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## **Culture and English Language Teaching in Moroccan Higher Education**

**A Thesis submitted in partial fulfillment of the requirements for  
Doctorate Degree**

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**Academic Year: 2018 - 2019**

## **Acknowledgements**

The writing of this thesis could have never been completed without the support and assistance of my supervisor, Dr. Adiba BOUSFIHA. I am grateful to her for her valuable advice and insightful comments and suggestions on various drafts of this work.

My special gratitude also goes to university teachers, students and staff of the Department of English in the Faculties of Arts and Humanities in Morocco for their encouragement and time.

I would also thank the board of examiners who took the trouble to read this work.

Finally, I warmly thank my family for their support.

*To my family*

## مقتضب

يندرج هذا البحث في إطار ما يهتم به الباحثون من إشكالات تتعلق بتدريس اللغة الإنجليزية بالجامعة المغربية و ما لهذه الإشكالات من تأثير منهجي، ومعرفي، وثقافي، واجتماعي، على جميع الفعاليات التربوية بما فيهم الطلبة والأساتذة.

ركز هذا البحث على مقارنة لغوية ثقافية تحليلية توضح مدى أهمية تدريس اللغة الأجنبية الثانية وثقافات البلدان الناطقة بها. كما يعتمد على استمارات و مقابلات كوسائل أساسية للحصول على معطيات مفادها الوقوف على تجليات نظرية وعملية للظاهرة قيد الدراسة داخل الحقل التعليمي الجامعي.

يتكون هذا البحث من قسمين أساسيين: فالقسم الأول يحدد مفاهيم تتعلق بالثقافة واللغة والعلاقة التي تربط بينهما، كما يعرف بمفهوم تدريس اللغة الإنجليزية وأهدافها. ويوضح هذا القسم أيضا مفاهيم أخرى تتعلق بمنهج وطرق التدريس المعتمدة من طرف الأساتذة داخل الفصل. أما القسم الثاني فيعطي صورة واضحة حول منهجية البحث كما يعرض أهم النتائج التي توصل إليها الباحث ويحللها.

لقد توصلت الأطروحة إلى أن تدريس اللغة الإنجليزية بالجامعة المغربية عملية صعبة تتطلب من الأستاذ الجامعي استعمال مقاربات وأساليب حديثة، وفعالة تتماشى وانتظارات الطالب الجامعي المغربي لتمكينه من تطوير مكتسباته، وإغناء معارفه اللغوية، والثقافية، ما يجعله قادرا على استعمال هذه المعارف استعمالا جيدا داخل وخارج محيطه الجامعي، ومنفتحا على ثقافات أجنبية أخرى مرسخا بذلك قيم التسامح والتواصل مع العالم.

الكلمات المفتاحية: المعارف اللغوية والثقافية، مقاربات وطرق حديثة، الثقافة الأنكلوساكسونية، إنجاح العملية التعليمية التعليمية الجامعية.

## **Abstract**

As achieving intercultural communication is significant for university foreign language students, integrating culture into English Language Teaching (ELT) at the university has doubtless become unavoidable. Specifically, learners' intercultural understanding may not take place unless their learning experience is motivated by the contribution to and combination of both English language and culture instruction.

The aim of this dissertation is to explore the integration of culture in ELT in higher education in Morocco. It also examines the effect this integration of target culture has on students and to what extent it improves their intercultural international communication.

Following a cultural analytical approach, this dissertation consists of two major parts. The first part tries to define and historicize both culture and ELT. It also explores these terms in the context of higher education in Morocco. Further, it discusses the most practical approaches to ELT in such a context. Besides, it investigates the teaching and learning of English and its culture in an increasingly digitalized educational environment.

The second part is concerned with the fieldwork as a focal element in this research: it begins with an analysis of and commentary on students' and teachers' practices and perceptions of the teaching and learning of English and its culture at the university. Finally, it ends with an exposition of the findings and the limitations of this study.

The findings of the current study reveal that the teaching of English and its culture at the Moroccan university is a very challenging process as several theoretical and practical considerations are at play. The findings also demonstrate that ELT has a dramatic impact on Moroccan university students of English, especially in framing their perceptions of themselves and of the world.

Such an impact is significantly reinforced by the students' exposure to a different language, English, and to a different culture, the Anglo-American culture. Through this exposure, Moroccan students of English become aware of the fact that there are cultural differences between their native culture and the target culture and that learning English language and its culture is useful and can be integrated in their native culture.

*Keywords:* Anglo-American culture, English Language Teaching, Higher education in Morocco, intercultural communicative competence

## Table of contents

	<b>Page</b>
<b>Acknowledgements</b>	
<b>Dedication</b>	
<b>Abstract</b>	
<b>List of figures</b>	
<b>List of tables</b>	
<b>List of abbreviations</b>	
<b>General introduction .....</b>	<b>1</b>
<b>PART I: CULTURE AND ENGLISH LANGUAGE TEACHING AT MOROCCAN UNIVERSITIES .....</b>	<b>14</b>
<b>Chapter 1: Culture and ELT: Background information.....</b>	<b>15</b>
Introduction	
1.1. Defining culture.....	15
1.2. Defining English Language Teaching.....	27
1.3. Culture versus language.....	40
Conclusion	
<b>Chapter 2: ELT and learning in Moroccan higher education .....</b>	<b>53</b>
Introduction	
2.1. Aims of ELT and learning in Moroccan higher education.....	53
2.2. Programmes, curricula, and syllabi: practical considerations .....	62
2.3. Approaches, methods, and techniques to ELT and learning.....	73
Conclusion	
<b>Chapter 3: The role of new technologies in target culture teaching .....</b>	<b>94</b>
Introduction	
3.1. The role of technologies in target culture teaching at the university .....	94
3.2. Technological resources for culture teaching and learning .....	101
3.3. Problems of using new technologies in ELT.....	117
Conclusion	

<b>Chapter 4: Teacher professionalism in ELT in Moroccan higher education .....</b>	<b>122</b>
Introduction	
4.1. Defining professionalism .....	122
4.2. Standards for professionalism in ELT at Moroccan universities .....	128
4.3. The impact of teacher professionalism on English and culture teaching .....	138
Conclusion	
 <b>PART II: RESEARCH METHODOLOGY, DATA COLLECTION, ANALYSIS, AND FINDINGS .....</b>	<b>142</b>
 <b>Chapter 5: Research Methodology .....</b>	<b>143</b>
Introduction	
5.1. Research design .....	143
5.2. The technique of triangulation .....	146
5.3. Rationale for the research methodology .....	146
5.4. Research questions .....	148
5.5. Research sample .....	149
Conclusion	
 <b>Chapter 6: Data collection instruments .....</b>	<b>152</b>
Introduction	
<b>6.1. The questionnaire.....</b>	<b>152</b>
6.1.1. Students' questionnaire .....	154
6.1.2. Teachers' questionnaire .....	155
6.1.3. The questionnaire pilot study and administration.....	155
<b>6.2. The interview .....</b>	<b>156</b>
6.2.1. Students' interview .....	157
6.2.2. Teachers' interview.....	158
6.2.3. The interview pilot study and administration.....	158
<b>6.3. Data collection procedures .....</b>	<b>159</b>
Conclusion	

<b>Chapter 7: Data presentation and data analysis .....</b>	<b>161</b>
Introduction	
<b>7.1. Questionnaire results .....</b>	<b>161</b>
<b>7.1.1. Students' questionnaire .....</b>	<b>162</b>
7.1.1.1. Reasons behind students' choice of learning English .....	162
7.1.1.2. Students' views on the importance of the cultural elements studied .....	165
7.1.1.3. Students' degree of motivation in learning Anglo-American cultures .....	169
7.1.1.4. Students' perceptions of the nature of the courses taught at university .....	170
7.1.1.5. Students' knowledge of courses emphasising cultural aspects in the syllabus .....	172
7.1.1.6. Students' most preferred English courses .....	173
7.1.1.7. Students' views on the order of some cultural elements.....	175
7.1.1.8. Students' views on the importance of learning target cultures .....	176
7.1.1.9. Students' justifications for the appreciation of Anglo- American cultures.....	179
7.1.1.10. Students' potential problems in learning foreign cultures .....	184
<b>7.1.2. Teachers' questionnaire .....</b>	<b>186</b>
7.1.2.1. Teachers' views on the relationship between language and culture .....	186
7.1.2.2. The importance of incorporating target cultures in ELT practices .....	190
7.1.2.3. Teachers' views on the content of a cultural syllabus .....	193
7.1.2.4. Teachers' views on the disciplines targeted in ELT. ....	195
7.1.2.5. Current approaches to TC teaching at Moroccan universities .....	196
7.1.2.6. The role of learners' cultural awareness in TC teaching and learning .....	200
7.1.2.7. Teachers' strategies for developing learners' cultural awareness .....	202



7.1.2.8. Skills promoting university English classes .....	204
7.1.2.9. Teachers' challenges for TC teaching .....	208
7.1.2.10. Frequent techniques/ materials for the teaching of English .....	212
7.1.2.11. Mechanics for promoting teacher professionalism and ELT. ....	213
Conclusion	

**Chapter 8: Interview results ..... 219**

Introduction

**8.1. Students' interview ..... 219**

8.1.1. Goals of learning English .....	220
8.1.2. Students' position as learners of English .....	225
8.1.3. The role of integrating the NC in learning foreign cultures .....	230
8.1.4. Students' techniques of learning English .....	234
8.1.5. Students' views on teachers' ways of teaching English .....	238
8.1.6. The role of technology in learning English and its .....	241

**8.2. Teachers' interview ..... 244**

8.2.1. The place of English in Moroccan higher education .....	245
8.2.2. The goals of teaching English .....	248
8.2.3. The integration of the Moroccan culture into ELT. ....	253
8.2.4. Potential techniques for ELT. ....	259
8.2.5. The role and ways of motivating students .....	263
8.2.6. The role of teacher experience in the teaching of English....	270
8.2.7. The role of technology in ELT practices .....	274
8.2.8. Mechanics for promoting the teaching of English at university .....	276

Conclusion

<b>Chapter 9: Findings and interpretations.....</b>	<b>279</b>
Introduction	
9.1. Redefining culture.....	279
9.2. Redefining English Language Teaching.....	296
Conclusion	
 <b>General conclusion.....</b>	 <b>311</b>
 <b>Appendices .....</b>	 <b>321</b>
Appendix A: Student questionnaire .....	322
Appendix B: Teacher questionnaire .....	324
Appendix C: the Moroccan faculties targeted .....	326
Appendix D: Student interview questions .....	327
Appendix E: Teacher interview questions .....	328
Appendix F: Respondents with reference to their gender.....	329
Appendix G: A list of interviewees with reference to their location and sex .....	330
 <b>Bibliography .....</b>	 <b>331</b>

## List of figures

Figure 1: The pathway for developing intercultural competence .....	91
Figure 2: Reasons behind students' choice of learning English .....	163
Figure 3: Students' views on the importance of the cultural elements studied .....	166
Figure 4: Importance of the cultural elements students learn in relation to students' educational level .....	168
Figure 5: Importance of the cultural elements students learn in relation to students' gender .....	168
Figure 6: Students' degree of motivation in learning Anglo- American cultures .....	170
Figure 7: Students' perceptions of the nature of the courses taught at the university.....	171
Figure 8: Students' knowledge of courses emphasizing cultural aspects.....	173
Figure 9: Students' most preferred English courses .....	174
Figure 10: Students' views on the importance of learning target cultures.....	177
Figure 11: Importance of understanding and/ appreciating the target culture.....	179
Figure 12: Students' problems in learning foreign cultures .....	184
Figure 13: Teachers' views on the relationship between language and culture( <i>can language and culture be taught separately?</i> ) .....	187

Figure 14: Teachers’ views on the importance of integrating TC into ELT practices .....192

Figure 15: Teachers’ views on what may a cultural syllabus contain within an ELT programme.....193

Figure 16: How often teachers teach literature, history, attitudes and interpretations, and values and traditions .....195

Figure 17: Approaches to TC teaching and learning in higher education in Morocco.....197

Figure 18: Relationship between the teachers’ teaching experience and the approach(es) chosen..... 199

Figure 19: Relationship between the teachers’ gender and approach(es) chosen..... 199

Figure 20: The importance of learners’ cultural awareness in target culture teaching and learning..... 201

Figure 21: Teachers’ strategies for developing learners’ cultural awareness..... 202

Figure 22: Teachers’ views on the importance of learners’ reflection on their NC through the study of the TC..... 204

Figure 23: Teachers’ views on the importance of learners’ recognition of similarities and differences between the NC and the TC...205

Figure 24: Teachers’ views on the importance of learners’ recognition of how the English language reflects English culture .....206

Figure 25: Teachers' attitudes on their challenges to TC teaching.....208

Figure 26: How often do teachers use techniques for the teaching of English ..... 212

Figure 27: Teachers' views on potential mechanics for developing ELT... 214

Figure 28: Factors influencing individuals' attitudes .....290

Figure 29: Moran's five dimensions of culture.....294

## **List of tables**

Table 1: Results of association between students' reasons behind their English studies and gender.....	165
Table 2: Order of the cultural elements ranked by students .....	175
Table 3: Median and mode for the cultural elements ranked by respondents.....	176
Table 4: Chi-square test demonstrating the relationship between gender and the students' appreciation of the TC.....	182
Table 5: Results about the relation between gender and students' degree of appreciating Anglo-American cultures .....	183
Table 6: The median and mode of the disciplines targeted in ELT. ....	196
Table 7: Importance of skills promoting TC teaching and learning .....	207
Table 8: Median and mode for the skills emphasized .....	207
Table 9: Results about the association between teaching experience and teachers' attitudes on challenges to TC teaching .....	211
Table 10 : Chi-Square test about the relationship between teaching experience and teachers' attitudes on challenges to the teaching of the TC.....	211
Table 11: Results of association between teachers' techniques for ELT and gender .....	216
Table 12: Students' views on the techniques used in English Language learning .....	237
Table 13: Techniques frequently used by teachers in English classes....	262

## **List of abbreviations**

ESP	: English for Specific Purposes
EAP	: English for Academic Purposes
EIL	: English as an International Language
ELT	: English Language Teaching
ESL	: English as a Second Language
EFL	: English as a Foreign Language
NS	: Native Speaker / NSs (Native Speakers)
NNS	: Non-native speakers
HE	: Higher Education
CLT	: Communicative Language Teaching
ICC	: Intercultural Communicative Competence
ICT	: Information and Communication Technology
TL	: Target Language
NL	: Native Language
TC	: Target Culture
NC	: Native Culture
SPSS	: Statistical Package for Social Sciences
M	: Mean
N	: number
SD	: Standard Deviation