

In the Wake of Globalization: Exploring the Teaching of English Civilization to non-Native Speakers of English in the Digital Age

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Abstract

The current research paper is an empirical study to ponder over English civilization instruction in this era of fast achievements. Being ourselves a novice teacher of English civilization module, and in collaboration with an expert of the course for thirty-years, we noticed that digital equipment is indispensable to teach the English civilization courses to English as a Foreign Language (EFL) students, most of whom are brilliantly manipulating most of modern technologies. This study aims at answering two main questions such as whether or not teachers of English civilization at the Department of English (Batna 2, Algeria) use computer-assisted language learning (CALL), and how CALL approach can be constructively used in delivering the same courses to digital natives. The primary goal of this work is to find out the optimal way of teaching English civilization module to EFL students in the digital (D) epoch. We opted for the 'mixed methods' approach to proceed the present study. This can be achieved through administering a questionnaire to EFL students at the Department of English at the University of Batna-2, Algeria, and through interviewing teachers whose field of specialization is civilization at the same department. In doing so, consistency of results can be ensured. The findings showed that the CALL approach is vitally important in teaching civilization courses to EFL students who were born digital. And most interviewees were aware of the insistent inexorableness of CALL in teaching American and British civilization lessons to EFL students under the dominance of electronic brains.

Keywords: CALL, digital natives, EFL setting, English civilization instruction

1. Introduction

Technology is increasingly growing due to the effect of globalization. Education has benefited from the advantages of such technological advances. Accordingly, McGuinness (1999) claims that technology profoundly impacts teaching and learning in a positive way. The proof is the rise of computers that has radically changed the stream of foreign language pedagogy. In pre-era computation, all the operations have been conducted 'by hand' as shown by Falissard (2012). A formidable array of software programs has been widely employed in EFL settings such as grammar checker, e-rater and other software programs that have been used to assess students' pieces of writing in order to facilitate the teaching learning process. From this stance, a significant point must be recognized which is that the major components of language, pedagogy, and technology are inseparably interwoven and they cannot be dissociated from each other. Within the walls of this swift technological sophistication, English civilization, being an integral part of teaching English as a foreign language, can be taught and learnt in this golden age of computers and other world- technologies. Teaching civilization to EFL students who have not been yet acquainted with such a language and culture seems to be challenging for teachers as far as the parameter of being digital natives is concerned. Therefore, Computer-Assisted Language Learning (CALL) is a necessity in a globalized world. As maintained by Garrett (2009):

The explosion of the Web and the concomitant increase in power and sophistication of the tools used for finding material on it has made this kind of CALL increasingly valuable to language teachers –at least to those who have a regular access to it in their classroom/lab. (p. 6)

A sort of technological instruments that are currently available and which are connected to CALL offers civilization teachers the choice of how to make the task at hand enjoyable as well as fruitful. Henceforth, CALL can be of great avail for civilization teachers in order to provide their students with thorough instructions.

2. Literature Review

English civilization has gained perennial interest during the last decades. A vast array of opinions on how these courses should be introduced to EFL students aroused. Schlereth (1982) concurs that material culture or artifacts were the best method to teach history. Within the framework of speedy evolution of technology, Snider (1992) claims that it would inevitably dominate the learning environment in order to ensure the attainment of high quality of education. Indeed, emphasis shifted to heighten the value of films in civilization classes. For Giroux(1997) :“films appear to inspire at least as much cultural authority and legitimacy for teaching specific roles, values, and ideals” (p. 53). It follows that Giroux (1997) demonstrates the fact of movies being more than a vehicle of entertainment. Correspondingly, Bach and Donnerstag (2007) put much burden on the role of Disney films which are more representative to educational messages with amusement. Yet, another communicative outlet for students, video games, came up to catch their attention and interest in learning civilization. As revealed by Squire, DeVane, and Durga (2008), students show their detestation to history courses traditionally delivered. Thereby, video

games interestingly urge students to learn civilization courses in which a substantial portion is granted to history. Little is known in Video game-based learning as Mayo (2009) quoted in the following words “the field is still in its embryonic stages” (p. 82). However, this does not prevent one from saying: video games based-instruction has been a salient issue in many discussions. Smith (2013) proposes wargames as an innovative approach to teach the American Revolution. Likewise, Robinson (2013) insists on the games’ work in engaging students to enjoyably learn history.

In the light of what is mentioned above and apropos how to digitally teach the English civilization to EFL classes, little is said regarding the rapid progression of software packages. For example, although Pettit and Mason (2003) defines what is meant by Virtual Learning Environment (VLE) being that online discussing room in which annotations over everything are allowed, no indication of implementing such a learning environment in teaching civilization to D-generation. Just as it happens with Moreno (2013); he refers to the contribution of Interactive White Boards (IWBs) in language teaching and learning, in general, without any precision of its chief role in English Civilization module. Even Alfaki and Khamis (2014) render a definition of IWB as an emerging trend in teaching learning broadly with no accurate accentuation on its magnificent worth in civilization instruction. Withal, Nebel, Schneider, and Rey (2016) come out with the belief of mobile-based game trivia, which includes two players who are asked to answer a set of questions on different topics, as an outlet of learning. Nonetheless, they did not incline its relevance to English civilization courses, most importantly, as long the recent cutting-edge technology and D-generation are taken into account. All what formerly discussed reveals that little interest was given to English civilization pedagogy, most importantly in this period of thinking machines.

3. Methodology

In order to gain insights into how CALL is central in teaching civilization courses, a survey research is the appropriate research method for such a pinpoint target. As Nunan (1992) points out: “The purpose of a survey is generally to obtain a snapshot of conditions, attitudes and/ or events at a single point in time” (p. 140).

a. Population

This issue of civilization instruction in a globalized world is directly addressed to both teachers as well as students of English language at the University of Batna-2, Algeria. For this reason, all the teachers of civilization (American and British) at the University of Batna-2, Algeria and students of English at the same university were selected as the target population of the present study.

b. Sample

Teachers of civilization at the Department of English at the University of Batna-2, Algeria were few. Henceforth, sampling is needless. They were all included in our study (six teachers of British and American civilization were involved in the present research).

Concerning EFL students at the University of Batna-2, it did not seem practicable to conduct our research on the entire population. For this reason, it was imperative to resort to sampling under the condition that the sample should be representative to the large population. From this stance, we opted for random sampling technique as our population was considered to be homogenous and students nearly share the same characteristics. The majority of EFL students being chosen to take part in this investigation (94.45%) aged between 18 and 25 years old. **3.63 %** of them were more than thirty-two (32) years old, while 1.81 % is confined to those whose age was between 26 and 33 years old. Another point is worth mentioning that is the prevalence of females. They represent the percentage of approximately 92.3 % of the population as a whole whereas males emblemized only 7.7 % of the entire population.

c. Survey Instruments

Students of English at the University of Batna-2 were numerous. Surveying them through a *questionnaire* was practical so that the collection of a considerable amount of data has been carried out in a short time and with less effort (Dörnyei, 2003).

On the part of teachers, they were *interviewed* to delve into their attitudes towards civilization pedagogy and how CALL approach is useful as an instructional tool in teaching civilization to today's generation for whom technology flows through their veins. Semi-structured interview was administered to teachers of civilization at the Department of English at the University of Batna-2 as maintained by Fontana and Frey (2005), it is considered as one of the most popular and powerful methods that can be used to understand people. Semi-structured interview permits more flexibility on the part of the interviewer and it, accordingly, avoids what is referred to by Dörnyei (2007) as being 'ready-made questions' that restrict the profundness of the respondents' answers.

d. Description of Students' Questionnaire

Students' questionnaire is made up of three sections. It starts up with section one which confer an overview of students' general information such as gender and age. Then, the second section together with the last one are endeavors to provide in-depth coverage of students' perceptions of civilization courses and the overriding role technology has in their lives and learning.

e. The Administration of Students' Questionnaire

Before administering the questionnaire to fifty-five third year LMD (License, Master, Doctorate) students at the University of Batna-2, it has been piloted to guarantee its adequacy and reliability. Piloting data gathering tools is useful in checking the appropriateness of language used and the ordering of questions (Sapsford & Jupp, 2006). After making sure that the questions were understood, adequately structured, the questionnaire was administered to a large number of third year LMD students at the Department of English, Batna-2 University, Algeria.

f. Data Analysis*i. Students' questionnaire analysis*

Section I: Students' general information

Table 1 Students' gender

Gender	Males	Females
Percentage (%)	25.45%	74.55%

The majority of EFL students were females. They constitute 74.55% of the population. However, males were few, their proportion equals only 25.45 per cent.

Table 2 Students' age

Age	Percentage (%)
Between 18-25 years-old	94.54 %
Between 26-33 years old	3.63%
More than 33 years old	1.83%

As it seems to be eminent from table (2), EFL students aged between 18 and 25 years old take the lion's share.

Section II: Students' attitudes towards the use of technology

Table3 Students' ownership of computers

Gender	Males		Females	
Age	[18-25], [26-33[, ≥33		[18-25], ≥33	
Answers	Yes	No	Yes	No
Percentage (%)	100%	0%	80.39%	19.61%

Regarding the table stated above, results reveal that all males (100%) have their computers either personal or not personal computers. However, females at the Department of English at the

University of Batna-2 were divided into two groups, the one owning computers presents 80.39%, and the other group not possessing computers which is of minority takes 19.61%.

Table 4 *Students' access to Internet*

Gender	Males		Females	
Age	[18-25], [26-33[, ≥33		[18-25], ≥33	
Answers	Yes	No	Yes	No
Percentage (%)	100%	00%	98.03%	1.97%

As shown from this table, all the males of different ages at the Department of English at the University of Batna-2 have a regular access to Internet. Unlike males, 1.97% of females at the same Department do not have a regular access to Internet.

Table 5 *Students' usage of computers in learning*

Gender	Males		Females	
Age	[18-25], [26-33[, ≥33		[18-25], ≥33	
Answers	Yes	No	Yes	No
Percentage (%)	80,1%	19.9%	85.8%	14.20%

Computers in students' lives became a precondition. This is obviously clear on the basis of results obtained in table 5. Moreover, bringing to light the fact that the majority of EFL students' learning at the Department of English, University of Batna-2 (80.1 % of males, 85. 8% of females) has been built upon CALL.

Table 6 Students' employment of other technological tools

Gender	Males		Females	
Age	[18-25], [26-33[, ≥33		[18-25], ≥33	
Answers	Yes	No	Yes	No
Percentage (%)	100%	00%	90.1%	9.9%

As its name suggests, today's generation so-called 'digital natives' do not solely adhere to computers in their learning. However, EFL students' answers to the sixth question revealed that digital natives not only know how to use computers, but they best make use of digital instruments as well, as they are increasingly exposed to like mobiles and tablets.

Section III: Students' opinions on English civilization instruction

Table 7 Students' attitudes towards the English civilization module

Gender	Males		Females	
Age	[18-26[, [26-33[, ≥33	[18-26]	[18-26[, ≥33	[18-26[
Answers	Yes	No	Yes	No
Percentage (%)	85.71%	14.29%	80.39%	19.61%

In response to question (8) of whether students like or dislike civilization courses, a preponderance of respondents revealed their aversion or disinterest of American and British civilization courses. The ratio of 33.9% encompasses both percentages of males and females who show intolerance to English civilization lectures.

Table 8 Students' opinions about the causes of their ill-feeling to English civilization courses

Gender	Males (25.45%)			Females (74.55%)		
Age	[18-26[, [26-33[, ≥33			[18-26[, ≥33		
Answers	a	b	c	a	b	c
Percentage (%)	00%	50%	50%	10%	20%	70%

Table 8 indicates that most students at the Department of English at the University ofBatna-2 with differing ages and who were of two genders males and females relate their disrelish to English civilization courses and lack of understanding to the unconvincing teaching materials (c) and teaching method (b) being endorsed by the teachers of English civilization classes at the University of batna-2. While the remaining few percentage (10% out of 74.55% females) signifies that due to the inadequacy of English civilization course content, respondents' antagonism towards such courses.

Table 9 Students' opinions about the use of computers in learning civilization Module

Gender	Males		Females	
Age	[18-26[, [26-33[, ≥33		[18-26[, ≥33	
Answers	Yes	No	Yes	No
Percentage (%)	100%	00%	100%	00%

Based on Table 9, we can notice that all the respondents, males or females of mixed ages, heavily rely on computer- based instruction. Even those who do not constantly hold computers at their disposal. They found cybercafés/ Internet café as a resolution. They acknowledged the inevitability of CALL in EFL learning situations.

Open-ended question's analysis

Respondents' answers to this question were not fully satisfactory as they just treated the question shallowly without accurately expressing what teaching material they prefer to be connected with the teaching methods of civilization teachers. Thus, they similarly insisted on the importance of technology in general in education. A number of students (33.9%), males and females of all ages, propound the mileage of TV as an instructional tool in teaching and learning civilization courses. Thereupon, students of English at the University of Batna -2 expressed the need of educational apparatus in terms of teaching through televisions.

4. Discussion of the results obtained from students' Questionnaire

Results obtained from Tables 3, 4, 5, and 6 confirm that a larger part of today's generation is digital native for whom technology and internet are pivotal in their lives.

As can be seen in Table 7, 8, and 9, findings display an aversion to English civilization courses in which the reason behind such a prejudice lies in that disport between teaching materials which enclose the teaching method adopted and digital natives' learning styles and preferences. This is what can be spotted with reference to the responses of EFL students at the University of Batna-2, Algeria to the last question apropos their opinions about how to prefer the English civilization course be taught. Hereof, students of English at the University of Batna-2

unveiled their called-for need to boost the learning and the teaching, of course, of British or American civilization lessons through grasping the opportunities offered by the expeditious advancement of technology.

5. Data Analysis of Teachers' Interview

See Table 10 (Appendices C) for more information on the interviewees, their gender, age, which degree was held by them, besides their field of specialization. In this study, six teachers of British and American civilization module have been interviewed by the researcher. Three teachers were males whose ages were either between [35-45[, or more than 45 years old, and the remaining three others were females aged between either [25-35[, or [35-45[years old. As for their qualification, all the three male teachers were doctors. Per contra the situation differs with the female teachers, two of whom are MA's degree holders, whilst the other one is a doctoral student. Only one teacher (T6) whose field of specialization was applied linguistics and TEFL. The others (T1, T2, T3, T4, and T5) were specialized in civilization and literature. These information obtained about the interviewees were of a great benefit for the researcher. From here, the go-ahead was given to keep up on the possible effects of gender, age, background knowledge of teachers of civilization at the Department of English, University of Batna2- on teachers' feedback in teaching British or American civilization modules.

Table 11 Teachers' PCs ownership

Answers	Yes	No
Number of teachers	6	00
Percentage (%)	100%	00%

Findings from this table revealed that all the teachers interviewed own computers. It does not matter whether it is a personal computer or it is not. What is important is that all the teachers of civilization at the Department of English, University of Batna-2 took possession of computers.

Table 12 Teachers' attitudes towards the integration of technology into classroom

Answers	Technology User	Non-User of Technology
Number of teachers	1	5
Percentage (%)	16.66%	83.34%

As it is shown in this figure, only 16.66% of respondents were technology users. The remaining 83.34% of English civilization teachers do not bring technology into their classrooms. Teachers who were non-users of technology (2), (3), (4), (5), (6) reported that they almost do not

incorporate technology with their teaching despite the fact that they have computers. Yet, the same teachers declared that technology in our days is considered to be the centerline of education as a whole. However, under certain circumstances, hardship is the consequence when it comes to the real application of technology on the teaching field.

Table 13 Teachers' reliance on CALL

Answers	Positive Attitudes towards Computer-Aided Learning	Negative Attitudes towards Computer-Aided Learning
Number of respondents	6	00
Percentage	100%	00%

All the interviewed teachers of civilization (T1, T2, T3, T4, T5, and T6) shared a common view towards the use and utility of a computer in learning. They rehearsed that it is compulsory to have a laptop especially in this era of globalization. Regards to how and for what purpose teachers have recourse to CALL when teaching the English civilization to EFL students, six teachers of English civilization at the University of Batna-2 upheld nearly similar views which obviously bear some resemblance. The only teacher who is technology user (T1) disbelieved in traditionally teaching EFL students about civilization, which is a broad term in its meaning, without making use of any sort of modern contrivances. Furthermore, teachers known to be non-users of technology (T2, T3, T4, T5, and T6) dismissed the idea of blindly depending on lecture method to teach either American or British lessons in EFL contexts. This is very evident in T6's speech : "... what a ridiculous thing for any teacher to stand up in front of her students; just talking about what happened and purely recounting the events of history without glamorizing them with any technological supplies. Alas, it is absurd!" Along with T6, T4 and T3 added "...it is awkward to speak of, or imagine the civilization course being British or American in a century of modernity without at least glimpsing to technology; however, it happened several times under certain circumstances at our department to do so". Almost all the teachers of civilization agreed upon the point of implementing technology in civilization instruction as an obligation and they did not deny the fact that they all enormously rely on CALL, even those who were non-technology users inside their classrooms. Their self-learning was highly appertained to CALL. On that account, they all did not neglect the utmost contribution of CALL in their learning about civilization as well as in their preparation of course plans.

Table 14 Teachers' excuse for non-regular use of technology in classroom

Administrative limitations	Irregular availability of teaching materials for example lack of computers, and class size
Number of respondents (T2, T3, T4, T5)	04
Percentage (%)	66.66%
Administrative limitations	Irregular availability of teaching materials such as computers, overhead projectors; shortage of electricity
Number of respondents (T1)	01
Percentage (%)	16.66%
Administrative limitations	Irregular availability of teaching materials for example lack of computers, overhead projectors; class size; and the problem of misassignment.
Number of teachers (T6)	01
Percentage (%)	16.68%

Teachers' justification for not using technology inside classroom was the huge challenge of its applicability in large classes of more than 150 students per class. All the teachers (T1, T2, T3, T4, T5, and T6) credited the restrictions of employing technology into classrooms to the administrative conditions. They made mention of the lack of computers and overhead projectors which may directly hinder the teaching learning process in general and the completion of English civilization schedule in particular. In addition, they all ascribed the over crowdedness of classes as one of the major constraints in delivering the English civilization instruction through technology. Furthermore, one teacher (T6) confessed that because of she is a misassigned teacher. She has not received hands-on training in both technology and in teaching English civilization to EFL students as a discipline. Wherefore, she became demotivated to enthusiastically teach civilization studies by contextualizing theoretical facts accorded to civilization.

Table 15 Teachers' opinions on time allocated to English civilization module

Teachers' answers	Sufficient	Insufficient
Number of teachers	00	06
Percentage (%)	00%	100%

With reference to table 10, all the teachers of civilization module (T1, T2, T3, T4, T5, and T6) stated that studying British civilization module for one hour and a half per week is unsatisfactory. Then as well, the allotment earmarked to American civilization courses is deficient making allowance for the necessity to exalt the ways of promoting civilization instruction through incorporating technology. In an EFL context, learning about the civilization of others principally in this time of digitalization is not an easy task to handle (T1, T2, T3, T4, T5, and T6). Nearly similar perspective towards time apportioned to English civilization module (s) was shared by almost all the teachers of English civilization at the Department of English, University of Batna-2, Algeria. They all agreed on the point that time allocated to both British civilization American civilization modules per week was insufficient to cover at least what is basic.

Table 16 Teachers' viewpoints about how to teach the English civilization module

Teacher s' suggestions	Teaching civilization through online courses	Teaching civilization through electronic booklets	Teaching Civilization in a classical way	Teaching through collocations as games installed in computers	Integrating classroom learning environment and virtual learning environment	Teaching the English Civilization modules through computational thinking
Number of teachers	01 (T1)	02 (T2+T5)	01 (T3)	01 (T4)	01 (T5)	01(T6)
Percent age (%)	14.28%	28.6%	14.28%	14.28%	14.28%	14.28%

Each respondent held a different perspective towards the optimum way about how the civilization instruction should be delivered. T1 believed that online courses are sufficient to teach

civilization in this span of technological advances. According to him, such a technology device sounds powerful in terms of lowering distance and facilitating the teaching learning process doubtlessly in an EFL environment. On the same path, T2 and T5 respectfully proposed electronic booklets as an effective instructional means to be ratified by most teachers of English civilization. T5, in addition, suggested another instructive tactics that is the integration of inside classroom instruction and virtual learning environment. In contrast, T3 firmly stuck to the traditional way of teaching as the suitable and fast teaching method to convey a considerable amount of data in a record time. Furthermore, T4 claimed that teaching through collocations as games installed in computers tends to be the best strategy for creating a native like environment whilst learning the foreign civilization and at the same time this strategy amazingly attracts the attention and the interest of EFL students to learn English civilization courses. Finally, T6 bore in mind a splendid idea which is instructing English civilization courses by accentuating computational thinking that rightfully suits digital natives' requirements.

6. Discussion of Data Obtained from the Interview

All the teachers of civilization exhibited positive attitudes towards the vital role of Computer-assisted language learning in teaching civilization courses as far as learning requirements of today's generation who were born digital are concerned. One teacher (T1) notified that "CALL is a must in education; but in the teaching/learning of civilization to EFL students is a double must". As a matter of course, the other teachers reaffirmed the substantiality of CALL in teaching and learning British and American studies to EFL students. Findings extracted from this interview with teachers of civilization at the Department of English, University of Batna2, Algeria provide evidence that there is a pressing need for the amalgamation of inside classroom instruction and computer-assisted language learning (CALL). Creating spaces of interaction, for instance blogs, seems a pertinent solution to our study's problem under investigation.

7. Conclusion

To date, technology is a must in teaching, and is a double must in teaching civilization to EFL students. Dissociating technology from education appears like dissociating a soul from a body. It is incrementally becoming the air we breathe. There is consistency of results obtained from the triangulation method used in the present research paper, encompassing two instruments the questionnaire and the interview, in order to ensure that the weakness of one research instrument can be compensated for by the strength of another research tool. In both cases, a necessitous demand of implementing highly developed technology in teaching civilization to digital natives was seemingly evident. Thence, we feel the paramount need to sensitize teachers of English language in general and civilization teachers in particular to intensify their efforts to explore the newest strategies and teaching instruments so that an efficiently teaching of civilization courses in this D span to D generation can be assured.

8. Recommendations for Further Research

In this paper, we distill a number of implications that address the future of English civilization instruction within the framework of technological evolvement and research in civilization pedagogy in general.

Bringing on a virtual learning environment through tablets-based instruction or mobile-based instruction would substantially engage students to learn civilization courses. Mobile-Assisted Language Learning for instance can be asset in delivering the subject matter of civilization with regard to the crucial role of mobiles in our lives. Phones, mainly smart ones, can not only be means of communication, but rather, they serve particularly other functions. Smart phones are equipped with a myriad of applications (apps) and that of games is one. ‘A mobile-based game trivia’ may be the best example to illustrate how it is possible and useful to teach civilization courses by exploiting such innovative creations resulting from the fleshing out of technology.

Another point is worth mentioning which is the utilization of Interactive White Boards (IWBs) in combination with tablets to learn civilization courses. Indeed, IWB is a smart board that can facilitate teaching and learning in English language classes through driving today’s generation of ‘digital natives’ to digitally learn the foreign language. Similarly, tablets proffer the possibility of learning and receiving a great amount of information with just one tap of finger on the screen enables every single individual to watch videos, images, and whatever needed database . Consequently, drawing on all what is referred to above, one may deduce that Interactive White Boards can be outfitted with tablets. In the sense that tablets are more practical in educational environments, for example without moving from seats, students are able to share with either each other or with their teacher any kind of data/ input. What must be recognized from what is previously spoken of is that tablets and Interactive White Boards promote collaborative learning between teachers and students through providing digital instruction on the touch screens. In this case both these two instruments, tablets and Interactive White Boards, make use of various types of databases, and meet students’ requirements to effectively learn. Subsequently again, it is essential to shed light on the eminent role of such finger-driven devices that would certainly help EFL students for whom technology is a must-have in enriching and cultivating their knowledge background of the English civilization without which it tends to be hard to widen and stretch the boundaries of their knowledge as foreign learners of English language.

Moving on to another suggestion that seems to be of no less value that is the delivery of online instructions. That virtual space in which learners share their ideas, thoughts, and express themselves with no restrictions is referred to as being a virtual learning environment. The term of Virtual Learning Environment (VLE) might be used interchangeably with another term called Managed Learning Environment (MLE). Nevertheless, there is a difference between them. At the one extreme, in VLE, the choice to decide upon students’ position is entirely theirs which means students themselves who decide whether to opt for individual interaction, or a group one or to actively interact with the teacher or even all of them. At the other extreme, MLE englobes

the VLE and other administrative areas like enrolment and so on. Switching from one learning environment to another without dropping the entire MLE might be useful since VLE can at least partly compensate with MLE. The whole community can be brought together through VLE. Hence, it encourages more reflection and in doing so, shy students who barely push themselves to participate in face-to-face classroom interaction are given a chance to exploit the potentials. Online courses together with managed instructions would productively accomplish the primary goals of English civilization task.

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Appendices

Appendix A: Students' Questionnaire

Dear students,

This questionnaire is designed as a part of an investigation carried out in an attempt to pinpoint how the American and British civilization courses are taught at the Department of English at the University of Batna-2, Algeria in this era of swift growth of technologies. Your answers would be mentioned anonymously in our research paper. Please you are kindly asked to answer the following questions as frankly and thoughtfully as possible.

Section I: General Information

1. Gender:

Male

Female

2. Age:Is your age:

Between [18-25] years old

Between [26-33] years old

More than 30 years old

Section II: Students' Attitudes towards the Use of Technology

- 3. Do you have a computer?
Yes No
- 4. Do you have a regular access to internet?
Yes No
- 5. Do you use computers in learning?
Yes No
- 6. Do you rely on only computers/laptops when you learn?
Yes No
- 7. If no, what are the other technological devices you use?
Mobiles
Tablets
Both

Others

Section III: Students' Perceptions about the English Civilization Courses

- 8. Do you enjoy American and British civilization courses?
Yes No
- 9. If no, why?
a/ The course content is all about historical facts
b/ Teachers' teaching method is uninteresting
 c/ Teaching material is inadequate
- 10. Does your teacher of English civilization (whether British/ American) bring up technology into classroom?
Yes No
- 11. Do you use computers in learning about the English civilization (British or American)?
Yes No
- 12. How do you prefer the English civilization courses be taught?

Thank you a lot for your cooperation

Appendix B: Teachers' Interview

Dear teachers,

I am currently conducting a small-scale research that strives to gain insights on how the English civilization module (whether British or American) is taught to today's generation being

surrounded by multiples of electronic thinking brains. Your answers will be mentioned anonymously to fulfill the aims of the researchers' investigation. You are kindly asked to answer the following questions as frankly and thoughtfully as possible.

1. Do you own a laptop?
2. Do you integrate any kind of technology in your teaching?
3. Why do not you constantly rely on technology-based instructions inside your classrooms?
4. Is time allocated to English civilization module per week sufficient to cover the essence of such courses?
5. In your opinion, is Computer-Assisted Language Learning beneficial in English civilization instructions?
6. In your opinion, what teaching material do you suggest is best to be used in teaching civilization courses to D generation?

Thank you a lot for your cooperation

Appendix C

Table 10 General Information about Teachers of English Civilization

Gender	Males			Females			
Number of teachers of civilization module	3			3			
Percentage (%)	50%			50%			
Age	Males			Females			
	[25-35[[35-45[≥45	[25-35[[35-45[≥45	
Number of teachers of civilization module	00	2	1	1	2	00	
Percentage (%)	00.00%	66.66%	33.34%	33.34%	66.66%	00%	
Qualification	MA	PhD	Doctoral Student	MA	PhD	Doctoral Student	
Number of teachers of civilization module	0	3	0	2	0	1	
Percentage(%)	00%	100%	00%	66.67%	00%	33.33%	
Field of specialization							
Percentage (%)	Civilization and Literature 50.02%			Civilization and Literature 33.32%			Applied Linguistics and TEFL 16.66%