on the structure of sentences. Language learning involves mastering rules and basic elements to form correct sentences.

### **2.5.2. Methods**

- a) The focus is on listening and speaking rather than on reading and writing.
- b) Lessons are mostly based on the use of dialogues and drills.
- c) Grammar is taught inductively; rules are not given to students at first, until they practice and get used to using patterns.

## **2.6. Communicative Language Teaching**

Communicative language teaching is an approach that is mainly based on communication. It is revolved around the idea that teaching and learning a language is best done through communication and interaction among students.

### **2.6.1. Theory of Language**

The theory underlying communicative language teaching is bound with the work of Chomsky's -competence and -performance that were later on developed by Hymes into -communicative competence and it is based on the idea that language should be learnt through communication following the way children learn the language. This theory does not neglect the importance of studying grammar rules, but it emphasises that grammar should be taught as a tool that may help learners perform a meaningful communication.

A normal child acquires knowledge of sentences not only as grammatical, but also as appropriate. He or she acquires competence as to when to speak, when not, and as to what to talk about with whom, when, where, in what manner. In short, a child becomes able to accomplish a repertoire of speech acts, to take part in speech events, and to evaluate their accomplishment by others (Hymes, 1972, p. 277).

### **2.6.2. Methods**

- a) Classes are learner-centred and fluency is the primary goal.
- b) Focus is on meaning rather than on structure.
- c) Activities are designed so that learners get to interact and communicate with each other.

## **Section Two: The Didactics of Content Modules**

### **Introduction**

The old traditional way of teaching a foreign language was based on studying grammar rules and memorizing a large number of vocabulary words that would help learners communicate. However, not all learners were able to speak the language perfectly; in fact, many of them could grasp grammatical rules and memorize vocabulary, but when they were exposed to real life conversations, they failed to communicate. The reason for this failure was that learners were not given the chance to practice what they have learnt in real life situations, the only practice they could do is applying these grammatical rules to given sentences and paragraphs provided by the teacher. Now, with the emergence of Content Based Instruction, learners are able to –become independent learners and continue the learning process beyond the classroom‖ (Stryker & Leaver, 1997, p. 3).

### **1. Definition of CBI**

Generally, CBI is an approach to teaching that allows learners to acquire the new language through content. –Content Based Instruction refers to an approach to second language teaching, in which teaching is organized around the content or information that students will acquire, rather than around a linguistic or other type of syllabus‖ (Richard & Rodgers, 2001, p. 204).

#### **1.1. Theory of Language**

Richard and Rodgers (2001) listed down some principles upon which CBI is based on:

- People learn a second language most successfully when the information they are acquiring is perceived as interesting, useful, and leading to a desired goal (Richard & Rodgers, 2001, p. 209). Based on this principle, it can be deduced that language is successfully learnt when emphasis is put on content; in other words, learners would be more motivated when they are focusing on relevant information rather than on language.
- Some content areas are more useful as a basis for language learning than others (Richard & Rodgers, 2001, p. 210). This principle indicates that some contents (subjects) can be more important and more interesting than others; thus, if an interesting topic is chosen to be taught, learners are expected to learn more passionately.
- Students learn best when instruction addresses students' needs (Richard & Rodgers, 2001, p. 210). It is important to know students' needs and choose a content that is based on using authentic materials that may help them acquire the language that would allow them to use it in real conversations.
- People learn a second language more successfully when they use the language as a means of acquiring information, rather than as an end itself (Richard & Rodgers, 2001, p. 209)
- Teaching builds on the previous experience of the learner (this principle refers to the idea that when the content is built on learners' previous knowledge and experience, they will enjoy their learning as they could consider it something significant for them).

## **1.2. Characteristics of CBI**

Content Based Instruction is characterized by the following:

- Learning is based on a relevant and meaningful content rather than on random learning of language.
- According to Brinton (2003): -CBI allows the choice of content to dedicate or influence the selection and sequencing of language items (p. 206).
- It focuses more on production rather than on the process of learning.
- It seeks to develop the learners' communicative skills.

## **1.3. Models of CBI**

There are three famous models of CBI that are currently in use:

### **1.3.1. Theme-Based Model**

Theme-based model refers to the teaching that is centered around a theme which should be chosen to meet the learners' needs and interests. In a theme based model, a teacher is supposed to teach content and language and provide the tools and methods that are necessary for that. -Selected topics or themes provide the content from which teachers extract language learning activities, and which are therefore driven more by language than by content (Snow, 2001, p. 306).

### **1.3.2. Sheltered Model**

Sheltered model is done through separating language learners from native speakers in order to teach a given content using the second language. This model is often adapted by universities, where subjects such as: math and science are taught in the second language

-A sheltered content-based course is taught in a second language by a content specialist to a group of learners who have been segregated or 'sheltered' from native speakers (Brinton, Snow & Wesche, 1989, p. 15). The essential aim of the sheltered model is to make learners understand the content using the second language

### **1.3.3. Adjunct Model**

In an adjunct model, content courses and language courses are paired with each other. These courses are related and share the same materials and assignments with an aim of making language courses meet the learners' needs in the content courses. -Adjunct courses can enhance student's self-confidence with a feeling of using the new language to accomplish real tasks (Stryker & Leaver, 1997, p. 4).

### **1.4. The teacher's role**

The teacher's role in a CBI class is to be a good language instructor, as well as having the necessary knowledge in the content to be taught. A teacher's role is also to provide and choose the appropriate and suitable materials for his students, such as: using authentic materials for teaching. -In structures must be more than just good teachers. They must be knowledgeable in the subject matter and able to elicit that knowledge from their students (Stryker & Leaver, 1993, p.292)

### **1.5. The learner's role**

CBI classes are learner-centered. Learners are involved in the classes and are responsible for their learning process -understand their own learning process and ... take charge of their own learning from the very start (Stryker & Leaver, 1993, p.286) Learners may even take part in choosing content, materials, and activities for

their classes; because it is said to be motivating to keep them passionate about learning.

## **2. English Didactics and Content Modules in the Algerian Universities**

Since didactics is the discipline about teaching, it is supposed to provide new approaches, methods and techniques for all the modules that fall within the field of foreign language teaching. -The didactics of foreign language can be divided into the didactics of language, literature and culture. All branches are geared towards the aims of foreign language classes; however, they pursue them with different priorities. (The Didactics of Foreign Languages, n.d. para. 2). Even though content modules are said to be important elements in teaching English, it is sometimes believed that didactics is all about teaching the four skills, listening, speaking, reading and writing. Consequently, English didactics in Algeria focus research on teaching the four skills and neglect the role of content modules. Especially, literature and civilization modules. -In many Algerian universities, civilisation is a subject under constant strain. It is a failing subject and many question its significance in actual syllabi (Elaggoune, 2015, p. 191). Thus, instructors should be familiar with the effectiveness of such modules and encourage master students to vary and extend their research to improve the quality of English teaching.

Integrating literature and civilization is very crucial in EFL classes. First, literature helps the learners improve the four skills through content. For instance, reading literary texts like novels and short stories helps them acquire new vocabulary and expressions. In addition, teachers may ask their students to write a dialogue or perform a role play after reading a story. They may also assign some writing activities or raise discussion about the story to enhance the students' speaking and writing skills. Second, literary works contain interesting themes that usually appeal to the students and motivate them to read for pleasure and acquire the

language at the same time. — Students can successfully get both language and subject matter knowledge by obtaining content input through activities in the target language ( Elaggoune, 2015, p.63). Similarly, students may enhance their linguistic skills through the civilization course, which mainly focuses on the American and the British histories from the one side, and their political systems from the other side. Students may report on different historical events or analyse primary texts. Civilization courses raise the learners' critical thinking. To illustrate, when learning about the past and the present, they interpret different events and realize what worked, what did not work, and what shaped the current societies. They may also benefit from the experiences of the great civilizations and compare them with their own. Finally, literature and civilization courses reinforce the students' intercultural competence. Learning about people's history and costumes introduces them to the target culture. This motivates them to compare the latter to their own and makes them aware of the differences between cultures.

Elaggoune (2015) stressed this idea in the following quote:

regardless of its content, the civilisation course, if well exploited, can serve as a vehicle for teaching and learning critical analysis, culture, and history. Accordingly, students can develop an awareness of the United States and Britain as richly varied and refined civilisations. The civilisation course can be used to address a variety of pedagogical issues, such as historical information, academic discussion, critical thinking and analysis, reading or listening comprehension, and vocabulary development. In essence, civilisation can function as an effective agent for English language learning and academic preparation ( p. 190).

### **3. Didactics of Literature**

Teaching literature at the university level has been controversial. Many scholars think that literature should not be taught, claiming that: –Literary texts are far from the conventions of Standard English and hence can induce problems for language learning purposes|| McKay & Savividov (as cited in Khatib, M., Rezaei, S., & Derakhshan, A. (2011)); however, other scholars insist on teaching literature for EFL students because it is considered as an authentic material and is motivating for the learners. –Through the use of literature, a language learning experience might become at the same time a source of immediate pleasure and satisfaction for the students. This possibility makes literature an appealing teaching device for ESL teachers|| (Arthur, 2006, p. 200)

In most cases, literature has fallen a victim to unsuitable methods and materials adapted by teachers, as well as the lack of students' motivation, but if teaching literature is dealt with in the appropriate way, using suitable methods that would attract the learners' attention, it would be of great help in enhancing and developing the learners' skills.

#### **3.1. Definition of Literature**

Literature is a –piece of writing that is valued as works of art, especially novels, plays, and poems|| (oxford advanced, 2019). McFadden (1978) defined literature as:

A canon, which consists of those works in language by which a community defines itself through the course of its history. It includes works primarily artistic and also those whose aesthetic qualities are only secondary. The self-defining activity of the community is conducted in the light of the works, as its members have come to read them (McFadden, 1978, p.56).

## **3.2. The Importance of Literature**

- Literary texts are considered as authentic materials; and hence the language used in these literary texts helps the learners increase their vocabulary and improve their writing.
- It gets learners to know about the target language's culture.
- Analysing literary texts help students to develop their critical thinking skills.
- -Literature provides a rich context in which individual lexical or syntactical items are made more memorable (Collie & Slater, 1987, p.7).
- Literature is a motivating material that allows students to interact with different kinds of stories and novels, and -exposes them to complex themes and fresh, unexpected uses of language (Lazar, 1995, p.15).

## **3.3. Approaches to Teaching Literature**

### **3.3.1. Content-Based Approach**

This approach is the traditional way of teaching literature. It is teacher-centred and does not consider the learners. The teacher's role is to explain some features of a literary work and give some background information, as well as explaining the characteristics of this work.

This kind of approach examines the history and the characteristics of literary movements; the social, political and historical background to a text; the biography of the author and its relevance to his or her writings; the genre of the text, etc. (Lazar, 1993, p.35).

The problem of this approach is that it does not give an opportunity to learners to practice the language and to analyse the literary works themselves.

### **3.3.2. Language Based Approach**

This approach is said to be the most common approach to teaching literature. It gets the learners to be fully engaged inside the classroom, and enables them to interact with any literary text. –Literature rarely seems as an opportunity for language use, hence the need for a language-based approach to the teaching of literary texts in order to develop knowledge of literature not about literature (Miliani, 2003, p.2).

Language base approach enables students to be connected with the study of literary texts using different kinds of techniques and tools to help them interpret a text and to make competent critical judgement of it (Lazar, 1993, p.27).

### **3.3.3. Reader-Response Approach**

This approach is also called –personal growth approach because it engages the learners to express their opinions, thoughts and feelings, and also relating their own culture and experience to the one presented in the text –text itself has no meaning, it only provides direction for the reader to construct meaning from the reader’s own experience (Cadorath & Harris, 1998, p. 188).

Reader response approach enables the students to be actively involved inside the classroom and encourages group work.

## **4. The Didactics of Civilization**

### **4.1. Approaches and Methods to Teaching Civilization**

Among the main concerns of civilization course is teaching the historical aspects of the American and the British civilizations. To facilitate the learning process, different approaches were proposed for teaching history, mainly the traditional and the progressive ones, which have been the subject of debate since the late 19th century (Louahala, 2017).

Traditional education relies on direct instruction by the teacher, who is the main source of information. This approach was highly criticized for making the students passive absorbers of factual historical knowledge. Whereas, the teacher is just a guide in the progressive education. Moreover, students are seen as active participants in the learning process, which is the main emphasis of the approach. Dewey (1916) noted: -Give the pupils something to do, not something to learn; and the doing is such a nature as to demand thinking; learning naturally results! (p. 191).

Due to the controversy between the traditional and the progressive philosophies of education, educators distinguished between: Coverage and Pstholing and between Memorization and Analysis (Louahala, 2017).

#### **4.2. Pstholing VS. Coverage**

Pstholing is a progressive method which means teaching history in depth. That is to say, focusing in detail on a historical situation to help the learners understand the complexity of the given situation. However, Coverage seeks to provide a general overview of historical events. This method associates with the traditional teaching approach.

#### **4.3. Memorization VS. Analysis**

In traditional history classes, students are usually expected to memorize factual historical knowledge including dates of different past events and names. Whereas, progressive educators focus on historical analysis and interpretation to foster the students' historical thinking

skills. They usually include primary sources like legislative texts, newspapers, magazine articles, etc.

#### **4.4. Methods Used by Algerian Teachers in Teaching Civilization**

University teachers in Algeria follow a content-based approach to teaching civilization. Two methods they use to introduce the content are: The Lecture Method and The Assignment Method.

##### **4.4.1. The Lecture Method**

###### **4.4.1.1. Definition**

A lecture is the oral presentation of the subject matter through direct instruction by the teacher. Oxford Dictionary defines the word lecture as a –talk that is given to a group of people to teach them about a particular subject, often as a part of a university or college course (Oxford Learners’s Dictionaries, n.d).

###### **4.4.1.2. The Historical Background of the Lecture**

The word ‘lecture’ derives from the Latin word ‘lectare’, which means ‘to read aloud’. Historically, the lecture method was first implied in the Christian and Muslim universities during the medieval age (Teach Your Best, n.d., p.387). It was mainly adopted as a reading method for books were scarce. Friesen (2014) stated the following:

Books were also sometimes written in Scripta Continua, without spacing and punctuation, requiring recolonization in order to be deciphered. (Arabic writing and older forms of the Hebrew alphabet did not have ways of indicating vowels, making vowelization while reading nearly.) As a result, personal, silent reading is believed to have been relatively rare. Public readings were a popular form of entertainment, and in attending lecture courses,

one spoke of going to \_to hear‘ the corresponding \_books‘ Being read...In these senses, one could say that the act of reading was an act of lecturing (p. 139).

#### **4.4.1.3. Lecturing at the Current Time**

Lecturing is the most commonly used method in the Algerian universities. It mainly covers the factual knowledge about the content. Elaggoune (2015) stated the following:

The American or British Civilisation is a required course for all EFL undergraduate students in almost all of the departments of English in Algeria during their three years of studies towards a bachelor's degree, and also during an additional two years leading to a Master's degree. It has been usually taught in a conventional manner, that is teachers are required to give classroom lectures. In this traditional setting, lecturers usually face the monotony of ever-repeating the same lectures which could easily turn into superficial talk, and students frequently complain about the boredom of being exposed to tiresome lectures (p.190).

Mark Twains stated that -College is a place where a professor's lecture notes go straight to the students' lecture notes, without passing through the brains of either (Quote Investigator, n.d., para.13). While students are usually seen as passive listeners during lectures, teachers may promote active learning through asking questions and raising discussion. Moreover, they may include audio-visual aids to make their lectures more interactive. This method associates with the traditional approach to education as it facilitates coverage and memorization. However, it is not suitable for teaching practical skills.

#### **4.4.1.4. The Main Components of a Lecture**

A successful lecture consists of three main elements, an introduction, a body and a conclusion (Instructional Development, 2014, p. 2). The introduction is the warm-up in which

the lecturer gets the students involved in the lecture. S/he usually introduces the topic and tests the students' pre-requisites' by asking different questions. Then, s/he gives an outline of the content and states the objectives of the lecture. The next stage is the body and it is the longest. In this stage, the instructor discusses the content in an organized way. S/he may include some audio-visual aids like PowerPoint slides and promote active learning by including some problem-solving tasks. Moreover, students rely on note-taking to keep the important information they receive from the teacher. The last stage is the conclusion, in which the teacher summarizes the essential points and reinforces the students' understanding of the lecture.

#### **4.4.2. The Assignment Method**

##### **4.4.2.1. Definition**

An assignment is –a piece of work that is given to someone as part of their job (Longman Dictionary, n.d.). Teachers use this method along with the lecture method to encourage active learning. This can be both in an individual or group work.

##### **4.4.2.2. Teacher's Role**

Unlike in the lecture method, the teacher is just a facilitator of the learning process in the assignment method. S/he mainly assigns written or oral tasks and guides the learners when doing the work.

##### **4.4.2.3. Students' Role**

The assignment method is learner-centered. To illustrate, students are active participants in the learning process. They are expected to do all the work and rely on themselves to gain information. That is to say, learning by doing. For instance, learners can be assigned to

make reports on certain historical events, which they are not familiar with. They make research and discuss their work with their classmates with the teacher's guidance.

EFL teachers are in front of the imperative necessity to drop traditional ways of teaching and learning and adopt the active learning approach which has become the basics of education. However, so that the active learning method can be successfully implanted in the Algerian context, there need to be changes in both university instructional materials and in teachers' and students' perceptions of teaching and learning (Elaggoune, p. 186).

## **5. Learning Theories as Applied to Education**

Behaviourism and constructivism are two psychological learning theories that seek to describe how children construct knowledge, how learning is affected by the environment and how — instruction work with these theories to promote learning (Weeger & Pacis, 2012, para. 1).

### **5.1. Behaviourist Theory**

Watson (1913) was known as the founder of behaviourism, he developed this theory based on the observation of Pavlov's findings on animal responses to stimuli (weeger & pacis, 2012, p. 3). Pavlov designed an experiment on a dog to check how it responses to conditioned stimuli. He rang a bell whenever his dog was about to be fed. As a result, the ring of the bell caused the dog to salivate every time it hears it. Watson applied this experiment on an infant called -Albert who used to love a white rat. Watson produced a loud noise whenever the rat was present, which made him fear rats. Albert got to fear everything related to rats, he even feared white colour and fuzzy things. Skinner, who was also known as a behaviourist, used Watson's experiment to do his own research on animals, specifically rats. He invented the

-skinner box|| where a rat learned how to get food by pressing a lever. Watson's classical behaviourism suggests that language production was a result of stimuli that produced the formation of habits. However, Skinner had an opposing idea, stating that language production wasn't always a result of stimuli. The most important thing was the consequences of responses from production (reward and punishment). (Behaviourism, n.d., para.1). All in all, behaviourists believed that -given the right environmental influence, all learners acquire identical understanding and that all students can learn| (weegar & pacis, 2012, p. 3).

## **5.2. Constructivist Theory**

Constructivism is a psychological learning theory developed by three main theorists, Jhon Dewey, Lev Vygotsky and Jean Piaget. The theory suggests that children construct knowledge through active learning (Weeger & Pacis, 2012, p. 4). Jhon Dewey believed that -teachers should not be in the classroom to act simply as instructors, but should adopt the role of facilitator and guide| (Wheeler, 2016, para. 5). This requires the learners to be active participants in the learning process. This theory was known as Experiential Learning, which led to the appearance of certain teaching approaches like Task-based Instruction. The Russian psychologist, Lev Vygotsky, developed what came to be known as the Sociocultural Theory of Cognitive Development. He asserted that children learn through social interaction with the environment (The Psychology Notes, n.d., para. 2). Piaget (1896) developed his theory of Cognitive Development. He maintained that -the cognitive development of children follow a predetermined order of stages| (The Psychology Notes, 2019, para. 2). In other words, he suggested that children build their knowledge through four stages of mental development

## **Section Three: Historical Fiction**

### **6.1. Definition**

Historical fiction is a literary work in which the plot is based on real historical events. This may include short stories, novels, plays and movies. Dictionary.com (n.d.) defined historical fiction as –the genre of literature, film, etc., comprising narratives that take place in the past and are characterized chiefly by an imaginative reconstruction of historical events and personages<sup>ll</sup>. This indicates that these works may contain both factual and fictional details or characters to portray a real historical situation.

### **6.2. The Main Components of Historical Fiction**

#### **6.2.1. Setting**

It is the most important element as it must be authentic and reflect a real historical period. The author should make deep research on people’s culture in that given period, including the way they behaved, dressed and the food they ate (Historical Fiction, 2004, para. 3).

#### **6.2.2. Characters**

Historical fiction may be based on real characters who actually lived in the past or fictional ones. –Some characters may have never existed along with their actions which that are insignificant historically, but may be included to tell a better story<sup>ll</sup> (Swettland, n.d., para. 1). However, all these characters, whether they were real or fictional, should behave in an authentic way.

#### **6.2.3. Plot**

It is usually based on real situations but it can be mixed with some imaginary events that could have happened in the time period.

#### **6.2.4. Conflict**

Characters in historical fiction have a realistic conflict to the time period.

#### **6.2.5. Dialogue**

It normally reflects the characters' thoughts and feelings as well as the language used in the historical period. This idea was developed in an article entitled — Elements of Historical Fiction (n.d), which stated that writers —should introduce some vocabulary and general grammatical structures from the time period but, they should stick primarily with words and phrases the reader is familiar with (para. 3).

### **6.3. The Difference between History and Historical Fiction**

History and historical fiction vary in several ways. History is expository; it seeks to provide readers with factual information and tell what actually happened in the past. Furthermore, the writer seeks to answer questions like —when and where certain events happened in the past. However, historical fiction is descriptive; it brings the past into life and enables the reader to imagine how these events were like. Vanderhaughe said: —History tells us what people do; historical fiction helps us imagine how they felt (as cited in Quill & Quire, 2011). Another difference between history and historical fiction lies in the focus of the author. Historians mainly focus on the events while fiction writers focus on the characters and their backgrounds. Dalton (2006) stated the following:

The historical fiction writer puts us in the battles. We do not watch the young Marine slog this way up Mount Suibachi; we feel his heavy pack deeding into

our shoulders, Curse as our feet slip in sand and mud, hear the snap of passing rounds and feel his fear as we hit the dirt with him and scramble for whatever cover we find (para. 16).

This quote suggests that historical fiction writers take the character's feelings and thoughts into consideration and make readers feel the past events as if they were actually there.

#### **6.4. The Advantages of Historical Fiction**

Despite its popularity among readers, historical fiction has been the subject of debate between instructors. Opponents believe that historical fiction is not reliable for teaching history. Yet, it is a valuable teaching tool.

De Gree (2017) argued that historical fiction conveys false views on the past as it comprises fiction, claiming that using some novels may be misleading for they introduce the author's life. Nevertheless, history may also hold some fiction and wrong views when being told by different people who hold different perspectives about the same past period. According to Hargraves (2015), — history is...a fiction; historical novels are simply more honest with the reader about their fictionality, and therefore (possibly) better history.¶

Historical fiction is a useful material for teaching. It brings history into life. Readinger (2016) claimed that reading historical fiction –puts people back into history¶ ( para. 11). This connotes that it helps readers live and imagine a past period as if they witnessed it. It also provides deep understanding of the period. To illustrate, writers rely on primary sources to get accurate information about the time period. They also add some fictional details with respect to the period. In addition, learners of history who are exposed to historical fiction become

curious to learn more about the real stories. Haubner (2017) stressed this idea in the following quote:

When I was in college, I double-majored in English and history, which means that I love both fact and fiction, the imagined and the actual—and that historical fiction sits squarely in my wheelhouse as a reader. It also means that I have an uncontrollable urge when I read it to go back and do as much research as I can on the subject, to figure out the third side of the story (because there always is one) ( para. 1).

In short, the role of historical fiction cannot be ignored due to its significance on the learning process of history.

## **Conclusion**

Teaching civilization to EFL students is very challenging, given that most of students have problems in understanding and remembering the events and dates of the course. The use of historical fiction in teaching civilization can be seen as an effective tool that contributes in the students' understanding of the course, for it depicts real historical fiction events. This chapter dealt with an overview of the different approaches and methods that emerged through history, along with a review of the didactics of the content modules and finally, it talked about historical fiction.

## **Chapter Two: Data Analysis and Interpretation**

### **Introduction**

This chapter is an attempt to represent the practical part of the study. It sheds light on the methodological approach, starting with an in-depth description of the sample, the questionnaire delivered to the subjects, and the experiment conducted with an aim of examining how historical fiction may enhance the students' understanding of civilization followed by an analysis of the results. Lastly, a general analysis and discussion of these results are presented in order to answer the research questions that were posed at the beginning of this study.

### **1. Population and Sampling**

Population in research refers to a larger group of elements to which the results of a study is to be generalized (Karas, n.d., para. 3). Accordingly, it may include a group of people, animals or objects that share atleast one feature. In contrast, sampling is –the process of selecting a part of the population (Study And Exam, n.d., para. 1). In other words, a sample is the smaller group of participants that has been selected to represent the population in the study.

The present work aims to investigate the effectiveness of using historical fiction in teaching Civilization course. For this reason, eight (8) third year EFL students from the the English department at Mohammed Seddik Ben Yahia University, Jijel were randomly selected to take part in the current study. The reason for targeting the population is that civilization course is a part of their curriculum. In addition, the course is a more detailed continuation of the second year course. It is divided into two parts. The first semester tackles the American Civilization and the second one tackles the British Civilization. Accordingly, students are supposed to be familiar with the themes that have been designed for the experiment. In addition, four (4) teachers of civilization were involved in the process of collecting data.

## **2. Data Collection Procedures**

This study aims to examine the students' understanding of Civilization course through the use of historical fiction. For this purpose, an experiment was conducted along with a teacher questionnaire in order to gather the data needed for the study.

This research is quantitative in nature. According to Skhosana: –Quantitative method typically begins with data collection based on a hypothesis or theory and it is followed with application of descriptive or inferential statistics. Surveys and observations are some examples that are widely used with statistical association. (Skhosana, n.d., p.88)

### **3.1. The Questionnaire**

#### **3.1.1. Definition**

A questionnaire is a form that is designed to collect the data needed for the analysis –a questionnaire is an instrument consisting of a series of questions (or other types of prompts) for the purpose of gathering information from respondents (Wikipedia, 2019).

#### **3.1.2. Types of Questions**

There are many different types of questions that can be used in a questionnaire:

- Closed questions: These are the questions that require choosing one answer from already given choices. They can either be multiple choice questions, or 'yes' or 'no' questions.
- Open ended questions: this type of questions give the respondent the freedom to answer the questions the way they like.

- Rating scale questions: these questions require the respondent to make an evaluation or a judgment of the target, by making one of a series of categories organized into a scale (Dornyri, 2002, p.36)
- Clarification questions: these types of questions require the respondents to clarify and give further explanation of an already answered question.

### **3.1.3. Description and Administration of the Teacher Questionnaire**

This questionnaire was administered to five (5) teachers of civilization in Mohammed Seddik Ben Yahia University. It was designed to gather information about how they teach the civilization course at university and to investigate their attitudes towards using historical fiction to teach the course. The questionnaire contains eight (8) questions with a mixture of close ended, rating scale and clarification questions.

### **3.1.4. Aim of the Questionnaire**

This questionnaire aims to gather information about using historical fiction in teaching civilization course and how it enhances the students' understanding of the course.

### **3.1.5. Analysis of the Questionnaire**

Five (5) teachers were asked to fill out this questionnaire. Civilization teachers were chosen given that they specialize in the field of the research and can contribute in collecting the data needed for this study. Four (4) teachers handed back the questionnaire, while the other teacher could not fill the questionnaire. The results obtained from this questionnaire are presented below:

#### **Responses to Question 1: How long have you been teaching civilization?**

Table 1 Teacher's Years of Experience

Years	NB	%
1-5	3	75%
5-10	/	/
10-15	1	25%

This table presents the period these teachers have been teaching civilization. It reveals that 75% of them have been teaching civilization in a range between one (1) to five (5) years. The other teacher said that he have been teaching civilization for 14 years,

**Responses to Question 2: How good are your students in civilization?**

Table 2 The students' Level in the Civilization Course

	NB	%
/		
Good	/	/
Bad	/	/
Average	4	100%

When answering this question, all teachers state that the students have an average level in civilization.

**Responses to Question 3: What methods do you use in your course?**

Most teachers revealed that they use -lecture method to teach civilization. One of them said that he uses TD presentations; while another said that she uses story telling or play in her lectures.

**Responses to Question 4: What kind of tools do you usually use in your course?**

One teacher said that he uses projectors and handouts in his lectures. Another teacher said that she uses books and maps. A teacher said that she uses small papers with just the important keywords of the course. Only one teacher said that he usually uses no tools in his lectures.

**Responses to Question 5: Have you used any kind of documents or texts in your course?**

Table 3 Documents Used by Teachers of Civilization

/	NB	/
<b>Yes</b>	4	100%
<b>No</b>	/	/

All teachers admitted that they have used primary sources like Magna Carta and American documents (declaration of independent, bill of rights ...etc.). However, one teacher mentioned that these documents did not contribute in the learning process, because students were not motivated to read them.

**Responses to Question 6: Do you draw on the same methods when teaching civilization? Explain.**

Table 4 The Teachers' Adaptation of the Teaching Methods

/	NB	/
<b>Yes</b>	2	50%
<b>No</b>	2	50%

Two (2) teachers revealed that they have changed their methods in lecturing.

The other teachers said that they have not changed their methods.

**Responses to Question 7: Historical Fiction is a term used to refer to the genre of literature that is based on a real historical event. Have you ever used Historical Fiction in your course?**

Table 5 Use of Historical Fiction in the Civilization Course

/	NB	/
<b>Yes</b>	1	25%
<b>No</b>	3	75%

As it is shown in the table, 75% of teachers stated that they have never used historical fiction in their course. One teacher said that she used historical fiction (novels) in her course.

**Responses to Question 8: Do you think that using Historical Fiction in civilization courses may enhance your students' understanding of the course?**

Table 6 The teachers' attitudes towards Using Historical Fiction

/	NB	/
<b>Yes</b>	4	100%
<b>No</b>	0	0%

All teachers agreed that using historical fiction may enhance students' understanding of the civilization course. One of them said that it raises the students' interest in civilization, since it focuses on people's manners, social conditions and different details of a certain peri-

od, as well as using emotions that makes historical facts fun and easy to remember. A teacher stated that historical fiction depicts same key historical events of the American history.

### **3.1.6. Interpretation and Discussion of Questionnaire**

It has been revealed through the analysis of this questionnaire that the use of historical fiction enhances the students' understanding of the civilization course. This assumption has been proved by teachers' answers to questions seven (7) and eight (8) where they emphasise the positive impact of using historical fiction in teaching civilization course.

## **3.2. Experiment**

To investigate the impact of using historical fiction on the students' understanding of civilization course, a true experimental design was adopted with a random selection of participants. The latter were divided into (2) groups; an experimental group who received a treatment of using historical fiction as well as a control group who did not receive any treatment. Experimental research was defined as –any research conducted with a scientific approach, where a set of variables are kept constant while the other set of variables are being measured as the subject of experiment (Bhat, n.d., para. 1). Participants were concerned with a pre-test and a post-test that were designed to evaluate their understanding of Civilization course, which has been measured by the scores of these tests. To illustrate, understanding cannot be directly measured for it is abstract. Thus, it has been operationally defined by concrete scores. Nunan & Bailey (2009) mentioned that –constructs such as attitudes, motivation, and language proficiency are not directly observable, so they pose challenge for people who want to investigate them) (p. 41).

### **3.2.1. Description of the Experiment**

Both groups attended (3) sessions of the American Civilization course from 10.00 to 11.30 a.m. The themes covered in the sessions are: Slavery, the American Civil War and Immigration.

Instruction of the control group was based on lecturing as it is the commonly used method in the Algerian universities. Students were passive listeners all the time while the instructor was the main source of information.

Instruction of the experimental drew on the theory of constructivism which promotes active learning. Following a thematic content-based approach, the instructor was just a facilitator of the learning process who integrated language and content and guided the students in constructing knowledge. Students were actively involved in the lessons. They were mainly engaged in problem-solving tasks, speaking activities, communicative games and class presentations through the use of historical fiction. The instructor implied simplified versions of famous historical novels related to the themes tackled in the course. The issue of Slavery along with the American Civil War were introduced with reference to -Uncle Tom's Cabinll novel while the issue of Immigration was introduced through the use of a novel entitled -The Junglell. Participants were also required to interpret the former literary works and relate them to the historical events they depict. Harmer (2001) remarked that the skills to be taught in reading and listening lessons depend on the material in hand as well as the objective of the lesson (p. 20). The following passage captures the importance of interpreting texts:

We get a lot more from a reading or listening texts than the words alone suggest because, as active participants, we use our schemata together with our knowledge of the world to expand the pictures we have been given, and to fill

in the gaps which the writer or speaker seems to have left (Harmer, 2001, p. 202).

As has been discussed in the quote, integrating language and content is valuable. As applied in teaching Civilization course, students, when actively involved, use their background knowledge to interpret historical novels, relate them to the real events and extract the hidden messages which writers try to convey.

### **3.2.2. Written Test**

### **3.2.3. Description of the Test**

The questions asked in the Pre-test and the Post-test were the same. Both tests lasted for 30mn and consisted of (10) questions. In the first question, participants were asked to define the terms: slavery, civil war and immigration. The tasks from (2) to (9) contained different questions that aimed to test the students' comprehension of the three themes. At last, participants were asked to fill in the gaps with the right vocabulary about the historical periods. Finally, students got scores out of (20).

### **3.2.4. Analysis of the Test Scores**

The analysis starts with comparing each group's performance in the Pre-test to check if there is a difference between the two groups before receiving the treatment. After that, the scores of the control group in the Pre-test and the Post-test are compared to check if there is a difference in the performance. Similarly, the scores of the experimental group in both tests are compared to see if the performance of the group has improved after the treatment. Finally, a comparison between the performance of the two groups is done to check if there is a difference between the performance of the group who received the treatment and the group who did not receive it.

### 3.2.5. Comparison of Scores in the Pre-test

Control Group and Experimental Group Pre-test Total Scores

Table 7

Control Group	Scores (/20)	Experimental Group	Scores (/20)
C1	1	E1	2.25
C2	2	E2	15.5
C3	5	E3	2.25
C4	5	E4	2
Mean	$\bar{x}_1 = 3.25$		$\bar{x}_2 = 5.5$

The results in the table above show that the experimental group scores are quite better than those of the control group:  $\bar{x}_2 = 5.5$   $\bar{x}_1 = 3.25$ . All participants got scores less than 10. However, one student got above the average in the experimental group. The best mark in the experimental group is 15.5 and 5 in the control group. It is deduced that the experimental group scores are quite better than those of the control group in the Pre-test. However, both groups that the same level before the treatment.

### 3.2.6. Comparison of the Control Group's Pre-test and Post-test Results

Table 8

Control Group Results

Students	Pre-test Scores (/20)	Post-test Scores (/20)	Difference
----------	-----------------------	------------------------	------------

C1	1	1	0
C2	2	9.5	7.5
C3	5	13.75	8.75
C4	5	7.5	2.5
Total	13	31.75	
Mean	$\bar{x}_1=3.25$	$\bar{x}_2=7.93$	

The table above shows the scores of the control group in both Pre-test and Post-test. The mean in the Pre-test differs quietly from the mean in the Post-test.  $\bar{x}_1 = 3.25 < \bar{x}_2 = 7.93$ . Only one student got the average in the Post-test. It is deduced that the performance of the control group did not improve after the treatment.

### 3.2.7. Comparison of the Experimental Group's Pre-test and Post-test

#### Results

Table 9 Experimental Group Results

Students	Pre-test Scores (/20)	Post-test Scores (/20)	Difference
E×1	2.25	18	15.75
E×2	15.5	20	4.5
E×3	2.25	12.5	10.25
E×4	2	14	12
Total	22	64.5	42.5
Mean	$\bar{x}_2=5.5$	$\bar{x}_3=16.12$	

As shown in the table above, the scores of the experimental group in the Post-test are greater than those of the Pre-test.  $\bar{x}_1 = 7.93 < \bar{x}_2 = 16.12$ . All students got higher scores in the Post-test. It is deduced that the performance of the experimental group has improved after receiving the treatment.

### 3.2.8. Comparison of Total Scores in the Post-test

Table 10

Control and Experimental Group Scores in the Post-test

Control Group	Post-test Scores (/20)	Experimental Group	Post-test Scores (/20)	Difference
C1	1	E×1	18	
C2	9.5	E×2	20	
C3	13.75	E×3	12.5	
C4	7.5	E×4	14	
Mean	$\bar{x}_1=7.93$		$\bar{x}_2=16.12$	

As shown in the table above, the mean obtained by the experimental group is higher than the mean of the control group:  $\bar{x}_1 = 7.93 < \bar{x}_2 = 16.12$ . It is deduced that the performance of the experimental group who received the treatment is better than the control group who did not receive any treatment. This means that the dependent variable (historical fiction) has a positive impact on the independent variable (the student's understanding of civilization course).

## **4. Data Discussion and Interpretation**

The present study sheds light on the use of historical fiction to improve the students' understanding of civilization course. The discussion and interpretation of the results obtained will be set to answer the following research questions:

. What are the teachers' attitudes towards using historical fiction in teaching the civilization course?

. What is the impact of using historical fiction on the students' understanding of civilization course?

. How should historical fiction be implemented to improve the students' performance in the civilization course?

### **4.1. The Teachers' Attitudes Towards Using Historical Fiction**

After analysing the teacher questionnaire, it was noticed that all teachers agreed upon the effectiveness of historical fiction in enhancing the students' understanding of civilization course. In the light of this, it can be deduced that teachers of civilization hold positive attitudes towards historical fiction.

### **4.2. The Impact of Historical Fiction on the Student's Understanding**

Based on the statistical findings, it can be deduced that the experimental group scores in the post-test are higher than those of the control group thanks to the treatment they received. Accordingly, it can be concluded that the research hypothesis, which states that using historical fiction enhances the students' understanding of civilization course, is confirmed.

### **4.3. The Implication of Historical Fiction in the Civilization Course**

As proven by the results of the experiment conducted, the use of historical fiction was fruitful after being scaffolded by the instructor. Students were encouraged to interpret the material and separate fact from fiction. To illustrate, participants relied on historical fiction to have some background information and gain a social context about the past events. Additionally, the instructor reinforced the students' knowledge by providing and discussing the factual information of the events. All in all, -historical fiction is valuable for social context, but its use must be scaffolded so it is not accepted blindly as historical factl (Stripling, 2011, p.2019).

### **Conclusion**

This chapter represented the practical part of the present study. It was devoted to the description of the participants, and the data collection tools, as well as the analysis of the results. It was determined through the results gathered from this study that the use of historical fiction helps in fostering the students' understanding of the civilization course. In addition to this, civilization teachers showed a positive attitude towards the use of historical fiction in the course.

### **General Conclusion**

The present study aimed to examine the effect of using historical fiction on enhancing the students' understanding of the civilization course at the department of English at Mohammed Seddik Ben Yahia University. The analysis was done through two main tools: an experiment and a teacher questionnaire. The experiment was carried out over a period of one

week on eight (08) students. These students were divided into the experimental group, who received the treatment, and the control group who were taught using a traditional lecture-based method. Before receiving the treatment, a pre-test was conducted. The results of the pre-test showed no significant difference of both groups. Conversely, a significant difference was observed through the post-test after receiving the treatment. These findings led to the conclusion that using historical fiction in teaching the civilization course helps the students improve their understanding of the course.

## **Recommendations**

Based on the findings of the study, the following recommendations are made:

- It is important for teachers to vary the teaching methods used in the classroom and choose the ones which promote active learning.
- Teachers are recommended to integrate historical fiction into the civilization course.
- Historical fiction should be scaffolded to promote the students' understanding of the course. Additionally, using simplified versions of the works of fiction is desirable to facilitate the learning process.

## **Limitations of the study**

- Due to the political circumstances the country went through as well as the unexpected decision regarding the spring holidays which was followed by a students' strike, the experiment was postponed to take place after the exams of the second semester.
- Size of the sample: the most obvious limitation in this research was that of a

small sample size, mainly because university students were not cooperative; only (8) students accepted to attend all the sessions which lasted for (90) minutes for each.

- lack of previous research studies on the topic: due to the lack of references

, information on the topic was limited, which narrowed the scope of research.

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# APPENDICES

## APPENDIX A

### Teacher Questionnaire

Dear teachers,

This questionnaire is designed to gather information about using Historical Fiction in teaching civilization course, and how it enhances the students' understanding of civilization course.

We kindly ask you to answer all the questions, and help us gather the necessary information for our study.

Thank you so much for your cooperation.

#### ❖ Questions:

1- How long have you been teaching civilization?

.....

2- How good are students in civilization course?

Good

Bad

Average

3- What methods do you use in your civilization course?

.....

.....

.....

4- What kind of tools do you usually use in your civilization course?

.....

.....

.....

5- Have you used any kind of documents or texts in your course?

Yes

No

➤ If yes, what are they?

.....  
.....  
.....

6- Do you draw on the same methods when teaching civilization course? Explain.

Yes

No

.....  
.....  
.....  
.....  
.....

7- Historical Fiction is a term used to refer to the genre of literature that is based on a real historical event. Have you ever used Historical Fiction in your civilization course?

Yes

No

➤ If yes, what kind of genre have you used?

.....

.....  
.....  
.....

8- Do you think that using Historical Fiction in civilization courses may enhance your students' understanding of the civilization course?

Yes

No



Why? .....  
.....  
.....  
.....  
.....

**Thank you very much again! We truly appreciate your Help!**

**APPENDIX B**

1- Provide a brief definition to the following terms:

- Immigration .....  
tion .....  
.....
- Civil War.....  
.....
- Slavery .....  
.....

2- Why do you think Americans, especially the southerners, needed slaves?

- .....  
.....  
.....  
.....

3- How were slaves treated by Americans?

- .....  
.....  
.....  
.....

4- The main cause that led to the civil war was slavery; can you mention in brief the other causes?

- .....  
.....  
.....  
.....

5- How different were the southerners from the northerners?

➤ .....  
.....  
.....  
.....

6- Explain briefly the difference between "Old Immigrants" and "New Immigrants":

➤ .....  
.....  
.....  
.....

7- What is meant by the gilded age?

➤ .....  
.....  
.....  
.....

8- What have pushed immigrants to leave their homes and go to the USA:

➤ .....  
.....  
.....  
.....

9- Were immigrants treated in good way in America? Explain.

➤ .....  
.....  
.....  
.....

10- Complete the following sentences:

- The president of the USA during the civil war was called  
.....
- People known as..... guided the  
..... slaves.
- People who were hired to capture fugitives were called the  
-.....||
- —..... || are people who were against slavery.

## APPENDIX C

### Lesson: Immigration During the Gilded Age

Stage:	Procedure:	Materials:	Time:	Interaction:
<b>Pre-reading:</b>	<ol style="list-style-type: none"> <li>1. Students are asked general questions about immigration.</li> <li>2. Students are given 2 minutes to form up their own opinions about immigration in general.</li> <li>3. Students are asked to define immigration.</li> <li>4. Teacher asks students if they know a novel called -the junglel.</li> <li>5. The teacher gives a brief introduction of the novel.</li> </ol>	/	<b>10mn</b>	<b>T----- SS</b>
<b>While reading:</b>	<ol style="list-style-type: none"> <li>1. Students are given a short summary of the novel, and then asked to read it carefully.</li> <li>2. As they read, students are given a set of questions to answer (about the setting, plot,</li> </ol>	<b>Hand-outs</b>	<b>5mn</b>  <b>15mn</b>  <b>10mn</b>  <b>10mn</b>	<b>S ----- S</b>  <b>SS -----SS</b>  <b>SSS----- SSS</b>  <b>S ----- S</b>

	<p>characters) in relation to the real event.</p> <p>3. Students are asked to mingle, and then discuss answers together.</p> <p>4. Students are asked to provide a short summary of the story, and relate it with the real event.</p>			
<b>After-reading:</b>	<p>1. In pairs, students are asked to prepare class presentations, where they present the short story in brief, and then relate it to the real event. (Here the students are supposed to focus more on the historical event, and try to summarize what happened during that period).</p>	/	<b>15mn</b>	<b>SS -----SS</b>
<b>Close-up</b>	<p>2. Students give their presentations, and when they finish, they receive questions from their</p>	/	<b>20mn</b>  <b>5mn</b>	<b>SS -----SS</b>

	<p>teacher, and then from their classmates.</p> <ul style="list-style-type: none"><li>• Teacher gives a short summary of the historical event (immigration during the gilded age) and tries to cover things the students didn't include in their presentations.</li></ul>			
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## APPENDIX D

### Lesson: Slavery

Stage:	Procedure:	Materials:	Time:	Interaction:
<b>Pre-reading:</b>	<ul style="list-style-type: none"> <li>• Teacher writes the word -slavery on the board.</li> <li>• Teacher asks the students to write as many sentences as they can about -slavery in 1mn.</li> <li>• When time is up, teacher asks the students one by one about the number of sentences they have written. The one who writes more, reads the sentences in front of the class.</li> <li>• The other students may participate as well.</li> </ul>	<p style="text-align: center;"><b>White board</b></p> <p style="text-align: center;"><b>Timer</b></p>	<b>10mn</b>	<b>T -----SS</b>
<b>While reading:</b>	<ul style="list-style-type: none"> <li>• Teacher delivers the first chapter from -Uncle Tom's cabin novel, which tackles the issue of slavery.</li> </ul>	<b>Hand-outs</b>	<b>20mn</b>	<b>SS----- SS</b>

	<ul style="list-style-type: none"> <li>• Students are asked to summarize the chapter in their own words in 10mn.</li> <li>• Once they finish, students discuss the chapter in pairs to compare each other's summaries.</li> </ul>			
<b>Post-reading:</b>	<ul style="list-style-type: none"> <li>• Students are divided into (2) groups.</li> <li>• Each group is asked to prepare a class presentation about slavery with reference to the chapter they have read.</li> </ul>		<b>45mn</b>	<b>SSS----- SSS</b>
<b>Close- up</b>	<ul style="list-style-type: none"> <li>• Teacher summarize the lesson briefly and explains the points as well as the language that the students may have missed In their presentation.</li> </ul>	<b>White board</b>	<b>15mn</b>	<b>T----- SS</b>

## APPENDIX E

### Lesson: The American Civil War

Stage:	Procedure:	Material:	Time:	Interaction:
<p><b>Pre-reading:</b></p>	<ul style="list-style-type: none"> <li>• Teacher writes the title –Uncle Tom’s Cabin on the board and asks the students if they are familiar with the time period during which the novel was written (1852).</li> <li>• Teacher asks the students to write a list of sentences one paper of what they already know about the time period in history.</li> <li>• Teacher gives the students 1mn as a time limit.</li> <li>• Students are asked one by one about the number of sentences they have written.</li> <li>• The student who writes more, reads the sentences.</li> <li>• Teacher brainstorms ideas and tells the students that they are going to read selected chapters</li> </ul>	<p><b>White board</b></p>	<p><b>10mn</b></p>	<p><b>T -----SS</b></p>

	<p>from -Uncle Tom's Cabin novel, which tackles the theme of the American Civil War.</p>			
<p><b>While reading:</b></p>	<ul style="list-style-type: none"> <li>• Teacher delivers chapters from (1) to (5).</li> <li>• Each students is given a different chapter.</li> <li>• Students summarize the chapters using their own words.</li> <li>• In a mingle activity, students move around the class to find a partner to discuss with.</li> <li>• Students sit in pairs, facing each other, to talk about the chapters they have read.</li> <li>• When the teacher claps her hand for the first time, students change their partners. Teacher claps her hands for a second and third time and the students change their partners again.</li> </ul>	<p><b>Hand-outs</b></p>	<p><b>30mn</b></p>	<p><b>SS----- SS</b></p>

<b>Post-reading:</b>	<ul style="list-style-type: none"> <li>In a circle, students retell the story, starting from chapter (1) that was tackled in the previous lesson, to chapter (5).</li> </ul> <p><b>Discussion of the Civil War:</b></p> <ul style="list-style-type: none"> <li>Teacher explains the theme of the civil war with reference to -Uncle Tom's Cabinl. She introduces some new vocabulary related to the Civil War.</li> <li>Teacher uses examples from the novel to make the students imagine the different events.</li> </ul>		<b>10mn</b>	<b>SSS----- SSS</b>
		<b>White board</b>	<b>30mn</b>	<b>T----- SS</b>
<b>Close- up</b>	<ul style="list-style-type: none"> <li><b>Vocabulary Game:</b></li> <li>Students are divided into (2) groups; each group choose a representative to sit facing</li> </ul>	<b>Chairs</b> <b>White board</b>	<b>10 mn</b>	<b>SSS----- SSS</b>

	<p>her team-mates.</p> <ul style="list-style-type: none"><li>• Each time, the teacher writes a word on the board which has been tackled in the lesson.</li><li>• The members of each group paraphrase the word to their representative.</li><li>• Each representative should guess the written word.</li><li>• The team who get the right answer first, get (1) point and the team who get more points win.</li></ul>			
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## **APPENDIX F**

### **The American Civil War:**

Since the establishment of the USA, the north and the south grew up in different ways. The north was industrial; its economy was based on manufacturing and commerce. However, the south was agricultural; its economy was based on slave labour these differences had led to the emergence of political, social and economic conflicts between them, and then things got more and more serious which resulted in the outbreak of the American civil war. Generally, the main cause of the American civil war was conflict over slavery, but this wasn't the only reason. The causes of the American civil war are:

#### **1. States Right:**

Conflict over how much power to be given to the states and federal government had always been an unsolved problem. The southerners felt that the federal government had taken more power and rights than the states.

#### **2. Slavery:**

Because the South's economy was based on agriculture, they needed slaves to have slaves to work for them. That is why they relied so much on them to work in the fields; however, people in the north saw slavery as an illegal act against humanity, and thus, they should be set free. The southerners oppose this idea fearing that their economy would fall down and their life would be over. As a result, there was a brutal conflict between the southerners and the northerners over this issue of slavery.

#### **3. Bleeding Kansas:**

This marks the first fight over slavery, and it all started when the government passed the Kansas-Nebraska act that allowed people in Kansas to vote on whether they should

be a slave state or a free state; however, it got a lot of supporters from both sides and that resulted in the outbreak of a war between the states. Hundreds of people were killed and many buildings were destroyed that's why they called this war -Bleeding Kansasl.

#### **4. Tariffs and the Nullification Crises:**

As industry in the North expanded it looked towards southern markets, rich with cash from the lucrative agricultural business, to buy the North's manufactured goods. However, it was often cheaper for the South to purchase the goods abroad. In order to "protect" the northern industries Jackson slapped a tariff on many of the imported goods that could be manufactured in the North. When South Carolina passed the Ordinance of Nullification in November 1832, refusing to collect the tariff and threatening to withdraw from the Union, Jackson ordered federal troops to Charleston. A secession crisis was averted when Congress revised the Tariff of Abominations in February 1833.

## APPENDIX G

### **The History of Slavery in the United States:**

The first slaves in the American colonies arrived on a Dutch ship in Jamestown, Virginia in 1619. Over the next 200 years, around 600,000 more slaves were brought to the American colonies, most of them to work the tobacco and cotton fields.

Slaves were brought over from the continent of Africa. Most of them came from the west coast of Africa where the main ports for the slave trade existed. The conditions on the slave ships were terrible. Often slaves were "packed" tightly in the ship's hold where they were chained up and unable to move. Many slaves died during the trip due to disease and starvation.

The colonies established laws regarding slaves called slave codes. Some of these laws detailed the punishment for slaves who tried to escape. Other slave codes made it illegal to teach a slave to read, to help a slave to hide, and to pay for a slave to work. Slaves were not allowed to have weapons, leave their owner's plantation, or lift their hand against a white person.

After the American Revolution, many northern states outlawed slavery. By 1840 most slaves who lived north of the Mason-Dixon Line were set free. Many people in the north felt that slavery should be illegal in all the United States. These people were called abolitionists because they wanted to "abolish" slavery.

The United States became divided between slave states in the south and Free states to the north. When new states were added, one of the major issues was whether the new state would legalize slavery or not. When Missouri wanted to become a state, many people were upset because it was a slave state. In order to even things out, Congress admitted Maine at the same time as a free state. This was part of the Missouri Compromise of 1820.

Fugitive Slaves escaped from the South to the North by using the Underground Railroad. The Underground Railroad was a network of homes, people, and hideouts that helped slaves to make their way in secret to the North. Around 100,000 slaves were able to escape this way between 1810 and 1865. People known as -conductors‖ guided the fugitive slaves. Hiding places include private homes, churches and schoolhouses. These were called -stations‖, -safe houses‖, and -depots‖. The people operating them were called -stationmasters‖. People who were hire to capture fugitives were called the -bounty hunters‖.

When Abraham Lincoln was elected president, the southern states were afraid that he would outlaw slavery. They seceded from the United States and made their own country called the Confederacy. This started the Civil War. Eventually the North won the war and the southern states re-joined the Union.

During the Civil War, President Abraham Lincoln gave the Emancipation Proclamation which declared that the slaves in the South were free. Although, this did not free all the slaves immediately, it set the precedence for all slaves to be set free. In 1865, the 13th Amendment outlawing slavery was added to the U.S. Constitution

## APPENDIX H

### **Immigration during the Gilded Age:**

Throughout the history of the United States, immigration has been essential to the expansion and diversification of America. During the Gilded Age, this immigration reached a new high. People were coming primarily from Europe, Asia, the Caribbean, and Mexico. They came to America because of overpopulation, crop failure, famine, religious persecution, violence, or industrial depression. These people believed that America would hold more opportunities for them to take advantage of. Such opportunities included jobs, money, religious freedom, ample food supply, and less oppressive government policies. There were two main types of immigrants: "Old Immigrants" and "New Immigrants". In the century prior to the Gilded Age, the Old Immigrants came to America, mainly from northern and western Europe. However, during the Gilded Age, the country saw a rise in people coming from eastern and southern Europe. There was also an increase in the arrival of people from Asia, specifically the Pacific area. These were called New Immigrants. Many of these immigrants came from Germany, Ireland, Scandinavia, Italy, Poland, China, and various others.

With so many new people coming into the country, the United States began to establish requirements for entrance. These policies required immigrants to pass an inspection that oversaw their medical history, criminal records, and overall state of being. The most famous inspection sites were Ellis Island and Angel Island. Ellis Island was located off Manhattan in New York, overseeing the entrance of millions of Europeans and spawned the reputation of the gateway to freedom due to the close vicinity of the Statue of Liberty. Angel Island was located in San Francisco, California, which oversaw the arrival of thousands upon thousands of Asians. While most immigrants arrived with the hopes of staying in the U.S. to start a new life, some only came for a few years or months, only to return to their homeland with the money they earned. These people became known as "birds of passage."

After arriving in the United States, the majority of the immigrants went to North-eastern and North-central states. However, there was very little immigration to the South. Most of these people wanted to live in the cities for more opportunities such as employment in factories. Life proved challenging to New Immigrants. Most foreign born workers or first generation Americans took on jobs requiring unskilled labour. They also were victims of discrimination on the job and off the job. Some employers held prejudices against foreign born employees and gave them very little pay for long hours. Immigrants who were given jobs were sometimes bribed by political machines. These political machines would give immigrants jobs, shelter, and supplies in exchange for their loyalty. However, the shelter was not always the best. For most foreigners, shelter meant tenement housing and ghettos. These were overcrowded and filthy, often having up to six families living in one small living quarter. For many immigrants, America brought many opportunities but also many struggles.

In addition to personal and career struggles, there were political issues for New Immigrants as well. Most of these came in the form of immigration restrictions. The two best examples of this were the Chinese Exclusion Act of 1882 and the Gentleman's Agreement. The Chinese Exclusion Act of 1882 banned Chinese immigration for 10 years. Once it expired, it was extended for 10 more years and then even longer. It was not repealed until 1943. The Gentleman's Agreement was when Japan's government agreed to limit immigration of unskilled workers to the U.S. in exchange for the repeal of the San Francisco segregation order. Similar to political issues, there was an issue pertaining to nationalism and racism. Nativism arose from these two. Nativism was the favouritism toward native born Americans. It often led to violence against foreign born citizens and heightened tensions among workers.

Basically, immigration played a key role in the development of the U.S. With the hopes of better opportunities such as job prospects, monetary gain, freedom from oppression, and better supplies, millions of people immigrated to America. During the Gilded Age, this

movement came to its peak. However, many immigrants found that life in the United States was not as glamorous as it appeared, facing various difficulties regarding discrimination, being taken advantage of, and adequate shelter. But, if these people had not arrived, America would not be known as the "melting pot" that it is today.

## **Résumé:**

Un certain nombre d'éducateurs ont estimé que la fiction historique est importante pour l'amélioration de la compréhension historique, principalement dans les cours de civilisation. Cette étude de cas a été conçue pour étudier l'impact de la fiction historique sur la compréhension du cours de civilisation par les étudiants. Nous avons émis l'hypothèse suivante : Si la fiction historique était utilisée dans l'enseignement des cours de civilisation, la compréhension du cours par les étudiants serait améliorée. L'étude vise donc à répondre aux trois questions suivantes: Quelles sont les attitudes des enseignants vis-à-vis de l'utilisation de la fiction historique pour enseigner le cours de civilisation? Quel est l'impact de l'utilisation de la fiction historique sur les performances des étudiants dans le cours de civilisation? Comment mettre en œuvre la fiction historique pour améliorer les performances des étudiants dans les cours de civilisation? Pour vérifier cette hypothèse, une étude expérimentale a été menée sur huit (8) étudiants de troisième année du département d'anglais de l'Université Mohammed Seddik Ben Yahia de Jijel. En outre, un questionnaire à l'intention des enseignants a été envoyé à quatre (4) enseignants de civilisation du même département afin de recueillir des informations sur les méthodes qu'ils utilisent pour enseigner la civilisation, ainsi que pour enquêter sur leurs attitudes à l'égard de la mise en œuvre de la fiction historique dans le cours. En réponse à la première question, les résultats de l'étude ont montré que les professeurs de civilisation avaient une attitude positive à l'égard de l'idée d'intégrer une fiction historique au cours. En outre, l'étude a révélé que la fiction historique avait un impact important sur la compréhension du cours de civilisation par les étudiants. Enfin, il a été déduit que l'utilisation de la fiction historique devrait être répandue pour aider les apprenants à faire la différence entre réalité et fiction.

## الملخص:

تعد الروايات التاريخية بالنسبة للعديد من المدرّسين- من الأهمية بمكان في تحسين فهم التاريخ، خصوصا حينما يتعلق الأمر بدروس الحضارة. تهدف دراستنا هذه إلى تبيان أثر الروايات التاريخية في فهم الطلبة لدروس الحضارة. حيث جاءت فرضية بحثنا كالتالي: إذا استعملت الروايات التاريخية في تقديم دروس الحضارة، زاد استيعاب الطلبة للدرس وفهمه. وقد انبثق عن ذلك ثلاث أسئلة محورية:

-ما موقف الأستاذ المحاضر من استعمال الروايات التاريخية في تدريسه لمقياس الحضارة؟

-ما تأثير الروايات التاريخية على أداء الطلبة في مقياس الحضارة؟

-كيف يجب استعمال الروايات التاريخية لتحسن أداء الطلبة في مقياس الحضارة؟

قد قمنا بتجربة ميدانية على ثمان (08) طلبة من سنوات الثالثة بقسم تعليم اللغة الانجليزية بجامعة محمد الصديق بن يحي بجيجل، وذلك سعيا منا للإجابة على فرضيات بحثنا. كما وزعنا أربعة (04) استبيانات على أربع أساتذة (04) بالكلية نفسها وذلك لجمع البيانات حول مناهج تدريس مقياس الحضارة وكذلك لمعرفة مواقفهم من استعمال الروايات التاريخية في محاضراتهم في مقياس الحضارة. تمكنا من إيجاد جوابا للسؤال الأول من فرضياتنا؛ حيث أظهرت الدراسة إبداء أساتذة مقياس الحضارة رغبة في استعمال الروايات التاريخية في محاضراتهم. كما خلصت دراستنا إلى الأثر الكبير للروايات التاريخية في تحسين أداء الطلبة في فهم مقياس الحضارة. و في الأخير، نوهنا إلى ضرورة استعمال الروايات التاريخية لتمكين الطلبة من عدم الخلط بين الواقع والخيال.