

General introduction

English Language Teaching (ELT) in higher education is a highly debatable issue particularly when discussed in relation to the teaching of a foreign culture. Specifically, the incorporation of Anglo-American and Moroccan cultures into such a process is significant in the sense that this incorporation benefits students linguistically, culturally, and cognitively.

The need for the development of ELT at the Moroccan university is motivated by the consideration of several essential elements, namely, the approaches teachers adopt, the language and culture content they teach, and the aims they want to achieve with learners. Such components are meant to develop the project in focus.

Arguably, making the process of ELT more effective and professional is not effortless. In this perspective, much has to be done -- both on the theoretical and the practical level-- on the part of ELT practitioners, including teachers and students of English.

Discussions on the effect of teaching a foreign language and culture on Moroccan university students of English are not exhausted. English language learning in higher education in Morocco is meant to enable students to be intercultural communicators using English, either in their home country or abroad. This, however, contradicts with the idea that getting involved in such a process presents a threat to them pretending

that they are Moroccan and they have to stick to their own language and culture.

In academic educational settings such as universities, the matrix of culture and language teaching is jointly reinforced by the ability to understand what culture is and to figure out its direct contact with language concerning different intercultural communicative situations. The link between language and culture is reflected on individuals themselves. This reflection may be understood in the light of concrete manifestations in which individuals are engaged, especially in the ways they express their views, behave, talk, dress and the like. It affects their cultural identity.

The concept of cultural identity can be accounted for from a particular perspective. On the basis of my experience as a teacher of English at junior high schools in Morocco, I observed that my students' reaction to the English language and culture has to do with the way they receive and progressively perceive language and its culture.

I suppose that English and its culture may coincide with these students' expectations (like being able to speak, write and communicate using English). This does not mean that learning English and its culture excludes other categories of higher educational levels. As junior high school students, though young, they show their increasing interest in and motivation for learning them both.

The students' familiarity with the English language and culture increases gradually in the course of time although they study it for three or four hours a week, as is programmed. Their culture then, through English language learning, mixes to a certain extent with the target culture (TC) to which they are introduced. When the students hear English and/or American names or habits, they understand well that they learn a language/culture which is different from their own native language/culture.

The students can at the same time develop their English language skills and learn its culture. They can make use of them both further on various levels including the communicative perspective which is of course the ultimate goal behind learning such a language. The attitudes learners adopt towards a particular TL and its culture do not only contribute to a better learning experience for students but they also constitute part and parcel of the construction of their own cultural identity.

Although the process of English language learning is beneficial for students, some of them may change their attitudes towards their own language and culture. However, teachers of English should take such a change into account as to make English language instruction a valuable experience. Instead, ELT should not negatively influence the students' own linguistic and cultural repertoire but the process should be

supportive, leading to a better understanding of the TL and culture. My position as a Moroccan teacher of English is that Moroccan students who learn English, should learn about the Anglo-American cultures well, but evidently not at the expense of their own native language/ culture.

Students who have positive attitudes towards a language and its culture are likely to profit from their TL and culture learning experience. In contrast, students who do not are likely to fail in such an experience. In a word, the attitudes learners have towards a language or a culture play an essential role in constructing their cultural identity within their social group.

In fact, culture is part of one's identity (Galloway 1997; Salkind 2005). It concerns the development of one's attitudes towards life (Clifford 1973) and is related to communication (Porter et al. 1981). It is also associated with thought (Adaskou et al. 1990) and groups of individuals (Naylor 1996). The term can also be linked to pragmatic competence (Alicia et al. 2003).

This determination can be understood through the medium of a language. English serves this purpose because, like any other language, it is culture-laden. This suggests that there is a close link between culture and language (Galloway 1988; Friedrich 1989; Sadiqi 1992; Agar 1994; Kramersch 1993; Brown 1994; Hinkel 1999; Grundy 2003; Si Thang Kiet, Ho 2009) in constructing and re-constructing one's identity (Byram

1989; Sadiqi, 1992; Sharifian and Gary 2007). This also suggests that the teaching of English may not be successfully carried out without the integration of the cultural components embedded in this language. In ELT activities, such relationship should not be ignored; otherwise, this teaching process may be at stake.

When it comes to the goals of ELT in Morocco, there are three major ones: (a) improving the learners' English language skills, (b) developing their intercultural communicative competence (ICC), and (c) changing their attitudes about themselves and others. However, such goals cannot be attained without the consideration of an array of elements. Specifically, the nature of the approaches, methods, and techniques teachers adopt in their teaching practices play an active role particularly in the development of culture and ELT at the university.

An intercultural communicative approach, for example, involves the use of specific methods and techniques that purposefully enable students of English to be more dynamic. In this context, students' dynamism implies that they should be given as many opportunities as possible to be more active and productive, which encourages them to be successful intercultural communicators.

Crucial is the integration of culture content into ELT practices. However, not any culture content can be seen as useful in the operation; basing ELT practices on authentic material is doubtless inductive to

effective culture teaching and learning (Jiajia 2009; Buckner 2007).

Journals, documentaries, movies and other materials, though not produced for teaching purposes, have proved the most generally useful.

The integration of such materials into ELT programmes can be regarded as a powerful incentive for students to be more successful.

Further, successful learners of English must be exposed to three types of culture which are: one's native culture, Anglo-American cultures, and international cultures. This trilogy is basically meant to extend learners' cultural awareness (Kramersch 1993) and develop their higher order thinking skills (Reeves 1996).

From another perspective, being active learners, nevertheless, should not be at the expense of one's native culture (Moore 2000). Therefore, students and teachers need to be aware of and knowledgeable about the role of integrating one's culture into the teaching of other cultures (Ouakrime 1995; Byram 1997; Corbett 2003; Kilickaya 2004; Kramersch 2007), without favouring one culture over the other culture, without being alienated.

Technology is an effective technique to touch upon concerning the teaching of Anglo-American cultures at the university. Technological tools such as the Internet (websites, Youtube), the email, social networks (Facebook and Twitter), CDs, videos, movies, and other tools facilitate the process and make it more meaningful and fruitful. Given that they

are ‘digital natives’ (Prensky 2001), students of English can profitably perform as many tasks as possible (McLauhan, 1964 cited in Swan, 2008), especially those that pertain to their English studies. More precisely, students can use technology in order to work on different topics for a class ahead of time, contact their classmates, exchange information, and ask their teachers for comments on a particular topic that was or will be dealt with in class.

Although technology has beneficial effects on students, it still may create some problems for them. That is, it weakens critical thinking (Postman 1985), discourages effective learning (Clark 1994), and causes ‘intimidation’ (Debski and Gruba 1999) mainly for Information Communicative Technology (ICT) illiterates.

Moreover, the work of culture and ELT in higher education in Morocco can be highly effective, especially if it is carried out by professionals in the field. Teacher professionalism here is deemed mandatory. Indeed, qualified (Lund and Pederson 2001; Richards and Renandya 2011), experienced (Cochran 2001; Richards 2011), and competent teachers can make the process of ELT more appealing. However, being a professional university teacher of English is very demanding because teachers need to be actively involved in a number of teaching practices (Sockett 1996), namely, professional training (Richards 2002), reflective teaching (Bredson 2002), and academic

research. It is precisely in this context of teacher professionalization (Richards and Willy 2002; Hargreaves 2006) that university teachers can make a valuable contribution to ELT activity.

Although several studies have indicated that teaching English involves teaching its culture, little attention has been paid to the linguistic, cultural, and communicative impacts this process has on Moroccan students of English. Following a cultural analytical approach, the aim of this research is twofold. The first major aim is to explain the current situation of ELT and learning at the Moroccan university context. This explanation, in particular, concerns teachers' and learners' perceptions of and experience with the teaching and learning of English and the extent to which Anglo-American and Moroccan cultures are present in the ELT programme.

The second aim is to explore the impact of target language and target culture teaching and learning on ELT practitioners, learners, and society. Briefly, it highlights the extent to which the teaching of English and its culture impacts Moroccan public higher education. In this regard, the type of the culture content taught plays an important part in determining students' success or failure in their English studies.

With the hypotheses suggested in this research in perspective, we propose to consider the following issues:

(a) The concept of culture is problematic and defining it is no easy task due to its complex and dynamic nature.

(b) ELT in higher education in Morocco is a very demanding process because it requires the consideration and use of multiple approaches, methods, and techniques that are meant to develop it.

(c) Teaching English at university requires teaching the culture of its native speakers and the cultures of other people who belong to different communities apart from Britain and America. It also implies the teaching of learners' native culture.

(d) The main purpose behind teaching the target language and culture is to help learners communicate successfully on an international scale.

(e) English language teachers' professionalism depends on a number of considerations relating to teachers' personal qualifications, competence and experience, reflective teaching, and professional training.

Methodologically, this study employs a technique known as triangulation (a mixed-methods approach). Specifically, this technique involves the adoption of two research paradigms: quantitative and qualitative. While quantitative data analysis concerns the data collected from self-completion questionnaires, qualitative data analysis concerns the data obtained from semi-structured interviews. It is useful to note

that this technique of triangulation helps me overcome the problems of reliability and validity.

The two research instruments (questionnaires and interviews) used in the study help me elicit data from Moroccan university students and teachers of English concerning the impact of teaching and learning English language and culture on ELT practitioners and how this impact is reflected on their practical experience. Analysis of and comments on the results obtained from such instruments are mainly based on the research questions guiding this study.

Given my specific interest in investigating how Anglo-Saxon cultures and ELT are perceived by Moroccan university students and teachers of English, the following research questions are worth mentioning:

- (a) Are Moroccan students of English aware of the role of learning Anglo- American cultures within ELT programme?
- (b) Are there any challenges that Moroccan university students may encounter in learning a target language/culture?
- (c) Are Moroccan teachers of English aware of the role of target language/culture teaching at the university?
- (d) Do teachers try to develop their approaches to and methods of ELT?

- (e) Does teacher professionalism impact target language/culture teaching and learning in higher education in Morocco?

In order to address such research questions, students' and teachers' responses to questionnaires and interviews are examined. The attitudes informants have towards their ELT and towards their learning experience help gain a better understanding of the teaching of the English-language culture at the Moroccan university. They also help understand how much is culture taught in class. Besides, such attitudes enable me to figure out whether students can communicate successfully in different contexts, either in or beyond university.

The work at hand falls into two distinct parts. The first is mainly introductory in nature; it provides background information for the central part of this study. The second is concerned with research methodology, data-gathering, data analysis, and findings. The former consists of four chapters while the latter subsumes the next five chapters.

In chapter one, different implications for the concept of culture are discussed. This chapter highlights the different shifts that the concept witnesses over the course of time. The chapter also explores the diversity of cultures and their interaction in regard to the field of ELT in higher education in Morocco.

Chapter two directs attention to some principal aims, constituents, and facets of ELT at the Moroccan university. It also sheds light on a set

of current approaches to ELT and on their impact on the project in focus and on learners as well.

Chapter three discusses the role of new technologies in teaching Anglo-American cultures in higher education in Morocco. It also explores some technological tools that assist to promote the teaching of English. Discussing problems in the use of such tools is another aim.

Chapter four deals with the notion of teacher professionalism and the impact of the latter on TL and culture teaching and learning at the university.

Chapter five is devoted to research methodology. It presents five fundamental elements pertaining to: research design, the technique of triangulation, rationale for the research methodology, research questions, and research sample.

Chapter six describes the instruments used in the data collection process. It suggests two basic research instruments which are self-completion questionnaires and semi-structured interviews.

Chapter seven presents and analyses the data collected from students' and teachers' questionnaires. It explores different themes that emerge from the informants' responses.

Chapter eight presents and analyses the data collected from students' and teachers' interviews.

Chapter nine deals with research findings and interpretations based on the results presented in chapters seven and eight. It also provides a re-definition of the concepts of culture and English Language Teaching respectively.

PART I
CULTURE AND ENGLISH LANGUAGE TEACHING
AT MOROCCAN UNIVERSITIES

CHAPTER 1

Culture and English Language Teaching: background Information

Introduction

This chapter examines the role of ELT in developing learners' linguistic and cultural competence. It consists of three main sections: the first defines culture, the second discusses the implications for ELT, and the third explores the link between culture and language and how they both contribute to the development of learners' communicative skills.

1.1. Defining culture

R. Williams conceives of culture as 'one of the two or three most complicated words in the English language.'¹ It is complex, multi-faceted, and multi-discursive. On one hand, the multi-faceted nature of culture implies that culture includes many aspects that are to be discussed. On the other hand, the multi-discursive nature of the term is based on the belief that it cannot be explained relying only on one discourse.

Many theorists have attempted to define culture. Still no one can say what it really means as the term is not fixed or static in its nature and function. It changes from one social group to another, from one geographical region to another, and from one context to another. Chris Baker thinks that it is not easy to give a precise definition of the term

¹ Williams, R. 1983. Procter, James. *Stuart Hall* (London: Routledge, 2004), 12.

culture because ‘so many things are contained in the word.’² Attempts to define the concept of culture were many but only some are discussed.

A primary definition of culture is essentially an ancient one. Formerly, the word culture referred to a special thing concerned with the field of natural growth i.e., agriculture. In this, it implies the cultivation of something like crops; and culture here is derived from the verb ‘cultivate’. But over time, in trying to explain the term, there was a marked shift from what is agricultural to what is human; such a shift was more precisely from a natural/physical to a social/human reference frame. The human development was then given much value in defining the term culture.

Culture was reflective of civilization, a symbol of thought and enlightenment. ‘Civilized’ or ‘cultured’ people are distinguished from the ‘uncivilized’ or ‘uncultured’ ones. To illustrate, ‘civilized’ or ‘cultured’ people have well educated minds. That is to say, they behave in a manner that makes them more accepted within their society. In other words, the behavior of ‘cultured’ people conforms to society’s norms. Therefore, the higher their level of education is, the more thoughtful and civilized they are.

However, ‘uncivilized’ or ‘uncultured’ people are considered less educated specifically if they behave in a manner that makes them not

² Baker, Chris. *Cultural Studies: Theory and Practice* (London: Sage, 2003), XIX.

much accepted in their society. If their level of education is low, people may not be considered as 'cultured'. Generally, explaining the term culture leads one to say that there was a distinct shift from the context of nature to that of human beings.

Culture includes a set of inter-related components such as codes, values and the like, in which human beings are involved within a particular community. Such components can also be transmitted from one generation to another, forming cultural identities.

Neil Salkind views 'cultural identity' as the attitudes an individual has about her/his culture, such as feelings of comfort, pride, or shame toward the culture of origin or the host culture.³ Likewise, members of a social group share a common cultural identity with reference to their common social behaviours. The result is that such a group considers itself distinct from other groups. Origin, ethnicity, language, religion, gender and other elements play a primary role in the re-structuring of any cultural identity of any group.

Culture is inherent in human beings and is practised by and for them depending on diverse situations. It reflects their ways of life and their cultural identities. It is important to note that each individual has her/his own identity which distinguishes her/him from other individuals. Actually, there is something in common among the members within a

³ Salkind, Neil, J. ed. *Encyclopedia of Educational Psychology* (London: Sage, 2005), 8.

community which relates them. It is their culture and the culture(s) they encounter that construct their cultural identity. However, this should not be overemphasised as there are generally things which apply to everyone in the group, and things which do not.

Indeed, what constructs individuals within a whole group having a particular cultural identity is basically their thoughts and perceptions of their world; what is shared could be considered as universal but what is not shared could not. Viki B. Galloway believes that cultures are powerful human creations that give their members a shared identity, a cohesive framework for selecting, constructing, and interpreting perceptions, and for assigning value and meaning in consistent fashion.⁴

Culture connects people to each other. It enables them to co-exist, understand one another, and interact. Co-existence, understanding, and interaction are very important human practices that take place no matter where and when people live. Culture is a process acquired or learned through interactions between families and communities following certain common conventions and rules.

Larry Naylor claims that culture can be linked to the complete set of rules by means of which the individual is accepted and will function as part of a group.⁵ Naylor, in this view, emphasises that every individual

⁴ Galloway, B. Viki., 1988. In Heusinkveld Paula Rae. *Pathways to Culture: Readings on Teaching Culture in the Foreign Language Class*. (Intercultural Pr, 1997), 256.

⁵ Naylor, Larry L. *Culture and Change: an Introduction* (Westport: Bergin and Garvey, 1996), 28.

shares many things (like rules) with others in a certain community. Such things allow her/him to interact with members of that community. Since culture plays a prominent role in the socialization and interaction of people, one may consider it as a social construct shaping and being shaped by the cultural structures of social individuals.

There are many distinct academic disciplines that influence the development of the concept of culture. Arguably, six important disciplines can be mentioned in such a context: cultural studies, linguistics, psychology, anthropology, pragmatics, and sociology.

First, Cultural Studies as a discipline has contributed to a large extent to the development of the word culture. Composed of Raymond Williams, Richard Hogart, and E. P. Thompson, the Cultural Studies group raises the issue of culture definition. Delanoy Werner and Volkman Laurenz state that according to the Cultural Studies group ‘cultures are thought of as open, wide-ranging and complex systems shaping the lives of human beings and being shaped by them in turn.’⁶ The group argues that the cultural fabric of a society is formed by people’s cultures and behaviours.

Moreover, Cultural Studies is crucial in the field of language teaching. Teachers need to be aware of the place of this discipline at the university. To achieve such an aim, this discipline is introduced in many

⁶ Werner, Delanoy and Laurenz Volkman, eds. *Cultural Studies in the EFL Classroom* (Heidelberg: Winter, 2006), 11.

Masters' studies programmes in a set of countries, including Morocco.

The discipline has been very influential as it deals with academic studies about colonial and post-colonial issues related to a set of binary divisions like: Coloniser/Colonised, the West/ the Orient, the Center/the Periphery and the like. Such features along with some of the components of culture are often more difficult to pinpoint, but doing so in ELT activity is necessary to understand how students' learning may be positive.

Furthermore, the Cultural Studies group divides the concept of culture into two main parts. Firstly, culture is explained in terms of its first letter: culture with capital 'C' (Culture) and culture with a small 'c' (culture). While the first refers to institutions, history, civilization and fine arts, the second refers to values, beliefs, customs, lifestyles and behaviours. Secondly, in 1960s, there was also another division of culture: 'high' culture or 'highbrow' culture as opposed to 'low' culture or 'lowbrow culture.'

'High' culture includes literature, music and philosophy, and 'low' culture includes the clothes people wear, lifestyles and beliefs. The group realised that unlike 'high' culture which is thought of as the culture of an elitist social group of people, 'low' culture is simply seen as the culture of the popular or the masses. Put differently, the culture of the first group is distinguished from that of the second; the first has more value than the second. Cultural Studies has thus given much value to the

workings of ‘highbrow’ and ‘lowbrow’ culture and how they both contribute to the cultural construction of the individual. The rationale behind such categorisations is to understand their basic differences in cultural issues like history, religion, and traditions of a particular country within the interdisciplinary field of ELT.

Second, linguistics as a scientific study of human language provides the concepts that concern language and that form the ground for intercultural communication to happen. Such concepts may be understood through any language research which focuses on comparative studies to recognise the potential similarities and differences between languages and cultures of different people. Therefore, what people say, to whom, where, and in what circumstances are all fundamental elements that constitute the major concern of a set of linguists trying to understand the role that language plays in the production of cultures.

Analysing utterances, discourse, speech acts and interaction among people cannot be dissociated from cultural contexts. This implies that both language and culture are never context-free and the field of linguistics bridges the gap between what is linguistic and what is social or cultural. However, culture, in part, is the direct outcome of what is linguistically and contextually expressed.

Third, psychology is a field which impacts the development of culture. That is to say, it provides many concepts used to understand

people's thoughts and behaviours in different contexts. Understanding people's thoughts is a difficult task, but understanding the cultural practices that occur is more difficult. In this, the ways human beings perceive the world are crucial to the process. Psychologists are interested in accounting for the human mind involved in the realisation of certain behaviours and how these behaviours affect and are affected by one another. The latter, which can be regarded as cultural, are performed through specific mental operations. 'Human mentality and human culture are molar, linked, universal, symbolic processes,'⁷ according to Paul Copley. Copley's view is that the perceptions people have and develop are central elements in which culture operates.⁸ Such perceptions are prone to change which consequently affects the universal culture. Clearly, psychological studies on people's thoughts in relation to one another are seen as a situation which is worth discussing to come up with conclusions that account for people's cultures.

Fourth, anthropology, says John Corbett, investigates how the membership of a particular social group is related to particular sets of behaviour.⁹ Anthropologists view culture as the knowledge or behaviour acquired or learned and shared by individuals. To understand the

⁷ Copley, Paul. *The Routledge Companion to Semiotics and Linguistics* (New York: Routledge, 2001), 217.

⁸ The symbolic processes that the structuralist and anthropologist Lévi-Strauss stresses can be understood in terms of the abstract and ambiguous processes (the construction of meanings, what something connotes for one, may connote something else for another) inherent in the minds of people, but these processes are reflective of the cultural practices of human beings.

⁹ Corbett, John, *An Intercultural Approach to English Language Teaching* (Clevedon: Multilingual Matters, 2003), 5.

paradoxical nature of culture across human history, anthropologists build upon knowledge from social and human sciences as well. Their main interest is to understand how people live in particular areas and how they create social meanings among them. The term culture, in J. Salkind's view, is an abstract concept that refers to learned rules of behavior and interaction, plus the values and beliefs that underlie the overt actions of an individual or a group of similar individuals that distinguish and identify members as a part of the group.¹⁰

J. Clifford defines culture as a system of inherited conceptions expressed in symbolic forms by means of which men communicate, perpetuate, and develop their knowledge about attitudes in life.¹¹ Put differently, the conceptions people use to communicate among one another are at the root of social life. Such conceptions are essential in broadening one's knowledge vis-à-vis their attitudes towards life. In a word, the way people conceptualise life and its complex structures may help them to interact on a collective basis. People's behaviour is, thus, a key concept in anthropology in the sense that it helps anthropologists to understand the cultural practices of people in general within their social milieu or else.

Fifth, being concerned with the use of language in context and the relationship between speakers of a particular language, pragmatics helps

¹⁰ Salkind, Neil, ed. *Encyclopedia of Educational Psychology* (London: Sage, 2005), 217-218.

¹¹ Geertz J. Clifford. *The Interpretation of Cultures* (London: Basic Books, 1973), 89.

understand the contexts in which language operates. Such a discipline paves the way to the realisation of communication among people, which is also central to pragmatics. M. F. Alicia and others make it clear when they mention the role of pragmatics in what they call ‘subjective culture’ (unlike objective culture which is about institutions, history, clothes... subjective culture is about beliefs, expectations, and values).

Such theorists argue that culture is patterned, learned, and group-related. It is a world view, involving beliefs and values that facilitate a group’s ability to cope with its world. It is this subjective sense of culture that is pertinent to pragmatic competence.¹² If learners are acquainted with the culture of English, it stands to reason that they become familiar with that language and that culture. This familiarity with language and culture will lead to educational achievement from which springs pragmatic competence.

Pragmatic competence implies mastery of communication skills; once learners become able to use language in appropriate contexts, they achieve pragmatic competence. Culture here is understood on the basis of who speaks and in what situations to achieve communicative purposes. The link between culture and communication may be understood through what Larry Samovar and others say: ‘Culture and communication are inseparable because culture not only dictates who

¹² Flor, Alicia, Martinez et al. *Pragmatic Competence and Foreign Language Teaching* (Castello: Publications de la Universitat Jaume, 2003), 186-187.

talks to whom, about what [...] Culture is the foundation of communication.’¹³

Pragmatics, therefore, explores the communicative aspect of language and the circumstances in which the latter is used to negotiate meanings among people. Explaining the relation between culture and communication is also part of the interests of pragmatists.

Finally, sociology, a discipline dealing with social relationships, helps in the development of the term culture. It is concerned with social interactions related to the construction of cultural groups. The contact between individuals in a certain social group is meaningful in the sense that it is through this contact that culture operates. In trying to explain the word culture, sociologists are interested in the study of human beings’ social practices. Such practices may themselves be considered as cultural. This is exactly what impacts the development of the term culture.

Indeed, the view that culture connects people together is sociological. The social life of people is better understood with the belief that human beings share cultural norms and customs which organise and unite them. R. Munch and his co-authors state that ‘the formulations of Geertz (1973) regard culture as simultaneously a product of and a guide

¹³ Samovar, Larry A. et al. *Understanding Intercultural Communication*. Vol. 13. (Belmont, CA: Wadsworth, 1981), 24.

to actors searching for organized categories and interpretations that provide a meaningful experiential link to their rounds of social life.’¹⁴

Going deeper in the sociological sense of culture, Kheira Adaskou and her co-authors claim that culture is the conceptual system embodied in the language, with reference to the Whorf-Sapir Hypothesis, conditioning all our perceptions and our thought processes. Many semantic areas (e.g. food, clothes, institutions ...) are culturally distinctive because they relate to a particular way of life –that is to our sociological sense of culture.¹⁵

Being closely linked to one another, language, culture, and cognition are the three most important basics for the discovery and explanation of people’s cultural behaviour. The disciplines mentioned so far constitute a basic frame of reference for researchers to come up with concepts associated with culture to understand what it really means and how it attributes to the fabric of communication among people.

It is generally believed that culture is a variable term. The culture of a certain nation is multiple by nature. However, the teaching and learning of a culture should not be carried out relying only on one unique entity like beliefs or customs; the process should be inclusive of a wide range of cultural aspects. Likewise, cultural education must go beyond

¹⁴ Munch, Richard and Smelser Neil, J., eds. *Theory of Culture* (California: University of California Press, 1992), 11.

¹⁵ Adaskou, K. Donard, B. and Badia, F. "Design Decisions on the Cultural Content of a Secondary English Course for Morocco." *ELT journal* 44.1 (1990): 3-10.

introducing cultural features. Interpreting such cultural features helps students to fully understand them and as a result they will better communicate in different contexts.

As noted above, the term culture is defined according to the demands of a specific social group in relation to a set of research disciplines. Culture, with its several and diverse characteristics, determines what people perceive, how they communicate and how they relate to others.

1. 2. Defining English Language Teaching

ELT has gained great momentum past and present. One may not highlight the issue of ELT without discussing the role that English plays in educational settings. In principle, as English has become internationally taught and used, ELT, in parallel, has become an international project which influences a variety of sectors like economy, tourism, medicine, and education. This section deals with three essential elements. It discusses the role of English more particularly with reference to its international characteristic, provides some implications for ELT, and emphasises the potential aims behind introducing such a project in a curriculum.

ELT has something in common with English and its international characteristics as well. Historically, much attention has been given to the pervasive use of English in the world. In this thinking, English was given

a significant value since a long time in history more particularly since Britain and America embarked in their colonial enterprise. A. Kirpatrick claims that English as a Second Language ¹⁶ is spoken in countries where English is an important and usually official language but not the main language of the country. These countries are typically ex-colonies of the United Kingdom or the United States.¹⁷

Such countries were obliged to adopt and perhaps adapt English in their schools and universities. In doing so, they tried both to cope with the political, social, and economic shifts the world knew and to use English as a means of communication with English speaking countries.

Although English constituted a real threat to the ex-colonised people (Kuwait and Bahrayne as examples), the necessity of such a language gradually increases in many various domains. In this context, students in such countries were faced with the challenge to take courses in English because it was a compulsory language in almost all educational levels. Given that English was viewed as a language of the center, it should be used in the majority of peripheral countries.

English as an International Language (EIL), as part of ELT implies that English is used by many people belonging to different

¹⁶ ESL stands for English as a Second Language; not the main language in a country. Nigeria, India, Malaysia are examples of countries in which English is said to be spoken and used as a second language.

¹⁷ Kirkpatrick, Andy. *World Englishes: Implications for International Communication and English Language Teaching* (Cambridge: Cambridge University Press, 2007), 27.

nations worldwide. Due to its international characteristics, English will be used by a large number of people more than any other language.

When it comes to the international ‘overflow’ of English, one may say that English establishes itself along with local languages; but this does not mean that it replaces them. ‘Is English a world language?’ is a question that language specialists frequently ask with a view to understand the place of a language that has become more dominant as a medium for communication. In mainstream ELT discourse, English can be learned and used by any person not necessarily a native speaker. People, thus, from different language and culture backgrounds use English as the best option for them to communicate. In this, English is intended to be used by native and non-native speakers alike not only to facilitate communication among them but also to reduce the misunderstandings caused by language and culture differences.

It is worth noting that both language learners and teachers favour English, a language which may be considered as a rival of other languages like French, Spanish, or Arabic. Abderrahman Zouhir states that English is the most popular foreign language nowadays in Morocco and is becoming a serious rival of French in frequency of use. It [English] is penetrating Moroccan academic life.¹⁸ This may be noticeable, for instance, in higher education where the role of English

¹⁸ Zouhir, Abderrahman. “the Place of English in Morocco as Perceived by Faculty and Students of a Moroccan University,” *Languages and Linguistics*, 27, 2011, 72.

has been very important in many universities as it constitutes a basic means of instruction and research.

EIL has more than one function: It helps in research and in communication. To illustrate, many academics use English to write and publish their work. Besides, many references are written in English and this makes it a useful language particularly in research. EIL is advocated by F. Sharifian, referring to the field of applied linguistics as an example. He thinks that EIL refers to a paradigm shift in the applied linguistics of English, partly in response to the complexities associated with the rapid spread of English around the globe.¹⁹

Communication and research are two prime purposes that English may serve not only on a national but also on an international scale. L. M. Sandra defines international English more or less in a different way if compared to Sharifian's definition. In her view, the term is used by NSs of English and bilingual users of English for cross-cultural communication. International English can be used both in a local sense between speakers of diverse cultures and languages within one country and in a global sense between speakers from different countries.²⁰

English is a language which situates itself within many languages and it consequently gains a high value in terms of research and

¹⁹ Sharifian F. *English as an International Language: Perspectives and Pedagogical Issues* (Toronto: Multilingual Matters, 2009), 2.

²⁰ Sandra, Lee, McKay. *Teaching English as an International Language: Rethinking Goals and Perspectives* (New York: Oxford University Press, 2002), 132.

communicative purposes. Indeed, its international characteristics allow it to be highly emphasised within the English Language Teaching circles.

ELT is not a recent phenomenon because it has been established in many institutional settings since a long time in history. Historically, ELT has been of great value more particularly since the beginning of the 20th century; an era which was characterised by the introduction of many political, economic and social changes. Since then, in higher education, for example, English has become essential not only for academic and scientific research but also for international communicative purposes. At that time, introducing English at university was highly recommended because it was the most appropriate language that can be used to deal with such changes.

Such are the reasons why English has been adopted in, and adapted to many fields. Many scholars would agree that ELT is a process that concerns the implementation of English as a language and/or as a subject in any university curriculum. It can be thought of as a subject within a curriculum but it can also be used as a medium for teaching other subjects. English here has another function which is to teach many different disciplines. Further, at present, ELT is not considered as a local case, it is rather seen as a global one. Since English is considered as a global language, the teaching of this language has become international

and should not be restricted to any particular social group or geographical area.

The international characteristic of ELT is generally based on the premise that English is ‘tuned’ according to the needs of a particular group no matter where it exists. It is implemented and used by people so as to achieve different purposes depending on the demands of their social communities. Moreover, ELT is not restricted to any particular discipline or strand. Its interdisciplinary or multidisciplinary nature allows it to draw from many different academic disciplines such as applied linguistics, sociolinguistics, philosophy, and cultural studies.

These disciplines, in turn, are inclusive of various strands as those related to literature, history, social sciences, economics, the arts and the like. Such are the disciplines and strands that have contributed much to the actual development of ELT. The latter is viewed as a dynamic enterprise that brings into play the English language which is becoming dominant in a set of sectors. Business, tourism, and education are examples in which English is said to be widely taught and used.

Methodologically, ELT has changed from one period to another. Actually, it concerns three central points which are learners, content, and educators. Learners and their needs are of paramount importance in ELT practices. Learners’ demands determine the implementation of methods in and approaches to ELT. Language planners, syllabus designers, and

practitioners should recognise learners' needs so that they make ELT more effective. Meeting learners' needs is the ultimate goal. Another crucial element along with learners' needs is their attitudes. The attitudes learners have towards English and its culture play an important part in the achievement of effective ELT. Learners who adopt positive attitudes towards English and its culture, could be considered as successful learners of such a language.

The content of ELT is very broad and diverse since no one may say at what point a learner or even a teacher acquires English language proficiency. This English language content is not concerned only with language skills. It may also incorporate other elements that are necessary to achieve certain goals with learners. With this in mind, the content of the ELT programme should be relevant and authentic as to effectively reach such goals. In general, the ELT content should be inclusive of both linguistic and cultural elements so as to improve the learners' cognitive and communicative skills as a whole.

Further, the communicative goals sought by educators necessitate new techniques and skills, like the goals related to language use (linguistic and cultural contexts, discourse...) not only language usage (grammar, lexis). English language educators can be divided into two: native-speakers and non-native speakers. They may be considered as the backbone of the whole process. In this context, teacher professionalism

is something important to point out as it influences ELT practices (the issue of teacher professionalism will be discussed in detail in chapter 4).

It may seem impossible within the context of ELT in higher education to achieve the purposes mentioned earlier in the absence of qualified or professional English language educators. But what are the characteristics of a professional language teacher? And to what extent these characteristics are reliable?

Qualified or professional English language teachers, according to Karen Lund and Michael Svendsen Pedersen, must have a set of characteristics. They need (a) to be linguistically and culturally competent, (b) to be able to implement current and effective approaches to ELT, (c) to be aware of the learners' needs, goals, and styles, and (d) to have a positive attitude towards English and its culture. These characteristics are explained as follows:

Concerning the first characteristic, being linguistically and culturally competent implies that teachers need to master the lexis, syntax, and vocabulary of the target language; they should have a high level of English language proficiency and communicative skills. They should also be knowledgeable about different cultural aspects, namely, institutions, values, thoughts and beliefs incorporated into that language.

Second, the approaches that teachers adopt should be relevant to ELT. The more appropriate the approaches are, the more relevant and

effective ELT tasks will be. According to Karen and Perderson, the good language teacher must be able to develop principles and activities in the light of the theories underlying both principles and activities. With this in mind, teachers can reflect on what view of language, culture and human beings is the driving force behind given principles and activities.

Third, learners' needs, goals, and styles constitute a useful starting point for teachers to promote the process of ELT. In this context, teachers who take into account their students' learning styles and future expectations are likely to help students of English to broaden their learning experience.

Finally, teachers need to adopt positive attitudes towards English and its culture. S. Thompson and his co-authors advocate what Cruickshank, Jenkins and Metcalf (2003) say: 'effective teachers are generally positive minded individuals who believe in the success of their students.'²¹ Indeed, teachers who have negative attitudes towards the language they teach may not help in the development of ELT.

Teachers who have such characteristics could be considered as ELT professionals bearing in mind that they are able to teach the TL and its culture on positive terms. Professional teachers' ability here may be

²¹ Thompson, Susan, John G. Greer, and Bonnie B. Greer. "Highly Qualified for Successful Teaching: Characteristics every Teacher should Possess." *Essays in Education* 10 (2004): 1-9. Web. 16 Jul. 2014, www.usca.edu/essays/vol102004/thompson. The University of Memphis.

understood on the basis of the success they achieve in their ELT practices.

From another perspective, discussing the rationale behind introducing ELT in a university curriculum is relevant. In fact, there are three major aims behind introducing ELT in a university curriculum: (a) broadening the learners' language skills, (b) developing their communicative/intercultural competence, and (c) changing their attitudes about themselves and others.

The first main aim behind teaching English at university is to improve the learners' language skills. Teachers, in this regard, should be aware of the importance of the teaching activities related to listening, speaking, reading, and writing. Such language skills are important as to develop the learners' linguistic competence which, of course, will be of great use to them. The intention here is the teaching and mastery of grammar rules like lexis, syntax, and morphology. These grammatical elements will allow learners to get a high degree of English language proficiency.

Another principal aim of teaching English at the university concerns the development of the learners' communicative intercultural competence. Communicative competence involves many fields such as applied linguistics, pragmatics, sociolinguistics, to name but a few. It is thought of as the skills developed with learners which help them to

communicate easily with others. This implies that one should be able to use language in its appropriate and meaningful linguistic, social, and cultural contexts. But is it possible to explain intercultural competence in relation to communicative competence?

The answer to such a question is yes. Intercultural competence implies that learners should be able to communicate inter-culturally through the use of their acquired knowledge of the British and/or American culture. In this sense, the more learners happen to know about the culture of native speakers of English, the more they are involved in intercultural understanding. Mohammed Ouakrime asserts that the cultural function of English may manifest itself in terms of the learners' ability to value their own culture more, as a result of their exposure to the culture of native speakers.²²

Intercultural learning is a process that incites students' awareness of the culture of English and American people. In this, students are likely to be familiar with foreign cultural norms, behaviours, patterns of thought, and values. Both the English language and its culture should not be separated so as to communicate social meanings. The cultural aspect of the English language is crucial in strengthening the learners' cultural background to better communicate internationally.

²² Ouakrime, M. "Purposes of ELT in Morocco Revisited," *Education for Development: the Role of English as a Foreign Language*. Proceedings of the 18th MATE Annual Conference 27-30 March. Samir, Diouny and El Arbi Imad, eds., Casablanca: 1995, 29.

Gaining intercultural communicative competence should be considered by ELT practitioners. Such an objective may not be fulfilled with learners without developing their intercultural competence, if not, their ICC. The latter, also known as cross-cultural competence, is clearly defined as ‘the ability to interact with ‘others,’ to accept other perspectives, to be conscious of their evaluations of difference.’²³ Michael Byram and his co-authors stress interaction or contact among people so as to achieve cross-cultural communicative competence, what has to be known as interculturality.

The third key aim behind the incorporation of ELT in university is to develop the learner’s attitudes towards herself/himself and towards others. The attitude a language learner adopts towards English and its culture is very important in the teaching / learning operation.

A learner’s attitude reflects her/his view about or behaviour towards a target language and a target culture. That is, when learners have a positive attitude towards the English language, culture, and English people, their learning will be effective. Advocates of this view like C. Mantle-Bromley may argue that the attitudes learners have towards the TL and its culture are very significant. She agrees with what Rober C. Gardner says ‘students with positive attitudes are more highly

²³ Byram, M., Nichols, A. and Stevens, D. eds., *Developing Intercultural Competence in Practice* (Clevedon: Multilingual Matters, 2001), 5.

motivated and [...] increased motivation to learn strengthens the likelihood that a variety of desired behaviors will emerge...²⁴

However, if learners think that English is a language of the coloniser, for example, and as a result, it should not be part of a school or university curriculum. This does not help them learn successfully. The English to which non-native speakers are exposed should not influence learners negatively but it should influence them positively.

Indeed, teachers who are given the opportunity to evaluate the learners' attitudes towards the language they learn and its culture will be able to understand the degree of the students' interest in such a process. Teachers at this stage should 'tune' the learners' interests to enhance their motivation so as to appreciate and perhaps later excel in learning English and its culture.

The three aims of ELT are to be linked as they all lead to the learners' development of their English language proficiency and enhancement of their academic achievement. In this regard, learners may become able to communicate easily with members within their community and others, be they native or non-native speakers of English. Therefore, improving learners' English language skills, helping them to communicate inter-culturally, and inducing them to develop their

²⁴ Mantle-Bromley, C. "Preparing Students for Meaningful Culture Learning," 1992. In Heusinkveld, Paula Rae. *Pathways to culture: Readings on teaching culture in the foreign language class*. (Intercultural Pr, 1997), 439. In Robert, C. Gardner, et al. "Second Language Learning: A Social Psychological Perspective." (*Canadian Modern Language Review* 32, 3, 1976).

attitudes towards themselves and others are essential elements that will contribute to a valuable learning experience.

Briefly, English is very dominant on an international basis. This dominance is also apparent in ELT enterprise, dealing with basic elements like learners, content, teachers and context. Learners who are exposed to the English language are likely to get involved in academic and scientific research as well as cross-cultural interaction.

1. 3. Culture versus language

After having defined culture and ELT and having discussed their importance in the successful achievement of students, it is important to shed light on the link between language and culture and their contribution to effective language and culture learning. This section deals with the relationship between these terms and their impact on learners.

The idea that language and culture are closely interrelated still works in ELT practices. Viki. B. Galloway claims that language as a codifying instrument for the negotiation of meaning is referenced to its cultural context.²⁵ This means that language use is linked to different cultural contexts, not separable from them.

Byram's view about the link between language and culture is also relevant. He states that 'language pre-eminently embodies the values and

²⁵ Galloway, B. Viki. 1988. In Heusinkveld, Paula Rae. *Pathways to Culture: Readings on Teaching Culture in the Foreign Language Class*. (Intercultural Pr, 1997), 268.

meanings of a culture, refers to cultural artifacts and signals people's cultural identity.²⁶ In this, Byram focuses on the fact that language is inherent of cultural elements which themselves determine one's own cultural identity.

Language, in terms of its verbal and/or non-verbal forms, can be viewed as an expression of culture. It is used to convey messages and meanings and circulate cultural practices from one generation to another. Language may be considered as a medium through which people are able to express their thoughts, emotions, and feelings. In a word, with language, people not only express their values, beliefs, and world views, but they also interact with others in different situations.

Since culture is a significant element in language, each language has its own culture and the language people use in communication or contact reflects their culture. The idea that language is inclusive of culture is advocated by many educators and scholars. Fatema Sadiqi suggests that language is never culturally-neutral; language is perhaps the most perfect reflection of culture.²⁷

Byram and Sadiqi emphasise the fact that language is inclusive of culture which itself reflects people's thoughts and behaviour. In parallel, Douglas H. Brown mentions the inseparability of both language and

²⁶ Byram, M. *Cultural Studies in Foreign Language Education* (Clevedon: Multilingual Matters, 1989), 22.

²⁷ Sadiqi Fatema. "A cross-cultural Approach to the Teaching and Learning of English in Moroccan Universities." In *American Studies in North African Universities: an Interdisciplinary Approach*. (Rabat: Imprimerie Al Maarif El jadida, 1992), 82.

culture. He asserts that ‘a language is a part of a culture and a culture is a part of a language; the two are intricately interwoven.’²⁸

Language embodies culture and language itself is by no means shaped by culture. This is noticeable in human socio-cultural practices. Language, according to F. Sharifian and G. Palmer, is a cultural activity and, at the same time, an instrument for organising other cultural domains. Speakers take account of discourse situations which are structured by culture. Paul Friedrich (1989) refers to this nexus of language and culture as *linguaculture*, Michael Agar (1994) calls it *linguaculture*. Language is shaped not only by special and general innate potentials, but also by physical and sociocultural experiences [Italics in the original].²⁹

The idea that ‘language is a cultural activity’ implies that there is a fusion between language and culture; language is practically related to ‘innate potentials’ and ‘socio-cultural experiences’ as well. Sharifian and Palmer, in this respect, support their view on the basis of what Friedrich calls ‘linguaculture’ and Agar’s concept of ‘linguaculture.’ In fact, language embodies cultural norms that guide speakers in different discourse situations. This is true in ELT practices. The language that English language teachers use mirrors certain cultural norms inherent in

²⁸ Brown, H. D. *Principles of Language Learning and Teaching* (New Jersey: Prentice Hall Regents, 1994), 165.

²⁹ Sharifian, Farzad, and Palmer, Gary, B., eds., *Applied Cultural Linguistics* (Philadelphia: John Benjamins Publishing Company, 2007), 1.

the TL. Such norms, in turn, are picked up by learners. English in a sense carries culture; and teaching it is actually a 'lingua/languaculture' teaching learning process. That is to say, in the teaching of the English language, be this operation explicit or implicit, referring to different cultural norms is doubtless inescapable - in any language class.

The link between language and culture is significant. Learners who take courses relating to fields like literature, media, and cinema, have to use the TL so as to understand different cultures. Hence, studying literary texts, for example, helps students develop their imagination and critical thinking apart from learning English and its culture. This means that learners need to be actively involved in TC learning; they have to recognise assumptions, evaluate arguments, and draw conclusions on the basis of their own thoughts. Such fields are explored as follows.

First, literature, as a rich body of cultural knowledge, embodies people's cultures. American and/or British novels, short stories, plays, and poems are the best genres that are inherent of various and real cultural aspects. Therefore, teaching such texts to learners is important as they help learners know, understand or even criticise different cultures of different people. In this context, written or oral literature is produced by means of a language and reading this language is a cognitive/mental process that helps recognise the socio-cultural features of those who

write it. In order to render language and culture teaching more beneficial for learners, teachers need to select culturally relevant and authentic materials and expose them to learners.

Media have become a rich source of knowledge of the cultures of English-speaking countries. Elements like the quality, quantity and intensity of the target culture in the ELT material play a significant role in learners' education and media may be useful in this perspective.

The work of media is performed through a language which aids learners to understand the different ideologies of different nations. Many television channels, for instance, be they local or global, use a certain language addressed a certain audience. In this, the objective of such channels is to convey a certain discourse to their audience. Simply put, media studies, as a discipline, focuses on the role of media in shaping people's minds and behaviour towards the TC. It is therefore necessary to use English to be practically involved in such a discipline.

Moreover, cinema plays a key role in the workings of ELT. Teachers of English need to consider it as part of the process in focus. Teaching English through video materials in the form of films serves two main goals. First, films help learners study English vocabulary, pronunciation, and listening comprehension. They can also be used as a basis for many tasks such as writing assignments and giving oral presentations. Further, when students see a movie in English, they are

introduced to visual and sound information. The latter, as basic constituents of a movie, can be extremely useful for language learning.

Second, movies are basic instruments that assist learners to recognise different cultures of different people. It is through movies that learners extend their cultural knowledge of the TC and evaluate their own cultural heritage. Given that cinema is a relevant material that aids in successful and comfortable learning, teachers are expected to select and present authentic movies that seem more beneficial for learners.

Given that the three elements discussed so far are replete with different cultural features, they cannot only help language learners to recognise and understand diverse cultures of different people, but they can also be seen as authentic materials to incorporate in a university programme to teach a TL.

Hinkel stresses the strong link between language and culture learning and asserts that language learning and learning about a TC cannot realistically be separated.³⁰ In essence, the duality of language and culture in an educational programme leads to a proper English language and culture learning atmosphere. For example, an English learning unit which integrates cultural features like food, dress, music, and film involves learners to actively and cooperatively share their experiences. That is, the cultural input learners receive or the cultural

³⁰ Hinkel, Eli, ed., *Culture in Second Language Teaching and Learning* (Cambridge: Cambridge University Press, 1999), 197.

heritage they already have are essential for learners as to help them develop their English language proficiency.

Formerly, teaching language especially grammar and functions was highly emphasised. In contrast, little attention was given to the integration of culture content in the process. However, in the past four decades or so, focus has been centered on the inclusion of cultural elements in ELT programme due to the increasing need to intercultural communication.

At Moroccan universities, today, teachers try to create a sort of language as well as cultural sensitivity in learners. In this response, students should know the similarities and differences between their NL and culture and the TL and culture they learn so as to be successful learners. According to Byram and Grundy, ‘culture in language teaching and learning is usually defined pragmatically as a/the culture associated with a language being learnt.’³¹ Language and culture here are interwoven together in regard to different contexts.

It is important to say that students who learn a foreign language (FL) need to understand its different structures (world knowledge, spoken and written genres, pragmatic genres....) inherent in the culture of that language to a certain degree because the cultural aspect is

³¹ Byram, Michael, and P. Grundy, eds. *Context and Culture in Language Teaching and Learning* (Clevedon: Multilingual Matters, 2003), 1.

amalgamated with such a language (culture in context, culture in general text structure, culture in units of language ...).

Learners have their own set of cultural experiences and objectives of using a language. As it is mentioned before (see section 1.1), learners have their own cultural background which has to be addressed during TL learning. The integration of one's local culture and context is inevitable while learning a TL and a TC. In the process of TC instruction, for example, teachers are expected to consider three key elements: (a) the source culture, (b) the TC materials, and (c) the international TC. These elements are clarified respectively.

Teaching a TL without giving examples from the learners' own cultural heritage is inadvisable to teachers. Needless to say that TL and culture learning could be supportive to learners if they become able to use their cultural background knowledge, with which they are familiar.

Some common examples from the Moroccan cultural context can be mentioned: festivals like 'Mawazin' in Rabat and 'Moussem' of the Idrissid in Fes and Meknes are typically Moroccan. These two instances may be recognised as culture-specific since they belong to the culture of origin. But this is not the case for the British and/or American people; they have their own festivals regarding their own cultural traditions.

In Britain, there is, for example, a five day music festival that takes place in England. Entitled Glastonbury, the festival, Michael

Higgins states, showcases rock, world, electronic, reggae, jazz, and folk.³² Chicago Blues Festival is another famous American festival to which many visitors come so as to enjoy the music of the Blues who are famous internationally,³³ according to Karen Hanson.

When the familiar culture content (NC) intersects with the unfamiliar culture content (English culture), learning a TC becomes an active genuine task for learners. In this, they are provided with convenient opportunities to meaningfully express their thoughts, feelings, and emotions, balancing English culture content, for example, and the NC content development in target language learning. In this case, the more learners are trained to use their source culture in such a process, the more they are involved, if not motivated, to learn the target culture.

Moreover, introducing the TL culture to learners is of considerable importance especially in the area of TL culture teaching. The aspects of the TC are extremely useful for learners, from one hand they enable them to raise their awareness and develop their attitudes about them from another. Raising learners' awareness and developing their attitudes are two prime goals that teachers need to take into account. That is, teaching learners cultural aspects will evidently encourage them to be actively and communicatively involved.

³² Micheal, Higgins, et al., eds., *the Cambridge Companion to Modern British Culture* (New York, Cambridge University Press, 2011), 273.

³³ Hanson, Karen. *Today's Chicago Blues* (Chicago: Lake Claremont Press, 2007), 56.

Therefore, it is beneficial for learners to know and understand that there are many cultural differences between Britain and America, just like there are language differences between them both (British English/American English in terms of vocabulary, pronunciation, and the like). In this respect, in both countries, there are differences in customs, attitudes, values, to name but a few.

For example, there are ‘special days’ to remember as far as American holidays are concerned. Two of these days are: the 4th of July is a celebration of America’s independence and Thanksgiving takes place in the last Thursday of November. However, in Britain, there are two important things to consider. Concerning eating habits, ‘Chips and Fish’ are the most common food British people like to eat; it is the traditional take-away food in England. Concerning Pop music, British people are well known for ‘the Beatles,’ a cultural feature which is an indicator of the multi-cultural nature of Britain.

In general, learners who become familiar with such cultural aspects, are likely to broaden their new TC knowledge and to use such input communicatively in different contexts. Yet, students who are not given the opportunity to be familiar with some TC norms, face a set of difficulties in interaction—with native and non-native speakers of English.

The third key element that teachers can expose to TL learners is international culture. Teaching TL learners the TC and relating it to the NC may not be that effective without teaching them an international culture. It is not surprising that once TL learners recognise, for instance, the ‘Brazilian Samba’ or the ‘Spanish Bullfight’, they are given, in part, the opportunity to understand other cultures belonging to other countries --not only those which are confined to Britain or America. Therefore, the introduction of such elements to students helps them understand how English and its culture serve an international purpose.

This culture teaching phase also enables learners to know that there are cultures dissimilar to theirs; students become able to compare such cultures using English. Still, there is more to the reinforcement of the students’ cultural capital than to the understanding the notion of difference between cultures.

Approached in this spirit, there is the likelihood that an international culture represents another essential tool in TL and culture learning by means of which learners can communicate effectively. Communication, in this context, is not restricted to one or two countries or cultures but it expands to encapsulate many other countries or cultures. It is a process which helps learners be familiarised with different aspects of culture(s) that they will make use of seeking international understanding.

From the pedagogical point of view, the combination of the source, the target, and the international cultures is effective in ELT. The three types of culture instructively help learners participate in a considerable cultural experience –in addition to the linguistic one. They can understand and use these cultures authentically. Learning English is not sufficient to attain such a goal. Hence, teachers need to select authentic cultural texts, mainly British and American, and introduce them to learners.

The authenticity of such texts is embodied in the consideration of age, level of education, and learners' cultural knowledge. With this shift from language learning to culture learning, the new approach, which is interculturalist *par excellence* leads to a valuable ELT experience. The opportunities given to learners in the light of such an approach serve two major aims. First, they improve their linguistic and cultural background. Second, they are given the chance to use such a background meaningfully in international understanding.

ELT and learning is meant to develop specific language skills and help learners react linguistically and culturally in a range of contexts. Such contexts require that learners demonstrate cultural and linguistic competence, not only of the foreign language and culture, but also of their own.

Conclusion

In the light of what is discussed in this chapter, it might be clear that culture is recognised as a complex way of life which shapes human beings' mind set and they are shaped by it in turn. The essential core of culture consists of beliefs, values, institutions, and history. Culture implies different things to different people within different settings.

It seems crucial to state that the link between language and culture remains so close. Language expresses and embodies culture to a large extent; language is considered as a vehicle by means of which people express their thoughts and behave. There is, thus, a large area of overlap between teaching a language and teaching a culture.

CHAPTER 2

ELT and learning in Moroccan higher education

Introduction

This chapter focuses on the various purposes behind the incorporation of English into the Moroccan university. It also explores the basic components of an ELT project which are a programme, a curriculum, and a syllabus. Further, the chapter brings to the fore some recent and efficient approaches to ELT.

2. 1. Aims of ELT and learning in Moroccan higher education

Aims of ELT are unlimited in number, but three can be considered in regard to different contexts. These aims are economic, cultural, and academic. This section explores such aims respectively.

First, ELT can serve economic purposes. In the Moroccan context, such purposes may be associated with learners' aims behind their English studies. This is applicable to what is known as extrinsic motivation. Finding a good job, for instance, is what English language graders usually seek. More significantly, the certificates these students obtain are very useful in the sense that they determine the nature of the job they may get. That is to say, learners who take higher degrees in English have better opportunities to find good jobs –either in Morocco or abroad. Suffice to say that students who get lower grades in English are unlikely to get jobs with high income. In sectors like diplomacy, mass

media, marketing, education and tourism, English language proficiency has become a necessity.

It is important to provide examples on the last two sectors: education and tourism. Moroccan university students who intend to be future teachers of English are supposed to excel in English. As a profession, teaching English is very demanding with respect to the mastery of elements like grammar, vocabulary, pronunciation, cultural knowledge and the like. The mastery of such elements, then, allows learners to have access to a teaching profession. Another useful example is that good English language learners are likely to get good jobs in the sector of tourism. Travel agents or tour guides, for instance, like teaching and other professions, require a high degree of English language proficiency.

However, students who expect these kinds of jobs have to take specific English courses. English for Specific Purposes (ESP)³⁴ may be relevant here. Future teachers of English are involved in courses that deal with teacher training, lesson planning, and approaches to language teaching. To put it simply, travel agents or tour guides are introduced to a set of courses that are related to tourism.

³⁴ English for Specific Purposes (ESP) is a sphere of English Language Teaching. The English taught to students is concerned with a particular category of learners. Some examples of the courses taught within ESP are very specific like English for tourism, English for business, technical English and so on. The aim of ESP is to assist learners to improve certain specific skills apart from those of the English language itself (listening, speaking, reading and writing).

The two examples provided earlier are the outcome of what is known as ESP. Promoting the Moroccan economy is, thus, dependent on particular criteria in learners themselves. It is not simply a matter of being a student of English; many things are, thus, to be considered so as to promote the economic development of the country.

In addition to the economic role of ELT, the cultural role is also worth discussing. Many researchers have dealt with the same phenomenon with regard to the role that English may play in relation to improving students' intercultural communicative skills. As a matter of fact, learning English is now seen as a process of implicit and explicit learning of the culture of English-speaking countries. In a sense, ELT and learning may be understood as a two-way process.

Each of these processes is necessarily interwoven with the other. It is an operation whereby learners may be concerned with improving their knowledge of English language and English/American culture as well. This means that for Moroccan students, as communicators, to understand each other as well as NSs of English, they should have something in common in terms of their linguistic and cultural background that will enable them to perceive the target language and culture.

Communication is intricately woven into culture; both language and culture establish and improve communication. Nevertheless, understanding English language and its culture in its contexts needs to be

taken into account in order to have successful integration of both.

Learners' linguistic and cultural background enables them to understand their and the TC by assessing the various life styles and ways of thinking of various people. This also makes them realise the universal traits that are common to all human cultures and hence makes them gain the sociolinguistic competence which will allow efficient communication.³⁵

The achievement of efficient intercultural/international communication is governed by the learners' linguistic as well as cultural load they have. It is also governed by the mastery of both English language and its culture. Given that they have to understand the target language and culture to which they are exposed, learners are supposed to use English depending on its communicative function.

Moha Ennaji's investigation on the objectives of English at the Moroccan university and students' needs is significant. He finds out that 81% of students agree that they study English to become familiar with the cultures and institutions of English-speaking countries.³⁶ Similarly, the most important thing in which the learners are generally interested is communication. The appropriate means by which they can communicate is English --of course in addition to other languages like Arabic, Berber,

³⁵ Sadiqi, Fatema. "The language /Culture Interface in the Teaching of English in Morocco." In Mohammed, Hassim. et al., eds. *Issues in English Teaching Materials*, (the Proceedings of 18th MATE Annual Conference, Salé, 1998), 49. Web. 10 Oct. 2013, http://www.academia.edu/3185826/Issues_in_English_Teaching_Materials.

³⁶ Ennaji, Moha. *Multilingualism, Cultural Identity and Education in Morocco* (New York: Springer, 2005), 115.

French, and Spanish. Communication is language dependent, but culture also has a say in such a process.

Students of English need intercultural awareness for two reasons. The first reason is to help learners deal with various and multiple cultural aspects of English and American NSs. Through learning English and its inherent culture, students may be given several opportunities 'to put themselves in the shoes of NSs,'³⁷ according to Ursula S. Hendon. The second reason is to enable students to use English, by means of which they can express themselves, of course using their own cultural heritage. If these two objectives are met with learners, it is possible then to say that the intercultural communicative aspect of ELT is also met.

However, to help learners develop their intercultural communicative skills is not an easy task for teachers to perform. Teachers are expected to know how to teach English and its culture. The new intercultural communicative approaches to ELT and learning are now meant to focus much on the learner herself/himself.

The third key objective behind the introduction of ELT in university programme is an academic one. The academic side in ELT practice should not be overlooked as it is part and parcel of it. Sadiqi thinks that ELT plays an active role in the development of Morocco.

³⁷ Hendon, Ursula S. "Introducing culture in the high school foreign language class." *Foreign Language Annals* 13.3 (1980), 191-199. In Fleet Marilyn. "The Role of Culture in Second or Foreign Language Teaching: Moving Beyond the Classroom Experience." *Online Submission* (2006).

This is so for two reasons. First, ELT constitutes a bridge between Western thought and Moroccan reality. Second, English will be the language of the twenty-first century not only in science and technology but also in the key academic and professional fields.³⁸

Although conducting research can be a very demanding task for learners, it is motivating for them. Teachers, in this regard, need to engage students in doing research -about different TC issues- in English since this activity, according to Brian Cullen and Sato Kazuyoshi, can lead learners to long-term interest in the TC.³⁹ It should be noted that the most important part in this field is done in English.

However, learners who feel that they can do research should linguistically and culturally be prepared for it. Ennaji states that ‘a good number of university students and researchers learn English to be able to read the English references relevant to their specialty. Additionally, more and more scientific research carried out by native Moroccan academics is nowadays published in English.’⁴⁰ As such, English for a wide range of Moroccan university students is seen as a vehicle by means of which they have access to references written in English.

³⁸ Sadiqi, Fatema. “The language /Culture Interface in the Teaching of English in Morocco.” In Mohammed, Hassim. et al., eds. *Issues in English Teaching Materials*, (the Proceedings of 18th MATE Annual Conference, Salé, 1998), 44. Web. 10 Oct. 2013, http://www.academia.edu/3185826/Issues_in_English_Teaching_Materials

³⁹ Cullen, Brian and Kazuyoshi Sato. “Practical techniques for teaching culture in the EFL classroom.” *The Internet TESL Journal* 6.12 (2000): 1-6. Web. 25 Jul. 2014, <http://iteslj.org/techniques/cullen-culture.html>.

⁴⁰ Sadiqi, Fatema. “The language /Culture Interface in the Teaching of English in Morocco.” In Mohammed, Hassim. et al., eds. *Issues in English Teaching Materials*, (the Proceedings of 18th MATE Annual Conference, Salé, 1998), 44. Web. 10 Oct. 2013, http://www.academia.edu/3185826/Issues_in_English_Teaching_Materials.

By means of conducting a research, students become able to expand their linguistic as well as cultural repertoire. Such a research, being regarded as an essential part of the students' English studies, allows them to have higher educational degrees. Elaboration on these two objectives is relevant. The first objective is much more concerned with the linguistic as well as the cultural practices in which students get involved. In this, much importance is given to two competencies not only one. As for the second, students may be given the opportunity to achieve higher levels of education. The two goals are principal to learners as the latter are involved in a process (a research) that practically promotes their learning experience.

Graduate English studies like Masters' programmes constitute the best examples in which academic and scientific research can be conducted. In the Moroccan university system, 'Language and Communication' (Moulay Ismail University), 'Cross-cultural and Literary Studies' and 'Multi-specialised Translation' (Sais- Faculty of Arts and Human Sciences) are three examples of Masters' programmes in which academic research is highly recommended. Within the second and the third Masters' ELT university programmes, translation for example is one of the major academic disciplines that students should study. In this, learners tend to use their linguistic as well as cultural

background to translate texts from a language into another; for instance, from French into English and vice versa.

Due to its wide linguistic and cultural nature, the process of translation requires specific registers that students should know about and, thus, make use of so as to give relevant translation of texts with regard to their inherent meanings. The most important requirements for translating a source text are: a) to fully understand the content of such a text as well as its cultural connotations and b) to render its meaning in an appropriate style in the TL. Research, in the field of translation, is relevant in the sense that the more students are involved in research in such a field, the more they ‘excel’ in it.

Ken Hyland’s definition of English for Academic Purposes (EAP) constitutes a basic theoretical frame of reference here. He views EAP as ‘teaching English with the aim of assisting learners’ study or research in that language.’ He adds that EAP ‘is a broad term covering all areas of academic communicative practice.’⁴¹ Therefore, using EAP reinforces the ELT enterprise. This academic experience helps learners and teachers be theoretically and practically involved in a more professional task that works in favour of them both as well as for the development of their country.

⁴¹ Hyland, Ken. *English for Academic Purposes* (London: Routledge, 2006), 1.

Similarly, there are tasks to be performed in order to reinforce the academic side of ELT and learning such as ‘interactions, research genres (from journal articles to conference papers and exam proposals), student writing (from essays to exam papers and graduate theses), administrative practice (from course documents to doctoral oral defenses),’⁴² according to Hyland. Generally, in order to get involved in academic and scientific research, students may be engaged in a number of activities like encountering lectures, seminars and exams, making notes, giving presentations, and writing assignments.⁴³

Students’ aims behind learning English are both cultural and academic. Achieving their aims is a matter of what to do with English – as a means for their specific cultural and/or academic projects. University English studies are basically concerned with, to use Ennaji’s words, ‘the process of enlightenment, promotion of the intellect and knowledge of the world in addition to facilitating socio-cultural exchanges with English-speaking countries.’⁴⁴ In the context of Moroccan universities, ELT rests a driving force in itself. To put it simply, students of English get, thus, involved in English learning on the basis of linguistic, cultural, and academic considerations.

⁴² Hyland, Ken. *English for Academic Purposes* (London : Routledge, 2006), 1

⁴³ Hyland, Ken, *English for Academic Purposes* (London : Routledge, 2006), 14

⁴⁴ Ennaji, Moha. *Multilingualism, Cultural Identity, and Education in Morocco* (New York: Springer, 2005), 115.

2. 2. Programmes, curricula, and syllabi: practical considerations

ELT necessitates three main elements which are programmes, curricula, and syllabi. These elements, however, need to be highly considered by English language practitioners for two reasons. The first is that they help teachers develop the approach used in their ELT practice. As for the second, the elements provide a useful starting point for the achievement of the intended objectives. This subsection discusses some implications for a programme, a curriculum, and a syllabus respectively. It also discusses the relevance of such concepts to effective ELT pedagogy and their practicability in the process as regards the evaluation of each.

A language programme can be thought of as a pedagogical whole designed by a number of English language educators and addressed to a specific category of learners. A programme includes both curricula and syllabi that are taught and learned.

A programme, according to Brian K. Lynch, involves a series of courses with some common goal. Such courses are designed to prepare learners for some language- related endeavor. That is, to prepare them to pass language proficiency exam that, in turn, would allow them to gain entrance to some other programme of study. He also adds that a

programme might mean preparing learners to function, in general sense, in the context of a second language culture.⁴⁵

Lynch's definition of a programme suggests that it consists of several courses designed to help learners achieve a number of goals. Language proficiency and the ability to function in the context of the language taught are two major goals mentioned. That is, learners who happen to develop their linguistic and communicative skills, can be considered as successful learners especially if they use such skills effectively in different settings. The role of teachers in language development is a critical one. Beyond teaching learners English language rules, teachers need to help learners become more aware of how language functions in a range of communicative contexts.

Before it is implemented, each programme must go through a particular process. Numerous are the points to consider with regard to an ELT programme. Some of these are: the institution targeted, the content to be taught, the teachers required for that programme, the targeted category of learners to whom that programme is addressed, and the potential objectives to be achieved.

However, a programme can be effective or ineffective depending on a variety of factors four of which are worth mentioning: appropriateness of lessons, regular lessons, sustained efforts and

⁴⁵ Lynch, Brian K. *Language Program Evaluation: Theory and Practice* (Cambridge: Cambridge University Press, 1996), 2.

programme evaluation respectively. Such factors can also be explored in relation to their roles in determining the relevance of a particular programme.

Firstly, appropriateness of lessons can actually be regarded as one basic characteristic of an effective English language programme. A programme, so to speak, should match two key things which are the educational level of students and their language learning abilities.

It is essential to note that the learning abilities that an undergraduate student has differ from the ones of a postgraduate student. In fact, many programmes may be seen as ineffective because they are not designed properly. If a language programme does not fit a learner's level or his/her learning abilities, it is unlikely to be effective. Therefore, English language programme designers have to consider this difference between students' educational level and their learning abilities and see whether the programme designed fits learners. More specifically, programme designers should know beforehand learners' level of education, their objectives and competencies – as is mentioned. The knowledge that learners gain in their process of learning is significant in the sense that it provides a convenient starting point for a potential programme.

Sadiqi believes that a content of a programme should be a various one. The appropriateness of a programme may be understood on the

basis of what she suggests, stressing the cultural aspect of ELT. The representations and artifacts exposed to students need to take into account different cultures of different origins including Morocco.

Regular neutral comparison between cultures is a good way of doing it.⁴⁶

Secondly, the provision of regular lessons should be considered in order to reach a positive ELT programme. Indeed, regular courses are a key element of an effective ELT programme that teachers need to be aware of. For example, the order of units within an ELT syllabus is very significant in the sense that it helps learners develop the required skills gradually and effectively. This enables teachers themselves to be cognizant of what and how to teach.

Certainly, following a sequence of the lessons taught helps learners be more active. Lessons which are offered randomly or irregularly may not engage learners in a more effective English learning operation. That is, a programme which is composed of irregular lessons will undoubtedly lead students to encounter serious problems like confusion and discontinuity in the input they are provided with. Hence, properly graded lessons or courses help teachers and learners alike get involved in a successful ELT experience.

⁴⁶ Sadiqi, Fatema. "The Language/Culture Interface in the Teaching of English in Morocco." In Mohammed, Hassim. et al., eds. *Issues in English Teaching Materials Proceedings of the 18th MATE Annual Conference 30th March – 2nd April 1998, Salé*, p.47. Web. 10 Oct. 2013, http://www.academia.edu/3185826/Issues_in_English_Teaching_Materials

Thirdly, sustained efforts are necessary for an ELT programme. Teachers should provide support across the elements contained in a programme--from beginning to the end. The support needed here may be in the form of tests, reflective teaching, remedial work and the like. It is useful here to give a brief account of these three elements.

Testing, as a major step in ELT, helps teachers find out whether the objectives intended are met. This teaching technique enables teachers to recognise the extent to which certain goals are achieved. Then, it is necessary for teachers to re-build/re-teach some previously taught lessons, depending on the feedback they get from learners.

Therefore, teachers of English need to reflect on what they teach. That is, they have to evaluate their lessons as well as their ways of teaching them and whether their lessons and ways of teaching meet the expected objectives. In this, the quality of instructional materials, teacher training, and the design of the curriculum require consideration.

Remedial work is also a basic teaching strategy that teachers may use and develop so as to assess learners' performance. While planning and using this strategy, teachers need to consider the potential problems that learners may be faced with in TC learning. If learners do not succeed in mastering a unit about culture, for example, the teacher should think of an appropriate and practical way that makes them understand it.

Fourthly, programme evaluation is a very important step in ELT practice. This is actually an operation by means of which researchers and teachers happen to recognise the value of the programme designed.

Evaluating a programme, if done properly, helps ELT practitioners find out the strengths as well as the weaknesses of such a programme.

However, if the pre-planned objectives of an ELT programme are not met, there must be an attempt to modify the programme as to make it more appealing. The basic tools used in evaluating a language programme are questionnaires dealing with needs analysis,⁴⁷ achievement tests and the like.

It is essential to evaluate teachers' and students' opinions so as to maintain a comprehensive view of an English language programme that must be successfully approached. Programme evaluation, then, may be regarded as the glue that connects and gives meaning to ELT practices.

An ELT programme is essentially composed of two elements which are a curriculum and a syllabus. The term curriculum is derived from the Latin word 'currere' which means a course to be run. The concept of curriculum is used to describe courses of study at schools and universities.⁴⁸ It is possible to say that a curriculum is a plan for a course

⁴⁷ Needs analysis is a process integrated within the field of applied linguistics. According to Brown J. D, needs analysis refers to the processes involved in gathering information about the learning needs of students, and then, once they are identified, needs are translated into learning objectives. Long, Michael H., and Catherine J. Doughty. *The handbook of language teaching*. Vol. 63. John Wiley & Sons, 2011: 270.

⁴⁸ McKernan, J. *Curriculum and Imagination: Process, Theory, Pedagogy, and Action Research* (London: Routledge, 2008).

involving its components like purpose, content, teaching procedures, means of assessment and so forth.

Nunan David discusses some definitions of both a curriculum and a syllabus according to Henry Widdowson, Jim Breen, and Allen P. respectively. He states that:

The syllabus is [...] a framework within which activities can be carried out: a teaching device to facilitate learning (Widdowson, 1984: 26). Any syllabus will express [...] certain assumptions about language, about the psychological process of learning, about the pedagogic and social processes within a classroom (Breen, 1984: 49). [A] curriculum [...] involves consideration of the whole complex, philosophical, social and administrative factors which contribute to the planning of an educational program. Syllabus, on the other hand, refers to that subpart of curriculum which is concerned with a specification of what units will be taught... (Allen 1984).⁴⁹

While Widdowson defines the concept of a syllabus as a device to make teaching an easy process, Breen views it as a pedagogic and social process. Further, Allen P. distinguishes a curriculum from a syllabus in that the first concerns philosophical, social and administrative considerations while the second concerns a specification of what units to be taught. Educational programmes are, thus, inclusive of particular

⁴⁹ David Nunan. *Syllabus Design* (Oxford: Oxford University Press, 1988), 6.

curricula and syllabi which should practically be dependent on the results expected by teachers.

An English language syllabus, according to Van Ek, may encompass a set of components like: situations in which English will be used, language activities, functions and forms, and the degree of the skills developed with learners.⁵⁰ Such elements have to be considered by syllabus designers so as to help teachers achieve certain objectives with learners.

After having discussed the necessity of adopting an intercultural communicative approach to ELT (see the previous section), it is also necessary to touch upon the intercultural communicative programme, curriculum, and syllabus. The work of programme designers is not only to establish what learners have to learn but they have also to draw much attention to the intercultural communicative goals of such programmes.

However, from the perspective of the intercultural communicative approach, crucial to ELT is the relevance of programmes, curricula, and syllabi. Relevance here implies that the components of an ELT programme should be convenient to the contexts targeted. Marianne Celce-Murcia and Olshtain Elite say that the first question which needs to be considered is the audience for whom the curriculum is relevant. They also state that in most cases the first audience that comes to mind is

⁵⁰ Van Ek, Jan A. "The threshold-level." *Education and Culture*, 1975. In David, Nunan. *Syllabus Design* (Oxford: Oxford University Press, 1988),7.

the teachers. It is often assumed that well-informed teachers, who plan their teaching carefully, need to understand the curriculum at hand.⁵¹

Given that programme, curriculum and syllabus are interrelated, relevance is a basic criterion for each of these elements. Celce-Murcia and Olshtain emphasise the nature of the curriculum, as a basic component of a programme, and how it could be effective in practical terms. However, the effectiveness of any curriculum should be dependent upon the audience it addresses as well as whether it is well understood by such an audience.

Traditionally, regardless of its positive characteristics, the ELT Moroccan programme has been criticised as a programme which did not fully meet the Moroccan students' needs. Ennaji reports some strong and weak points of such a programme. The strong points are that the programme aims at an adequate command of general English, emphasises literature courses, and gives enough weight to linguistics. As for the weak points, he suggests that the programme is characterised by a rigid legal text that organizes it and overlooks the Moroccan society's new needs.⁵²

⁵¹ Celce-Murcia, Marianne and Elite Olshtain. *Discourse and Context in Language Teaching: A Guide for Language Teachers* (Cambridge: Cambridge University Press, 2000), 186.

⁵² Ennaji, Moha. "An Evaluative Survey of English Syllabus at the University: is There an Alternative." In Dahbi, Mohammed, Ezroua, Mohammed, and Haddad Lahcen, eds. *Cultural Studies, Interdisciplinarity, and the University* (Rabat: Faculty of Letters and Human Sciences, Mohammed V University, 1996), 221.

It may be argued that the modern English programme at the Moroccan university has undergone some considerable changes. Within such programmes, some courses have been added or replaced by other courses so as to meet the needs of learners. That is, if the specific needs of an English language programme are not met, students are unlikely to achieve their objectives. As a result, they may not acquire and increase English language proficiency.

The programmes that are approved are now put into use (English for tourism, public speaking, for example, are now new courses taught at Moroccan universities). Following a modular/semester system, the Moroccan university ELT programme has now a number of characteristics and aims. This programme, however, needs to be cross-culturally and communicatively approached.

On the contrary, modern ELT university programmes are to meet the ends of the 21st century; a century of technology and globalisation. Students, in this sense, need to express their linguistic as well as cultural heritage through the medium of English. When they know these practices, they become able to communicate.

As for its characteristics, the Moroccan university ELT programme can be divided into two parts. The first deals with linguistics and the second deals with culture. As for the first, focus is on some courses like Phonology, Morphology, Syntax, Semantics and the like.

The second component of a programme is a cultural one. World culture, Mythology, British Civilization, American Civilization are common examples of current disciplines within the English cultural programme. At the beginning, all students are required to study most of these disciplines but later they are given the opportunity to choose one option: Linguistics or Culture.

What is said about the undergraduate programme can also be said about the graduate programme. Changing some --not all-- courses of the programme has become something necessary. Fields that have not been dealt with constitute part and parcel of the new courses. For instance, in cross-cultural studies, focus has now been mainly on learning target cultures, belonging to different origins with different ideologies; translating Arabic/French texts into English and vice versa. Such a view has been put into practice as to train students to be familiar with different cultures and the points where these cultures meet.

Further, such changes could help students strengthen their command of the English language and culture as well. Those courses have small groups of students, whereas before many could get in. These small groups of students get involved in a two-year programme which could lead to a Ph.D. Therefore, they are offered the possibility for getting a doctorate degree of English in Morocco.

Evaluating programmes, curricula, and syllabi and their importance in promoting ELT is a dynamic process in language teaching. One major reason behind the implementation of such a process is that ELT practitioners happen to know whether the objectives sought are met. Another important reason is that these practitioners become able to recognise the strengths and the weaknesses of such elements. Finally, teachers should be able to measure such elements in terms of their authenticity and relevance. To fulfill the task of evaluation, practitioners usually resort to the teachers' as well as the students' views about the elements mentioned. As such, collecting data is worthwhile of course on the basis of questionnaires and/or interviews.

2. 3. Approaches, methods, and techniques to ELT and learning

Developing ELT at university has been a central issue attracting the attention of many scholars, theorists and educationists. However, it has been necessary for this category of people --and perhaps for others-- to think deeply of relevant ways to reach such a goal. As a result, many theories about ELT have emerged and have ultimately been selected and adopted. It is worth noting that over the years ELT practitioners have shifted from one approach to another, from one method to another, and from one technique to another in order to promote ELT project.

This section highlights three key things: first, it defines the three commonly known aspects of ELT which are an approach, a method, and

a technique respectively. Second, it discusses the reasons why teachers should adopt approaches to ELT. Finally, it examines some of the recent approaches to ELT and learning. Yet, it is not possible to discuss all the methods of and approaches to ELT, but it is useful to focus on two major approaches, namely, Communicative Language Teaching (CLT) and the intercultural communicative approach.

Defining concepts like an approach, a method, and a technique helps understand methodology to ELT --in Moroccan higher education. Douglas H. Brown defines methodology as ‘a term which implies considerations involved in how to teach.’⁵³ If methodology is effective in teaching practices, the overall operation of ELT will undoubtedly be successful. In fact, the three concepts are hierarchically related; ‘the approach at the top followed by method and technique respectively,’⁵⁴ according to Al-Mutawa and Kailani.

There are many definitions of the term approach. It is the most abstract of all three concepts. An approach to teaching may be understood as a way on the basis of which a language is taught or learned. Teachers, in principle, make a series of assumptions and establish a set of principles that constitute a basic theoretical repertoire which helps them to apply methods and techniques in class.

⁵³ Brown, Douglas, H. *Teaching Principles: an Interactive Approach to Language Pedagogy* (New York: Pearson Education, 2007),15.

⁵⁴ Al-Mutawa, Najat and Kailani, Taiseer. *Methods of Teaching English to Arab Students* (Essex: Longman Group, 1989), 12.

In fact, the principles of teaching and learning are essential to ELT settings. Such principles are not static since ELT is not static too. An approach can be viewed as a theory being composed of a set of principles on which teachers base their teaching practices in class. Jack C. Richards and Renandya Willy A. state that an approach, according to Anthony, is a set of assumptions that deal with the nature of language, learning, and teaching.⁵⁵ This definition stresses three basic elements of language teaching in general which are language, learning and teaching.

What imports is that an approach to ELT should be considered in association with the nature and/or function of the three elements mentioned. Another more or less similar view is that of Brown. He defines an approach as ‘theoretically well-informed positions and beliefs about the nature of language, the nature of language learning, and the applicability of both to pedagogical settings.’⁵⁶ In his view, Brown focuses on the nature and role of both language and language learning in pedagogical situations. Also, for him an approach is not only based on theoretical but also on practical considerations.

According to Al-Mutawa and Kailani, ‘the term ‘approach’ refers to principles or assumptions underlying the process of language teaching

⁵⁵ Richards, J. C. and Willy A. Renandya, eds. *Methodology in Language Teaching: an Anthology of Current Practice* (New York: Cambridge University Press, 2002), 9. Edward Anthony (1963) gives definitions of three hierarchical elements, namely, approach, method, and technique.

⁵⁶ Brown Douglas, H. *Teaching Principles: an Interactive Approach to Language Pedagogy* (New York: Pearson Education, 2007), 16.

and learning.⁵⁷ The definitions discussed earlier indicate that teachers are expected to start from a number of assumptions or beliefs in ELT pedagogy, forming what is known as an approach. It is evident that the latter is used by teachers so as to reach their ultimate goals with learners. In this view, such positions, assumptions, and beliefs need to be considered so as to promote the learning objectives. An approach describes how learners learn a language following the teachers' philosophy and the learners' expected objectives.

As no ELT practice may take place in the absence of an approach, the same thing may be true with regard to a method. The word method comes from the Greek word 'methodos' which means following after or pursuit. In this context, a teacher has to apply a certain method or plan for the teaching of English and the culture inherent in it.

A method of teaching can be defined as the implementation of a number of teaching learning activities and/or procedures in an English language class. In this, teachers' lesson plans, the syllabus, the textbook, and the teaching materials are basic elements that should be taken into consideration while talking about a method and how it works.

According to Brown, a method is a set of classroom specifications for the achievement of linguistic objectives. It tends to be concerned primarily with teacher and student roles and secondarily with features as

⁵⁷ Al-Mutawa, Najat and Kailani Taiseer. *Methods of Teaching English to Arab Students* (Essex: Longman Group, 1989), 12.

linguistic and subject-matter objectives sequencing, and materials. He adds that methods are almost always thought of as being broadly applicable to a variety of audiences in a variety of contexts.⁵⁸

Brown views the concept of method as inclusive of a set of classroom activities that are used so as to achieve a number of objectives with learners. He also suggests that a method is applied with regard to various and numerous audiences and contexts. From another perspective, a method is practically linked with the techniques that English language teachers use in class. In fact, there are other practitioners in the field of ELT who may agree with Brown's standpoint.

Al-Mutawa and Kailani assert that a method should contain a set of procedures that are systematically followed with a view to achieve certain language learning goals.⁵⁹ The term can also be better understood through what Richards and Renandya say on the basis of Edward Anthony's definition of the term. The concept of 'method was defined as an overall plan for systematic presentation of language based on a selected approach.'⁶⁰ A method is then a specific plan for the presentation of the language material to be learned and should be based upon a selected approach. That is, a method is not used haphazardly as it

⁵⁸ Brown Douglas, H. *Teaching Principles: an Interactive Approach to language Pedagogy* (New York: Pearson Education, 2007), 16.

⁵⁹ Al-Mutawa, Najat and Kailani, Taiseer. *Methods of Teaching English to Arab Students* (Essex: Longman Group, 1989), 12.

⁶⁰ Richards, J. C. and Willy A. Renandya, eds. *Methodology in Language Teaching: an Anthology of Current Practice* (Cambridge University Press: New York 2002), 9.

should be connected with a particular approach, matching the intended objectives sought by teachers themselves. However, the application of a certain method in a language class is not divorced from the use of a set of related techniques. The former, in fact, is in harmony with the latter.

Techniques, also known as procedures, are considered to be the most important aspects in ELT. In fact, many teachers use a range of techniques available or suitable to them, depending of course on the contexts they are provided with and on the content of the curriculum they have at hand. The work of a language teacher may not be fully accomplished if it lacks the use of a number of basic and relevant techniques. They are helpful instruments in the use of approaches and methods in a language class.

‘A technique,’ say Al-Mutawa and Kailani, ‘is a procedure used by the teacher in the classroom.’⁶¹ In other words, a technique is what the teacher actually does as specific activities in the classroom to employ a method which is, in turn, consistent with an approach. This view is supported by Richards and Renandya who state that techniques are specific classroom activities consistent with a method, and therefore in harmony with an approach as well.⁶² Brown may to some extent agree with what Richards and Renandya say. He defines a technique as ‘any of

⁶¹ Al-Mutawa, Najat and Kailani, Taiseer. *Methods of Teaching English to Arab Students* (Essex: Longman Group, 1989), 12.

⁶² Richards, J. C. and Willy A. Renandya, eds. *Methodology in Language Teaching: an Anthology of Current Practice* (Cambridge University Press: New York 2002), 9.

a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives.’⁶³ What imports in ELT activity is that no teacher may do without a technique because it helps her/him be aware of the objectives sought.

The three concepts defined above have something in common; one aspect actually complements the other, say one is in harmony with the other. In adopting an approach, there is a method to employ and there are techniques to use. J.C. Richards and Schmidt Richard believe that ‘different theories about the nature of language and how languages are learned (the approach) imply different ways of teaching language (the method), and different methods make use of different kinds of classroom activity (techniques).’⁶⁴

An approach is generally broader than a method and a method, in turn, is broader than a technique. A method should be based upon a selected approach and a technique should be based upon a particular method. But it is interesting to say that the three aspects of ELT (approaches, methods and techniques), being fundamental components in the field, are all interdependent in an English language class.

After having defined the three major aspects of ELT, it is now possible to talk about the major reasons why an approach should be

⁶³ Brown Douglas, H. *Teaching Principles: an Interactive Approach to Language Pedagogy* (New York: Pearson Education, 2007), 16.

⁶⁴ Richards, J. C. and Schmidt, Richard. *Longman Dictionary of Language Teaching and Applied Linguistics* (New York: Pearson Education, 2002), 30.

adopted particularly in the context of higher education. The idea of how to teach English in such a context affects not only teaching development, but also its potential results on learners. There are thus many circumstances and factors that determine the teaching process.

The process of ELT may not be effective specifically if teachers lack a theoretical and a practical background. Evidence for this is that the fewer teachers read about ELT and how it works, the less positive their performance is. In this respect, the potential assumptions and principles that teachers may have about ELT settings are imperative to the performance and empowerment of their task.

Approaches are meant to orient teachers to appropriately and professionally conduct a class with reference to a particular programme, curriculum or syllabus. This may be put into practice with a focus on different ELT tools like lesson plans, content or textbooks, teaching materials and the like. There are three reasons why university teachers need to adopt approaches in their ELT pedagogy: (a) to recognise and reflect on their principles of ELT, (b) to render ELT activity more dynamic, and (c) to meet the teachers' as well as the students' objectives.

First, the assumptions that teachers work on are very significant in ELT. If teachers are given the opportunity to recognise their ELT principles, their task will be more successful. In this, theory and practice are two essential elements that teachers need to consider; the more

teachers read about the various and multiple ways and/or approaches orienting how to teach English, the more successful and effective their English teaching/ learning operation will be.

In contrast, teachers who do not attempt to develop their ideas related to ELT practices encounter serious problems three of which can be considered. Firstly, teachers are unlikely to actively perform their tasks as teachers, as a result they cannot reflect on what they do. Secondly, they may run the risk of teaching irrelevant content. Thirdly, they are unlikely to meet the objectives sought, and students would not fully understand classes. To avoid these problems springing out from the unuse –or may be the misuse—of an approach, the implementation of an appropriate approach to ELT for a teacher is something obligatory.

Second, achieving dynamism in ELT practices is a very significant perspective that teachers need to be aware of. Dynamism, a key concept in language teaching, may be understood as an on-going process of interaction in an English class. In this, qualified or professional teachers of English are more likely to be involved in a dynamic or more active language class.

Bearing in mind that teachers are aware of the necessity of selecting and adopting a certain approach to ELT, they may thus be equipped with powerful tools to improve their performance. Poetry, story-telling, computer-aided language learning, and movies are useful examples of

such tools that should be considered in order to enhance communicative learning. Also, effective teachers need to encourage learners to participate in classroom discussions and welcome their contributions – ‘Public Speaking,’ for example, is a subject that can be geared towards meeting such an objective. The theoretical and practical insights that teachers obtain can help develop ELT at the university.

Third, teachers need to use an appropriate approach to the teaching of English in order to meet their objectives as well as the learners’ needs. Ouakrime argues that the learners’ and the teachers’ expectations are core elements that lead to effective ELT and learning. He states that the effectiveness of teaching and learning is determined by the degree of consistency that holds between the expectations of learners and those of teachers.⁶⁵ In this context, classes are given according to what learners and teachers expect. If learners need to understand British or American history, for example, then there must be a particular approach that a teacher adopts so as to fulfil this aim with learners.

As such, the approach adopted should be appropriate so that learners would appreciate the discipline and make use of it throughout and after their English studies. Reaching Intercultural Communicative Competence (ICC) with learners within this context is very significant.

⁶⁵ Ouakrime, Mohamed. “Teaching Learners or Helping them to Learn: that is the Question?” in El Mostapha, El Haddad and Mohamed Najbi, eds. Proceedings of the 12th MATE Annual Conference 22-26 Tetouan, December (1991), 44.

For example, learners need to understand and discuss British and/or American civilization without much difficulty. But if they fail to do so, they may not make progress in learning.

It is now a common view among English language educators that the teachers' aims and the learners' needs are interrelated in ELT practices. Most if not all ELT programmes mainly at the university are fundamentally based on what learners need from English language. In this regard, it would certainly be of great practical value, if teachers fix their aims in ELT in relation to the learners' needs.

Nagaraj Geetha claims that the objective in a language class is to get the learners to learn the TL and use it. This is done best when they are involved in the learning process. This indicates that their interest must be sustained in classroom activity.⁶⁶ Needless to say that the goals of English courses vary according to the contexts in which these courses are offered but the most important thing in ELT settings is the extent to which the teachers' objectives are met with learners.

Moreover, the achievement of ELT objectives depends upon the nature of the curriculum and its components within the departments of English. Paul Davies and Eric Pearse state that the clear definition of appropriate goals is vital to successful ELT and learning.⁶⁷

⁶⁶ Geetha, Nagaraj. *English Language Teaching: Approaches, Methods, and Techniques* (Hyderabad: Orient Longman: 1996), 98.

⁶⁷ Davies Paul, and Pearse Eric. *Success in English Teaching* (Oxford: Oxford University Press, 2000), 3.

When it comes to the question of successful ELT, Davies and Pearse argue in the quote above that teachers must define their goals to ELT. Therefore, the clearer the goals are, the better students learn. Goals are important in giving teachers and learners a feeling of making progress. In this regard, it is interesting never to lose sight of the overall goal of ELT which is to enable learners to communicate effectively.

The achievement of a certain objective can be checked through evaluations either at the end of each class or term. If teachers encourage learners to think creatively and critically, learners then will develop certain cognitive and learning skills that help them much in the process. Generally, the objectives that teachers expect from learners should be clear and appropriate as well.

After having examined some of the reasons why an approach should be adopted by teachers, one may discuss some current approaches to ELT and how they contribute to effective ELT. Two approaches can be mentioned: Communicative Language Teaching (CLT) and the intercultural communicative approach. These two approaches are selected in this discussion due to two key factors. First, they are inclusive of principles of communicative actions in ELT practice. Second, they are contemporary and thus more reliable.

In the 70's of the 20th century CLT has been introduced –as an alternative to many approaches like Grammar Translation Method

(GTM), the Direct Method (DM) and the like. CLT has served the language teaching profession for many years and it has been based upon the necessary use of language not only as structure (vocabulary and grammar) but also as a means of communication in real social situations.

Such an approach is intended to help learners communicate socially with native and non-native English speakers. The approach seeks to enable learners to master English in terms of specific linguistic skills like grammar, syntax, and lexis. The very role of the teacher is to make such objectives realised with learners who ultimately use such skills in communicative purposes. A.P.R. Howatt distinguishes between a strong and a weak version of CLT:

The weak version stresses the importance of providing learners with opportunities to use their English for communicative purposes and [...] attempts to integrate such activities into a wider program of language teaching. The 'strong' version of communicative teaching, on the other hand, advances the claim that language is acquired through communication, so that it is not merely a question of activating an existing but inert knowledge of the language, but of stimulating the development of the language system itself.⁶⁸

In fact, it has become difficult to achieve such objectives since students may worry about whether they master the language, and not

⁶⁸ Howatt, A. P. R. *A History of English Language Teaching* (Oxford: Oxford University Press.1984), 279.

about how, with whom, and when to use it. Similarly, many teachers feel that students do not learn realistic language; they do not know the techniques basic to communication like using appropriate social language or expressions. Such an approach, however, has been lately replaced by a context-based approach.

Opponents of the CLT approach support the view that the context-based approach stresses the contexts in which a language may be used by learners. In this, learners have to be able not only to communicate using a language but they also have to know the specific contexts in which language may be used, but is there an approach that replaces CLT?

Like CLT an intercultural approach to ELT is an approach which does not neglect the role of language in the process per se. Rather, it differs from the other approaches in the sense that it emphasises what learners can do with the language that they study in terms of the various cultural skills that they become able to develop.

Communication and context are not the only elements that the intercultural approach is concerned with. These cultural skills are very essential for learners to learn so as to bridge the cultural gap that may exist between languages if not cultures. The intercultural and communicative dimension in ELT may be better explained through J. Corbett's words: There have been fresh attempts to integrate 'culture' into the communicative curriculum while acknowledging the obvious

importance of language as a means of communicating information.

Corbett adds that advocates of an intercultural approach also emphasize its social functions; for example, the ways in which language is used by speakers and writers to negotiate their place in social groups...⁶⁹

According to Corbett, intercultural learning is a two-way process. It is a matter of learning both language and its culture. Such a process is central to the communication of information among different social groups using different languages.

A current approach should not only be intercultural but it should also be communicative. That is, it is not enough for students to achieve ‘intercultural competence.’ Intercultural approach encourages learners to be involved in TC learning in relation to their NC. Paige R. M. and his associates see culture learning as the process of acquiring the culture-specific and culture-general knowledge, skills, and attitudes required for effective interaction with individuals from other cultures. They add that it is a dynamic, developmental, and ongoing process, engaging learners cognitively, behaviourally, and affectively.⁷⁰

The learners’ knowledge of their own culture aids them to learn the TC and use it appropriately in different real contexts. Acculturation

⁶⁹ Corbett, John. *An Intercultural Approach to English Language Teaching* (Clevedon: Multilingual Matters, 2003), 2.

⁷⁰ Paige, R. M., Jorstad, H.L., Siaya, L., Klein, F., and Colby, J. “Culture Learning in Language Education: A Review of the Literature.” In D.L. Lange & R.M. Paige, eds. *Culture as the Core: Perspectives on Culture in Second Language Learning* (U.S.A.: Information Age Publishing, 2003), 177. In Si, Thang, Kiet, Ho. “Addressing Culture in EFL Classrooms: the Challenge of Shifting from a Traditional to an Intercultural Stance.” *Electronic Journal of Foreign Language Teaching*, 2009, Vol. 6, 1: 63-76.

here is the potential outcome. It is probably the right term accounting for such a process: understanding one's culture and being able to learn and use a TC conveniently. Learners, thus, may achieve acculturation so as to become able to make a balance between their culture and the one they learn.

However, intercultural competence, according to many theoreticians, remains incomplete; it lacks what is called 'communicative competence.' To achieve this goal with learners, ELT practitioners need to adopt an intercultural communicative approach. Corbett defines ICC as a concept which 'includes the ability to understand the language and behaviour of the target community, and explain it to members of the 'home' community –and vice versa.'⁷¹

Students who focus much on the English language alone cannot communicate in the culture of the TL. As a result, students who are 'good' in English, for example, are able to exchange e-mails with a NS of English but they cannot be involved in social contexts. Such a situation is the outcome of the students' focus on language itself and not on how to use it interactively.

The cross-cultural role of ELT and learning can be understood within the context of involving learners in two interrelated phases.

According to Byram and his co-authors, language teaching with an

⁷¹ Corbett, John. *An Intercultural Approach to English Language Teaching* (Clevedon: Multilingual Matters, 2003), 2.

intercultural dimension helps learners acquire the linguistic competence needed to communicate in correct and appropriate ways. They add that it also develops their intercultural competence i.e. their ability to interact with people.⁷² With this in mind, interaction implies that Moroccan students, for example, need to communicate effectively using their and others' culture. The idea is that learning English and its culture is the main concern of an intercultural communicative approach to ELT. This is one reason behind the adoption of such an approach.

Learners who rely on their own cultural heritage as well as on the TC, will be able to position themselves in an intercultural communicative situation, allowing them to be successful learners. The second main reason is international communication; knowledge of English and the way to use it on an international basis is crucial.

Moreover, the necessity of an intercultural communicative approach to ELT at Moroccan universities is better expressed by Sadiqi: preparing students for a genuine cross-cultural communication involves making them consciously aware of their own culture and also more aware of the TC.⁷³ This approach, according to her, stresses the interplay between two cultures: the NC and the TC. When students interpret their

⁷² Byram, Michael, Bella Gribkova, and Hugh Starkey. *Developing the intercultural dimension in language teaching. A practical introduction for teachers.* (Strasbourg: Council of Europe, 2002).

⁷³ Sadiqi, Fatema. "A Cross-cultural Approach to the Teaching and Learning of English in Moroccan Universities." In Dahbi Mohammed, Tahir Nadia and Miller Thomas, eds. *American Studies in North African Universities : an Interdisciplinary Approach* (Rabat : Imprimerie Al Maarif El Jadida, 1992), 83.

values, beliefs and behaviours as well as those of others, they can be interculturally and communicatively involved in ELT.

Such an approach enhances learners' intercultural awareness and enables them to study English and its culture. In this, learners engage in an intercultural and communicative environment. Students who learn how to use the TL cross-culturally, can use it communicatively. Hence, teachers are not supposed to teach English as a language dissociated from its cultural content. Therefore, language structures, vocabulary items, and pronunciation rules are not the only elements that teachers should teach. To prepare learners for meaningful TC learning, teachers need to consider some TC elements such as daily patterns of life, values and beliefs.

The major role of such an approach is to develop learners' ICC. As learners receive input they have to reflect on it so as to reinforce their intercultural learning. That is, the material of the TC (input) that they are equipped with enables them to develop their ICC in terms of what they notice and how they interpret such material (output). This point can be discussed through Liddicoat's diagram:⁷⁴

⁷⁴ Liddicoat, Anthony, J. 2002. In Si, Thang kiet, Ho. "Addressing Culture in EFL Classrooms: the Challenge of Shifting from a Traditional to an Intercultural Stance." Si, Thang, Kiet, Ho, *Electronic Journal of Foreign Language Teaching*, Vol.6, 1, 2009: 63-76.

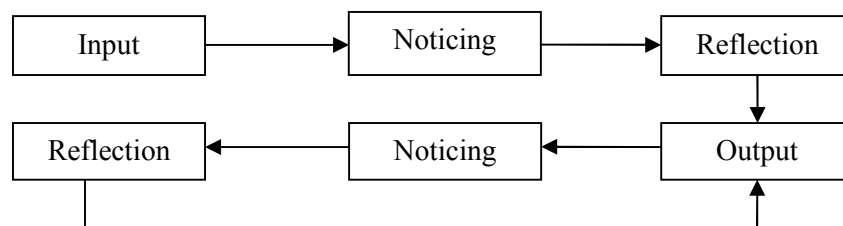


Figure 1: The pathway for developing intercultural competence⁷⁵

The word input may be understood in terms of the information language learners receive, specifically at both levels of form and content. Input here may be oral or written. The linguistic as well as the cultural knowledge to which learners are exposed play a pivotal role in TL learning. Examples of written input are newspaper articles, books, e-mail messages and so forth. As for oral input, the teacher's and native-speaker's voice, television broadcasts, and video clips are the best examples. When learners are exposed to input and when they grasp what they hear or read, TL learning takes place.

The term output is linked to the learner's production in learning. The term may be seen as a way of using already existing knowledge. Learners are supposed to notice and reflect on such knowledge so that they could be productive. This implies that the TC should be used to encourage learners to interpret their culture and others' culture.

Noticing takes places within or after the reception of input. Learners who get input of the TL and culture, are given the opportunity

⁷⁵ Liddicoat, Anthony, J. 2002. In Si, Thang kiet, Ho. "Addressing Culture in EFL Classrooms: the Challenge of Shifting from a Traditional to an Intercultural Stance." Si, Thang, Kiet, Ho, *Electronic Journal of Foreign Language Teaching*, Vol.6, 1, 2009: 63-76.

to provide their views about it and interpret it. This interpretation may be understood on the basis of recognising, analyzing, and discussing the similarities and differences of cultures. Noticing is, thus, a process which assists learners to use linguistic and cultural content productively.

Given that both input and output are significant constituents of TL learning, teachers need to be aware of the content they teach and of the reaction of students to such content. The awareness targeted here needs to be construed in terms of teachers' evaluation of the objectives set within ELT programme. This evaluation encourages students' performance so as to acquire higher levels of language proficiency, hence being able to communicate in different situations.

Liddicoat's theory of the pathway for developing intercultural competence may also be understood through Kramsch's concept of 'third place' or 'third culture.'⁷⁶ ELT and learning occurs in a third place. Through her/his learning of English, the learner understands values of the TC. A learner must then understand values of her/his own culture as well as those of the TC. Kramsch's concept implies that students' comparison and contrast of their own culture and the TC allows them to make meanings. Meaning-making here functions as a result of a cognitive and interpretative process between cultures.

⁷⁶ Claire Kramsch introduced the concept of 'third place' in 1993. The concept implies that there is a third culture that arises in the process of communication between different cultures. Language learning then has to be accounted for through what she calls a 'third place' or a 'third culture.'

Conclusion

In the light of what is discussed in this chapter, it is now quite clear that ELT aims at broadening the learners' language skills, improving their intercultural communicative competence, and developing attitudes about themselves. Generally, economic, cultural and academic aims are emphasised. Besides, defining a programme, a curriculum, and a syllabus has been central to the issue of culture and ELT. In this, one may conclude that these three aspects of ELT are linked in the process. However, professional teachers of English need to consider such aspects along with their cultural as well as linguistic competence and the learners' needs so as to promote ELT and learning.

CHAPTER 3

The role of new technologies in target culture teaching

Introduction

The aim of this chapter is to explore the impact of new technologies on TC teaching and learning with reference to three focal issues. The first brings into light the role of incorporating such means into TC teaching and learning. The second examines a set of examples of new technology devices that are used in the process. The final issue highlights some of the difficulties that teachers and students may experience in TC learning due to the use of technology.

3.1. The role of technologies in target culture teaching at the university

Technological consciousness has become the dominant ideology of our time.⁷⁷ In fact, technology plays a dominant role in teaching and learning practices. According to Jonassen Peck and Brent Wilson, computer technology has been utilized as an engager and a facilitator for the creation of meaning.⁷⁸ That is, technology helps learners make sense of the world and engages them in this thinking process by presenting information, asking questions, providing feedback, and judging

⁷⁷ Wilfred, Carr. ed. *Quality in Teaching: Arguments for a Reflective Profession* (Philadelphia: Falmer, 1989), 79.

⁷⁸ Jonassen Peck, and Wilson Brent, 1999. In Yu-Li, Chen. *Factors Influencing Internet Use in Teaching English: A Study of EFL in Northern Taiwanese Higher Education Institutions* (ProQuest Information : Michigan, 2006), 21.

responses; it thereby facilitates learning by allowing users to reflect on what they have learned...⁷⁹

According to McLuhan, technologies have a remarkable impact on individuals and society apart from whatever content is transmitted.⁸⁰ From this perspective, McLuhan emphasises the fact that technology influences individuals and society to a large extent. In a similar vein, both Bertram Bruce and Hogan M. P. may share McLuhan's opinion. They believe that 'as technologies embed themselves in everyday discourse and activity, a curious thing happens. The more we look, the more technologies slip into the background. Despite our attention, we lose sight of the way they shape our daily lives.'⁸¹ Technologies bridge gaps between individuals and help them extend knowledge according to their needs and interests as well.

Given that the majority of students in Morocco have grown up using technological tools, incorporating such tools in TC teaching and learning is very helpful. Karen Swan advocates the idea that digital technologies support nonlinear thinking -try different ways to solve problems (Bolter 1991), shared experiences (Meyrowitz 1996), new forms of thought (Stephens 1998), and student-centered learning (Papert

⁷⁹ Yu-Li, Chen. *Factors Influencing Internet Use in Teaching English: A Study of EFL in Northern Taiwanese Higher Education Institutions* (ProQuest Information: Michigan, 2006), 21.

⁸⁰ McLuhan, Marshall. 1964. In Swan Karen et al. "Teaching with (digital) Technology," (2008): 241.

⁸¹ Bruce, B.C. and Hogan, M.P. 1998. In Chapelle, Carol. *English language learning and technology: Lectures on applied linguistics in the age of information and communication technology*. vol. 7. (John Benjamins Publishing, 2003), 1.

1993).⁸² This indicates that learners' use of technologies, considerably, helps them rely on themselves and experience new strategies for learning. In this context, learners do not rely solely on teachers' knowledge, something which fortunately works in learners' favour.

There are, in fact, three major reasons why integrating new technologies into TC teaching and learning is beneficial. The first is that they may pave the way to less difficult and quick access to the knowledge of the TC. The second is that they substantially contribute to the extension and exchange of learners' cultural repertoire. The third is that new technologies may be implemented within a new approach to TC teaching and learning at the university.

The first reason why technology is beneficial for students is that it enables them to have easy and quick access to linguistic and cultural knowledge. H. Nostrand argues that technology is very helpful for the learners of a foreign language (focus here is placed on English) as it potentially makes swiftly available the information more particularly on foreign cultures.⁸³ Indeed, technological devices may make TC teaching and learning less difficult and immediate in respect of up-to-date and relevant input. As such, these devices are meant to facilitate information retrieval both visually and verbally. Disregarding this very function of

⁸² McLuhan, Marshall. 1964. In Swan Karen et al. "Teaching with Digital Technology," (2008): 242.

⁸³ Nostrand, H. L. "The Beginning Teacher's Cultural Competence: Goal Strategy." *Foreign Language Annals*, 1989, 22 (2): 193.

integrating technology into the field of TC teaching and learning may yield negative outcomes.⁸⁴

New technologies are vital because they benefit people to a great extent. Robbie McClintock argues that the use of information systems paves the way to three core outcomes. Firstly, people are converting the contents of the world's cultures to digital form, making the results available to any person, at any place, at any time. Secondly, people are gaining flexible command of ways to represent knowledge, lowering the thresholds to cultural participation. Finally, people are externalizing different skills --to calculate, to spell, to remember, to visualize, to compare, to select--into the digital tools with which they work.⁸⁵ In other words, learners' interest in the use of technology indicates that they are given many opportunities to make their TC learning much easier.

In parallel, D. Laurillard claims that with the recent rapid development of web-technologies, learners are fortunately equipped with new forms of websites through which they can gain appropriate knowledge or texts about the culture targeted.⁸⁶ Like Laurillard, McClintock contends that easy access to multimedia allows knowledge

⁸⁴ The issue of the negative outcomes of technology will be discussed in detail in section 3.3. of the current chapter.

⁸⁵ McClintock, R. "The Educator's Manifesto: Reviewing the Progressive Bond with Posterity through the Social Construction Digital Learning Communities," 1999. Web. 30 Jun. 2014, <http://robbiemcclintock.com/shelving/B-99-Ed-Manifest.html>

⁸⁶ Laurillard, Diana. "Rethinking Teaching for the Knowledge Society." vol. 37, no. 1, January/February (2002):16-25. In Wai, Meng et al. *Media in Foreign Language Teaching and Learning*, (Water D, 2011), 12.

construction to assume many forms.⁸⁷ Cultural knowledge of different countries, including those of NSs of English, has become accessible at the click of a mouse in a number of Internet windows. Therefore, if learners are active Internet users, they become able to conduct research studies on a set of issues within a very short amount of time.

The second main reason behind the integration of technology into TC teaching and learning is the potential exchange and extension of knowledge. This may be interesting in terms of the disciplines that are contained in ELT programme. In this, technology can provide learners with culturally authentic material which enables learners to understand the cultural content they learn.

Access to technology is at the heart of TC learning at the university. This point seems to be quite significant especially if technology is appropriately used by learners. When they make use of technology tools, learners are more likely to improve their critical thinking skills and reinforce their academic achievement. This may be feasible thanks to the hundreds, if not thousands, of programs that allow students to critically share their views with other people from different countries.

⁸⁷ McClintock, R. "The Educator's Manifesto: Reviewing the Progressive Bond with Posterity through the Social Construction Digital Learning Communities," 1999. In Clark, R. "Media Will Never Influence Learning. Educational Technology Research and Development." 1994, 42 (2): 21-29.

Learners participate effectively in the process of learning particularly when the culture to which they are introduced is dynamic – not static. To put it simply, when learners are engaged in analysing and increasing knowledge of the TC by means of technology, they can be intellectually and critically involved in a dynamic project. In other words, technology plays an important part in extending and exchanging learners' knowledge of a TC. Learners' perceptions of contact between cultures constitute a core element in TC learning. That is, technology allows learners to purposefully maximise their cultural awareness and cultural capital as well.

The final more vital role of technology is that it methodologically promotes ELT. In English classes computers may serve the functions of storing data and facilitating intercultural learning and communication. J. Graus points out that multimedia-networked computer provides a range of informational and communicative tools that are potentially available to every student.⁸⁸

The availability of information and communicative tools, thereof, may be explained through the idea that technology is not simply a medium for the mass-delivery of a curriculum. Rather, technology can offer ways of helping learners achieve their learning goals and teachers

⁸⁸ Graus, Johan. 1999. "An evaluation of the usefulness of the internet in the EFL classroom." <http://www.home.plex.nl/jgraus/Nijmegen>, the Netherlands: Johan, Graus. In Hassim, Mohammed. "Introducing Computer Assisted Language Learning in Morocco: Secondary Schools: the Role of the Teacher." In M. Zaki A. and Najibi M. eds. MATE Proceedings: The Teaching and Assessment of English for Global Purposes MATE 21st Annual Conference, Essaouira, March, (2001):24.

their instructional goals, according to Gail Hawisher.⁸⁹ Technologies like websites, e-mail, and online conferences play a central role in sharing input among learners. In this, Thomas C. Reeves points out that most English language educators who adopt cognitive tools approach argue for constructivist implementations,⁹⁰ contending that such uses lead to higher order thinking skills and learning.⁹¹

It is, therefore, within such technological environment that cultures widely circulate in and out of class. Driss Ridouani's view may account for the role of technology in exchange and circulation of knowledge between teachers and students. He states that the students who could not attend courses might profit from the uploaded documents of their teachers; in this manner, they could catch up with their classmates. This strategy offers the opportunity for both teachers and students to communicate.⁹²

Exchange or circulation of knowledge of different cultures among learners as well as teachers by means of technology devices is increasingly important. Through the use of such means, learners are

⁸⁹ Gail, E. Hawisher, et al. *Computers and the Teaching of Writing in American Higher Education, 1979 -1994: A History*. (New Jersey: Ablex, 1996), 4.

⁹⁰ The constructivist approach is a cognitive operation in which learners are involved. It is based on the premise that knowledge may be constructed or gained from an array of resources that are to be purposefully used by learners, as knowledge seekers. The process of knowledge construction requires from this category higher order thinking skills, enabling them to develop their thoughts and attitudes.

⁹¹ Reeves, T. C. 1996. In McLuhan, Marshall. *Understanding Media: the Extensions of Man*. New York: The New American Library, 1964. In Swan Karen et al. "Teaching with Digital Technology," (2008): 247.

⁹² Ridouani, Driss. "Information and Communication Technologies as an Alternative Agent in Higher Education." In Larouz, M. ed.. "ICT in Education : Future Prospects and Potential Challenges." School of Arts and Humanities, Meknes, Conference Proceeding Series, 36, (2013):29.

above all encouraged to participate, actively rather than passively, in their target culture learning experience.

3.2. Technological resources for culture teaching and learning

The preceding section has focused on the merits of technological resources and how they contribute to the development of ELT. Such resources are generally unlimited in number. The Internet, emails, television news, and movies can be considered as core exemplars. Such technological resources are explored in the following section.

Initially, the Internet, as a crucial means of new technologies, is generally seen as an international network that has positive effects on TC teaching and learning. Indeed, ‘the Internet,’ Ridouani says, ‘offers private and individual access and allows spacio-temporal dimensions of freedom [...] Technologically advanced vehicles are vehemently used [...] not only to store and disseminate information but also to create and communicate it.’⁹³

In addition, Nike Arnold states that the use of computer technology, especially the Internet adds an important opportunity for cultural learning and foreign language instruction.⁹⁴ From Ridouani and Arnold’s statements, it can be inferred that the Internet can be very

⁹³ Ridouani, Driss. “Information and Communication Technologies as an Alternative Agent in Higher Education.” In Larouz, M. ed. “ICT in Education: Future Prospects and Potential Challenges.” School of Arts and Humanities, Meknes, Conference Proceeding Series, 36, (2013):24.

⁹⁴ Arnold, Nike. “Technology Mediated Learning 10 Years Later: Emphasizing Pedagogical or Utilitarian Applications?” *Foreign Language Annals*, 40 (1), 161-181, 2007. In Schenker, Theresa. “Intercultural Competence and Cultural Learning through Telecollaboration,” *CLICO Journal*, 29(3), (2012):450.

useful for learners with regard to two considerations. On one hand, it helps learners to look for up-to-date and relevant materials. On the other hand, it encourages learners to communicate locally and internationally.

A primary role of the Internet in regard to TC teaching and learning at the university is that it substantially helps learners find current as well as relevant material. Therefore, ready access to the Internet allows them to benefit from a vast source of authentic language and culture content. This may be feasible through different and unlimited number of websites or search engines that the Internet encompasses.

Not surprisingly, many, if not, most students are now able; more than ever before, to use a variety of websites. As such, these websites allow them to have access to or download the texts they require during TC learning. Downloading materials is a basic function of the Internet from which students can benefit.

The use of Internet websites such as Encyclopedia Britannica, JSTOR, and Francis & Taylor, to name but a few, enables learners to find scholarly and authentic articles that contain relevant TC content. As such, these websites, of course among print materials, will not be beneficial for learners unless they are used effectively by learners in research. A potential electronic collection of TC materials, for instance, assists learners to explore several themes related to the TC. Through

reading and interpreting such materials, learners may dynamically contribute to the development of their intercultural competence.

The teachers' implementation of Internet-based resources benefit learners to a considerable degree. This technique encourages learners to be involved in a couple of tasks. While the first stresses the manner in which they can use online resources effectively, the second focuses on the material that learners find and on the extent to which this material relates to the topics they are asked to work on. The three exemplars mentioned above (Encyclopedia Britannica, JSTOR, and Francis & Taylor) help learners conduct academic research studies dealing with certain cultural topics like: visiting Britain, American cinema, celebration of Thanksgiving in America, to name but a few.

Doing an online research on Samuel Huntington's Clash of Civilizations, a key topic although different from the ones mentioned before, for instance, may seem very significant in a target culture class. The term 'global village,' for example, is worth discussing with reference to multiple views of diverse authors. Yet, in order for learners to perform this task effectively, they are probably required to rely on a set of various websites. In this, the role thus of the teacher is to highlight a number of these websites so as to help learners get, if possible, a more or less comprehensive idea about such an issue. To fulfil this objective, the learners' findings need to be taken into account.

Above all, using the Internet is a necessity in TC teaching and learning. However, the way to use the Internet and the distinction between reliable Internet websites from unreliable ones, are requisite perspectives in TC learning. Therefore, learners have to be aware of such considerations so as to benefit from such a technological instrument.

Another potential situation in which learners can use technology in their TC learning is the use of the email. The latter, which is thought of as ‘the mother of all Internet applications,’⁹⁵ can also be seen as an efficient medium by means of which learners are offered ample and practical opportunities to exchange and construct cultural knowledge and interact with others. Mike Levy contends that the asynchronous nature of an email provides learners with valuable opportunities for the presentation of cultural understanding.⁹⁶ Generally, advantages of the email

include: using English for authentic purpose, learning about a target culture, and communicating on an international level.

Emails are likely, to use Margaret Gonglewski’s words, to extend what one [learner] can do in the [English] class.⁹⁷ According to her,

⁹⁵ Warschauer, M., Shetzer, H. and Meloni, C. “Internet for English Teaching,” 2000. In Gonglewski, Margaret; Christine Meloni, and Jocelyne Brant. "Using e-mail in foreign language teaching: Rationale and suggestions." *The Internet TESL Journal* 7.3 (2001): 1-12. Web. 14 Apr. 2014, <http://iteslj.org/techniques/Meloni-email.html><http://iteslj.org/>

⁹⁶ Levy, Mike. “Culture, culture learning and new technologies: Towards a pedagogical framework.” *Language Learning & Technology* 11.2 (2007): 112.

⁹⁷ Gonglewski, Margaret, et al., “Using e-mail in Foreign Language Teaching: Rationale and Suggestions.” *The Internet TESL Journal*, Vol. 6, 3, March 2001. Web. 14 Apr. 2014, <http://iteslj.org/techniques/Meloni-email.html><http://iteslj.org/>

learners can log in and write email from the comfort of their own room, from a public library [...] These spatial possibilities, she writes, increase the amount of time they can spend both composing and reading in the foreign language in a communicative situation.⁹⁸

Moreover, the email can put language students in contact with real audiences, allow them to experience authentic language, and let them receive immediate feedback from native [and/or non-native] speakers.⁹⁹

This idea is also expressed by M. Singhal who states that ‘email encourages students to use computers in realistic, authentic situations in order to develop communicative, and thinking skills [...] even timid or inhibited students can benefit from the meaningful interaction and communication e-mail makes possible.’¹⁰⁰

The use of emails allows learners to get involved in two focal operations. First, learners have to think about the content of the messages they receive. Second, they have to think about the messages that they, in turn, need to send to others. Writing emails in English is a motivating activity that does not only allow learners to present their own culture but it also allows them to reflect on others’ cultures. If Moroccan learners

⁹⁸ Goglewski, Margaret; Christine Meloni, and Jocelyne Brant. "Using e-mail in foreign language teaching: Rationale and suggestions." *The Internet TESL Journal* 7.3 (2001): 1-12. Web. 14 Apr. 2014, <http://iteslj.org/techniques/Meloni-email.html><http://iteslj.org/>

⁹⁹ Silvia, P. U. et al. 1996. In Yu-Li, Chen *Factors Influencing Internet Use in Teaching English: A Study of EFL in Northern Taiwanese Higher Education Institutions*, (ProQuest Information: Michigan, 2006), 41.

¹⁰⁰ Singhal, M. "The Internet and Foreign Language Education: Benefits and Challenges." *The Internet TESL Journal*, 3, 6. In Smail Kerouad "the use of Technology in ELT." In *Language, Communication and Professional Life. Conference Proceedings*, 18, School of Arts and Humanities, 2007, 64.

are given the chance to communicate with native and non-native speakers of English, it is possible for them to write emails with a view to share their beliefs and cultural assumptions with others.

Moreover, the email plays an active role particularly in pre-class activities. It provides a practical context to prepare students beforehand for an assignment. By doing so, students' use of the email is meant to reinforce their TL and TC learning. This point can be illustrated through a couple of examples. First, a teacher may use the e-mail to ask learners to work on a topic like discussing the presidential elections in U.S.A. before they come to class. Learners here may perform the task and meanwhile exchange e-mails in order to share basic ideas about the topic. In this way, learners are better prepared for class ahead of time. The knowledge that learners gain beforehand is useful as regards the forthcoming activities (e.g. oral presentations and discussions) about the topic targeted.

In brief, the email helps TC teaching and learning to occur irrespective of where and when teachers and learners happen to be. It remains one of the most central technological tools that are and should be used in the process. As such, these tools are fundamentally meant to facilitate national and international contact with teachers, students and native and non-native speakers of English.

Second, the teacher may respond to the email --about a particular topic-- that is sent by one of her/his students. The email benefits a learner, especially if s/he receives a feedback from the teacher. If the teacher does not give her/his feedback, at least s/he has an idea about the learner's expectation(s) related to their English studies.

The online environment, however, may cause some sorts of complexity to TC learning. This implies that not all email exchanges prove successful. This complexity may be due to the inability of learners to complete certain tasks: from the learners' perspective, the objective may not be target language or culture learning as such but rather informing other learners about a particular viewpoint related to their NC.

Given that views, beliefs, and values differ from one learner to another, and from one culture to another, communicating ideas may or may not be a successful operation. Simply put, presenting one's culture can, thus, be considered as a difficulty for target culture learners. However, this problem should not impact learners negatively as to being discouraged to use e-mails to communicate their cultural ideas with individuals belonging to different cultures.

The third essential example of technology means influencing TL and culture teaching at the university is concerned with television news. Marc Prensky states that media provide channels through which representations and images of the world can be communicated *indirectly*

[italics in the original].¹⁰¹ That is to say, Prensky stresses the indirect communicative function of media as they assist in creating meanings. Media tools shape and are shaped by culture.

Communities and individuals are constantly provided with diverse information from a multitude of media devices such as television news Broadcasts, films, television documentaries; talk shows, online newspapers and magazines. Focus here is placed on the first two elements which are television news broadcasts and films because they are perhaps the most convenient media tools for ELT project.

The use of media approach with learners has become worthwhile more particularly within a generation of what Prensky called *digital natives*, or people born in a technological world.¹⁰² This approach may assist learners in supporting their culture learning process through the use of various media devices. Although media were planned for economic rather than teaching purposes, they are reliable and efficient to a large extent. Given that media tools constitute a rich source of TC material and a beneficial input for learners, teachers need to integrate them in ELT practice. The tools in focus purposefully allow learners to recognise, discuss and interpret a variety of TC issues that are contained in the ELT curriculum.

¹⁰¹ Prensky, M. "Digital Natives, Digital Immigrants," *on the Horizon* 9(5); 1-6, 2001. Web. 13 Mar. 2013, [http://www.marcprensky.com/writing/prensky.digital natives](http://www.marcprensky.com/writing/prensky.digital%20natives).

¹⁰² Prensky, M. "Digital Natives, Digital Immigrants," *on the Horizon* 9(5):1-6, 2001. Web. 13 Mar. 2013, [http://www.marcprensky.com/writing/prensky.digital natives](http://www.marcprensky.com/writing/prensky.digital%20natives).

In TC learning, learners' interpretation of cultures through media is significant but difficult to make. The work of interpreting cultures implies that there is also a particular operation at work. This operation is concerned with the construction of knowledge. Therefore, in order for learners to conveniently interpret English/American cultures (or any other culture), they need two principal considerations: developing tolerance of cultures and reducing prejudices. In this, the role of teachers is to sensitise learners to the importance of these perspectives so as to make them feasible, leading to a valuable TC learning experience.

A. Goodwyn believes that television combines all aspects of culture.¹⁰³ In a sense, when television is designed for ELT purposes, it may be very influential in many ways. English television programmes, as part of media devices, represent a reliable tool for the promotion of TC teaching and learning. As such, these programmes are likely to motivate learners to develop their linguistic as well as cultural background. This view is supported by E. Buckner, quoting F. H. Bendaoud: 'English is generally perceived as a useful international language especially among youngsters who like it for its music, songs and films.'¹⁰⁴

¹⁰³ Goodwyn, Andrew. *English Teaching and the Moving Image* (Routledge: New York, 2004), 5.

¹⁰⁴ F. H. Bendaoud. In Buckner, Elizabeth. "Student Motivation for Studying English," *Attarbia Wa Ttakwin*, 3, (2007):137-138.

The first television programme that teachers may use in TC teaching practice is television news. The latter constitutes a core medium for the process, allowing learners to obtain real and interesting insights into, decode, and interpret various aspects of the TC. It is precisely through these tasks that active TL and culture learning takes place.

Further, in Buckner's view, Television news broadcasts can provide the linguistic and cultural authenticity that students need so as to develop their intercultural ability to communicate via English. television news channels like British Broadcasting Corporation (BBC) and Cable News Network (CNN), for example, constitute a basic British/American media material that teachers may make use of.

In fact, the channels targeted so far represent current and different news in English about the world. Therefore, when Moroccan learners listen to the news in English, they are involved in two processes. On one hand, they listen to the English language so as to improve their knowledge of lexical items and how they should be pronounced. On the other hand, learners are informed about the multiple and current events that happen worldwide.

Learners' participation in the performance of a task related to a recent event that takes place in an English speaking country, for instance, is of considerable importance. To cite an example that discusses last night's news is an opportunity for students and teachers as well to reflect

on many facts and further create a number of meanings, according to John Corner.¹⁰⁵ This kind of activities serves two principal purposes: first, it strengthens the learners' linguistic capital of English; second, it raises their awareness of different cultural issues.

The main purpose, thus, of watching television news broadcast in English is to ensure that learners are focused on critical discussions about diverse and multiple issues about different nations. In this, various segments of television news such as politics, economics, arts and sports constitute an essential platform for students, and perhaps for teachers as well, to compare and contrast features of many cultures, including theirs.

Movies, as a fourth fundamental part of media tools, may have positive effects on ELT activity. The incorporation of British and/or American movies into their classes is purposeful. This is due to a set of factors three of which are worth discussing. Movies entertain and motivate learners to a large extent, provide them with authentic linguistic and cultural input, and enable them to frame their views about their culture and identity in relation to other cultures and identities. These three factors are discussed in what follows:

To begin with, the impact of movies on ELT may be discussed in relation to their entertaining and motivating function on the part of

¹⁰⁵ Corner, John. 1998. In Briggs, Adam. and Cobley, Paul. eds. *The Media: an Introduction* (Pearson Education, 2002), 242.

learners. Film viewing, in fact, constitutes a new activity for learners – possibly not like any other regular activity such as learning grammar or vocabulary. It is an activity which enables learners to be enthusiastically involved in TL and culture learning. Entertainment and motivation may also constitute direct outcomes of film watching. Besides, one may claim that entertainment affects motivation.

Many practitioners emphasise the role of film viewing in ELT. Tereza O'Bannon and M. Goldenberg point out that students' individual feelings, which make up the classroom climate, will be enhanced when they are told they are going to watch a movie.¹⁰⁶ In an English class, introducing an activity that best fits learners' expectations (like film viewing) impacts learners positively. Specifically, when learners present their personal perspectives on a film, they may be more involved through discussing various topics related to gender, race, language, ethnicity and the like. It is a process in which learners become able to develop their critical thinking skills and to negotiate meanings. This clearly indicates that learners' motivation is increased especially when they are introduced to an activity which is unique to them.

The uniqueness of the activity mentioned earlier lies in that learners learn better in an atmosphere in which anxiety is reduced to a

¹⁰⁶ O'Bannon, Teresa. and Marni. Goldenberg. *Teaching with Movies, Recreation, Sports, Tourism, and Physical Education* (Human Kinetics: Aukland, 2007), XXII.

considerable degree. In other words, films, in part, play a significant role in minimising learners' anxiety, hence encouraging them to be successful learners. In this context, they can discuss many issues and write on them in a more comfortable learning environment.

Another potential reason behind integrating movies into ELT is to reinforce learners' linguistic and cultural capital of English. It is important to note that watching movies is an activity which may serve both linguistic and cultural purposes. To begin with, learners are provided with the opportunity to develop their English linguistic competence. That is, the process allows them to gain new vocabulary items and grammatical structures, for example. When film segments are repeated, learners become able to rehearse words and phrases. This activity empowers the students' learning, both in terms of quality and amount. An English movie scene can be very useful as an introduction to a grammar or vocabulary lesson in that learners can listen to and pick up new vocabulary to increase their linguistic repertoire of English.

In addition, film viewing enables learners of English to be exposed to the target culture aspects embedded in films. According to Goodwyn, film watching is a process whereby English is intelligently brought with lived culture.¹⁰⁷ Like Goodwyn, Christine Roell claims that instructors who implement films in their classes find that the use of authentic

¹⁰⁷ Goodwyn, Andrew. *English Teaching and the Moving Image*. (Routledge: New York, 2004), 22.

language broadens learners' cultural competence and improves their English learning.¹⁰⁸ From both Goodwyn and Roell's views, it can be inferred that films are seen as a crucial instructional material that benefits learners both linguistically and culturally.

Stressing the cultural aspect of film watching, Ren Jiajia thinks that films are considered as insightful means for culture teaching. Jiajia's argument is that films are reflective of people's way of life in terms of three basic considerations which are variety, contemporary issues and authenticity.¹⁰⁹ According to Jiajia, two things need to be targeted in teaching English through films: the nature of films selected and the issues they handle. Beatriz Amaya Anderson states that films are replete with theoretical and practical applications.¹¹⁰ This means that films encompass cultural lifestyles, values, and traditions that are worth discussing in an English class.

While Jiajia focuses on the nature of films to be introduced, Amaya stresses the fact that films should be inclusive of forms of communication and a language that produces meaning. Further, the production of meaning, here, is the outcome of a set of systems such as technologies, discourses of the camera, lighting and other tools. In this,

¹⁰⁸ Roell, Christine. "Intercultural Training with Films." *English Teaching Forum*, 3,1, (2009): 5.

¹⁰⁹ Jiajia, R. "Culture in English Language Teaching." *Interfaces*, 2009, 3(1).

¹¹⁰ Amaya-Anderson, Beatriz. *Film in Composition: Developing Critical Thinking Skills through the Study of Film in First Year Composition*. (Diss. Indiana University of Pennsylvania, 2008), 1-2.

the systems displayed in films work together to present an aural-visual narrative and to communicate socio-cultural and political values.

Film viewing may probably frame learners' thought in relation to other people and other cultures. Since viewing films is itself cultural, learners are given a chance to generate personal meanings and reflect on their NC towards other cultures. Indeed, the setting, themes, sounds, verbal and visual symbols are important features in ELT through films. Therefore, if these symbols are effectively explored by teachers, the latter would elicit students' views about various TC phenomena.

When it comes to the interpretation of a particular cultural phenomenon in an American movie, for example, learners can critically discuss it in relation to their own culture and identity, and to other cultures and identities. Themes like nationality, religion, ethnicity, gender or age are good examples of cultural phenomena. Sylvia Mayer and Wilson Graham think that current discussions about global issues – issues that are different from the ones mentioned so far—such as peace, human rights, globalization and others, focus on the transgressive dimension of socio-cultural practices.¹¹¹ These discussions can be considered as a process through which learners' develop their intercultural awareness and understanding, hence framing their thoughts or even their cultural identities.

¹¹¹ Mayer, Sylvia and Graham Wilson, eds. *Eco-didactic Perspectives of English Language, Literatures and Culture* (Trier: Winssenschaftlicher-verlag, 2006), 143.

The topics that movies handle are a prerequisite for ELT operation. Further, within the context of postcolonial studies in a Masters' programme, two films are worth mentioning which are *the Road to Morocco* and the *Man who knew too much*. Of course, there are many other films but these two examples may help discuss the impact of films on learners' thought and identity.

The Road to Morocco (1942) is a comedy film produced by Paul Jones and directed by David Butler. It appeared at times in which the U.S.A. wanted to familiarise itself with Morocco, a country that served as a base against the German military power. The film explores some cultural features through which Morocco is perceived in the Western memory. Examples of these cultural features associated with Morocco and its people are darkness, slavery, and aggression.

Like *The Road to Morocco*, Alfred Hitchcock's *The Man Who Knew Too Much* (1965) is a cultural movie. It establishes canons of blackness and assassination. As such, these canons were engraved in the Western memory as two basic features that were then disseminated in Morocco –if not in all Arab countries.

Teachers of English who incorporate some films --like the ones mentioned above-- in their teaching practices, give learners a chance to critically discuss such controversial issues and perhaps frame their views about their own culture as well as other cultures.

In brief, linguistic, cultural or intellectual gains from film watching in an English class are fundamental. Technological resources, in this sense, may actually reinforce English classes and motivate learners to a great extent, but does technology have any negative influence on ELT? The next section will answer such a question.

3.3. Problems of using new technologies in ELT.

The implementation of new technologies in an English class may not be devoid of problems. Problems, arguably, vary depending on the teachers' and learners' attitudes towards the use of new technologies in English teaching and learning practices, the increasing amount of information available on the Internet, and the method(s) employed. These three problems mentioned so far are discussed respectively.

The attitudes that teachers and learners adopt towards the implementation of new technologies in ELT may create a major barrier to the teaching and learning of English, especially if these attitudes are less positive. While some people think that technologies are very helpful for learning, others think the opposite. Neil Postman states that 'our move from a print-based to a digital culture is destroying our ability to think critically and logically.'¹¹² Similarly, R. Clark thinks that technologies are just delivery systems, they will never influence

¹¹² Postman, N. *Amusing Ourselves to Death*, 1985. In Swan Karen et al., "Teaching with Digital Technology," (2008): 242.

learning.¹¹³ The intention of both Postman and Clark in accounting for the role of technologies in teaching is that new technologies, yet, play a less active role in language learning since these technologies do not enhance critical thinking.

Being against the use of digital technologies in a class is a problem in itself. When it comes to teachers' and learners' unfamiliarity with or devaluation of technological tools, the process as such may not be successful. In other words, the rejection of new technologies by practitioners and students, according to Dennis Mike, may be 'rooted in their fear of failure or lack of technology knowledge.'¹¹⁴ In this, teachers may consider the fear of technology use in English teaching as '*potentially frustrating*', according to Robert Debski and Paul Gruba.¹¹⁵ It is exactly this frustration which impedes the promotion of the process.

Similarly, E. Toyoda argues that 'with no experience in using a computer as a teaching tool, teachers must spend a great deal of time sifting through useless information on the internet.'¹¹⁶ The potential ultimate outcome is that teachers lose their self-confidence towards the

¹¹³ Clark, Richard E. "Media will never influence learning." *Educational Technology Research and Development* 42.2 (1994): 21-29. In Swan Karen et al. "Teaching with Digital Technology," (2008): 237.

¹¹⁴ Mike, D., "Internet in the Schools: a Literacy Perspective," *Journal of Adolescent and Adult Literacy* 40, 1, (1996):1-13. In Mohammed Javad Riasati et al. "Technology in Language Education: Benefits and Barriers," *Journal of Education and Practice*, 3, 5, (2012):26.

¹¹⁵ Debski Robert and Paul Gruba. "A Qualitative Survey of Tertiary Instructor Attitudes Towards Project-based CALL. Computer Assisted Language Learning," 12(3), (1999): 228. In Ting, Kuang-yun. *Teaching English using the Internet and the Multiple Intelligences Approach*. Showwe Information Company, Limited, (2001): 341.

¹¹⁶ Toyoda, E. "Exercise of Learner Autonomy in Project-oriented CALL." CALL-EJ online, 2(2), 2001, 1-11. Web. 10 Aug. 2012, www.clec.ritsumei.ac.jp/english/callejonline/5-2/toyoda.html. In Ting, Kuang-yun. *Teaching English using the Internet and the Multiple Intelligences Approach*. Showwe Information Company, Limited, 2001, 2.

use of new technologies. Consequently, there is the likelihood that this fear may not lead to successful English teaching and learning experience.

Another problem which may spring up from the implementation of new technologies in the teaching of English at the university is the increasing amount of information that is available on the Internet.

Although the Internet is a free-access source of information, it may sometimes be confusing and problematic. That is, the unlimited number of the websites it encompasses may constitute a problem in itself. This is the reason why teachers and learners have to spend a large amount of time and make a special effort to come up with relevant information. To work on an English cultural issue, for instance, through the use of a number of Internet websites is not an easy task for learners to perform.

In order to make English language and culture learning more meaningful and fruitful, learners need much time and effort to select appropriate information from multiple websites. Moreover, they need to be aware of the fact that not all websites are worth using. In fact, learners need ‘websites which provide information useful for research and information retrieval;’¹¹⁷ there are websites that may not contain the authentic information required. Therefore, to stimulate learners’ learning motivation, teachers may provide learners with some Internet websites that contain relevant and rich material.

¹¹⁷ Lynne, Warham. “Using ICT in English.” In Carol Evans et al. *Teaching English* (Sage: London, 2009), 183.

The use of new technologies, as a method of English teaching, is a third problem in TL and culture teaching. Indeed, the appropriateness of new technology devices is central to effective English and culture teaching practices. Teachers need to carefully consider the appropriateness of the potential technological tools that help them achieve TC learning objectives. Furthermore, R. Clark differentiates between instructional media and instructional methods. He contends that media are just delivery mechanisms for methods, like *trucks* that deliver food. He argues that, just as different *trucks* cannot influence the nutritional value of food, different technologies cannot influence the quality of learning [italics added].¹¹⁸

If teachers use a technological device such as an audio-visual material which does not fit the learners' interests, the learning objectives may not be attained. For this reason, teachers may do without such material to avoid such a problem. Hence, teachers need to use important materials that match the learners' needs. Examples of these materials are television programmes (listening to the BBC) and movies (authentic English films like the ones mentioned before). Therefore, asking students to perform tasks that are related to this type of material may probably constitute a considerable achievement on the part of learners.

¹¹⁸ Clark, Richard E. "Media will never influence learning." *Educational Technology Research and Development* 42.2 (1994): 21-29. In Swan Karen et al. "Teaching with Digital Technology," (2008): 242.

W. Lynne thinks that if the learners' achievement is not enhanced by what teachers propose as technological tools, it becomes redundant.¹¹⁹ Warham's view indicates that teachers' failure to suggest appropriate technological tools to students may pave the way to negative learning outcomes. The learners' achievement as well as expansion of cultural knowledge will not be satisfactory unless they 'take full advantage of the technology at their fingertips.'¹²⁰ The point is that teachers need to support and facilitate TL and culture teaching by exploring the use of technologies.

Conclusion

The incorporation of technologies in university ELT programmes remains indispensable due to the multiple roles this incorporation plays. The Internet, e-mails, television news and movies are four basic technological tools that may motivate learners to develop their learning abilities and increase their English language proficiency and cultural capital. In fact, this motivation enables them to better understand themselves and interact with the world.

Teachers' and learners' perceptions of new technologies should not be overlooked as they help understand the extent to which new technologies are useful in ELT. Therefore, adopting negative attitudes towards the use of such means may not help promote the process.

¹¹⁹ Lynne, Warham. 2009. In Carol, Evans et. al. *Teaching English* (Sage: London, 2009), 183.

¹²⁰ Lynne, Warham. 2009. In Carol, Evans et. al. *Teaching English* (Sage: London, 2009), 184.

CHAPTER 4

Teacher professionalism in ELT in Moroccan higher education

Introduction

The examination of the concept of professionalism in the context of Moroccan university is paradoxical. Professionalism calls for a myriad of various implications and situations in order to value its impact on shaping the workings of ELT in Morocco. This chapter consists of three main sections. The first provides implications for teacher professionalism. The second examines standards for teacher professionalism concerning English and culture teaching. The third section explores the impact of teacher professionalism on ELT.

4.1. Defining professionalism

Before proceeding to the definitions of the concept of professionalism, it is useful to touch upon three concepts that help understand it: J. C. Richards' effectiveness, Isaiah Davies' performance and T. Sockett's quality are at stake.

According to J. C. Richards, the term professionalism is attached to effectiveness. He believes that defining effectiveness in teaching is a difficult task. In parallel, he draws on Amy Tsui's view that conceptions of good teaching vary from one culture to another.¹²¹ Tsui explains that in some cultures, teaching is a direct process. This implies that the

¹²¹ Tsui, Amy, B. M. 2009. In Richards, J. C. *Competence and Performance in Language Teaching* (Cambridge: Cambridge University Press, 2011), 1.

teacher controls and directs learners. By contrast, in other cultures, the teacher acts as a facilitator.¹²²

Further, J. Stronge sees effective teaching as the result of a combination of many factors, including aspects of the teacher's background and ways of interacting with others, as well as specific teaching practices.¹²³ As such, these factors can, in part, be likened to Tsui's statement. Still, there is no monolithic definition of the concept of effectiveness and this also applies to the term 'professionalism.' This is only one dimension. The meaning of teacher professionalism as teacher effectiveness is centered on the impact that teachers have on learners.

Teachers' performance assists in understanding concepts such as effectiveness in and quality of ELT at universities. In this vein, Isaiah argues that teacher professionalism needs performance: the ability to make learners take in their lessons and apply them to their own lives. A professional teacher gets results by engaging the students and showing them why it is important to learn.¹²⁴ The point here is that teachers who are successfully involved in the teaching profession, as described by Isaiah, are considered as professionals.

¹²² Tsui, Amy, B. M. 2009. In Richards, J. C. *Competence and Performance in Language Teaching* (Cambridge: Cambridge University Press, 2011), 1.

¹²³ Stronge, James, H. *Qualities of Effective Teachers* (Alexandria, VA: Association of Supervision and Curriculum Development, 2002), 61.

¹²⁴ Isaiah, Davies. "Characteristics of Professionalism in Education." Web. 2 Aug. 2014, http://www.ehow.com/list_6374818_characteristics-professionalism-education.html

The term performance implies being able to involve learners successfully in learning. In other words, learners who are given opportunities to critically discuss, analyse, and interpret what they learn using English are likely to benefit from such opportunities. The latter, in turn, constitute a key element in learners' educational achievement and identity construction as well. It is thus within this performative perspective that teachers are said to act professionally.

Central to ELT and teacher professionalism is the notion of quality. According to Hugh T. Sockett, 'professionalism is about the quality of practice.'¹²⁵ Sockett's standpoint is that teacher professionalism and 'quality of practice' in teaching are inseparable. The concept of quality is ambiguous because it is relative; it is not easily measured by ELT practitioners. Broadly speaking, a work may or may not have quality. This depends on the nature and type of this work.

In order to elaborate more on the concept of quality in teaching, it is possible to refer to Andy Hargreaves' quotation: quality of teaching is more than a matter of competency; it is a matter of teachers' actively interpreting, making sense of, and adjusting to, the demands and requirements their conditions of work put on them. Hargreaves views these standpoints as critical in understanding the nature of teaching and how teacher professionalism is constructed in the 'situations that

¹²⁵ Sockett, H. T., 1996. In Evans, Linda. "Professionalism, Professionalism and the Development of Education Professionals." *British Journal of Educational Studies* ,56.1 (2008): 3.

teachers understand best.’¹²⁶ Given the complexity of the issue, teacher professionalism needs more investigation.

The clarification of the notion of professionalism necessitates a brief account of its key component which is ‘profession.’ The latter is defined as ‘a group of people entrusted by the public to work with [...] modalities in the common good.’¹²⁷ As a profession, teaching is actually performed by particular people who meet particular criteria with an aim to serve the needs of society.

The involvement of an individual in a profession like teaching does not necessarily mean that s/he is a professional teacher. For a teacher to be a professional, s/he must be a leader, a storehouse of information, a role of model, a facilitator and a master of educational theory.¹²⁸ Put differently, professionalism may be seen as a process whereby an individual may boost her/his teaching career concerning a number of standards like the ones stated by Isaiah.

Teacher professionalism may thus be closely related to professional development,¹²⁹ according to Amalia Ifanti and Fotopoulou Vasiliki. That is, to be professional requires developing

¹²⁶ Hargreaves, Andy. 1988, 1994. In Nancy E. Hoffman et al. *Lessons from Restructuring Experiences Stories of Change in Professional Development Schools* (New York: Library of Congress, 1997), 15.

¹²⁷ McGettrick, A. 2005. In Sandy, Schuck et al. “What are we missing here? Problematizing Wisdoms on Teaching Quality and Professionalism in Higher Education,” *Teaching in Higher Education*, 13: 5, (2008): 540.

¹²⁸ Isaiah, Davies. “Characteristics of Professionalism in Education.” Web.2 Aug. 2014, http://www.ehow.com/list_6374818_characteristics-professionalism-education.html

¹²⁹ Ifanti Amalia and Vasiliki, S. Fotopoulou., 2011. “Teachers’ Perceptions of Professionalism and Professional Development: A Case Study in Greece.” *World Journal of Education* 1,1, Web. Apr. 2011, www.sciedu.ca/wje

one's teaching profession. Paul V. Bredeson thinks that effective professional development is grounded in inquiry, reflection, and participant driven experimentation.¹³⁰ Further, Bredeson considers professional development as 'learning opportunities that engage educators' creative and reflective capacities in ways that strengthen their practice.'¹³¹ It is impossible for professional teachers of English to boost their career without more 'learning opportunities.' Creating possibilities for Moroccan teachers to advance in their career is important as these opportunities offer them remarkable insights into their experiences.

The concept of professionalism is meant to uncover the technicalities of ELT. Professionalism involves the relationship between teachers and their knowledge. Goodson Ivor and Andy Hargreaves point out that professionalism offers to teachers rights and obligations to determine their own tasks in the classroom, that is, to the way teachers develop, negotiate, use, and control their own knowledge. This idea emphasises different forms of knowledge and how they have been interpreted in the classroom and in other contexts. It therefore implies an

¹³⁰ Bredeson, P.V., 2002. In Amalia, A. Ifanti, and Vasiliki, S. Fotopoulou. "Teachers' Perceptions of Professionalism and Professional Development: A Case Study in Greece." *World Journal of Education* Vol. 1, No. 1, Web. Apr. 2011, www.sciedu.ca/wje, .

¹³¹ Bredeson, P.V., 2002. In Amalia, A. Ifanti, and Vasiliki, S. Fotopoulou. "Teachers' Perceptions of Professionalism and Professional Development: A Case Study in Greece." *World Journal of Education* Vol. 1, No. 1; Web. Apr.2011, www.sciedu.ca/wje

important role for issues that involve the relationship between teachers and what counts as knowledge in the school curriculum ...¹³²

The statement above implies that knowledge, knowledge construction, and knowledge interpretation, are part and parcel of teacher professionalism. The goal behind professionalism is to make ELT a more professionalized operation, leading to academic achievement and success --not only on the part of teachers but also on the part of learners. In a word, teachers' interpretations of their knowledge¹³³ are important for teacher professionalism and learners' educational achievement.

Related to teacher professionalism is the idea of teacher professionalization. Hargreaves states that 'the professionalization of teachers can be described in terms of how teachers see and feel they are seen in the eyes of others and society in terms of status and standing.'¹³⁴ From this perspective, society plays an active role in the identification of teacher professionalization. Understanding the role of teachers and their impact on learners is not enough to identify professional teachers.

As teacher professionalism enhances ELT practice, the professionalization of teachers is mandatory. The process of professionalizing teachers is a step towards teacher professionalism. Moreover, professionalization is a process which does not only concern

¹³² Hargreaves, Andy and Ivor Goodson, eds. *Teachers' professional lives* (London: Falmer Press, 1996), 56.

¹³³ The issue of teachers' knowledge will be explored in the next section.

¹³⁴ Hargreaves, Andy, 2006. In H. Lauder; P. Brown, J., A. Dillabough and A. H. Halsey. eds., *Education, Globalization, and Social Change* (Oxford: Oxford University Press, 2006), 672-691.

professional teachers of English but it also concerns less professional ones. It concerns pre-service, novice, and in-service teachers. ELT requires a specialized knowledge base obtained through both academic study and practical experience. Teacher professionalism is seen in the growth industry devoted to providing teachers with professional training and qualifications so as to develop standards for ELT.¹³⁵

Professionalization, as a process, may specifically be carried out by university academics or professionals themselves. Teacher professionalization involves the theoretical and practical consideration of many perspectives. Teacher training, collaborative work, reflective thinking, participation in national and international conferences, and the improvement of one's knowledge are core elements.

However, it is inappropriate for both professional and less professional teachers of English to overlook the perspectives mentioned. The latter should be performed on a systematic and constant basis; otherwise, ELT may be at risk: the prospective result will not be positive, something which may not work in favour of the project as such.

4.2. Standards for professionalism in ELT at Moroccan universities

Of all the standards for professionalism that have been argued by a number of university academics, three are worth discussing: experience, knowledge, and reflective teaching. The choice of such standards is

¹³⁵ Richards, J. C. and Willy A. Renandya, eds. *Methodology in Language Teaching: an Anthology of Current Practice*. (Cambridge: Cambridge University Press, 2002), 27.

motivated by the significant role that they play in understanding the concept of teacher professionalism and its effect on ELT practice. As such, these standards are defined respectively.

First, experience is a core standard for teacher professionalism. However, one may raise a couple of questions: what does experience stand for? And how can it help in the development of the teaching of English language at the university setting?

Professional teaching should not be construed only within the context of the years spent in the profession. There is more to the teacher's 'practical experience'¹³⁶ than to the number of the years spent in teaching. The effort that a teacher makes to teach English is also of paramount importance. It is precisely this effort that matters in identifying, in part, professional teachers.

Related to the role of experience in teaching is context. A teacher may develop her/his profession if s/he is offered the opportunity to spend a considerable period of time in an English speaking country like America or England. In this case, teachers who are given such an opportunity are said to be more experienced in the field of ELT because they come to contact native speakers of English and to better understand different aspects of Anglo-American cultures. This contact or experience is very significant mainly on the level of the teacher's professional

¹³⁶ Richards, J. C. *Competence and Performance in Language Teaching* (Cambridge: Cambridge University Press, 2011), 27.

development. The language that these teachers listen to and use and the culture they become familiarised with are highly relevant.

In ELT practice, the category of teachers stated beforehand is likely to implement what they already experience in their English classes. The job, in this context, may be considered as ‘professional.’ Inexperienced teachers who lack professional skills are in a delicate position; therefore, they need to improve their experience so as to ascend to a higher status which is professionalism. In a sense, being a veteran teacher does not happen in the blink of an eye; many things have to be considered and implemented in order to promote one’s teaching practice.

Second, knowledge is an important constituent of teacher professionalism. University teachers of English play an active role in the use and the production of knowledge. Since relevance is a key term in understanding the nature of teachers’ knowledge of English and culture, not any content may be integrated into or taught within an ELT university programme. The latter, indeed, has a direct impact on learners’ construction of linguistic and cultural knowledge. Irrelevant knowledge may doubtless lead to negative learning outcomes.

Teaching Anglo-American cultures at Moroccan universities is not simply a matter of transmitting content knowledge to or sharing facts with students. There is more to the use of a set of particular techniques to

knowledge delivery. Teachers, in this regard, need to use the skills that they see effective and relevant specifically in conducting their classes.

One particular example may help illustrate the situation. Teachers' selection of the knowledge they communicate to students is significant. That is, teachers are expected to understand the learners' linguistic and cultural capital beforehand. In this, teachers can be involved in two major processes. The first is to fine-tune the knowledge that learners require while the second is to use appropriate ways to communicate it.

In order to better understand the notion of knowledge in teachers' professionalism, it is useful to mention three distinct types of knowledge which are: content knowledge, pedagogical content knowledge, and technological pedagogical content knowledge.¹³⁷ These types of knowledge are explored as follows:

To begin with, content knowledge, in J. C. Richards' view, is 'what teachers need to know about what they teach.'¹³⁸ Content knowledge, according to Andrews Stephen and Arthur McNeil, is central to teacher professionalism. They add that 'a high level of subject-matter knowledge is an integral part of a teacher's professionalism.'¹³⁹ The same point is also touched upon by Lee Shulman. He notes that

¹³⁷ Punya Mishra and Matthew J. Koehler. "Technological Pedagogical Content Knowledge." *Teachers College Record*. 10, 6, (2006).

¹³⁸ Richards, J. C. *Competence and Performance in Language Teaching* (Cambridge: Cambridge University Press, 2011), 5.

¹³⁹ Stephen, Andrews, and Arthur, McNeil. "Knowledge about Language and the Good Language Teacher." In Bartels, Nat. ed., *Applied Linguistics and Language Teacher Education* (Boston: Springer, 2005), 161.

professional teachers must be well educated in the subject-matter content they teach, and that their career-long professional education experiences must be based on that content.¹⁴⁰ Another similar view supporting the necessity of content knowledge in teaching is that of Frank Farmer's. He claims that 'the business of teaching is knowing the subject.' He adds that 'this leads to a strict hierarchy of status in teaching, with university teachers at the top because of their specialist subject knowledge...'¹⁴¹

The content knowledge a teacher has plays a key role in her/his career. It helps promote her/his professional experience. Teaching the discipline of 'Religions Dialogue,' for instance, requires a specific knowledge.¹⁴² Given that the discipline is culture-specific, knowledge about Islam, Protestantism, Christianity and other religions is necessary for teaching it effectively. It sounds; therefore, irrational that a teacher of English compares these religions without having background information about them.

What is more important about content knowledge is that teachers need to develop proficiency in English and stay up-to-date on recent issues that are related to Anglo-American cultures and others' cultures.

¹⁴⁰ Shulman, L., 2000. In Bartels, Nat. ed., *Applied Linguistics and Language Teacher Education* (Boston: Springer, 2005), 161.

¹⁴¹ Jackson, J. A. "Professions and Professionalization," 1970. In Frank, Farmer. "Professionalism in ELT," (Cozumel: Cuerpo Academico Innovacion Educativa and Universidad de Quintana Roo; and Mexico, D. F.: Plaza y Valdes, 2006), 86.

¹⁴² Knowledge about a particular religion is significantly relevant i.e. teaching courses dealing with religion is a task which requires meaningful discussions and insightful interpretations that emphasise the way(s) religions are constructed and re-constructed by teachers and learners in association with multiple social and educational contexts. Much work is principally required on the part of teachers to perform the task in an appropriate way. Involving students in such discussions and interpretations can have a beneficial effect on them in regard to their learning experience.

Richards claims that qualified university teachers need to use valuable tools that help students broaden their target language and culture learning experience. He argues that content knowledge prepares teachers: (a) to understand learners' needs and problems, (b) to plan instructional goals for lessons, (c) to select and design learning tasks, (d) to evaluate and choose published materials, and (d) to make use of authentic materials.¹⁴³ Content knowledge may be construed with reference to the specialty of the teacher herself/himself.

Pedagogical content knowledge is another major type of knowledge that teachers need to consider. Teachers, in this regard, should be knowledgeable about current approaches to ELT as this brings about a beneficial effect on them and their job. In Carr Wilfred's view, teaching practices are at the heart of understanding teacher professionalism. Wilfred's argument is that teachers, while performing their profession, are 'a-theoretical at the level of their day-to-day teaching.'¹⁴⁴ This a-theoretical perspective to teaching, in his view, should be taken into account with a view to better understand the notion of professionalism. By doing so, perhaps the immediate result is that teachers, although partially, contribute to the achievement of professionalism in ELT praxis.

¹⁴³ Richards, J. C. and Willy A. Renandya, eds. *Methodology in Language Teaching: an Anthology of Current Practice* (Cambridge: Cambridge University Press, 2002), 6.

¹⁴⁴ Wilfred, Carr. ed. *Quality in Teaching: Arguments for a Reflexive Profession* (Philadelphia: Falmer, 1989), 103.

On the contrary, teachers who seem reluctant to read about such approaches may run the risk of losing a professional teaching status.

However, being cognizant of such approaches to ELT is not sufficient for teachers of English to be known as professionals in the field.

Richards' contribution to the improvement of effective language teaching should not be overlooked. His contribution, in fact, may be construed on the basis of the specific-language competencies that he suggests. In order to develop their profession, teachers, according to him, are required to consider a number of specific-language competencies four of which are worthy of mention. They have: (a) to comprehend texts accurately, (b) to give explanations and instructions in the TL, (c) to use appropriate classroom language, and (d) to select TL resources (e.g., newspapers, magazines, and the Internet).¹⁴⁵

A third basic type of knowledge that teachers need is technological pedagogical content knowledge (see chapter 3, sections 3.1 and 3.2).

This type of knowledge involves the skill to incorporate technology into teaching. Hayo Reinders claims that teachers' use of technology involves the ability to: use a certain technology, create materials and activities using that technology, and teach with technology.¹⁴⁶

¹⁴⁵ Richards, J. C. and Willy A. Renandya, eds. *Methodology in Language Teaching: an Anthology of Current Practice* (Cambridge: Cambridge University Press, 2002), 3.

¹⁴⁶ Reinders, Hayo. 2009. In Anne, Burns, and Richards, J. C. eds., *The Cambridge Guide to Second Language Teacher Education*. (Cambridge: Cambridge University Press, 2009), 7-8.

The use of technology in the teaching of English becomes more important in present times because teachers need to keep up with the technological knowledge of their students. Young learners today have more access to information and more tools available to them to manage their own learning. Reinders asserts that ‘the challenge for teachers will be more one of helping learners develop the skills to deal successfully with the increased control and independence that technology demands.’¹⁴⁷ This indicates that learners’ ability to use technology in learning enables teachers to develop their teaching and raise language learners’ achievement.

Reflective teaching is a final but core part of what it means to be professional as a teacher. It is believed that reflection involves both looking back at teaching experiences as well as looking forward and setting goals for new or changed directions.¹⁴⁸ Reflective teaching as an approach is based on the belief that teachers can improve their understanding and quality of their teaching by reflecting critically on their teaching experiences.¹⁴⁹ Chris James refers to reflective practice as a joint activity which is influenced by reflective interactions with others. The everyday professional interactions with fellow colleagues can

¹⁴⁷ Reinders, Hayo. 2009. In Burns Anne and Richards, J. C. eds. *The Cambridge Guide to Second Language Teacher Education*. (Cambridge: Cambridge University Press, 2009), 8.

¹⁴⁸ Richards, J. C. and Thomas, S. C. Farrell. *Practice Teaching: Reflective Approach* (Cambridge: Cambridge University Press, 2011), 167.

¹⁴⁹ Richards, J. C. and Willy A. Renandya, eds., *Methodology in Language Teaching: an Anthology of Current Practice* (Cambridge: Cambridge University Press, 2002), 23.

facilitate mutual reflection or co-reflection. According to James, teachers' experience of the practice of others shapes their reflections.¹⁵⁰

In this context, teachers who tend to work collaboratively contribute to the development of ELT.

To facilitate reflective thinking, J. Dewey suggests three attributes: open-mindedness, responsibility, and wholeheartedness. First, open-mindedness implies the desire to listen to more than one side of an issue and give attention to alternative views. Second, responsibility means careful consideration of the consequences to which an action leads. Finally, wholeheartedness implies that a teacher can overcome fears to critically evaluate her/his practices so as to make meaningful change.¹⁵¹

Arguably, reflective thinking is not restricted to the practice of others. In it, another process is said to take place which is self-reflection. The latter may be considered as a key element that guides teachers in their teaching experience. In fact, teachers need to think about and also evaluate their teaching practices; otherwise, their work may not be done appropriately and effectively. Having experience and then thinking about it is significant,¹⁵² according to A. E. Richert.

¹⁵⁰ James, Chris. "Collaborative Practice: The Basis of Good Educational Work." *Management in Education* 21.4 (2007): 34.

¹⁵¹ Dewey, J., 1933. In Richards, J. C. and Thomas, S C. *Farrell. Practice Teaching: A Reflective Approach* (Cambridge: Cambridge University Press, 2011), 167.

¹⁵² Richert, Anna E., 1991. In Lieberman, A. and Miller, L. eds. *Staff Development for Education in the 90's*. (New York: Teachers College Press, 1991), 113-117.

Generally speaking, the profession of ELT requires careful consideration of the standards mentioned so that it could develop in proper terms. The ideas discussed beforehand can be summed up on the basis of Malcolm Skilbeck's study of Stenhouse Lawrence's theory of teacher professionalism, autonomy and development. It is the teacher, purposive and free informed by knowledge and understanding, with clearly anticipated values, and repertoire of practical skills, that he saw as the central agent in the educational project.¹⁵³

Teacher professionalism can be reflected on the teacher's mere ELT practice at university and the extent to which s/he succeeds in developing learners' English language and culture learning. Put differently, a teacher of English can be seen as professional if s/he takes into account the learners' needs and interests. However, in order to attain this goal, it is necessary for teachers to promote their work.

In fact, such consideration is not sufficient; it should be put into use. The work of Moroccan university teachers of English is more or less closely related to the result(s) expected from them with regard to their job, learners, and society. In this respect, experience, knowledge, and reflective teaching play an active role in promoting ELT along with developing learners' target language and culture instruction.

¹⁵³ Skilbeck, M. "Lawrence Stenhouse: Research Methodology," *British Educational Research Journal* 9, 1983, (1):12.

A professional teacher of English may not be so unless s/he has most of –evidently, not all-- the characteristics that are commonly agreed upon by university academics or professionals themselves. Indeed, university teachers of English need to have the potential skills that assist them to teach English in more effective ways.

4.3. The impact of teacher professionalism on English and culture teaching

As emphasised in the preceding section, the contribution to the development of ELT may not take place without professional teachers. It has been discussed that professional teachers of English need to perform two main tasks: To develop their profession and to promote learners' target language and culture learning. Further, the impact of teacher professionalism on ELT can be handled from two different but related perspectives. While the first is linked to the influence of teacher professionalism on teachers themselves, the second is related to the extent to which teacher professionalism benefits learners.

The first perspective is concerned with professional teachers' productivity. That is, the latter may increase by virtue of their on-going efforts that pave the way to encouraging results. A. Skelton confirms that bringing teaching and research into a more productive relationship through a focus on learning and scholarship is [...] more likely to arouse

interest than an approach that intensifies their separation.¹⁵⁴ Teacher productivity, according to Skelton, may be understood on the basis of the interplay between teaching and research. This relationship between the two elements mentioned is instrumental to teacher professionalism.

Teachers' productivity may be understood in the context of what ELT practitioners are expected to do in response to students' expectations. Simply put, being a productive teacher implies being able to help students learn, improve and succeed. It also implies being ready to collaborate with other teachers in and out of English classes. Effective use of authentic teaching materials and the ability to plan with other teachers to create appropriate lessons across subject areas are optimum conditions for productive ELT. Less productive teachers are more likely to reduce ELT quality and deter student learning. However, strong teacher productivity may lead to more effective teaching practice.

The second perspective deals with the advantage students take from teacher professionalism. Professional teachers' responsibility towards learners is broader and broader. Teachers' knowledge, experience and reflection,¹⁵⁵ in part, have a considerable impact on learners. Clearly, these constituents adhered to teachers represent a crucial element in the improvement of learners' achievement.

¹⁵⁴ Skelton, A. *Understanding Teaching Excellence in Higher Education: Towards a Critical Approach* (New York: Routledge, 2005), 137.

¹⁵⁵ The three constituents of teacher professionalism (knowledge, experience, and reflection) are emphasised in the preceding section.

There are, in fact, two examples that may help account for teachers' responsibility towards learners: (a) creating the need in learners to learn and (b) encouraging them to benefit from what they learn in their lives. These examples are explored as follows:

Firstly, teachers are required to create the need in learners to learn. That is, they have to increase learners' motivation to learn. The need in focus is to catch the learners' breath and motivate them with a goal to actively involve them in the learning experience.

Secondly, teachers have to assist learners to benefit from what they learn by enabling them to shape their personalities and to be 'self-critical and self-aware.'¹⁵⁶ The teachers' task, in this respect, is not only to teach learners grammar and literature but it also involves teaching them other skills like the ones mentioned earlier (self-criticism and self-awareness). The teacher's objective is thus to help students intellectually and critically to profit from what they learn. Indeed, teachers need to help learners of English to become able to produce knowledge.

It seems important to understand the extent to which Moroccan learners of English take advantage of the content they learn with reference to different real life contexts. Smith Cochran notes that 'experienced [...] teachers are expected to function as reflective

¹⁵⁶ Touzani, Fatema Zahra. "Functional English and the New Reform: Nascent Challenges of the Teaching of English in the Moroccan University." Proceedings, 18, Faculty of Arts and Humanities, Meknes, (2007), 162.

practitioners, work collaboratively [...] and demonstrate that their teaching leads to increased student achievement.¹⁵⁷

Learning a target language and a target culture depends to a large extent on the way(s) language and culture are taught and learned. That is, teachers of English have a say in shaping the learners' experience of target language and culture learning and in determining the way(s) learners acquire and use knowledge.

Conclusion

It might be clear from the foregoing that the achievement of successful ELT necessitates the reconsideration of teacher professionalism. Teachers therefore need to broaden their experience through learning and scholarship. They also need to extend their knowledge and increase their productivity as well. As to ELT, teacher professionalism and professionalization must work in favour of teachers, learners, and society.

¹⁵⁷ Cochran, Smith, et al. 2001. In Townsend, Tony, and Richard, Bates. eds. *Handbook of Teacher Education: Globalization, Standards and Professionalism in Times of Change* (Dordrecht: Springer, 2007), 18.

PART II
RESEARCH METHODOLOGY, DATA COLLECTION, DATA
ANALYSIS AND FINDINGS

CHAPTER 5

Research Methodology

Introduction

This chapter is devoted to five major points associated with the research methodology adopted in the present study: (a) the research design, (b) the principle of triangulation, (c) the rationale for the research methodology, (d) the research questions, and (e) the research sample.

5.1. Research design

Research design can be understood as a systemic process often followed by researchers in their research studies. The aim behind a research design is twofold: (a) to specify the type of the data to be collected in order to address the research questions guiding a particular study, and (b) to determine the potential techniques that can be employed in collecting and interpreting data. Generally, two research paradigms are often used in data collection and data analysis: quantitative and qualitative paradigms.

Advocates of the quantitative approach stress the importance of numerical data in a research study. Martha Aliaga and Brenda Gunderson, for example, conceive of quantitative research as ‘explaining a phenomenon by collecting numerical data that are analysed using

mathematically based methods (in particular) statistics.’¹⁵⁸ Aliaga and Gunderson emphasise the implementation of statistics in generating and interpreting information. According to John Creswell, quantitative studies ‘advance the relationship among variables and pose this in terms of questions and hypotheses.’¹⁵⁹ Seen from this perspective, the relationships between variables are basically stated in numerical forms which, in turn, enable me to come up with relevant and meaningful interpretations.

The qualitative approach stresses a certain phenomenon both in its natural and social context. This view is supported by many authors. For example, Maanen Van and his co-authors define a qualitative research as ‘an umbrella term covering an array of interpretive techniques which seek to describe, decode, translate, and otherwise come to terms with the meaning, not frequency, of certain more or less naturally occurring phenomena in the social world.’¹⁶⁰ Moreover, the approach focuses on ‘studying things in regard to the meanings people bring to them,’¹⁶¹ according to Norman Denzin and Yvonna Lincoln. Besides, Isadore Newman and Carolyn Benz suggest that ‘the qualitative

¹⁵⁸ Aliaga, M. and Gunderson, B., 2000. In Muijs, Daniel. *Doing Quantitative Research in Education with SPSS* (London: Sage, 2011), 1.

¹⁵⁹ Creswell, W. John. *Research Design: Qualitative Quantitative and Mixed Methods Approaches* (London: Sage, 2003), 8.

¹⁶⁰ Van Maanen, John, and Edgar H. Schein. “Toward a Theory of Organizational Socialization.” *Research in Organizational Behavior*. 1979. In Sharan B. Merriam, *Qualitative Research: a Guide to Design and Implementation* (San Francisco: Jossey-Bass, 2009), 13.

¹⁶¹ Norman. K. and Ivonna Lincoln. “The Discipline and Practice of Qualitative Research.” In Creswell, W. John. *Research Design: Qualitative Quantitative and Mixed Methods Approaches* (London: Sage, 2003), 8.

naturalistic approach is used when observing and interpreting reality with the aim of theory that explains what was experienced.’¹⁶²

The definitions pointed out so far emphasise the assumption that the qualitative approach is concerned with developing a theory about natural phenomena so as to better understand them. It is an approach which has to do with the study of phenomena regarding their natural as well as their social frame of reference.

A distinction is usually made between quantitative and qualitative approaches to data collection and data analysis. Cook Richardt states that the quantitative paradigm is considered as obtrusive, controlled, and process-oriented; while the qualitative paradigm is considered as naturalistic, uncontrolled, subjective, and process-oriented.¹⁶³ Besides, the two approaches, as asserted by Abderrahim El Karfa, are usually linked with other dichotomies, namely, objectivity and subjectivity and experimental versus naturalistic research.¹⁶⁴

Despite the fact that the two research paradigms vary in regard to methodological aspects and research practices, they may be mixed together (mixed- methods approach) by researchers in their research studies. In this context, researchers may go through such a process

¹⁶² Isadore N. and Carolyn B. *Qualitative Research Methodology: Quantitative Exploring the Interactive Continuum* (Illinois: Southern Illinois University Press, 199) 8, 3.

¹⁶³ Richardt, Cook, 1979. El Karfa, Abderrahim. *A Study of the Differences in the Communicative Orientation of English Language Teaching Classrooms in Moroccan Secondary Schools* (Diss, Fes, 2002), 115.

¹⁶⁴ El Karfa, Abderrahim. *A Study of the Differences in the Communicative Orientation of English Language Teaching Classrooms in Moroccan Secondary Schools* (Diss. Fes, 2002), 114.

especially if they are convinced that the two approaches are complementary. The adoption of both paradigms depends largely on the nature of the study that researchers are supposed to conduct.

5.2. The technique of triangulation

It is worth noting that a mixed methods approach is used in the present study. The data collected is analysed both quantitatively and qualitatively. This multi-method research design, triangulation, is motivated by the premise that quantitative and qualitative approaches are appropriate for the processes of collecting and analysing the data obtained and they help me overcome problems of validity and reliability.

Questionnaires and interviews are basic research techniques in the present study. There is enough evidence that variety at the level of these techniques employed, yields valid and reliable results. Specifically, the results obtained allow me to explore and determine the respondents' views on the importance of integrating Anglo-American cultures in Moroccan higher education. Briefly, these are some of the main reasons why the principle of triangulation is adopted in this study.

5.3. Rationale for the research methodology

In the present study, the need for the attainment of validity and reliability, as stated earlier, is an evidence of a mixed-methods approach to data collection and data analysis. Validity and reliability, as two

crucial methodological issues frequently touched upon in research studies, need some explanation.

Donald Ary and his co-authors define validity as ‘the extent to which scores on a test enable one to make meaningful and appropriate interpretation.’¹⁶⁵ In other words, validity implies ‘the extent to which an instrument measures what it claims to measure.’¹⁶⁶ This view is also put forward by other scholars like Edward L. Vockell and Asher J. William who note that ‘the validity of data collection addresses the question of whether a data collection process is [...] measuring what it purports to be measuring.’¹⁶⁷

Another methodological issue relating to research studies is reliability. Edward Asher states that ‘reliability addresses the question of whether the results of measuring processes are consistent.’¹⁶⁸ Alin Davies and Elder Cathrine think that ‘the standard of reliability requires researchers to demonstrate both the reliability of the instrument used in research studies and the reliability of the results of such studies.’¹⁶⁹

On the basis of the definitions pointed out above, it is useful to say that validity and reliability are concerned with issues of consistency of

¹⁶⁵ Ary, Donald, et al. *Introduction to Research in Education* (Belmont: Wadsworth, 2009), 224.

¹⁶⁶ Ary, Donald, et al. *Introduction to Research in Education* (Belmont: Wadsworth, 2009), 225.

¹⁶⁷ Vockell, L. Edward, and William, J. Asher, 1995. In El Karfa, A. *A Study of the Differences in the Communicative Orientation of English Language Teaching Classrooms in Moroccan Secondary Schools* (Diss., Fes, 2002), 110.

¹⁶⁸ Vockell, L. Edward, and William, J. Asher, 1995. In El Karfa, A. *A Study of the Differences in the Communicative Orientation of English Language Teaching Classrooms in Moroccan Secondary Schools* (Diss., Fes, 2002), 110.

¹⁶⁹ Davies, Alan. and Catherine Elder, eds., *The Handbook of Applied Linguistics* (Oxford: Blackwell, 2004), 492.

measures and that the two approaches complement each other in any research study. While reliability is concerned with the *replicability* of scientific findings, validity is concerned with the *accuracy* of scientific findings' [emphasis added], according to Hanson and his co-authors.¹⁷⁰

5.4. Research questions

Research questions can be seen as the cornerstones of any research study because they help researchers to deeply deal with multiple issues related to their research. Donald Ary and his co-authors stress the importance of a research question in a research study. They state that a research question can better help the researcher identify the variables under study and determine the type of data that need to be gathered.¹⁷¹

Research questions serve two main objectives: first, they offer important insights into the major issues that emerge from the research; second, they help the researcher acknowledge the type of the data to be collected. The present study has five major questions to investigate:

- (a) Are Moroccan university students of English aware of the importance of learning Anglo- American cultures within ELT programme?
- (b) Are there any difficulties that learners may experience in learning a target language/culture?

¹⁷⁰ Hanson J. F. 1979, and Pelto J. H. 1978. In LeCompte, Margaret D., and Judith Preissle Goetz. "Problems of Reliability and Validity in Ethnographic Research." *Review of Educational Research* 52.1 (1982): 32.

¹⁷¹ Ary, Donald, et al. *Introduction to Research in Education* (Belmont: Wadsworth, 2009), 524.

- (c) Are Moroccan university teachers of English aware of the role of the target language/culture teaching at the university?
- (d) Do teachers try to develop their approaches to and methods of ELT?
- (e) Does teacher professionalism affect target language/culture teaching and learning?

The research questions raised above are based on the assumption that ELT in higher education in Morocco is linguistically and culturally oriented. More precisely, they help me gain an in-depth understanding of the role that target language and target culture teaching and learning play both in developing learners' linguistic as well as intercultural skills and in promoting ELT at Moroccan universities.

5.5. Research sample

A sample can be considered as a category of people chosen by the researcher in order to represent a particular group. The research sampling method used in this study is randomization. Specifically, random sampling here is meant to yield scientific and reliable results that can help get a better understanding of the issues raised in the present study. The informants of this study are Moroccan university students and teachers who belong to departments of English.

The questionnaire sample includes 1120 students (480 males, 640 females; age range, 18-30) and 115 teachers (90 males, 25 females; age

range, 25-60). A total number of 1073 student questionnaires (see appendix F) were returned for 95, 89% response rate. As for teacher questionnaires, a total of 97 questionnaires were returned for 86% response rate. Student interviewees include 37 students (27 males, 10 females; age range, 18-30) and teacher interviewees (see appendix G) include 28 teachers (18 males, 10 females; age range, 25-60).

I contacted the informants at 10 Moroccan Faculties. The study was carried out in nine Moroccan cities selected for the process of data collection. As such, these cities are: Fes, Meknes, Kénitra, Rabat, El Jadida, Marrakesh, Agadir, Beni Mellal, and Oujda. These cities are chosen for two main reasons. First, they constitute a rich source of information regarding this research because they represent a different geographical reference frame. Second, the two focus groups represent different socio-cultural backgrounds that help generate results that could be generalised.

Conclusion

This chapter places emphasis on the research methodology used in this research study. More precisely, it focuses on a mixed-method approach which is known as triangulation. It is worth noting that I rely on questionnaires and interviews to collect data concerning students' and teachers' perceptions of and experience with ELT and learning in higher education in Morocco.

Analysis of the data collected is carried out on the basis of a quantitative approach, for the former, and on a qualitative approach, for the latter. The first approach deals with numbers and percentages while the second deals with analysis of words and their meanings with particular reference to the commonalities derived from the informants' responses.

CHAPTER 6

Data collection instruments

Introduction

In the preceding chapter emphasis has been placed on the research methodology used in the present study. This chapter highlights the data collection procedures followed. The chapter deals with four basic elements. The first and the second present and discuss the data collection techniques, the questionnaire and the interview, in regard to design and administration. The third focuses on the pilot study. The final consideration is concerned with the data collection procedure.

6.1. The questionnaire

Before proceeding to the exploration and analysis of the data gathered, it is crucial to focus on the technique used in this study. The latter, as pointed out before, relies on the questionnaire as a data collection instrument. As such, ‘this method,’ as asserted by Hassan Bouzidi, ‘has received a formal development and it has attained a high level of sophistication.’¹⁷² Herbert Seliger’s and Shohamy Elana’s definition of the term questionnaire is relevant in this context. They see it as ‘printed forms of data collection, which includes questions or statements to which the subject is expected to respond anonymously.’¹⁷³

¹⁷² Bouzidi, Hassan. *Language Attitudes and their Implications for Education: Morocco as a Case Study*. (Diss. University of Glasgow, 1989), 94.

¹⁷³ Seliger, Herbert, W and Elana Shohamy. *Second Language Research Methods* (Oxford: Oxford University Press, 1989), 72.

It is worth noting that the anonymity of respondents is a basic criterion in using questionnaires and in seeking useful data.

The questionnaire is decided upon for two major reasons. First, it allows me to elicit data from a wide number of respondents who are dispersed over different Moroccan universities. In other words, the questionnaire is meant to ensure a high response rate. Second, it allows me to analyse the students' and teachers' views regarding the issues raised in this study. Specifically, the interpretation of the data collected is supported by some extracts and comments from the completed questionnaires.

It is important to note that the question items embodied in the questionnaire are carefully chosen with a particular reference to the research objectives targeted in this study. Such question items are explained as follows:

- (a) Numeric question items: This kind of questions concerns a number of demographic variables that respondents are required to answer. Age, gender, learners' educational level, and teachers' years of experience are major examples,
- (b) Closed-ended question items: Examples of this type of questions include multiple-choice and one answer or multiple answers,
- (c) Open-ended question items: These question items are used to allow the respondents to express their views using their own words

- (d) Rank-order question items: In this type of questions, the respondents are required to assign a number to each item,
- (e) A five-level Likert item method: This technique allows the respondents to provide their degree of agreement or disagreement about a particular point.

It should be noted that the use of these types of questions is reinforced by the aim to fully involve the respondents. In general, a workable questionnaire must be designed in such a way that it would encourage the respondents to complete it in a flexible way.

6.1.1. Students' questionnaire

The self-completion questionnaire (see appendix A) designed to students is a structured one. It is related to the theoretical part of this study. It is meant to reveal learners' attitudes towards target language and culture learning at the university. The student questionnaire is designed so as to fully understand the extent to which students' process of learning a target language and culture is useful for them in and beyond the university setting.

The student questionnaire is divided into two sections. The first section focuses on background information while the second suggests a number of question items addressed to students. Examples of these question items include: (a) students' motivations behind the choice for English studies at university, (b) their perceptions of incorporating

Anglo-American cultures into ELT programme, and (c) their attitudes towards the importance of the courses they take within such a programme.

6.1.2. Teachers' questionnaire

Like the student questionnaire, the teacher questionnaire (see appendix B) is related to the theoretical part of the present research. The teacher questionnaire is addressed to Moroccan university teachers of English to better understand their perceptions of target language and culture teaching in higher education. Teachers are required to answer 11 questions.

The teacher questionnaire focuses on different issues: (a) the relationship between language and culture, (b) the potential elements of a cultural syllabus within the Moroccan university ELT programme, (c) effective approaches to teaching the English language and Anglo-American cultures, (d) strategies for enhancing learners' intercultural awareness, and (e) the role of teacher professionalism in promoting ELT at university.

6.1.3. The questionnaire pilot study and administration

A pilot study can be defined as a methodological tool that any researcher should use in order to design a workable questionnaire for data collection and data analysis. In the case of the present study, the pilot study consists of eight non-respondents (four non-respondents from

each focus group). The latter were asked to fill in a mock questionnaire and to make their comments on it in terms of clarity, layout, and relevance or any other pitfalls. As integral part of the pilot study, these comments help me make out and anticipate the pitfalls of the questionnaire.

Given that it is a preparatory process, a pilot study may ensure the feasibility if not the efficacy of the questionnaire. Important as it is, this pilot study is essentially meant to measure its content validity. The content validity of the questionnaire handed is tested through the comments of the eight non-respondents mentioned earlier. I, therefore, was required to introduce the necessary modifications in order to find out whether the questionnaire was workable so that it would be possible for me to administer it to the respondents. Generally, the non-respondents show a considerable interest in the pilot study and their comments enable me to come up with an appropriate questionnaire.

6.2. The interview

Interviewing as a basic research method allows me to collect data from the respondents and to explore their perspectives on particular issues. According to Bill Gillham, an interview refers to ‘a conversation where one person –the interviewer— is seeking responses for a particular purpose from the other person: the interviewee.’ ‘The interview,’ Gillham adds, ‘is meant to obtain information and

understanding of issues relevant to the general aims and specific questions of a research project.’¹⁷⁴ Simply put, ‘qualitative interviews examine the context of thought, feeling and action and can be a way of exploring relationships between different aspects of a situation,’ according to Hilary Arksey and Peter Knight.¹⁷⁵

Although interviews are time consuming and expensive, they can be useful in many ways. First, they help me develop and record the responses. Second, they enable me to get useful and relevant information. Finally, interviews provide me with the opportunity to ask follow-up questions that may arise during the session or clarify the questions so that they would be understandable to the respondent.

6.2.1. Students’ interview

The interview designed to students is a semi-structured one. It is important to note that a total number of 13 open-ended questions were addressed to students (see appendix D). This type of interview helps me collect data concerned with students’ perceptions of the integration of Anglo-American cultures into their target culture learning experience. Students were contacted at universities. Each informant was interviewed individually and each interview was audio-recorded. The student interview lasts about 15 minutes for each.

¹⁷⁴ Gillham, B. *the Research Interview* (Bloomsbury: A &C Black, 2000), 1.

¹⁷⁵ Arksey, H. and Knight T. Peter. *Interviewing for Social Scientists: an Introductory Resource with Examples* (London: Sage, 1999), 32.

6.2.2. Teachers' interview

Like students, the interview designed to teachers is a semi-structured one. A total number of 11 open-ended questions were addressed to teachers (see appendix E). This type of interview is meant to elicit data from teachers regarding their views on the importance of the inclusion of target cultures in ELT university programme. Teachers were contacted at universities and were interviewed individually. Each interview was audio-recorded. The interview lasts about 15 minutes for each.

6.2.3. The interview pilot study and administration

Interviewing informants is a technique that needs a number of steps that should be followed. Therefore, before conducting interviews, I familiarise myself with the procedures, tools needed to conduct the interviews, time, location, and the techniques of questioning. I conducted all the interviews, which helped me motivate the informants to participate in the interviews and to provide relevant responses. Moreover, to test the significance of the data collected, interviewing a representative sample of informants was necessary.

The interview questions are designed in regard to the aims of the present study, the literature reviewed (in the first part of this work), and the questionnaire items. Conducting interviews comprises three major phases: (a) preparing the interview regarding the tools to be used, time,

and location, (b) explaining the aims of the interview and how it would be conducted, and (c) clarifying that the information given remain confidential and anonymous. These three processes, taken together, help me design and do the interviews.

While interviewing, however, a problem arises: some teachers of linguistics feel reluctant to participate in the interview. They claim that the issue under investigation is not related to their area of specialization. So, they try to convince me that teachers of literature should be considered as a focus group. In order to avoid this problem, I inform the respondents that the study includes all Moroccan university teachers of English.

6.3. Data collection procedures

Questionnaires were personally distributed by the researcher to both students and teachers of English to complete. The data were collected for over a period of six months. Some of the respondents were contacted in classrooms-- either before or after attending English classes-- or at Departments of English. Some respondents completed the questionnaires on paper. Others submitted them by email. Every one of the respondents was given the time needed to complete the questionnaire, which encouraged them to do so. The interviews were conducted over a period of two months.

Conclusion

In brief, the data gathered through questionnaires and interviews were relevant to the topic under study. In order to collect the data required from the respondents, it was necessary to prepare a workable questionnaire and a reliable interview including specific, relevant, and direct questions. This phase is helpful especially for the data analysis process.

CHAPTER 7

Data presentation and data analysis

Introduction

Data collecting was subsequently followed by data processing, data coding, and data analysis. For the analysis of close-ended questions, a computer programme called Statistical Package for Social Sciences (SPSS) was used. It is worth noting that figures (in the form of bar charts) and tables are used in order to get a better understanding of the results of each question item. Measures of central tendency are calculated in order to understand the distribution of the respondents' answers.

In the questionnaire close-ended questions are analysed so as to determine patterns of response by participants. Questions that are answered using a five-level Likert item method allow respondents to express how much they agree or disagree with the statements suggested. Open-ended questions are grouped and then analysed on the basis of similarities. In order to illustrate students' and teachers' views on and experience with the integration of target culture in the teaching of English at university, extracts from the data are emphasised.

7.1. Questionnaire results

The analysis of student questionnaire is a crucial phase in data analysis. In the case of the current study, the statistics drawn from the

questionnaire are vital. They help understand the extent to which target language and target culture have prospective and retrospective effects on students and on their English language learning experience. It is useful to note that not all the questions embedded in the questionnaire are analysed. Focus is placed only on the questions that are relevant to the current study.

7.1.1. Students' questionnaire

Analysis of student questionnaire subsumes eight major subsections each of which highlights a particular question item. This phase, as emphasised earlier, is carried out through a number of bar charts and tables that help illustrate students' responses with reference to the research questions guiding this study.

7.1.1.1. Reasons behind students' choice of learning English

Central to target culture teaching and learning are students' reasons behind the choice of studying English at university. It is worth noting that the reasons in focus are considerably diverse in regard to students' educational, social, and cultural perspectives. In the questionnaire, students are asked to select their reasons for studying English from a list of four choices. A look at the figure below helps illustrate the point:

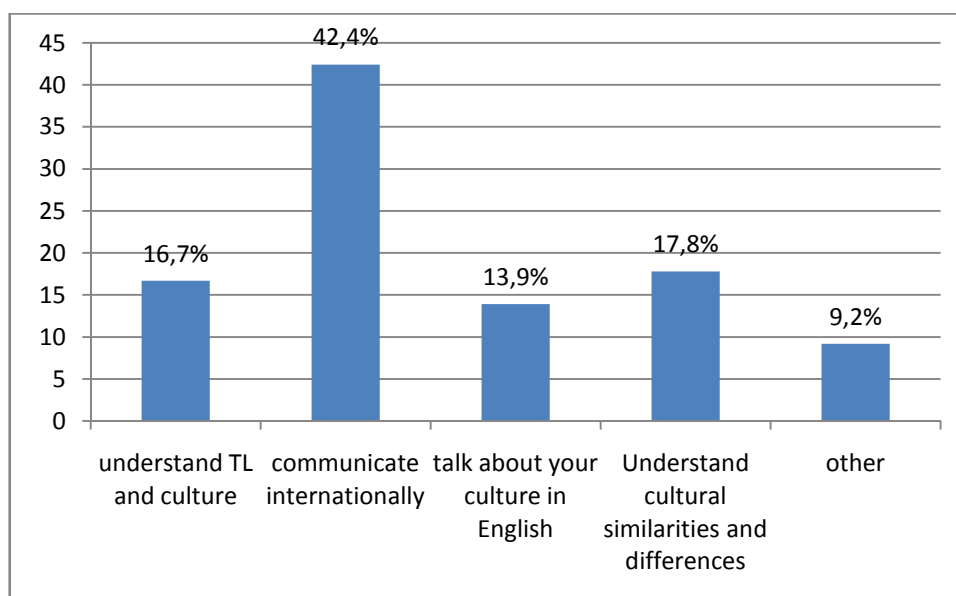


Figure 2: Reasons behind students' choice of learning English

Figure 2 shows that slightly more than 40% of the total number of students opt for learning English in order to communicate internationally. The figure also shows that nearly 18% of them choose to study English so as to know and understand similarities and differences between cultures. 16.7% of them think that studying English at university helps understand the target language and culture while 13.9% of them are convinced that studying English helps present their Moroccan culture using English. Finally, 9.2% of students think that there are other reasons behind their choice. Examples of these reasons involve finding a job, travelling abroad, or following studies in an English speaking country like the U.S.A. or Britain.

The means and standard deviations for such aspects are presented as follows: ($M=1.36$; $SD= .48$) for communicating internationally, ($M= 1.73$, $SD = .44$) for understanding similarities and differences, ($M=1.75$,

$SD = .43$) for understanding TL and culture, ($M=1.79$, $SD = .40$) for talking about one's culture in English, and ($M= 1.86$, $SD = .34$) for other reasons.

As far as other reasons are concerned, students' statements include:

*To know everything about foreign cultures
(respondent AGA12)*

*To listen to music and chat with friends (respondent
AGA43)*

To express myself easily (respondent AGA100)

To learn a language (respondent KE68)

*To avoid conflicts between cultures (respondents
KE104 and DA 154)*

*English is a subject that I like so much. It absorbs
my mind (respondents KE194 and DA108)*

The results presented above reveal that students' choice of studying English at the university is generally motivated by four major considerations: a) to communicate internationally, b) to understand others' cultures and theirs, c) to find a job, and d) to continue their studies abroad.

As to relationships between gender and reasons behind the choice of studying English at the university, the percentages of female students

are significantly greater than those of male students. In other words, female students are much more motivated to study English than are male students. The table below summarises the results.

Table 1: Results of association between students' reasons behind their English studies and gender

Gender	Female students	Male students
Reasons		
International communication	37.54%	26.42%
Understanding the TC	11.86%	13.35%
Talking about your culture using English	10.74%	10.27%
Understanding cultural similarities and differences	14.94%	11.86%
Other reasons	7.19%	6.63%

7.1.1.2. Students' views on the importance of the cultural elements studied

It is clear from figure 3 below that a high rate of students making up 62.55% express their agreement on that the cultural elements taught at university are important, 21.24% strongly agree, 11.20% are neutral. However, very few respondents 4.44% express their disagreement while hardly any 1% of the students do not seem particularly enthusiastic about the cultural elements they learn in English classes.

The findings clearly show that a vast majority of students are aware of the importance of the culture content they learn. The median and mode for this aspect are similar (4). In part, this awareness can be regarded as a powerful incentive for students' educational achievement.

However, students who overlook this aspect may not be actively involved in target language and culture learning.

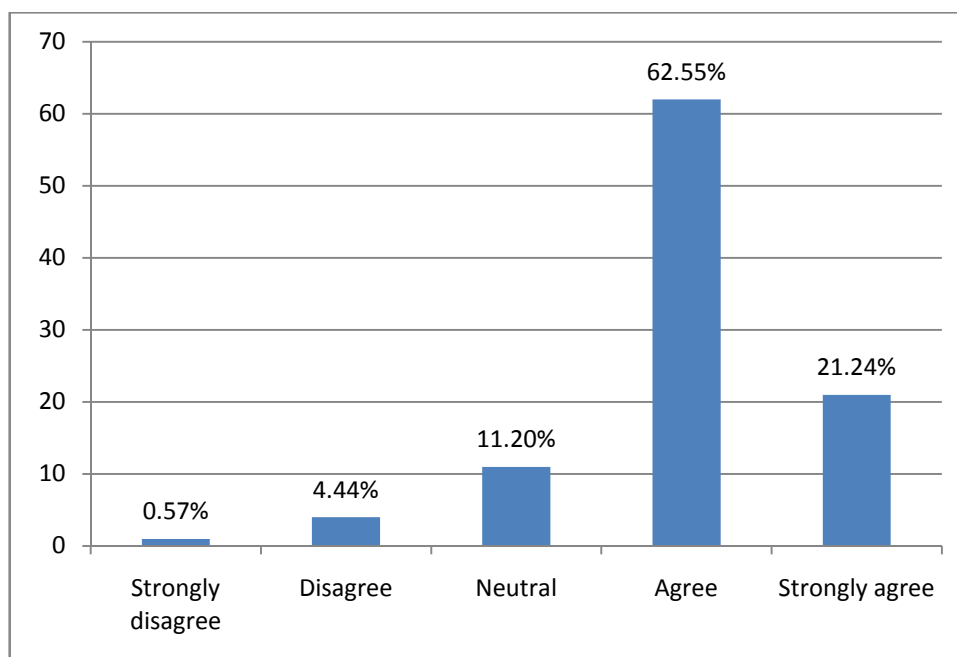


Figure 3: Students' views on the importance of the cultural elements studied

Students' justifications for their responses on the importance of cultural elements include:

Not all of us behave the same way, not even inside one country. Learning how others live is as important as learning languages (respondent KE196)

Learning American and British cultures is good for us, but we need to learn more about world cultures (respondent OUI2)

It depends on the professor. Sometimes the cultural element chosen is good but sometimes it is not (respondent RA43)

Only popular culture is 'good' (respondent RA23)

They are important because they help us to understand the cultural context of the target language (respondent RA22)

I think that we should concern ourselves with the history of English and literature more than we concern ourselves with the beliefs. By doing so, you will hit two birds with one stone. That is, learning the language and the culture through learning the history (respondent JA32)

We learn to accept [...] difference (respondent ME82)

However, students who disagree with the issue under focus justify their answers by saying:

I simply do not care (respondent ME2)

In fact, I do not care about them because I am interested in my own culture (respondent OIJ41)

Students' views on the importance of the cultural elements they learn help understand that learning a target language like English implies learning its different and unlimited cultural components. Therefore, introducing Moroccan students to foreign cultural elements encourages them to a considerable degree to be actively involved in learning their culture and others' cultures.

As to associations between the students' educational level/ gender and their views about the importance of the cultural elements, they are presented in the following charts:

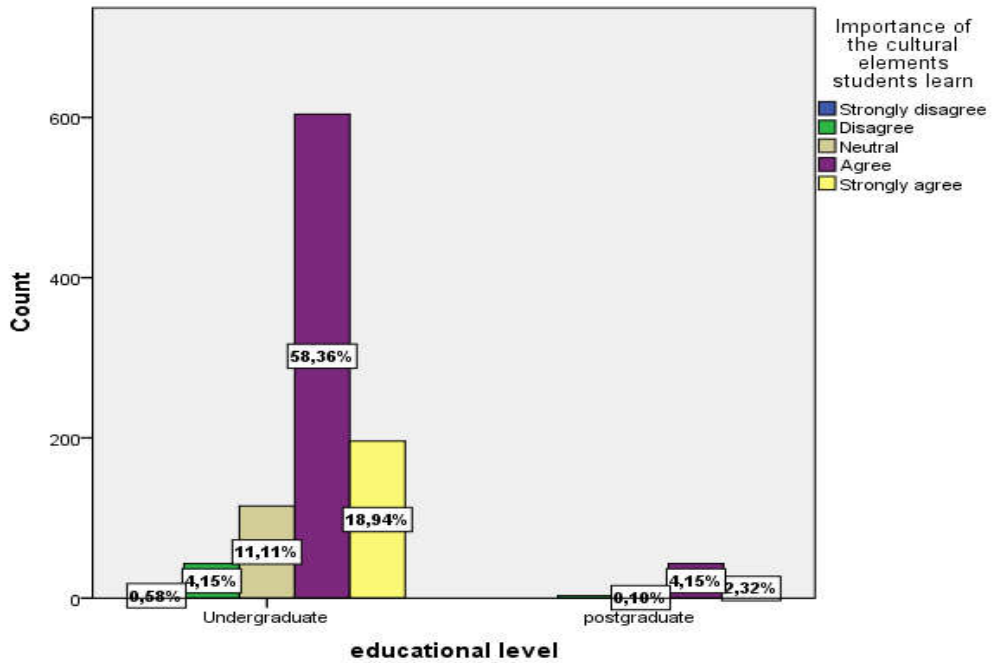


Figure 4: Importance of the cultural elements students learn in relation to students' educational level

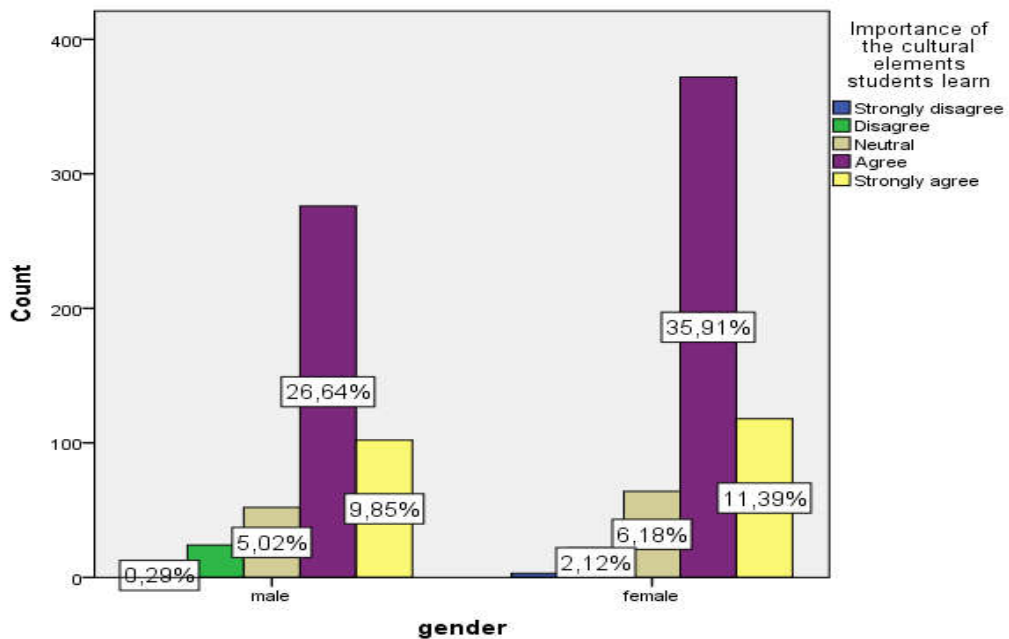


Figure 5: Importance of the cultural elements students learn in relation to students' gender

Figures 4 and 5 clearly show that the lower the educational level (58.36% of undergraduate students in comparison to 4.15% of postgraduate students), the more positive the attitude to the importance of the cultural elements taught. The figures also show that the percentage of female students 35.91% who support this view is higher than that of male students 26.64%.who do not.

7.1.1.3. Students' degree of motivation in learning Anglo-American cultures

When Moroccan students of English are asked about their motivation to learn Anglo-American cultures, they adopt positive attitudes towards the issue under investigation. The results indicate that 50.80% of the total number of students feel motivated to learn English, 39.25% of them feel very motivated, and almost 10% of them feel less motivated. The median and mode for this value are the same (2). The following figure summarises the results.

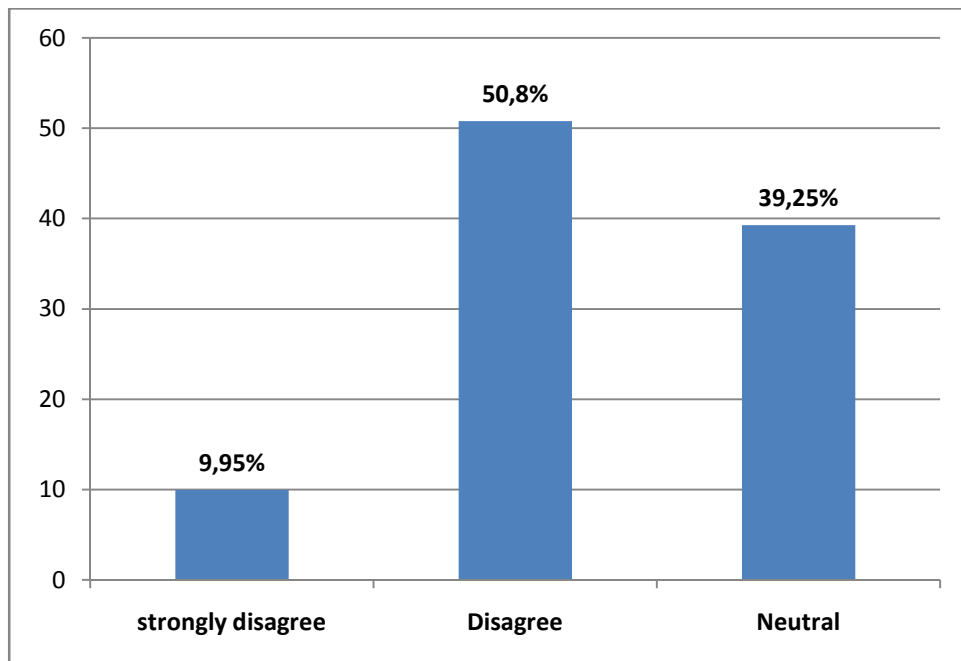


Figure 6: Students' degree of motivation in learning Anglo-American cultures

Learners' degree of motivation to learn English plays an active role in developing their English language learning experience. The results presented in figure 6 above clearly show that the majority of students feel motivated to learn English, which enables them to be more successful and productive in their English studies.

7.1.1.4. Students' perceptions of the nature of the courses taught at university

Students' knowledge of the nature of the courses taught at the university plays a crucial role in their English studies. This knowledge allows them to understand the extent to which studying such courses can benefit them in their learning experience at the university.

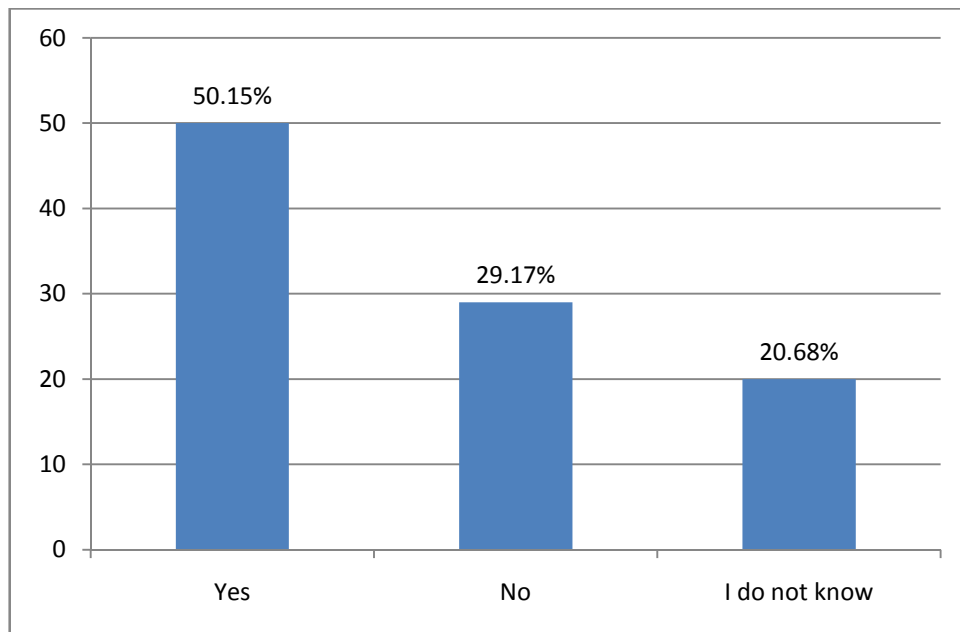


Figure 7: Students' perceptions of the nature of the courses taught at the university

In regard to the nature of the courses offered at university, students' views are controversial. As shown in figure 7 above, 50.15% of students agree that the courses taught at university are cultural while approximately 30% of them think that such courses are not. The figure also shows that 20.68% of the total number of students are not well-informed about the nature of the courses run in English classes. The median and mode for the aspect under study are similar (1).

The results reveal that many Moroccan students are knowledgeable about the English courses they take at the university while there are other students who are not. This also indicates that the former are able to distinguish between the two axes in focus – cultural/linguistic courses—while the latter cannot.

7.1.1.5. Students' knowledge of courses emphasising cultural aspects in the syllabus

Students' views on the potential courses that emphasise cultural aspects in the syllabus are of crucial importance. These views, considerably, help understand and test students' degree of awareness of such aspects.

The results clearly indicate that not all the subjects that students study are purely cultural. According to them, the disciplines taught at the university differ in terms of the cultural load contained in each. That is, there are disciplines that contain more cultural features than others.

For example, disciplines such as British history and Society 27.6%, American History 24.5%, Culture Diversity 24.4%, and Literature 15.4% are cultural in essence. The evidence for this is that these courses include a wide range of cultural aspects. By contrast, other disciplines such as Media, Applied Linguistics, and Translation 8.1% are not purely cultural. They are characterized by their linguistic nature. The median and mode for British History are calculated as 1. The median and mode for the rest of courses are calculated as 2.

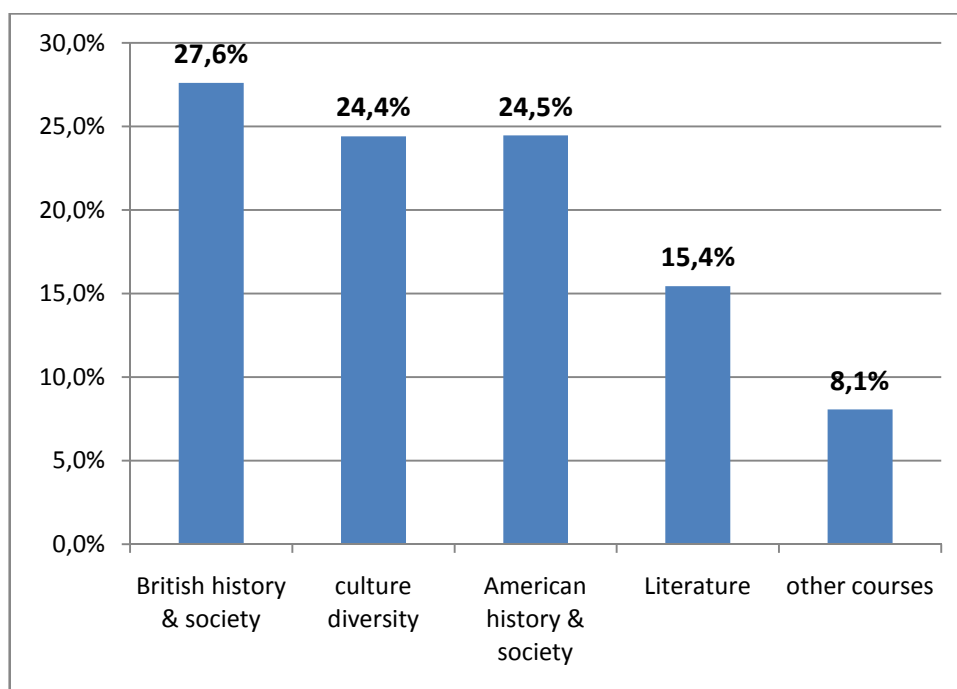


Figure 8: Students' knowledge of courses emphasizing cultural aspects

The results clearly demonstrate that students are consciously aware of the content of the courses they study at the university. In this, students of English can principally take advantage of their awareness as to increase their educational achievement concerning the disciplines pointed out so far.

7.1.1.6. Students' most preferred English courses

It is worth noting that the importance students give to a particular course plays an active role in determining whether they are successful learners or not. Specifically, students' preferences for the courses offered at universities vary from one student to another. This, in fact, depends on the attitudes that students themselves have towards such courses. As such, these attitudes are central to students' foreign language learning experience in and beyond English classes.

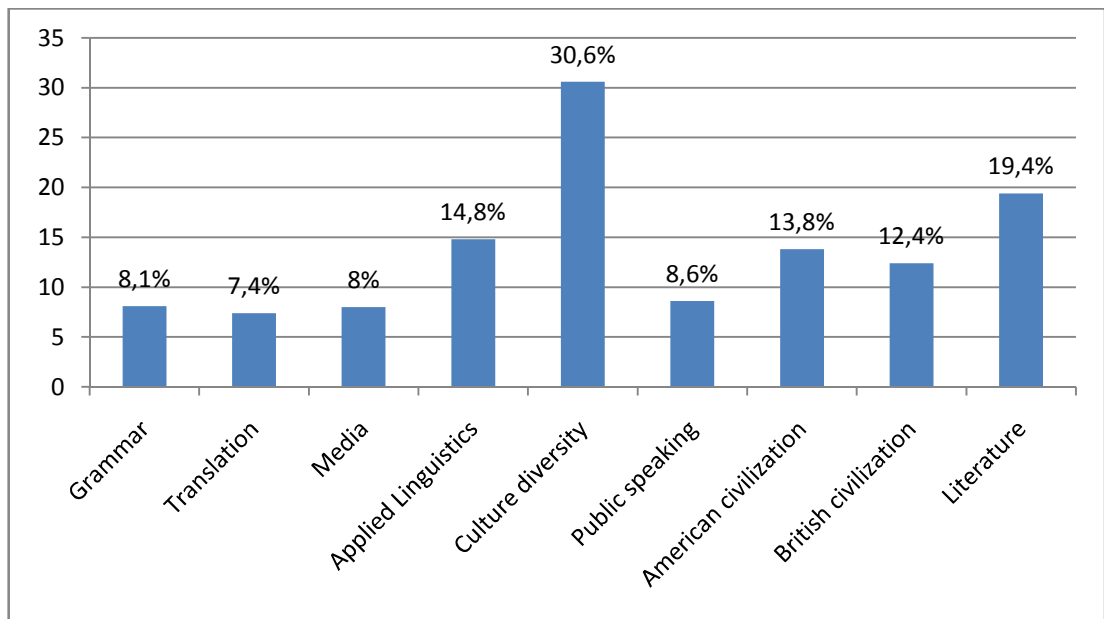


Figure 9: Students' most preferred English courses

Figure 9 above shows that, quite predictably, 30.60 % of students see Culture Diversity as their favourite course, 19.40 % Literature, 14.8% Applied linguistics, 13.80 % American civilization, 12.40 % British Civilization, 8.60% Public speaking, 8.10 % Grammar, 8% Media, and 7.40 % Translation, respectively.

The findings clearly demonstrate that the majority of students are much more likely to name courses pertaining to cultural and literary aspects as their favourite courses. In contrast, a small minority of students are much less likely to list the rest of the courses as their favourite courses.

It should be pointed out that students who favour language over culture may be convinced that culture is less important than language. They thus express a negative attitude towards learning cultures.

However, students who attach importance to culture may, in turn, run the risk of being unable to master languages.

7.1.1.7. Students' views on the order of some cultural elements

Students' classification of a number of cultural elements such as history, literature, values, beliefs and institutions, and music and films serves the purpose of testing the value that students give to every single cultural aspect. The results related to the aspect under study are presented in the following table:

Table 2: Order of the cultural elements ranked by students

		Responses		Percent of Cases
		N	Percent	
Order of the cultural elements ^a	History	275	29,5%	29,5%
	Literature	169	18,1%	18,2%
	Daily life	126	13,5%	13,5%
	Values	177	19,0%	19,0%
	Beliefs and traditions	143	15,3%	15,4%
	Music and films	42	4,5%	4,5%
Total		932	100,0%	100,1%

a. Dichotomy group tabulated at value 1.

As table 2 demonstrates, students rank history 29.5%, values 19%, literature 18.2%, beliefs and traditions 15.4%, daily life 13.5%, and music and films 4.5%, respectively. Generally, students' choice of such cultural elements is influenced by the importance given to each of these aspects. Measures of central tendency are computed to summarise the data for the order variable. The median and mode of each aspect are presented as follows:

Table 3: Median and mode for the cultural elements ranked by respondents

		history	literature	daily life	values	beliefs and traditions	music and films
N	Valid	933	933	933	933	933	933
	Missing	140	140	140	140	140	140
Median		3,00	3,00	3,00	3,00	4,00	6,00
Mode		1	3	2	5	5	6

What is striking is the classification of music and films as the least important cultural aspects to deal with in regard to English Language Teaching and learning practices. Generally, whether students appreciate certain cultural aspects determines the degree of students' success in studying such aspects.

7.1.1.8. Students' views on the importance of learning target cultures

The purpose of addressing this question is to figure out the extent to which students benefit from their understanding and appreciation of Anglo-American cultures. The results presented in Figure 10 below demonstrate that slightly more than 60% of students agree that understanding and appreciating Anglo-American cultures help them in the future. 21, 24% of them strongly agree, 11, 20% are neutral, this is in comparison to a low rate 4, 4% who disagree, and hardly any 1% who strongly disagree.

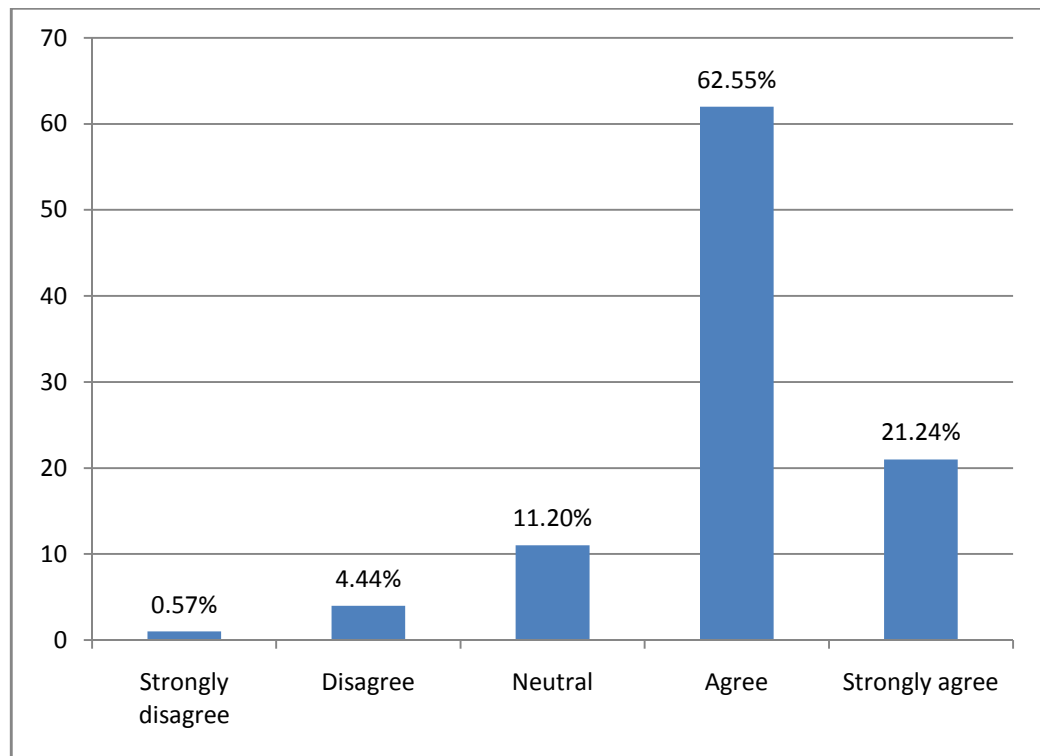


Figure 10: Students' views on the importance of learning target cultures

Proponents of the first view justify their responses by such reasons as: gaining knowledge, understanding one's native culture and others' cultures, travelling abroad, finding a job, and studying in English speaking countries (see sections 7.1.1.1 and 7.1.1.9). The findings clearly show that studying English is not an end in itself. Rather, it serves as a means for Moroccan students of English to achieve future goals like the ones pointed out so far.

As for the second group, being against the appreciation of Anglo-American cultures is justified by the students' willingness to preserve their native culture and identity. However, students who are reluctant to be open to others' cultures may not be very motivated. Consequently, they are unlikely to develop their English language learning experience.

Some extracts from students' responses help illustrate the issue under investigation:

Learning target cultures helps because the American culture becomes a global culture (respondent DA178)

It helps us to understand American culture [...] their beliefs, habits, customs, and values (respondent DA7)

It will help me since I will continue my studies in England and I will have an idea about their culture (respondent KE180)

Opponents' views on the idea in focus are presented as follows:

There are different things that are more important than American culture (respondent AGA113)

It has nothing to do with my future. It is just a matter of curiosity (respondent AGA5)

Such views demonstrate that these students have negative attitudes towards learning foreign cultures. Rejection of others' cultures reduces students' motivation to learn such cultures to a lower degree. This, however, may not yield positive learning outcomes.

7.1.1.9. Students' justifications for the appreciation of Anglo-American cultures

It is noteworthy that the students' reasons for their appreciation of Anglo-American cultures determine their perceptions of the target cultures. It is possible to point out that the reasons students provide differ from one student to another. The figure below presents these reasons:

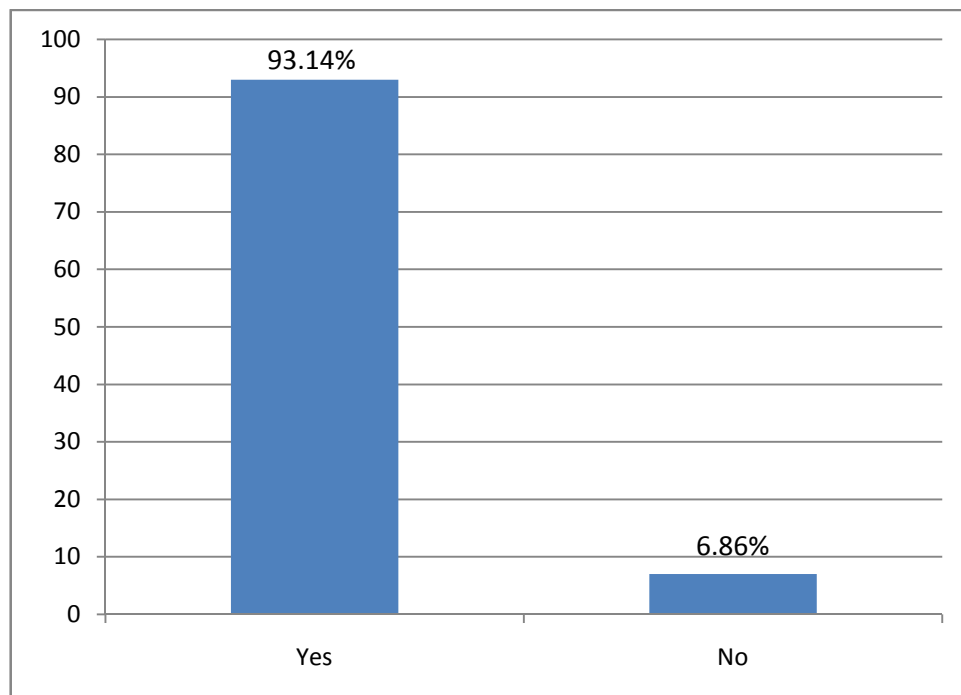


Figure 11: Importance of Understanding and appreciating the target culture

From figure 11 above, it is clear that a vast majority of students making up 93.14 % express their agreement on the importance of understanding and appreciating Anglo-American cultures. However, less than 7% of the total number of students express their pessimism with the issue. The median and mode for the aspect under investigation are similar (1).

Some of the proponents' comments related to the issue under investigation are presented as follows:

(a) Understanding the native culture and others' cultures

Yes, it helps a lot because you will be able to understand their cultures if you travel abroad (respondent ME7 6)

Yes, it may help to understand other people and their cultures (respondent ME190)

Yes, you get a better understanding of others and end up knowing yourself more (respondent RA44)

(b) Future employment

It may help me find a new career (respondent ME143)

Yes, especially if I go to England or U.S.A. (respondent ME160)

To understand these cultures and avoid misunderstanding (respondent ME165)

(c) Communication and travel purposes

Yes, to communicate effectively in case I get an opportunity to go there (U.S.A. or U.K.). (respondent BE11)

When we are talking about globalization, it is really

hard not to mention the American and the British culture (respondent JA25)

Yes, you may travel to Britain, attend a conference in the U.S., or communicate with an American (respondent JA32)

(d) Study purposes

Yes, I want to study abroad (respondent SA13)

(e) Other purposes

They [Anglo-American cultures] enhance tolerance (respondent SA15)

Opponents' views are stated as follows:

No, it will not help me because I already have a culture (respondent JA35)

No, because I will not go to U.S.A. or UK. And I am not interested in immigration (respondent ME32)

No, because my purpose is to learn English language, and I think it is not necessary to understand American and British cultures (respondent ME46)

No, because I want to tell them about our culture, not to adopt their ways of life (respondent OUI41)

A Chi-square test of independence is run to examine the relationship between gender and the role of understanding and appreciating American and British cultures.

Table 4: Chi-square test demonstrating the relationship between gender and the students' appreciation of the TC

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	8,134 ^a	1	,004		
Continuity Correction ^b	7,437	1	,006		
Likelihood Ratio	8,061	1	,005		
Fisher's Exact Test				,006	,003
Linear-by-Linear Association	8,126	1	,004		
N of Valid Cases	1021				

a. 0 cells (0,0%) have expected count less than 5. The minimum expected count is 30,58.

b. Computed only for a 2x2 table

As shown in table 4, the relationship between these two variables is significant at the .0005 level $X^2(1, N=1021) = 8.134, p < .005$. Table 5 illustrates that female students (95.1%) are more interested in understanding Anglo-American cultures than are male students (90.6%).

Table 5: Results about the relation between gender and students' degree of appreciating Anglo-American cultures

		Importance of Understanding and/ appreciating the TC		Total
		YES	NO	
gender	Count	404	42	446
	% within gender	90,6%	9,4%	100,0%
	male			
	% within Importance of Understanding and/ appreciating the TC	42,5%	60,0%	43,7%
	% of Total	39,6%	4,1%	43,7%
	Count	547	28	575
	% within gender	95,1%	4,9%	100,0%
	female			
	% within Importance of Understanding and/ appreciating the TC	57,5%	40,0%	56,3%
	% of Total	53,6%	2,7%	56,3%
Total	Count	951	70	1021
	% within gender	93,1%	6,9%	100,0%
	% within Importance of Understanding and/ appreciating the TC	100,0%	100,0%	100,0%
	% of Total	93,1%	6,9%	100,0%

As noted in the preceding section, students' refusal to study a foreign culture jointly springs from their willingness to preserve their own culture and from their fear of being alienated. Consequently, these negative attitudes towards learning foreign cultures will hinder students' learning. Further, students' motivation to learn the target language and culture can be seen as a powerful incentive for their educational achievement.

7.1.1.10. Students' potential problems in learning foreign cultures

The aim of addressing this question is to find out the nature of challenges that students of English are usually faced with. The results presented in the figure below help illustrate the idea.

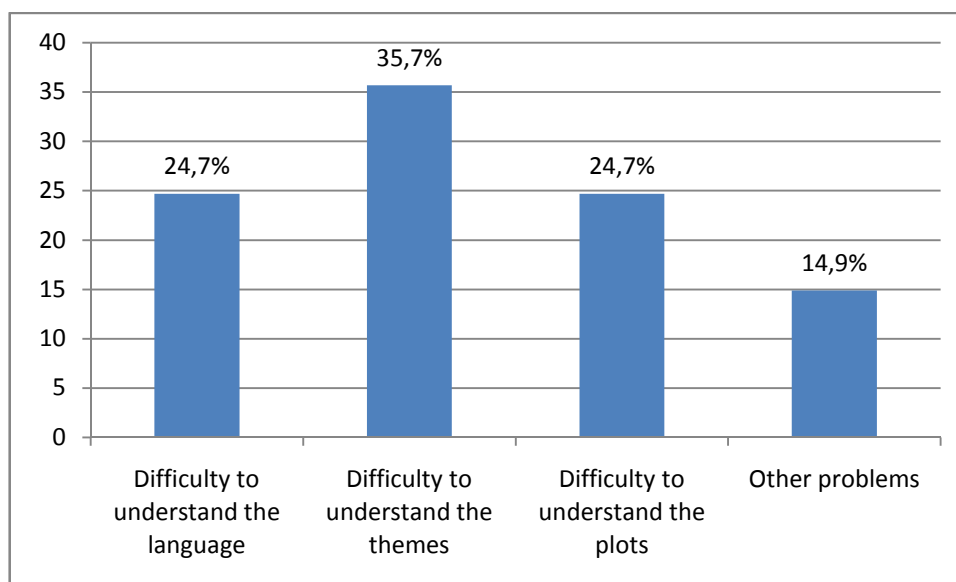


Figure 12: Students' problems in learning foreign cultures

Figure 12 demonstrates that just over a third of students 35.7% claim that they are faced with the problem of understanding the themes of the texts they study. The figure also reveals that 24.7% of learners have problems with the language and the plots of the texts (novels, plays, short stories,...) they study, with a similar percentage. Finally, a small minority of students 14.9% point out other difficulties.

To the aforementioned problems that students encounter in studying Anglo-American cultures, other problems can be added: Examples of these problems include the interpretation of the texts

designed, paucity of references, and lack of teachers' guidance, respectively. Students' statements include:

Idiomatic expressions (respondent ME168)

I only have problems with poems because it is hard to understand hidden messages (respondent ME171)

Paraphrasing ideas in our own way (respondent ME181)

Style (respondent MA27)

To link the work to the life of the author (respondent MA32)

Difficulty to interpret texts (respondent JA26)

Difficulty to understand some cultural aspects (respondent BE21)

The findings of the figure under study indicate that students with limited proficiency in English language conceive of learning English as a difficult task to perform. This is because of the variety of the learning challenges students are often faced with.

As has been discussed in the presentation of the data related to students' perceptions of the incorporation of Anglo-American material into English classes, students generally adopt positive attitudes towards

English language and Anglo-American cultures. These positive attitudes, in turn, can be helpful for students to learn effectively.

The results demonstrate that the majority of Moroccan students of English are consciously aware of the importance of the target language and the target culture they study. Furthermore, they believe that being a student of English offers them a wide range of opportunities to achieve educational, social, and economic goals. Furthering English studies in an English speaking country, travelling abroad, seeking future employment (mainly a teaching position), and understanding oneself and others are principal objectives that students intend to achieve.

7.1.2. Teachers' questionnaire

This section presents results related to teachers' perceptions of the workings of English Language Teaching within the Moroccan university context. Bar charts, tables, and extracts from teachers' responses are used to get a better understanding of the issues underlying the present study.

7.1.2.1. Teachers' views on the relationship between language and culture

The aim behind addressing this question is to gauge teachers' conceptions of the relationship between language and culture in their teaching practices. A look at the results obtained helps understand the issue under investigation.

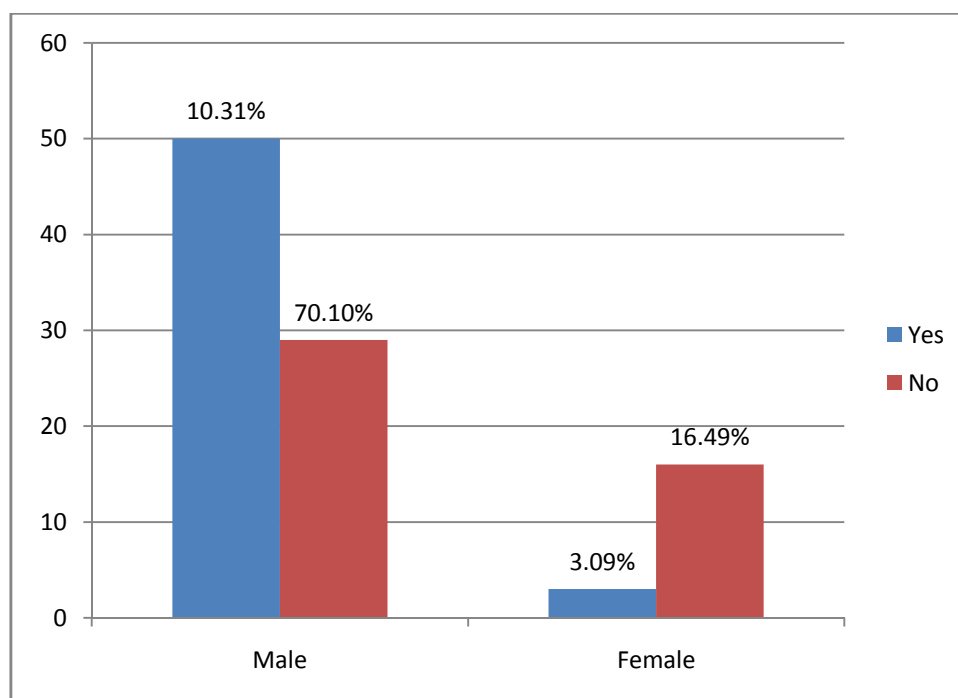


Figure 13: Teachers' views on the relationship between language and culture (can language and culture be taught separately?)

From the figure above we can see that nearly 87% of teachers (70.10% males; 16.49% females) believe that language cannot be dissociated from culture, arguing that language reflects culture and therefore is part and parcel of it. Another argument is that culture, mainly in ELT contexts, cannot be taught without language. This indicates that language and culture are two sides of the same coin; each of them cannot stand by itself (see chapter 1, section 1.3).

Teachers who advocate the close link between language and culture especially in teaching practices confirm that:

Any culture is part of the language in which it is expressed: culture is included in the language (respondent AG5)

Cultural education is conducted through language in general and that's also true for English language and culture. They are closely related (respondent ME3)

Language carries culture and its history so they are indissociable (respondent ME7)

Except in science and probably English for International purposes, English cannot be separated from its culture (respondent D113)

Everything depends on the school of thought you want to situate yourself in. Language goes with culture. However, the language can be adapted to the new context (respondent OU6)

I always teach the language in relation to culture. Culture is a kind of reference (respondent OU10)

The figure also shows that a small number of teachers 13.4% (10.31% males; 3.09% females) claim that language and culture can be separated from each other. Their main argument is that there are situations in which language can stand by itself without culture. Proponents of this view believe that language can be used in different situations without considering culture as a reference frame. However, whether language and culture should be linked is a matter of what purpose each or even both of them may serve. This issue, therefore,

depends on teachers themselves and on the tasks they are supposed to perform in ELT practices.

Some extracts from teachers' responses help illustrate the results:

It depends on the field: e.g. some branches of Linguistics (phonetics, morphology...) (respondent AG2)

There are classes of Grammar and classes of culture (respondent AG4)

It depends on the aims and objectives of the course (respondent DM6)

*English language means: grammar and so on.
Culture can be taught in English: it is not the same thing (respondent MA1)*

For example, explicit teaching, British civilization, and American civilization (respondent DI7)

Because meaning in communicative acts depends on cultural contexts (respondent OU2)

Whether there is an intersection between language and culture depends to a certain degree on the context(s) with which ELT practitioners are provided. In addition, this relationship depends on the

aims and objectives of the courses taught. In general terms, two different perspectives can be discussed in the light of the teachers' responses.

The first perspective advances the view that language is inherently inclusive of culture, as pointed out by one of the respondents *'language carries culture and its history. So, they are indissociable,'* (respondent ME7). This view is supported by another respondent who states *'I always teach the language in relation to culture. Culture is a kind of reference,'* (respondent OUI10).

The second perspective concerns the assumption that language is just a medium for the teaching of culture (English is considered here as a medium of instruction). One of the respondents claims that *'language is just a medium for culture,'* (respondent AG1). This clearly indicates that English is not inclusive of culture, but it acts as a means for culture teaching. In this, language can be used to teach (a) culture-related subjects (American civilization, British civilization, Culture Diversity ...), (b) field-related subjects (Science, English for International Purposes...), and (c) language-related subjects (Grammar, Phonology, Morphology...).

7.1.2.2. The importance of incorporating target cultures in ELT practices

In order to gauge the importance of incorporating target cultures into ELT practices, teachers of English are asked to measure their level

of agreement to the following statement: the incorporation of target cultures is important in ELT practices.

It is clear from figure 14 below that slightly more than 50% of the whole number of teachers show their general agreement about the importance of incorporating target cultures into ELT; this is in comparison to 41.05% of them who agree. The figure also shows that a small minority 3.15% of teachers are neutral while hardly any 1.05% of them either disagree or strongly disagree. The median and mode for the importance of integrating target cultures into ELT are similar (5).

It can be gathered from what precedes that integrating target cultures into university English classes is of paramount importance since this integration, according to proponents of this view, encourages students to be aware of and knowledgeable about others' cultures and helps them be in a better position to communicate on an international scale.

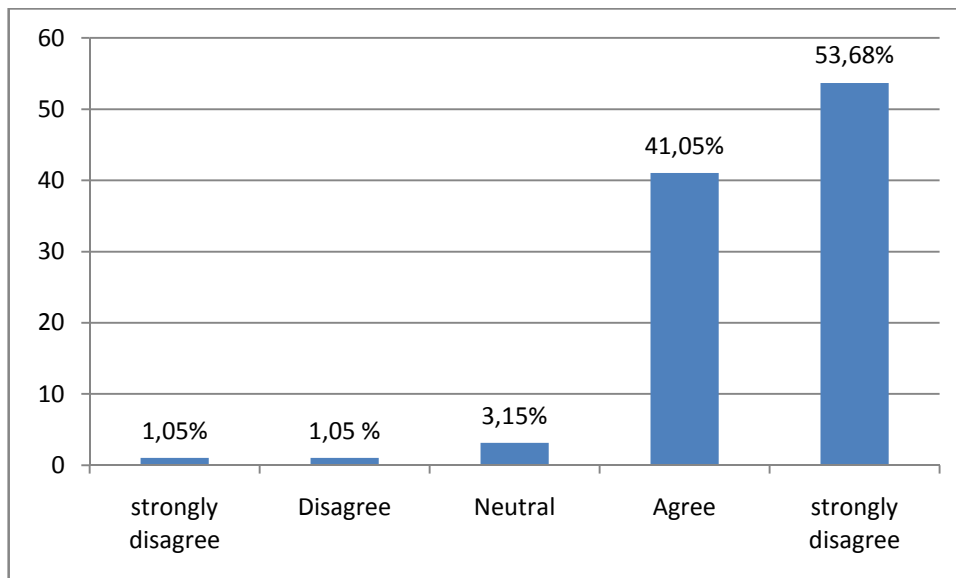


Figure 14: Teachers' views on the importance of integrating TC into ELT practices

It is worth noting that teaching language involves teaching its culture. The teachers' views thus testify that teaching cultural elements in a language class should not be overlooked, precisely because this provides Moroccan students of English with ample opportunity to understand the world better.

When introduced to students, cultural elements allow them to be familiar with people's attitudes and values, customs and traditions, lifestyles and institutions. By recognizing such elements, students become able to position themselves in relation to people's cultures. That is, they reconstruct their identities through comparing their culture as well as others' cultures.

7.1.2.3. Teachers' views on the content of a cultural syllabus

To the question: What may a cultural syllabus contain in a university ELT programme? Approximately 51% of respondents suggest culture courses and 26.9% of them suggest American and British History/civilizations. 10.8% of them suggest literature and 9.7% of them suggest language courses. Moreover, only a small number of respondents 1,1% suggest methods of and approaches to language teaching, and media with a similar percentage. The median and mode for culture courses, as an essential component of a cultural syllabus, are similar (1). The median and mode for the rest components are similar (2) as well.

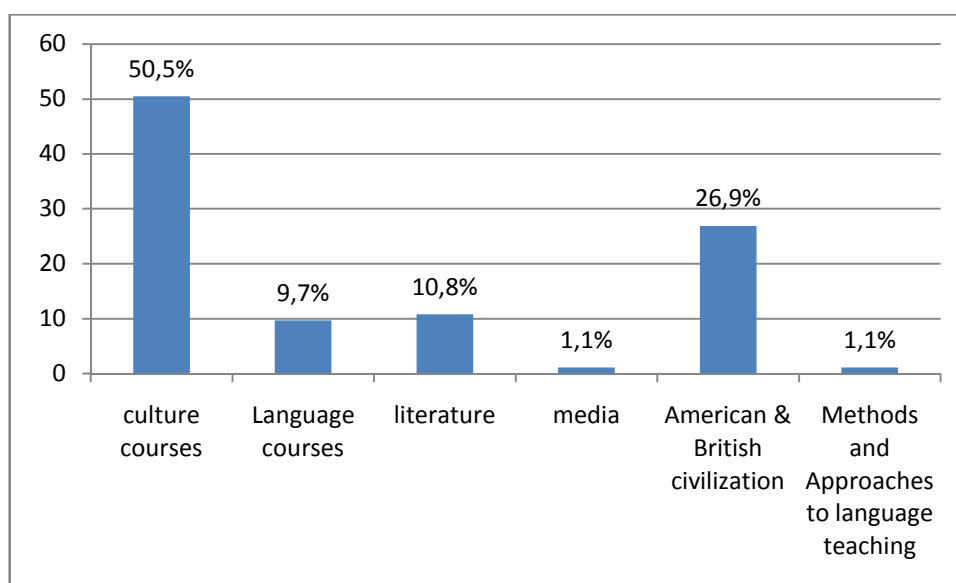


Figure 15: Teachers' views on what may a cultural syllabus contain within an ELT programme

The figure above also demonstrates that teachers stress the importance of culture courses (Moroccan culture, popular culture, culture and society, culture diversity, cultural studies, Anglo-American

cultures...) as a basic component of a university cultural syllabus. The prevalence given to such a component is due to the teachers' belief that many cultural aspects are contained in it. This implies that the other cultural elements, though ranked in a low position in comparison to culture courses, are to be emphasised in a university ELT programme.

The results also reveal that such a programme should be a varied one. Variety here is basically meant to provide Moroccan university students of English with a comprehensive programme that ultimately caters for their linguistic and cultural needs and interests; hence, enabling them to be successful English language learners and competent intercultural communicators.

Therefore, the content of a cultural syllabus should be inclusive of many subjects or subject areas that emphasise different cultural aspects of a country. In this, the cultural components presented in figure 15, given their heterogeneous nature, can be useful. In the process of target culture teaching and learning, studying these components can help students acquaint themselves with the cultures of English-speaking countries and communicate with the exterior world easily.

Generally, dealing with one or two foreign cultural aspects in an ELT curriculum at the university may not be useful for students. This is because of the wide number of the cultural components that a foreign culture includes. For this reason, the programme should be

heterogeneous so as to benefit learners in a more satisfactory if not more supportive way particularly by providing them with the necessary material to grasp and master such culture.

7.1.2.4. Teachers' views on the disciplines targeted in ELT

This question aims at understanding how often teachers teach disciplines such as literature, history, attitudes and interpretations, and values and traditions in Moroccan university classes. The question also aims at understanding the effect of teaching these disciplines on Moroccan students of English. The following figure can be considered:

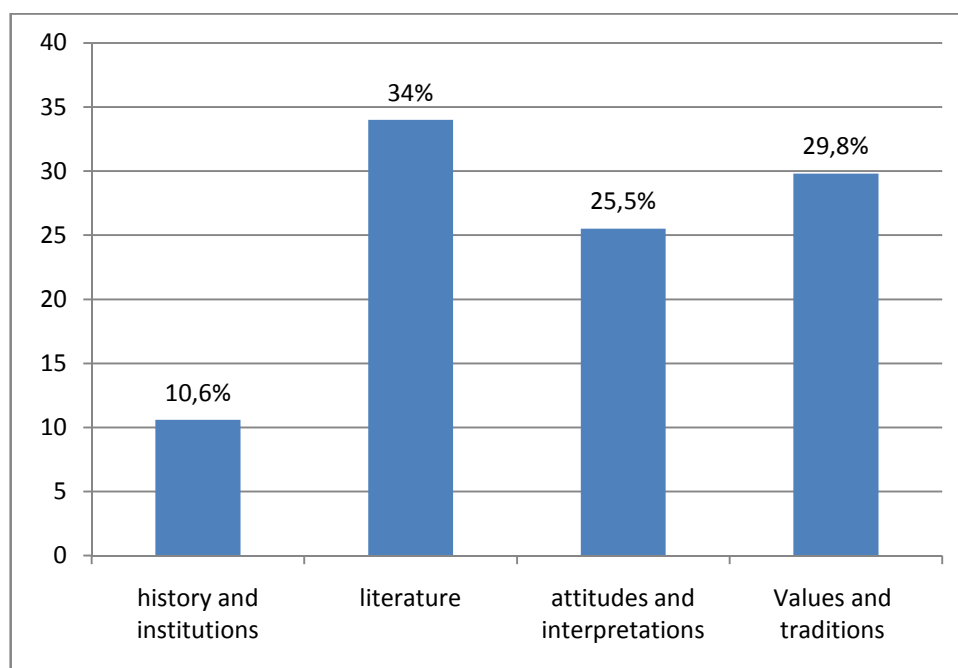


Figure 16: How often teachers teach literature, history, attitudes and interpretations, and values and traditions

In regard to the classification of such disciplines in terms of which is predominant in Moroccan university classes, it can be pointed out that such disciplines are ranked as follows: literature 34%, values and traditions 29,8 %, attitudes and interpretations 25,5%, and history and

institutions 10,6%, respectively. This indicates that a university teacher of English is generally required to teach English particularly in regard to her/his area of specialization. Each university teacher needs to teach the courses in which s/he specialises.¹⁷⁶

Table 6: The median and mode of the disciplines targeted in ELT

		history and institutions	literature	attitudes and interpretations	values and traditions
Number	Valid	73	77	76	79
	Missing	24	20	21	18
Median		3,00	3,00	2,00	2,00
Mode		4	4	2	2

As demonstrated in table 6, the median and mode for the two first aspects (history and institutions, and literature) are 3 and 4, respectively. The table also shows that the median and mode for the other disciplines (attitudes, and values and traditions) are similar (2).

7.1.2.5. Current approaches to TC teaching at Moroccan universities

It is clear from the figure below that approximately 26% of teachers choose to adopt an intercultural approach to target culture teaching. The choice of this approach is reinforced by the fact that it develops learners' (inter)cultural awareness and broadens their knowledge of different cultures, of course, including theirs. It is

¹⁷⁶ There are teachers who do not teach the English language as such; they teach subjects using English, which functions as a medium of instruction. Sociology, psychology are some examples.

significant to say that *'the intercultural approach can help students study both cultures and make comparisons, and see if there can be any possibility for a compromise or dialogue between the two cultures/civilizations,' (respondent OU11).*

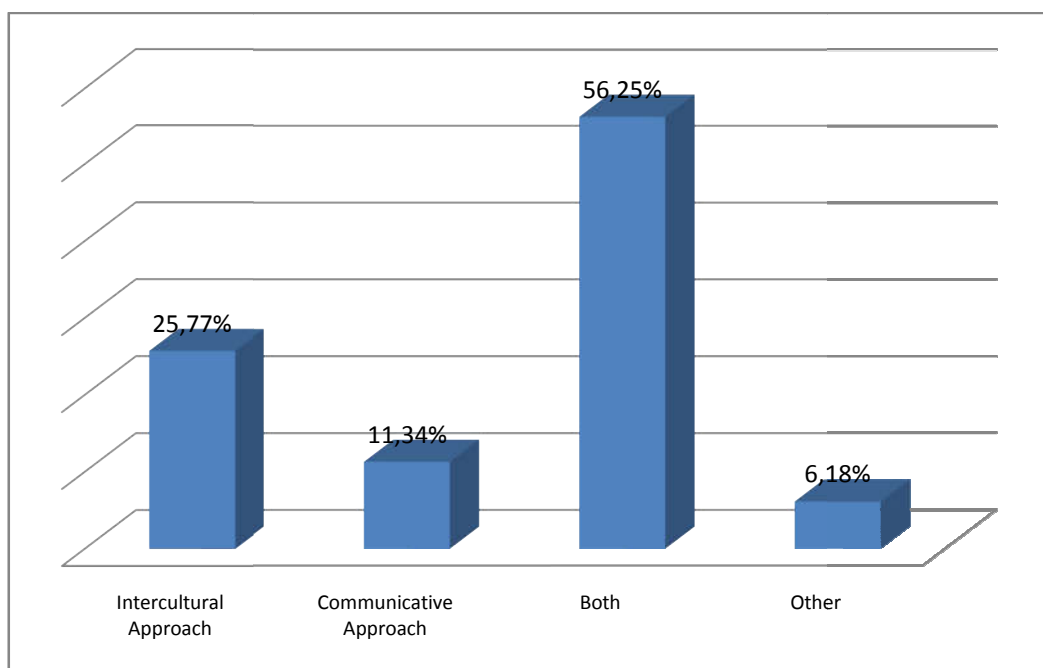


Figure 17: Approaches to TC teaching and learning in higher education in Morocco

However, a little more than 10% of teachers would like to adopt a communicative approach to the teaching of target cultures. Their argument is that this approach helps students gain communicative competence because *'teachers need to know what attitudes and stereotypes students have and clear them up,' (respondent OU9).*

Furthermore, a great number of teachers, making up 56,25% of the whole number of respondents tend to adopt the two approaches in focus. On one hand, the teachers' choice is motivated by the assumption that the two approaches are complementary. On the other hand, this choice

allows teachers to encourage students to be actively involved in ELT and learning. This may be put into practice by intensive use of relevant and authentic teaching materials and activities.

Approaches to target culture teaching and learning are not restricted only to intercultural and communicative ones. Other approaches pointed out by 6, 18% of our respondents involve:

The linguistic approach is useful because language is closely linked to culture (respondent AG3)

A critical approach (respondent D11)

A comparative approach, because it is more productive (respondents D115, D115 and AG1)

Prevalence is always given to context [a context-based approach]. The latter determines the cultural import to be included in the lesson. So, when teaching, one has to adapt the context of the TL to the context in which it is being taught (respondents OU6 and DM6)

Task-based approaches (respondent OU2)

Cognitive approach (respondent SA6)

An eclectic approach (respondent D112)

Further, the median and mode related to the aspect under study are similar (3). As to relations between teaching experience/ gender, and the approach(es) chosen, they are illustrated in figures 18 and 19, respectively.

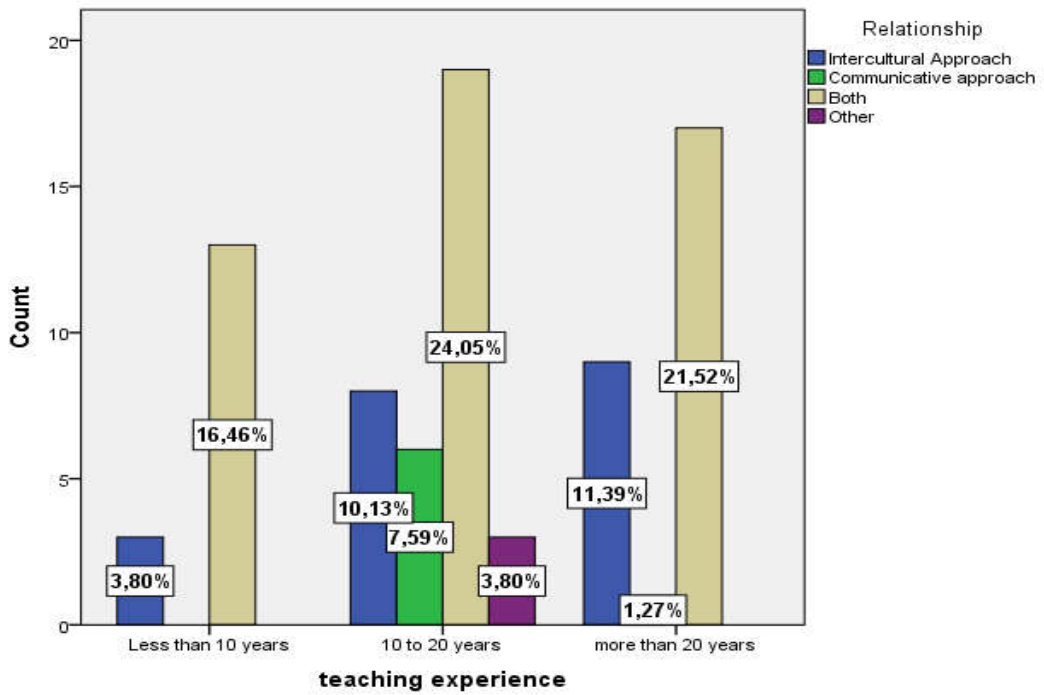


Figure 18: Relationship between the teachers' teaching experience and the approach(es) chosen

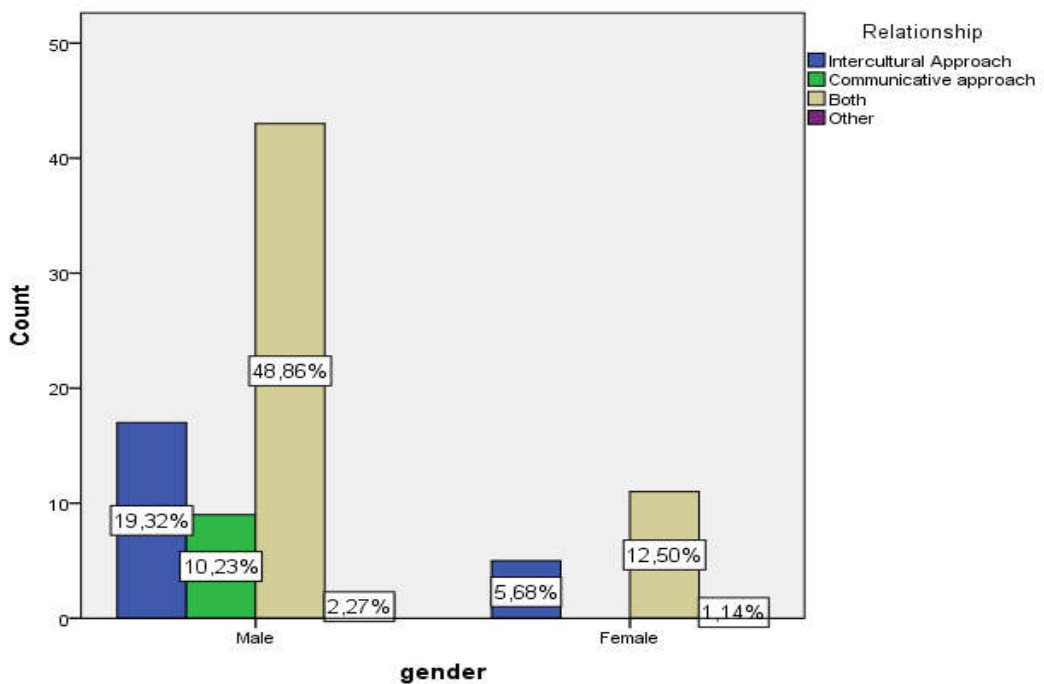


Figure 19: Relationship between the teachers' gender and approach(es) chosen

As demonstrated in figure 18, both experienced and non-experienced teachers tend to use an intercultural communicative

approach to ELT. This indicates the usefulness of such an approach in the teaching of English in Moroccan higher education. As to the association between gender and the teachers' approach (es) to ELT, approximately 50% of male teachers are more enthusiastic about the use of an intercultural approach to the teaching of English; this is in comparison to only 12.5% of female teachers who make the same choice.

In brief, in order to optimize ELT, teachers of English tend to adapt and adopt different methods of and approaches to ELT, which is a general objective to achieve. Intercultural and/or communicative approaches or even other approaches to ELT are all a prerequisite for enhancing target culture teaching and learning.

7.1.2.6. The role of learners' cultural awareness in TC teaching and learning

Central to ELT and learning is the improvement of students' awareness, knowledge, and understanding of the cultures of English speaking countries. The results presented in figure 20 below are understandable. They clearly demonstrate that almost all respondents either strongly agree 54.74% or agree 42.11% , respectively, while only 3.15% of them are neutral. The median and mode for the role of learners' cultural awareness in TC teaching are similar with a value of 5.

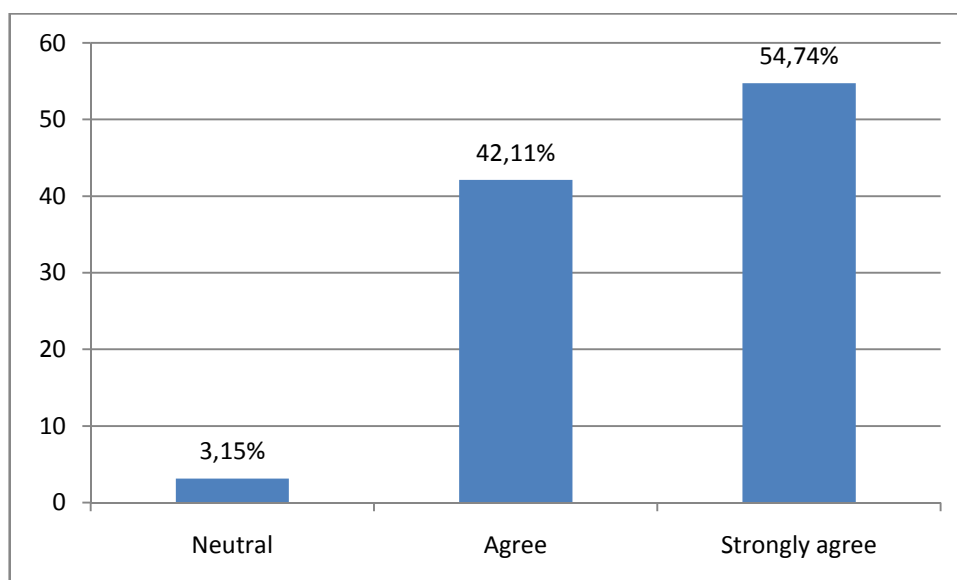


Figure 20: The importance of learners' cultural awareness in target culture teaching and learning

It should be emphasised that none of the respondents disagrees or strongly disagrees with the issue under study. This indicates that raising learners' cultural awareness can in part enable Moroccan learners of English to be more active and more productive.

Indeed, students who show little or no awareness of cultures, including theirs, may not develop their educational achievement in English. However, students with conscious awareness of cultures, including theirs, can contribute positively to the development of their target language and culture learning. In this case, teachers would favour the second category of students as to help them develop their learning process in a supportive way.

7.1.2.7. Teachers' strategies for developing learners' cultural awareness

In the process of target language and culture teaching, teachers need to apply a number of different teaching strategies. In this respect, using texts from the target culture, encouraging students to think critically, and improving students' language skills are the most commonly used teaching techniques. However, teachers' responses reveal that the techniques and materials used to develop the learners' cultural awareness are not confined to those mentioned earlier. The following figure summarises the results.

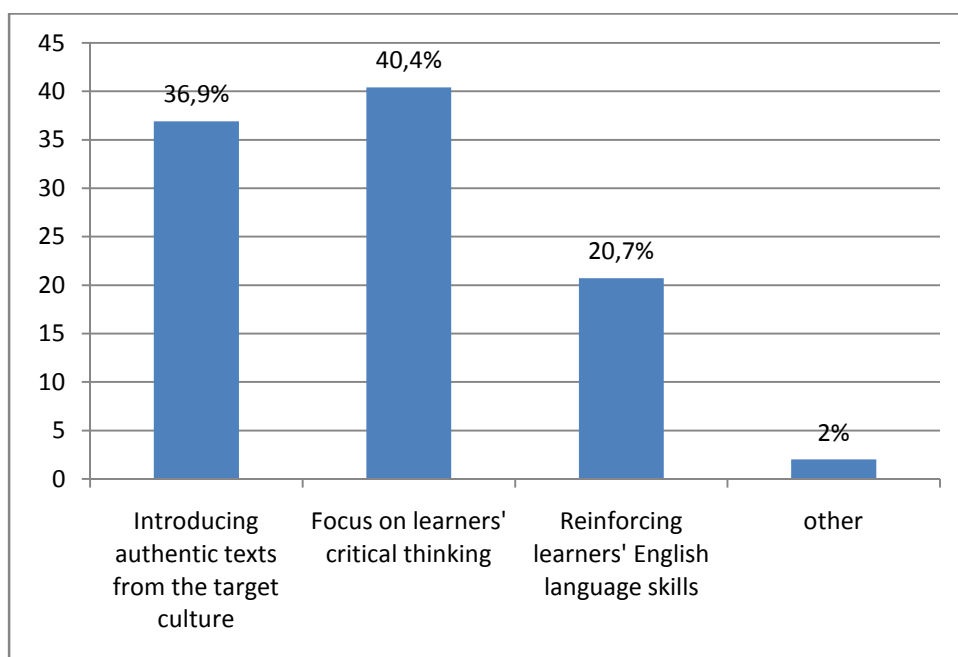


Figure 21: Teachers' strategies for developing learners' cultural awareness

With respect to the techniques that teachers use in the teaching of English language and Anglo-American cultures, figure 21 above demonstrates that 40.4% of teachers tend to encourage students to think

critically, approximately 37% of them use authentic texts from the target culture, while only 20.7% of them tend to improve students' language skills. The Figure also shows that 2% of our respondents tend to employ other techniques in order to develop learners' cultural awareness. For example:

Translation (respondent AG3)

Conscious learning, reading, and participative approaches (respondent DM7)

*Idiomatic expressions (oral expression sessions)
(respondents JA7 and JA 11)*

Discussions/awareness raising (respondent RA3)

Asking [students] to watch documentaries, movies, songs... (respondents SA3 and DM4)

It is worth noting that it is up to the teacher herself/himself to select the technique(s) that best cater for the students' learning needs and interests. The techniques mentioned, either the ones presented in figure 21 or those suggested by teachers themselves, can be used interchangeably because diversifying them helps teachers improve their performance, of course, in favour of students. Teaching target cultures can, thus, be carried out depending on the teachers' choice and use of the

techniques and materials they see appropriate and effective for their students.

7.1.2.8. Skills promoting university English classes

The purpose of addressing this question is to understand teachers' attitudes towards the place of students' native culture in their English studies. The results related to teachers' views on the importance of learners' reflection on their native culture through the study of the target culture can be presented as follows:

As shown in figure 22, little more than half the teachers 53.42 % are convinced that learners' reflection on the native culture is important while approximately 35% of the total number of teachers assert that it is very important. Moreover, only 12.33% of teachers see it as less important. The results are presented in figure 22 below.

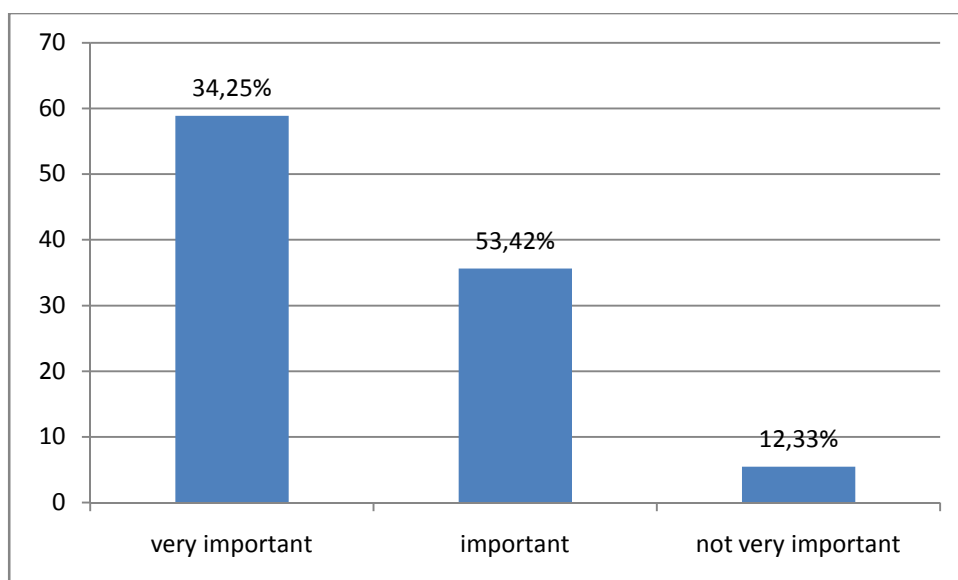


Figure 22: Teachers' views on the importance of learners' reflection on their NC through the study of the TC

Reflecting on one's culture is part and parcel of target language and culture learning. By using elements of their own culture in learning a foreign culture, students can compare and contrast two or more cultures. This comparison between cultures allows students to understand them from their own perspectives, hence encouraging their critical thinking skills.

The figure below deals with the skills that teachers may consider in order to promote students' English language learning. Specifically, it demonstrates the degree of the importance of learners' recognition of the similarities and differences between the native culture and the target culture.

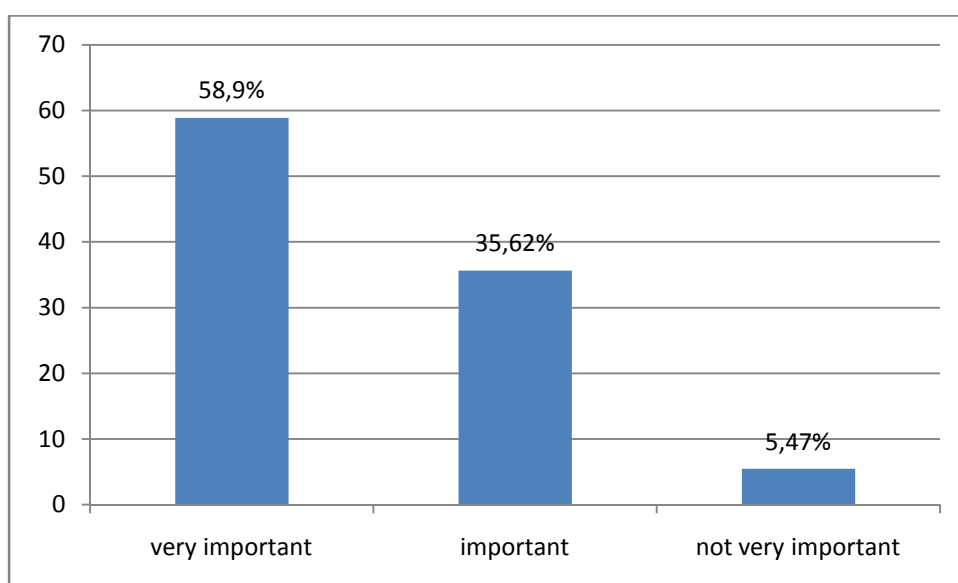


Figure 23: Teachers' views on the importance of learners' recognition of similarities and differences between the NC and the TC

The results pertaining to the issue under investigation are understandable. They are presented as follows: approximately 60% of

the total number of teachers are convinced that learners' recognition of similarities and differences between cultures is very important. The figure also shows that nearly 36% of teachers see this skill as important while only 5,47% of them claim that such a skill is not very important.

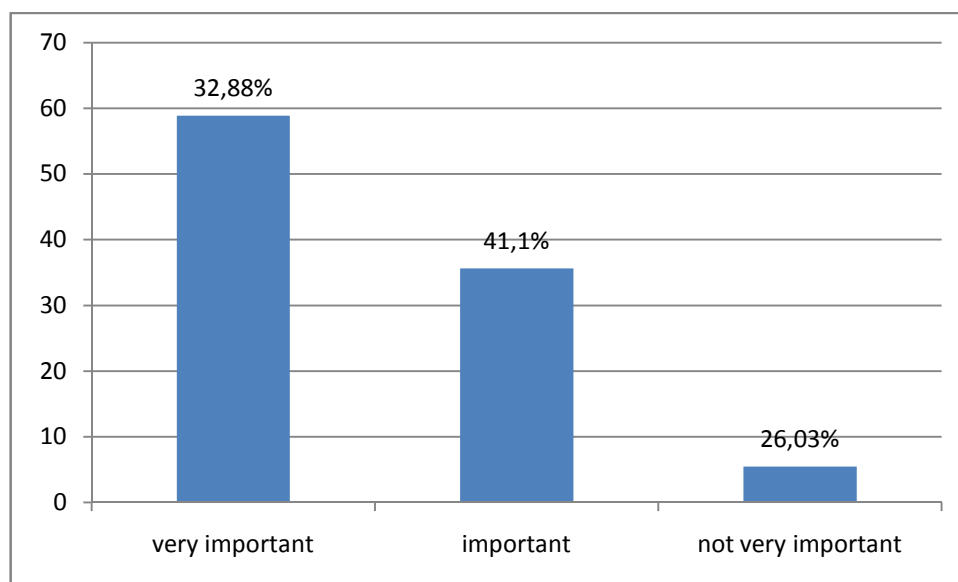


Figure 24: Teachers' views on the importance of learners' recognition of how the English language reflects English culture

The attitudes students have towards the relationship between English and its culture are worth discussing. Teachers' views on the issue under investigation are also examined. Figure 24 above reveals that approximately 33% of the total number of teachers believe that learners' recognition and analysis of how the English language reflects the English culture is very important. Nearly 42% of them think that this skill is important. 26.03% of them believe that this aspect is not very important.

The three figures presented above (Fig. 22, Fig. 23, and Fig. 24) are summarised in the table below:

Table 7: Importance of skills promoting TC teaching and learning

Degree of importance Teachers' views	Very important	Important	Not very important
Teachers' views on the importance of learners' reflection on their NC through the study of the TC	34.25%	53.42%	12.33%
Teachers' views on the importance of learners' recognition of similarities and differences between the NC and the TC	58.90%	35.62%	5.47%
Teachers' views on the importance of learners' recognition and analysis of how the English language reflects the English culture	32.88%	41.10%	26.03%

Table 8: Median and mode for the skills emphasized

	Reflecting on the NC	Having learners critically think about the TC and compare it to the NC	Reinforcing learners' English language skills	other
N Valid	73	93	93	93
N Missing	24	4	4	4
Median	2,00	1,00	,00	,00
Mode	2	1	0	0

The results presented in tables 7 and 8 are understandable. They indicate that the majority of teachers stress the importance of enabling Moroccan university students of English to compare and contrast their own culture with others' cultures, which is, arguably, a plea for the adoption of a comparative approach to target culture teaching and learning.

It is fundamental to say that a vast majority of teachers would encourage students' cultural awareness by offering them opportunities to

compare different cultures including theirs. The use of English, in this respect, is beneficial as a medium for bridging gaps between the students' native culture and other cultures. By comparing different cultures, students become able to know and understand the similarities and differences between cultures, a skill that Moroccan students need to develop in and beyond university settings.

7.1.2.9. Teachers' challenges for TC teaching

As shown in figure 25 below, 20.21% of teachers express their general agreement on that target culture teaching and learning is a challenging process. The figure also shows that nearly 47% of them express their agreement. Corresponding figures for teachers who disagree or strongly disagree are 13.83% and 7.45%, respectively. Finally, 11.70 % of teachers are neutral.

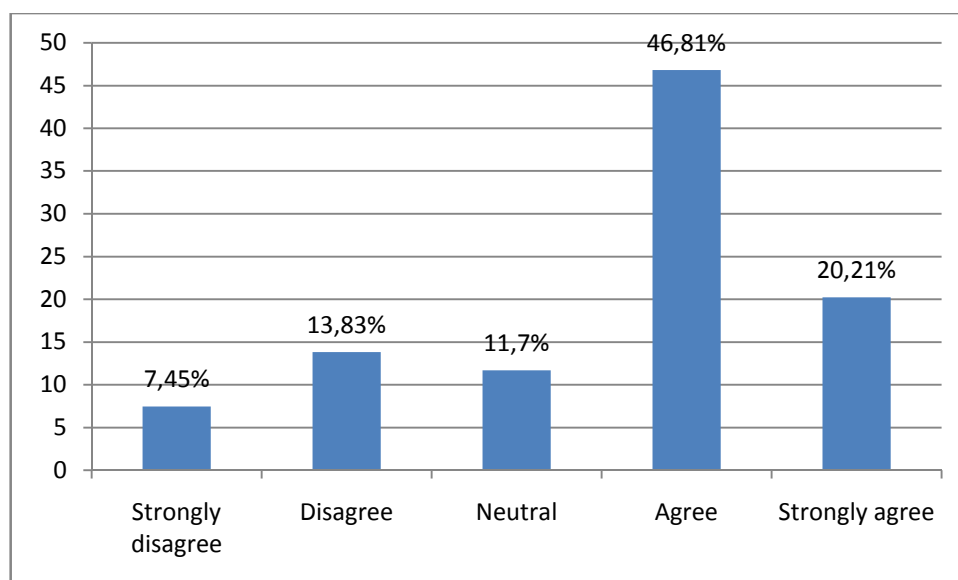


Figure 25: Teachers' attitudes on their challenges to TC teaching

The results indicate that teaching a foreign culture in the context of ELT in higher education in Morocco is not devoid of challenges. The median and mode for the aspect in focus are similar (4).

Some of the challenges pointed out by Moroccan university teachers are presented as follows:

(a) Methodological challenges:

Teaching culture explicitly may encourage some students to believe that the teacher is trying to alienate them from their own culture- teaching. It implicitly makes teachers face the challenge of students' unawareness of the cultural elements targeted (respondents DI13, DM3, and SA3)

We constantly adapt our ways to TEFL to the way it is taught in native environments and this helps us to create a more productive and casual environment (respondent SA5)

Comparative strategies (respondent AG3)

It is important for a teacher to access student's cultural background which is a difficulty (respondent JA2)

(b) Cognitive challenges:

To succeed in this task you should not only master the language, but you should also have a deep knowledge of the culture/civilization of the target

culture/language. (respondents D114 and AG3)The teacher himself should be competent interculturally and this can be achieved better if the teacher has some personal experiences with natives of the English language (respondent DM2)

You may not know all the cultural aspects especially if you have never visited such a country (respondent AG6)

(c) Attitudinal challenges:

We need material in English in our culture and we have to be careful about ethnicity issues that provoke racism and exclusion of minority students, even in one educational field (respondent RA4)

Students' readiness to understand others' cultures, feedback, and creativity (respondents ME6 and AG9)

It is difficult to teach a culture that you learn about; teachers should live within the culture they teach (respondent AG4)

(d) Other challenges:

Lack of authentic real-life situations (respondent JA17) and the artificiality of the educational setting (AG1)

Table 9: Results about the association between teaching experience and teachers' attitudes on challenges to TC teaching

			Teachers' attitudes on challenges to TC teaching					Total
			Strongly disagree	Disagree	Neutral	Agree	Strongly agree	
Teaching experience	Less than 10 years	Count	0	1	3	7	5	16
		Expected Count	1,1	2,4	1,8	7,5	3,1	16,0
	10 to 20 years	Count	4	4	5	20	6	39
		Expected Count	2,7	5,8	4,5	18,4	7,6	39,0
	more than 20 years	Count	2	8	2	14	6	32
		Expected Count	2,2	4,8	3,7	15,1	6,3	32,0
Total		Count	6	13	10	41	17	87
		Expected Count	6,0	13,0	10,0	41,0	17,0	87,0

Table 10 : Chi-Square test about the relationship between teaching experience and teachers' attitudes on challenges to the teaching of the TC

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8,605 ^a	8	,377
Likelihood Ratio	9,442	8	,306
Linear-by-Linear Association	2,040	1	,153
N of Valid Cases	87		

a. 9 cells (60,0%) have expected count less than 5. The minimum expected count is 1,10.

As indicated in tables 9 and 10, the relationship between teaching experience and teachers' attitudes on challenges to target teaching is statistically significant $X^2 (8, N=87) = 8.605, p < .05$.

These views show that in ELT activity, university teachers are faced with three types of challenges which are methodological, cognitive, and attitudinal. These challenges can be summarised as follows: (a) The teachers' mastery of the English language and its culture (teachers should be interculturally competent), (b) The adoption of

methods applied to ELT in a native environment. This challenge is associated with the ‘artificiality’ of the educational setting, (c) access to the students’ cultural background, and (d) sensitivity to cultural specificity: the students’ fear for alienation from their own culture.

7.1.2.10. Frequent techniques/materials for the teaching of English

In regard to the techniques that teachers frequently use in their ELT practices,¹⁷⁷ figure 26 below shows that 60.5% of our respondents use authentic materials, 16.3% use the Internet and other technological tools, the remaining 23.3% use culture problem solving.

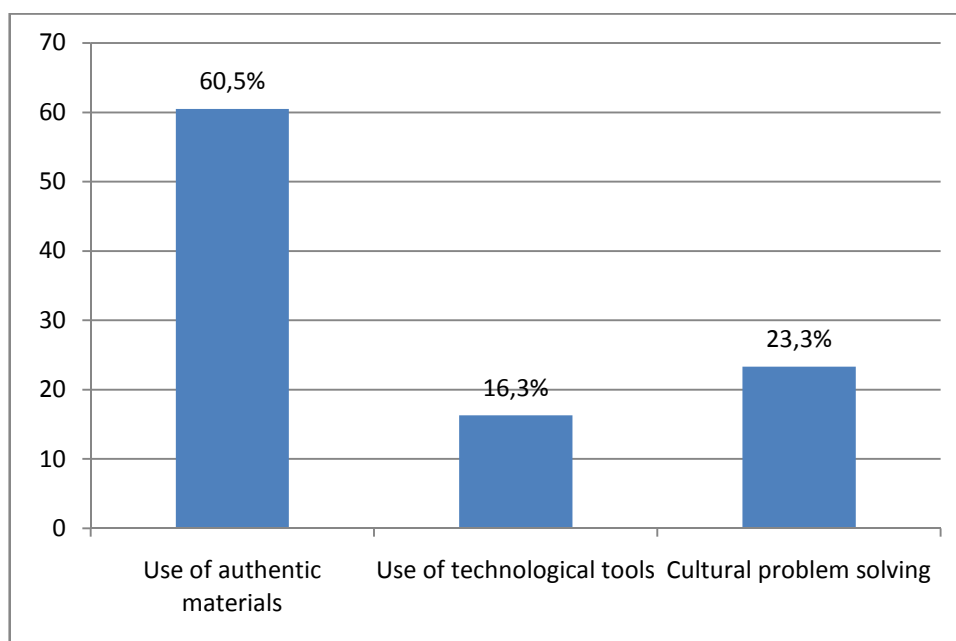


Figure 26: How often do teachers use techniques for the teaching of English

¹⁷⁷ It should be pointed out that the difference between the question examined in section 7.1.2.7. in the current chapter and the question under investigation lies in that the former deals with a specific issue: the techniques teachers use in order to raise students’ cultural awareness. The present question, however, deals with the techniques teachers employ to teach English.

The figure illustrates that teachers tend to diversify their teaching techniques. Generally, focus is placed on the use of authentic material, culture problem solving, and the Internet, respectively. ‘*Variety*,’ as one of our informants points out, ‘*brings more chances for learners to grasp the material they are dealing with,*’ (respondent JA12).

Other teachers’ suggested techniques involve:

Lifelong learning (respondent AG9)

Contexts and digital technology (respondent DI12)

The teaching of jargon to be used within a professional area: the business jargon, the medical jargon (respondent RA8)

Teachers’ views on the techniques they often employ in English classes are significant. In particular, they indicate that teachers tend to use different teaching techniques in different ELT contexts. That is, the techniques used in a course may not be used in another. This can be justified by the nature of the courses taught and the students targeted. Generally, teachers’ use of different techniques in ELT is motivated by the fact that such techniques enable teachers to facilitate the process of ELT and to ensure an effective English language learning environment.

7.1.2.11. Mechanics for promoting teacher professionalism and ELT

Teachers’ views on the promotion of teacher professionalism and ELT activity are understandable. Figure 27 reveals that 30% of teachers adopt innovative approaches to ELT, arguing that one should up-date

her/his teaching methods in order to *‘improve classroom teaching and also innovative approaches to teaching,’* (respondent DI13). Therefore, *‘language is something dynamic so we must be careful about the new approaches and apply them in order to help the learners,’* (respondent DI14).

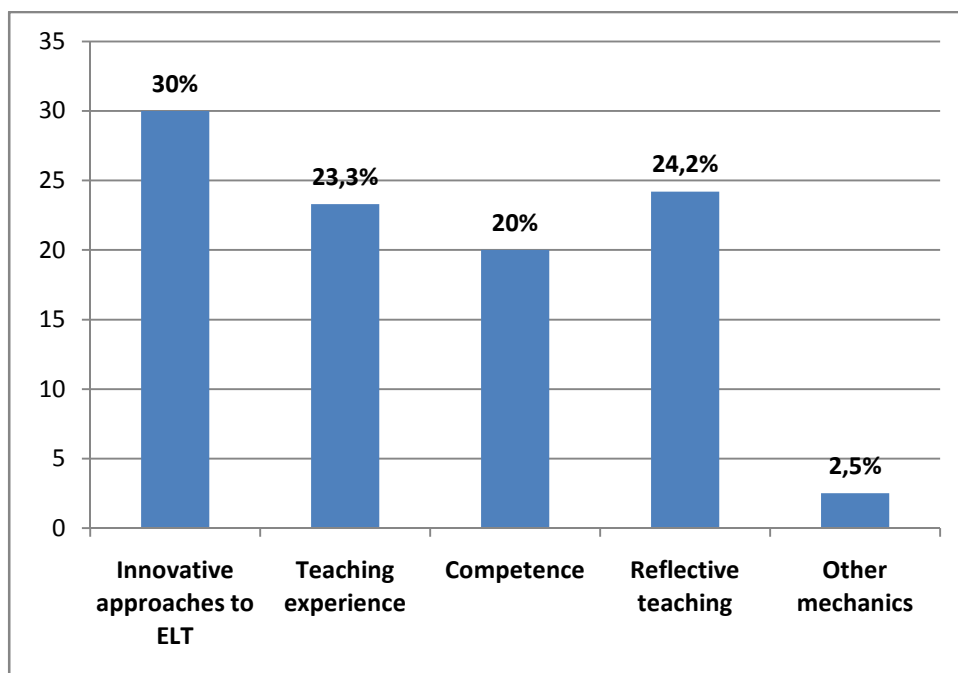


Figure 27: Teachers' views on potential mechanics for developing ELT

The figure also shows that 24.2% of teachers are convinced that reflective teaching should be taken into account because *‘teachers should be self-critical to improve and surpass shortcomings,’* (respondent BE3). Therefore, *‘it is necessary for every teacher to go through a process of reflective teaching,’* (respondent BE2). Moreover, reflective teaching is important because it helps *‘to know about yourself as a teacher, about positive or negative things in the classroom, and to*

bring corrections in your teaching,’ (respondent JA15). This indicates that teachers need to reflect on their teaching practices so as to make them more professional and thus more beneficial for students.

Furthermore, the results presented in the figure demonstrate that 23.3% of teachers believe that experience in teaching helps boost one’s teaching career. *‘Experience,’* a teacher claims, *‘teaches one a lot and enables one to evaluate the different methods of teaching,’* (respondent DII4). Moreover, 20% of the whole number of teachers think that competence is a key element in any teaching operation. A teacher says that *‘competence is the key element in any positive teaching,’* (respondent AG5).

Finally, only a small number of teachers 2.5% say that other mechanics for developing ELT should crop up and then be employed to enhance English Language Teaching at Moroccan public universities.

As to relations between age and the elements targeted, male teachers are more interested in developing ELT than female teachers. The evidence for this can be considered with reference to the choices male teachers make in comparison to those female teachers make. In other words, percentages of the first category are higher than those of the second category. The results are summarized in the table below.

Table 11: Results of association between teachers' techniques for ELT and gender

Gender Reasons	Female students	Male students
Innovative approaches	17.02%	59.57%
Teaching experience	13.83%	45.74%
Competence	11.70%	39.36%
Reflective teaching	9.57%	52.13%
Other techniques	1.06%	5.32%

Other teachers' justifications for their responses are stated as follows:

Teachers must be creative and up-dated. The mastery of teaching skills facilitates handling complex cultural teaching issues... (respondent BE3)

Teachers need to be aware of and fully knowledgeable about the target language and culture. It [reflective teaching] allows continuing professional development... (respondents DI5 and DI9)

Because we need to up-date our teaching techniques and develop competence in our learners (respondent DI 13)

Reflective teaching enables us to bridge the gap between what we think and what we actually do (respondent JA8)

They [approaches] are important in mastering the English language and teaching it efficiently (respondent OU11)

A sound approach to language teaching should be eclectic. There is no one method that is effective for all material to be taught [...] one has to take into consideration the audience which is not homogenous; some students learn better visually, other students use their memorising capacity better... (respondent OU6)

The above-mentioned justifications imply that a teacher of English is required: 1) to study and understand the culture s/he is supposed to teach and 2) to select the approaches s/he intends to use in class.

However, in the teacher's selection process of any approach careful consideration should be given to an array of elements the most important of which are as follows: (a) students' heterogeneity, (b) ways of developing students' linguistic and cultural competence, and (c) compatibility with what is theoretical and what is practical.

Conclusion

To sum up, Moroccan university teachers of English overwhelmingly agree that language is strongly linked to culture, mainly in ELT settings. Therefore, the majority of them are enthusiastic about incorporating target cultures into ELT programme.

The evidence for this incorporation is that, according to almost all respondents, is to allow students of English to benefit as much as possible from being introduced to their native culture and to the target culture by teaching them a variety of cultural components such as literature, values and traditions, attitudes and interpretations, and history. Concerning the approaches that teachers adopt in classes, two are worth mentioning: intercultural and communicative. However, prevalence should be given to contexts pertaining to such approaches.

Another vital element to point out is concerned with the techniques that teachers need to use in order to promote target culture teaching and learning at the university. Therefore, the results clearly demonstrate that teachers emphasise the development of students' critical thinking skills while dealing with target culture teaching and learning. This indicates that teachers have the tendency to adopt a critical approach to ELT (the adoption of a critical approach to ELT does not necessarily mean that the intercultural communicative approach is not taken into account).

It is also important to note that there are many barriers to effective ELT in Moroccan higher education. These barriers actually are grouped in terms of methods, cognition (knowledge), and attitudes. In order to overcome these barriers, there is a need to adopt new and innovative approaches to target culture teaching and learning.

CHAPTER 8

Interview results

Introduction

Students' and teachers' interviews form a major element in the data collection phase in this research. These interviews are conducted in order to gain direct and real insights into the students' and teachers' thoughts about and experience with English Language Teaching and learning at Moroccan universities.

As emphasised before, the interview results are presented following a qualitative approach. The approach helps me conduct a careful analysis of the dominant themes explored in the light of the interviews and therefore answer the research questions raised in the study.

It is worth noting that such themes are discussed in terms of the existing commonalities embedded within students' and teachers' interviews. Needless to say that extracts from the interviews are taken into consideration in order to discuss the issues emerging from them.

8.1. Students' interview

It is important to note that most of Moroccan student interviewees, selected from different levels (Semester 3 to Masters students), are very serious and critically reflective. Most of them are able to give meaningful and relevant information about ELT and learning in the

context of Moroccan universities, which enriches my data in regard to the six issues explored in this section.

8.1.1. Goals of learning English

Focus has been placed on students' motivation to learn English at university. The questionnaire, as noted earlier, reveals that students concentrate on three main aspects which are educational, social, and cultural. Another study on the same issue suggests three principal reasons, namely, following higher education abroad, understanding American media and familiarising oneself with foreign cultures,¹⁷⁸ according to Elizabeth Buckner.

In addition, the interviews that I conducted with students show that there are four major goals behind their choice of learning English: future studies, knowledge acquisition, future employment, and communication. These goals can be better analysed in the light of students' verbatim quotations. The latter are basically meant to help me get a better understanding of such goals.

The first prime goal that students would like to achieve is to carry on their English studies. Following studies either in Morocco or in any English speaking country is principally driven by students' eagerness to hold university degrees in English. Some students suggest that:

¹⁷⁸ Buckner, E. *Culture, Class and Status Competition: The Growth of English Language Learning in Morocco*. In *Global English: Issues of Language and culture, and Identity in the Arab World*, eds. (Al Issa and Dahan. New York: Peter Lang Publishers 2011), 129.

I want to learn English so as to get a BA degree and a Masters' degree. I am looking for new opportunities (interviewee AG 1.19)

I want to graduate in a major that I like (interviewee AG 1.22)

English helps me to study many disciplines (for example, Science). You can study everything (interviewee AG 1.10)

Another major goal behind students' choice of studying English is that they would like to be aware of and knowledgeable about different cultures including theirs. The argument these students put forward is that they want to understand others' cultures in relation to their native culture. For example:

I am interested in languages. I am studying English because it is a Western language. We are affected by their civilization and we have to learn their language (interviewee MA 1.3)

My aims of learning English are: to widen my knowledge, to be open to others' cultures, and to understand other people (interviewee ME 1.1)

My basic goal is to gain knowledge (interviewees AG 1.14 and AG 1.15)

It is obvious that students' intentions behind learning English are particularly cognitive; they are geared towards broadening their

knowledge of their own culture and others' cultures. Therefore, gaining knowledge, for them, helps understand not only one's culture but also others' cultures.

The third main goal behind the choice of studying English at university is concerned with students' future career. The following quotations help illustrate the idea:

I learn English because I believe it provides me with good opportunities to get a job (interviewee FE 1.5)

I want to master the language in order to get a job (interviewee ME 1.5)

I like English and I will do my best to be a teacher (interviewee AG 1.4)

These extracts are understandable. They indicate that Moroccan students' main objective behind their English studies is to have a career, especially in the field of teaching. This implies that studying English can be seen as an important medium for students' future perspectives.

English as a means of communication is the fourth major goal students would like to achieve. For them, being able to communicate using English is most favoured. Communication, in this respect, may not be successful unless it takes place on national and international levels.

For example:

English is the first language in the world (interviewee AG 1.7)

I learn English because I am interested in international communication (interviewee ME 1.2)

I want to be a professional public speaker, able to express my thoughts. Professional public speaking is one of my passions (interviewee AG 1.17)

It should be noted that there are some students who mention almost all the goals pointed out beforehand. For example:

I want to represent Morocco using other languages (interviewee BE 1.2)

I learn English in order to know cultures, contact other people, and learn the language (interviewee AG 1.1)

I study English to learn the language, communicate with others, and look for a job (interviewee MA 1.1)

Other students, however, would like to attain other objectives. For example:

I have dreams like all other students. I would like to go to the US, live there, and know about their cultures (interviewee MA 1.2)

The main goals are to communicate with others, know Western cultures like the British and the

American one, and also travel to one of these countries and live there (AG 1.11)

Studying English at university serves other prime purposes.

English is *'important as it opens up doors to others' cultures. It helps to speak about Islamic values,* (interviewee AG 1.8). English here can be seen as an important medium for transmitting religious values, especially the ones that pertain to Islam.

The data yielded by this study provides the evidence that Moroccan students of English have different future expectations. Differences in the expectations held by students show that the aims behind English language learning at university vary from one student to another.

More precisely, this variation actually depends on what do students' really expect from their English studies. Furthermore, it can also be attributed to students' social and economic conditions; not all the students can achieve their goals in this regard. Unlike the poor students who may be offered less possibilities for the achievement of their goals, the rich ones may have endless possibilities for doing so. In this, the social class to which students belong can also affect students' motivation to study English at university.

The findings related to this question are of practical relevance. Learning English in Moroccan higher education is thus reinforced by

students' willingness to know others' cultures, communicate with others, continue their studies, and get an interesting (teaching) job.

8.1.2. Students' position as learners of English

The purpose of addressing this question is to understand students' views of their position as students of English. The question addressed, in this regard, attempts to gauge the extent to which English and culture learning impacts these students.

It should be emphasised that the results of the students' interviews reveal that such impact can be examined from three different perspectives which are cognitive, behavioural, and attitudinal. These perspectives are explored as follows:

The cognitive impact can be seen as linguistic and/or cultural. As for the linguistic aspect, Moroccan students claim that they are concerned with learning English as a foreign language, ignoring the learning of culture. According to an interviewee, language is more important than culture:

*What I am interested in is the language [English]
not the culture (interviewee AG 1.2)*

However, this view concentrates on the mastery of the English language as such, but strikingly overlooks the culture that language itself contains. In this case, students who disregard the cultural components

embedded in the language they study may not be seen as successful learners.

In regard to the cultural aspect, students assert that one principle reason behind studying English is to be culturally aware of different issues, namely, values and politics. Their argument for this is that one should learn the culture of ‘*powerful countries*’ (interviewee MA 1.1) like America and Britain. Students’ views, in this respect, are presented as follows:

Learning English gives us good opportunities to understand other cultures, not like other Departments (interviewee AG 1.10)

America, for example, is a powerful country. It has everything: values, politics [...] So, I have to learn from them... (interviewee MA 1.1)

It is an opportunity to learn history and events about the past (interviewee AG 1.15)

The idea that language learning involves the combination of two essential elements is of crucial importance. In this respect, there are students who stress the importance of both language and culture in learning English. They maintain that they can know and understand Anglo-American cultures and people through the medium of language.

English is useful in this respect. The arguments students put forward are as follows:

English is used by American and British people. If we want to know the language, we should know its culture (interviewee AG 1.3)

This point stresses ... rich cultures within the same language [English]. The American culture is something, but the British culture is something else (interviewee AG 1. 22)

However, a very limited number of students (2 of the total number of student interviewees 37) have less positive attitudes towards others' cultures. They justify their arguments by stating that:

I am not interested in others' cultures because I want to understand something that is mine (interviewee AG 1.8)

I have my own culture, but I am not interested in their culture (interviewee AG 1.2)

The two views mentioned before clearly demonstrate that there is a negative attitude towards others' cultures: in the course of English language learning, emphasis should be placed on one's own culture rather than others' cultures. This indicates that there is a reductionist view disregarding the role of learning others' cultures. This, in fact, may be the result of learners' fear for alienation or culture-shock. Therefore,

learners who are interested only in their own culture may actually meet different challenges preventing them from being actively involved in the process of foreign culture learning.

Other students, however, claim that *'Anglo-American cultures are like any other cultures,'* (interviewee BE 1.1). This view reveals that these cultures are not very distinct from each other. This implies that all cultures can be thought of as similar. Still, this is a reductionist view since cultures differ in terms of the various and multiple components they involve.

The second perspective concerned with students' views on learning a foreign language/culture is the impact this experience has on their identities. In fact, two major aspects can be considered in relation to the effect of students' learning of a foreign language and culture: being different from the individuals of one's social community (feeling more civilized or more advanced) and being capable of achieving many dreams.

When I go to my hometown and meet people, they say that you become different. You are influenced by your English studies and by your way of behaving. They notice this impact on you (interviewee AG1.14)

I see myself as a person capable of achieving many dreams (interviewee AG1.15)

English makes me more civilized (interviewee AG 1.20)

They [American and British cultures] are rich cultures, different from ours. They represent something that we must not follow. We have to take few things to improve ourselves to be advanced as they are (interviewee BE 1.2)

The students' views stated above are reveal that the process of learning English provides Moroccan students with ample opportunity to frame their thoughts and construct their identity in relation to the social group to which they belong.

The last but not least aspect associated with students' perceptions of foreign language and culture learning is that of the possibility for changing one's views about the world. Specifically, learning another language/culture is an opportunity for Moroccan university students of English to see the world from different perspectives. These views involve:

We know that Anglo-American cultures are foreign cultures and they are very important. You can see that the world is a small village and that you really need to know every culture because if you want to argue with someone ... who brings his culture with him ... you have to know what he really means... (interviewee BE 1.3)

The three aspects noted earlier (cognitive, behavioural, attitudinal) suggest that students adopt different attitudes of how they see themselves as Moroccan learners of English. The influence of learning a foreign language/culture is not mono-dimensional.

Therefore, this influence can be cognitive (linguistic and/or cultural), behavioural, and attitudinal. These manifestations are presented in the light of the positive attitudes that students have towards English language learning (ELL). However, those who have less positive attitudes towards such an experience may be impacted negatively.

8.1.3. The role of integrating the NC in learning foreign cultures

Integrating students' native culture in foreign language learning is extremely important. The cultural background students already have provides a useful starting point for learning and understanding Anglo-American cultures. Students' use of their native culture aids them to understand the foreign culture content to which they are exposed. This operation, in fact, enriches their cultural repertoire which, in turn, enables them to communicate interculturally.

The results of the interview clearly demonstrate that there are two main controversial issues. While the first highlights the inclusion and use of elements of the Moroccan culture (religion, values, traditions, thought patterns...), the second overlooks the inclusion of those elements. These views are explored as follows:

Firstly, understanding one's culture requires being familiar with others' cultures. This familiarity can better be understood in the light of the students' comments:

(a) Comparing cultures

*We need to compare other cultures with ours
(interviewee FE 1.2)*

*We can compare our religion to other religions, as
an example (interviewee AG 1.7)*

*World cultures have something in common
(interviewee MA 1.1)*

(b) Understanding one's culture

*Using elements of the Moroccan culture helps us
understand others' cultures by knowing the
difference between them. This helps us acquire more
information (interviewee FE 1.1)*

*I think that every Moroccan student should
understand his culture. If we do not understand our
own culture, how can we really understand others'
cultures? (interviewee ME 1.2)*

*Others' cultures make us understand our cultures
and vice versa (interviewee AG 1.19)*

*Sometimes we can not understand others' cultures;
therefore, it is necessary to give some examples from*

the culture that we understand most [reference here is to the native culture] (interviewee ME 1.4)

(c) Being able to to express oneself:

Understanding one's culture enables us to express ourselves in a foreign language which is English (interviewee AG 1.21)

I can present my culture to others... who we are in reality if they [the West] think that we are uncivilized [...] We are not! I do my best to present that to others (interviewee AG 1.4)

When you happen to know other religions, you become more powerful (interviewee AG 1.8)

The students' comments stated above are indicative of their willingness to learn different cultures, an experience which also allows them to reflect on their own culture. Therefore, learning foreign cultures can be regarded as a two-way process: being familiar with others' cultures and reflecting on one's own culture. It is worth noting here that both processes can be carried out depending on the way the components inherent in each and every culture operate.

Secondly, understanding others' cultures does not necessitate the inclusion of one's cultural aspects. Proponents of this view maintain that the process of learning foreign cultures does not need being exposed to one's native culture. Arguments for this view involve:

It [native culture] is not important (interviewee AG 1.2)

Moroccan culture differs from other cultures. So, it does not help (interviewee AG 1.12)

I disagree because our cultural background is different in many ways... There are examples: ethnic food, the way of dressing, behaviours... (interviewee ME 1.1)

There are discrepancies between the two cultures: Moroccan culture is totally different from American/British culture (interviewee AG 1.22)

I do not agree with that! Our culture is conservative; we do not like to be exposed to the world (interviewee AG 1.10)

Partial or total exclusion of elements of one's native culture in the process of foreign culture learning sounds quite unreasonable. This exclusion, in a sense, indicates that students who advocate this view are seemingly unaware of the importance of reflecting on the native culture in learning others' cultures. The process, as a result, remains incomplete and hence needs to be re-considered on the part of learners themselves.

The views presented above reflect the fact that the majority of students are fully aware of the importance and necessity of incorporating

and using aspects from their own culture into foreign language and culture learning. They think that this incorporation is highly beneficial as it allows them to compare their own culture with others' cultures and understand the world.

8.1.4. Students' techniques of learning English

Learning a foreign language and culture cannot actually take place without the use of a range of techniques or strategies. As to the techniques that Moroccan university students usually employ in the process, it is possible to point out that each and every student has her/his own techniques. The use of these techniques, however, depends to a large extent on whether they prove effective or not.

In the light of the interview results, the techniques that students frequently use in learning English and its culture can be explored from three different perspectives: (a) reading electronic/print material, (b) watching movies and documentaries and listening to songs, and (b) using other different strategies.

Firstly, reading electronic/print material is an important technique that almost all student interviewees (21 out of 37) use in the process of studying Anglo-American cultures. The material that these students read involves books, novels, short stories, articles, and documents. For example:

I read short stories, novels, history books and articles on the Internet (interviewee AG 1.19)

I depend on reading. Now I am reading E.Alan Poe 'Tales of Mistery and Imagination.' The way this author talks makes you improve the way you speak (interviewee AG 1.17)

I am trying to read as much as I can [...] I usually read novels such as J. Austen, E. Bronte and T. Hardy (interviewee AG1.22)

I love to read books and research studies on the Internet (interviewee BE 1.2)

Actually, I depend on technology to learn English. I read many documents written by English people (interviewee AG1.14)

The quotes presented above demonstrate that reading material, be it electronic or print, brings about profound effects on students of English (see chapter 3, section 3.2). Indeed, reading is an activity which does not only broaden students' linguistic and cultural knowledge, but it also improves their speaking and writing skills. According to a student, *'novels help me know many things like vocabulary,' (interviewee AG 1.9)*. Another student provides other objectives of reading and says, *'I read a lot of books in order to improve my pronunciation and writing,' (interviewee ME 1.2)*.

Secondly, activities such as watching movies and listening to music in English are important in target language and culture learning. Such are

essentially meant to provide students with the possibility for developing their speaking and writing skills. For example:

I listen to songs, watch English channels on TV (CNN). They help me improve my pronunciation and writing (interviewee ME 1.2)

I like watching documentaries (interviewee AG 1.11)

I watch movies and listen to music (interviewee BE 1.2)

Last but not least, the use of other techniques in the process of English language learning is worthy of study. Some examples involve the Internet (this point is considered in greater detail in the next section), individual and group work, understanding and imagination, and note-taking. Students' arguments include:

I like to use my laptop (interviewee AG 1.3)

I use Paltalk to chat with native speakers of English (interviewee AG 1.22)

I use the Internet such as Youtube and Google because they are much easier than taking books. This is meant to improve my level in English (interviewees AG 1.16 and AG1.5)

I want to study alone (interviewee AG 1.15)

I want to work in groups [...] I like to learn English by teaching it (interviewee AG 1.5)

[Techniques involve] The library, working in groups and alone (interviewee MA1.1)

My techniques are mostly based on understanding and imagination (interviewee AG 1.21)

I like attending classes and taking notes (interviewee AG1.1)

The results of the question under study are summarized in Table 12 below:

Table 12: Students' views on the techniques used in English language learning

Reading (electronic/print) material in English	Watching movies and documentaries	Other techniques
<ul style="list-style-type: none">- Books- Novels- Short stories- Articles- Documents- Research studies	<ul style="list-style-type: none">- Movies- Documentaries- News- Songs	<ul style="list-style-type: none">- Internet (Youtube, Google...)- Individual/group work- Understanding & imagination- Attending classes and note-taking

Based on the interview results, it can be pointed out that students use three basic techniques in learning. The first technique concerns reading books, novels, short stories and the like. The second concerns watching movies, documentaries and listening to songs. The third

concerns using one's own learning strategies that best fit her/his learning needs. Such techniques will thus help students be successful in the process in focus.

8.1.5. Students' views on teachers' ways of teaching English

Students' perceptions of how teachers teach the English language and culture help me to get a better understanding of teachers' ways of teaching and the effect of these ways on ELT as a whole. Specifically, students' views on the potential qualities of a good teacher of English are largely based on the approaches and methods that teachers use to teach English classes.

Four sub-categories emerge from students' responses to the question in focus: (a) teachers' knowledge, (b) their awareness of learners' strategies (methodology), (c) their awareness of students' needs, and (d) teachers' consideration of the students' educational level. These subcategories, in turn, can be summed up into two different perspectives adopted by students. While the first places emphasis on the teacher's teaching styles, the second pertains to the teacher's personality and her/his relationship with the learners. The two perspectives are illustrated respectively.

Arguments supporting the first perspective (teacher's teaching styles) involve:

[...] a good teacher should try to create a methodology that will help students to make progress (interviewee AG A.12)

A teacher should be a listener. He should bring something new to class and change paper to media teaching (interviewee AG 1.17)

Similarly, a student shares the same feeling with the two previous ones and confirms that a good teacher ‘*should minimise Teacher Talking Time (TTT) and should help students participate in class because they will be future teachers,*’ (interviewee BE 1.3). Another student claims that a good university teacher is not the one who is supposed to give students good grades. Instead, ‘*a good teacher is the one who is able to explain lessons well,*’ (interviewee AG 1.21).

Concerning students’ needs (see chapter 2, section 2.1), a student interviewee believes that students should be given careful consideration. That is, teachers need to focus on learners’ interests and expectations in order to help them make progress in English language learning. A student interviewee points out that ‘*a teacher must put himself on the students’ shoes so that he will be aware of what they need,*’ (interviewee BE 1.2). Therefore, ‘*a good teacher is the one who interacts with his students, gives them exercises and is the one who knows what they are good at and what they are not,*’ (interviewee AG 1.2).

Teachers’ knowledge of the courses they teach is also of paramount importance (see chapter 4, section 4.2). A student maintains

that *'the teacher should be prepared for each class,'* (interviewee ME 1.5). Another student maintains that *'a good teacher must understand his students because they are not the same; each one has his own learning style. So, a teacher should find a good teaching style that best fits everyone,'* (interviewee AG 1.10).

According to students, teachers need to take students' educational level into consideration in their teaching practices. If teachers ignore students' educational level in giving classes, there will be negative learning outcomes. This view is expressed as follows:

A teacher should start with our level and give us time to learn (interviewee MA 1.2).

He should not monopolise the course [...] the student should be a participant (interviewee ME 1.1)

Arguments that support the second element (teacher personal traits) are presented through the interviewees' use of a number of adjectives associated with teachers. Examples of these adjectives involve: 'qualified,' 'educated,' 'competent,' 'well prepared,' 'intellectual,' 'helpful,' 'open-minded,' 'sociable,' 'humble,' and 'cheerful.' According to students, a teacher should:

Be available and friendly (ME 1.5)

Be a father, psychologist, leader [...] and an artist
(FE 1.2)

Give us a helping hand when we need him (MA 1.1)

In brief, the process of teaching English at university is a challenging task for teachers to perform. Care should thus be taken on the part of teachers regarding an array of elements that will make the teaching and learning of English more successful and more professional. In this, one of our student interviewees talks about the role of teachers' responsibility and says: '*teacher's responsibility is important.*' (*interviewee AG 1.9*). Another student highlights teachers' activeness in performing their tasks and confirms that '*teachers must be active so that students will be more active.*' (*interviewee AG 1.6*)

Teachers who conduct interesting English classes are more likely to give students a feeling of achievement. Interesting classes, according to Moroccan students, are the classes in which teachers motivate learners by '*guiding them,*' (*interviewee MA 1.3*), '*making things easier for them,*' (*interviewee AG 1.19*), and '*giving them the opportunity to express themselves,*' (*interviewee BE 1.1*).

8.1.6. The role of technology in learning English and its culture

Technology, as noted before, is central to the process of English language learning (see chapter 3, sections 3.1 and 3.2). In this respect, the views that Moroccan students of English express are worthy of study. It should be emphasised that these learners do not rely overwhelmingly on technology in learning English and its culture or in solving their

problems in such an activity, which implies that the teachers' roles, in turn, should be taken into account.

Responses to this question fall into five distinct categories.

Technological tools allow students to: (a) exchange information relating to the courses taught, (b) understand these courses, (c) save students' time and energy, (d) contact teachers to speculate on different issues that students do not understand in class, and (e) bridge the gap between these students and other individuals –mainly native speakers of English-- around the world. According to the interviewees:

(a) Exchanging information

Technology is useful, but it depends on the way you use these tools. It is important when it is concerned with one specific point which is that of sharing; when you share, you learn. (interviewee MA 1.3)

We exchange essays, articles... (interviewee AG 1.19)

(b) Understanding courses

Technology helps [...] sometimes, you download a lot of books (interviewee AG 1.9)

In this semester, we have Shakspeare's Hamlet; I read the work and at the same time I surf the net to search for the themes, characters, and how people think about it (interviewee AG 1.18)

*Technology helps to get the songs with the lyrics
(interviewee ME 1.4)*

*The use of Youtube, for example, helps to study
Grammar or any other subject (interviewee FE 1.2)*

*Of course, without technology, we cannot reach
anything. I use websites and the Internet
(interviewee AG 1.15)*

(c) Saving time and energy

*Technology helps to get information quickly, not
like in the past (interviewee AG 1.7)*

*I use Facebook if I am obliged to. I do not use many
e-mails. I use Viber and Whatsup because they are
too fast (interviewee AG 1.4)*

(d) Contacting teachers

*Technology may help. I search for things on the net.
If I do not find them, I contact my teachers and my
friends (interviewee AG 1.19)*

(e) Contacting native speakers

*It [technology] is an important way to talk to native
speakers. It helps to communicate with people
around the world (interviewee ME 1.4)*

In brief, *'technology has negative as well as positive sides. If we use
its positives sides, we can go further,' (interviewee ME 1.1).* It is worth

noting that *'technology is a way to solve all problems if you use it in a good way,' (interviewee AG 1.1)*. Students' comments on the use of technology in their learning experience indicate that students cannot do without technology due to the merits the latter has to them.

Although technological tools cannot influence the quality of English language learning (Clark Richard 1994) and do not encourage students' critical thinking (Postman N. 2008), the merits of such tools to students are limitless. These tools provide students with ample opportunity to search for and exchange information, get a better understanding of English courses, save time and effort, and contact teachers and classmates as well as other people from different parts of the world.

Briefly, the results of the students' interviews indicate that there are several elements that need to be taken into consideration in ELT practices. These elements are explored as follows:

- (a) The students' goals behind their English studies are unlimited in number, but most of them pertain to future studies and career,
- (b) Students' positions as learners of English are geared towards their openness to others' cultures and to the exterior world,
- (c) The integration of one's culture into the teaching and learning of the target culture is inescapable,

- (d) The students' techniques of learning are varied and the use of such techniques depends largely on the subject of study,
- (e) Students' views on teachers' ways of teaching, in general terms, demonstrate that students need helpful, competent, and positive-minded teachers.

8.2. Teachers' interview

In the preceding section emphasis has been placed on presenting and analysing the data obtained from students' interviews. It has demonstrated the extent to which Moroccan students' expectations impact the ELT and learning process. Such impact, in turn, needs careful consideration on the part of teachers so as to meet their objectives as well as the needs of the students.

Teacher interviews are a vital resource for data collection and data analysis. Adopting a qualitative approach, the data gathered helps me get valuable ideas pertaining to how Moroccan teachers of English view English Language Teaching and learning at the Moroccan university.

8.2.1. The place of English in Moroccan higher education

It is important to note that most of teacher interviewees' attitudes towards the place of English in higher education in Morocco are positive, while a minority of them express negative views on the issue. The two attitudes can be discussed as follows:

Advocates of the first view agree that English is now gaining considerable momentum. In order to support her argument, one of the teacher interviewees maintains that:

English is getting more and more important. English is not only as a subject of study. So, it is now encouraged by institutions by the Ministry of education. It is seen as an essential component of any modern society. It is a window on the world: on technology, on science [...] The place of English, in fact, has been upgraded in Morocco by the local authorities (interviewee FE1)

It is noteworthy that five arguments are put forward by teachers concerning the importance of the place of English at Moroccan universities. Such are explored as follows:

a) English as an important language:

[English is] as important as any language in the world (interviewee AG6)

English is starting to gain an important place in Morocco (interviewee AG1)

English is taking ground over the the other foreign languages (interviewee OU3)

English still should enjoy a better place in Moroccan higher education system (interviewee BE5)

English is important in all subjects, not only in the English Department (interviewee MA)

b) English as a language of globalization:

With globalization, English has a good status in higher education (interviewee BE3)

The importance of English in Moroccan higher education is undeniable for the simple reason that English is a language of globalization (interviewee AG2)

c) The increasing number of students:

A look at the growing number of students in English Departments, American Language Centers, and British Council testifies to this importance [of English] (interviewee OU3)

The place of English is getting higher and higher and the proof is the number of students is increasing (interviewee BE5)

d) English as a medium for intercultural understanding:

It [English] is of course very important because it is a way to understand oneself and others (interviewee MA2)

e) English as a means of instruction:

If English is used as a means of instruction in Scientific branches, it would be very relevant (interviewee OUI)

English has a crucial place in postgraduate studies (interviewee BE2)

The arguments offered sound significantly plausible. They indicate that teachers have a positive attitude towards the place of English in public higher education in Morocco. However, there are other teachers who do not share the same view.

The interview results demonstrate that a small number of teachers (6 of the total number of interviewees 28) have negative attitudes towards the place of English in higher education in the country. Thus, some of them claim that *'it [English] is far from being ideal'* (interviewee ME1) and *'it is not yet given due importance,'* (interviewee RA1). Furthermore, *'English is not well taught in some disciplines,'* (interviewee BE1). In fact, the comments made by teachers clearly show that the place of English at Moroccan university needs to be reinforced in order to render the process of ELT more effective.

8.2.2. The goals of teaching English

It is important to note that the teacher interviewees' responses to the question: What are the main goals of teaching English? fall into five distinct categories which are: linguistic/cultural, communicative, methodological, academic, and professional. These categories are explored as follows:

Firstly, the teaching of English at Moroccan universities is motivated by the necessity of mastering the English language. In this regard, the interview results show that only 4 of the total number of

interviewees 28 support this view. The following comments illustrate the point:

Normally, the goal of teaching any language is to teach the students the grammar and the culture of the language (interviewee AG7)

The major aim of studying English is [...] to learn the language and to get acquainted with the culture (interviewee MA1)

It becomes clear from the two extracts above that teachers stress the importance of the English language (mainly in terms of fluency and accuracy) in their ELT practices. For these teachers, students' mastery of the English language can be seen as an immediate goal for them to achieve.

Teachers' arguments here suggest that students will be able to use the language and be acquainted with the culture of English-speaking countries. This experience, of course, helps students excel to a considerable degree in their English studies.

It should be emphasised that teaching English must precede teaching its culture. The first phase requires much attention on the part of teachers so as to optimise the second phase because the latter should be the outcome not the point of departure for a learner of a foreign language. Therefore, mastery of the English language forms the ground for mastery of its culture.

Secondly, the teaching of English can help students communicate effectively. The interview results reveal that half the teachers (14 out of 28) agree that English is a language by means of which people from different parts of the world can interact. That is, the teaching of English is meant to facilitate students' access to worldwide information and to enable them to communicate with native and non-native speakers of English.

One beneficial aspect of communication, according to a university teacher, is *'to express ourselves as Arabs [...] to make ourselves understood by Westerners. To try to purify some misunderstandings that we hear such as Islamophobia [...] Our command of English might help dispel all these kinds of misunderstandings,'* (interviewee MA4).

Therefore, through the teaching of English *'we can develop these intercultural values of co-existence, peaceful cooperation as well as understanding instead of violence, instead of arrogance, and instead of being a victim of misconception,'* according to another teacher interviewee (AG5).

Thirdly, developing approaches to and methods of the teaching of English language and culture at university should be considered as an essential element in ELT practices. This view is advocated by one of our teacher interviewees. *'Learning English,'* he states, *'opens new horizons for interdisciplinary and comparative approaches to culture content that*

is universal,' (interviewee AG 2). What can be inferred from this extract is that the achievement of effective ELT at Moroccan universities results in teachers' adoption of interdisciplinary and comparative approaches to teaching. Indeed, the adoption of such approaches is principally influenced by the 'universal' nature of the culture content to which students are exposed.

Fourthly, ELT has academic effects on Moroccan students of English. The interviews demonstrate that a small number of teachers (6 out of 28) see that ELT helps to a large degree in academic research studies conducted in English. This view is motivated by the fact that English is particularly useful for Moroccan academic researchers who see it as a basic medium for transmission, exchange, and production of knowledge, as the following quotations show:

Teaching English as a second or foreign language in Morocco has very limited goals. If it is taught as a means of instruction. Its goals will then move from the very specific goals to the real academic and scientific ones, namely, research (interviewee OUI)

At the university level in English department at the school of Art, the goals should be purely academic (interviewee BE2)

The goal of teaching English is to help students to be able to understand and read different materials in

their field of study. Most papers are written in English ... (interviewee AG6)

Such comments, taken together, indicate that Moroccan universities provide learners of English with a wider arena for effective English learning experience and better academic research studies using the English language.

Finally, the teaching of English at university is actually concerned with what students expect from their English learning experience. Specifically, the results of the interviews clearly show that ELT is meant to encourage learners to grow professionally, bearing in mind that Morocco is now faced with new economic, educational, and social challenges.

Teachers' comments on this issue are worth mentioning:

The one and only objective of teaching English today is going global and opening the country to world investment, tourism, and business (interviewee RA4)

The major goal is to meet emerging needs of global market which is dominated by Anglo-American cultures. Economic development now depends on scientific progress which is made possible only through the main medium of science which is English (interviewee OU3)

ELT is related to job market [...] why do they [students] choose to study English maybe because

they would like to go to America or Britain ... it is very rare to find a student interested in English itself [...] it is something related to jobs and everyday life... (interviewee AG4)

The teachers' views expressed above are indicative of the importance given to the teaching of English as this project offers considerable benefits to Moroccan students of English. Clearly, the importance of ELT at the university arises from the fact that students are provided with a special learning environment that allows them to be professional through their English studies. In this respect, future education and career are of crucial importance.

In brief, ELT has become a must, especially at universities. It is a process which is meant to encourage learners to be successful and open to the world. ELT is also meant to help students be integrated profitably and professionally in and beyond university settings.

8.2.3. The integration of the Moroccan culture into ELT

As an answer to the question: 'In the process of teaching English, do you refer to the Moroccan culture?' our interviewees claim that teaching the target culture at the Moroccan university is not confined only to this type of culture. Part of the process involves introducing elements of the Moroccan culture. In the course of interviews, almost all teachers express their agreement on the issue under investigation.

Teachers' perceptions of the inclusion of Moroccan culture in the teaching of Anglo-American cultures can be presented as follows:

(a) Reference to the native culture:

We cannot teach English culture and language if we do not develop this sense of comparative studies. Let us say develop this sense of intercultural dimension. That is, the integration of the target language within our frame of reference without losing our cultural roots by an openmindedness towards the other.

Respect within difference! (interviewees AG5 and MA3)

Teaching the target culture is a way of reflecting on your own culture, making the learners aware of their own culture (interviewees FE1 and AG6)

It is a must to use Moroccan culture in teaching English to make the teaching more tangible and less abstract. Besides, there are hundreds of books written by Moroccans and foreigners alike about Morocco in English; in anthropology, religion, society, and ways of life that can help the learner enrich his vocabulary and expand his knowledge (interviewee RA4)

(b) Focus on drawing students' attention to cultural differences to enhance tolerance:

You cannot avoid referring to your culture simply because you are a Moroccan teacher. It is good to draw students' attention to cultural differences to enhance tolerance and accept others as they are (interviewees FE2, AG4, and AG7)

(c) Focus on a comparative approach to TC teaching:

Teachers should use comparative cultural approaches when teaching (interviewee RA3)

Most students believe that ‘we are Moroccans’ because ‘we are Arabs’ because ‘we have this type of culture’: ‘Muslims.’ We are completely different from others. I think that our role as professors is to show the similarities that might be found, of course, between our culture and others’ cultures (interviewee MA2)

The incorporation of Moroccan cultural aspects into English classes may be understood and put into use in regard to two different but interrelated perspectives associated with the content of (culture) courses and the context in which these courses are offered. Some comments from teachers’ interviews may be cited to illustrate the idea:

Most of the time, I refer to the Moroccan culture, mainly in culture subjects: Introduction to Culture, Cultural Studies [...] I ask students to open their minds to other cultures so that they can look at themselves through other cultures (interviewees ME2 and MA2)

I think that Moroccan culture should be integrated into courses of English and one example of content is marriage between English language and local culture [...] If you teach World Culture or World Literature, you may teach local culture using English, but this

should be set in a 'happy dosage' along with a Moroccan content (interviewee AG2)

In public speaking there are students who sometimes prepare something about British and American [culture] and they stop. I tell them prepare something about the Moroccan culture. I think this is why they choose me as a Moroccan to teach English; they can choose an American or a British. This is a positive point for me and for students (interviewee AG4)

I teach public speaking and I think one of the most subjects I ask the students, you know, be actually interested in all aspects of folklore including music, dance, famous Moroccan figures [...] I see that not many are interested in that (interviewee MA4)

The quotes stated above reveal that the process of teaching Anglo-phone cultures relies from the beginning on the nature of the content and context of English lessons. Focus here should be placed first on Anglo-Saxon cultures, although reference to Moroccan culture is necessary for the success of such a process.

Moroccan culture can be best taught mainly in the context of Moroccan universities. Nonetheless, this may not apply to other contexts, especially non-Moroccan ones. Moroccan teachers of English who teach at an American or French university are unlikely to refer to elements of their native culture. As an alternative, these teachers are

required to refer to the culture of the country in which they settle. The following example can explain such a situation:

Unfortunately, I did not refer to my own Moroccan culture but the one I was raised in which is the French! My field of research is society and culture in the U.S.A. [...] I referred most of the time to the American world and sometimes to the French, sometimes to the European, but very specifically, to the French culture (interviewee MA1)

The case above, the teaching of cultures without reference to one's native culture, indicates simply that the teacher fails to recognize that cultures relate to each other. Given that cultures are interrelated, teachers, no matter where they are from, are required to introduce their native culture while teaching different cultures.

American exchange programmes, for example, are encouraging teachers from different countries worldwide, including Morocco, to go to the U.S.A. in order to present their cultures. This is carried out within the Fulbright Scholar Programme (FSP), following American specific criteria for candidates. The programme concerns middle school teachers who have to spend one year in the host country. After they finish this period, they have to return back to their home country, making its people benefit from such an experience.

It should be noted that integrating Moroccan culture in English classes should not be at the expense of the students' native culture. So, it

is better to 'refer to the Moroccan culture, but ... focus should be placed on Anglo-Saxon and universal values,' (interviewee OUI).

Similarly, in multilingual classrooms, students' languages and cultures are taken into account. This idea is advocated by Alex Moore explaining T. Lucas and A. Katz's¹⁷⁹ theory on the issue:

Students' 'heritage' languages and cultures are both valid and welcomed in the classroom. [...] teachers will want to help their students develop the 'additional' cultural skills and knowledge [...] that will be needed [...]. However, this will not be at the expense of existing cultural forms and practices -- including languages-- already owned by the students.¹⁸⁰

The nature of the English course taught at university determines the content and/or the context of such a course. In fact, integrating elements of the Moroccan culture into target culture teaching and learning is a strong incentive for students to be more active in the process. Besides, emphasis should be placed totally on the latter, not on the former. Teachers' main objective in this respect is to familiarise students with the content of the Anglo-American and the world cultures as well.

¹⁷⁹ Lucas T. and Katz A. admit that students' native languages serve many purposes: they give students access to academic content, to classroom activities, and to their own knowledge and experience. Moore Alex. *Teaching and Learning: Pedagogy, Curriculum, and Culture*. (London: Routledge, 2000), 111.

¹⁸⁰ Moore Alex. *Teaching and Learning: Pedagogy, Curriculum, and Culture*. (London: Routledge, 2000), 111.

However, reference to elements of the native culture in ELT activity is but a way of making students aware of and knowledgeable about different cultures, hence making them accept difference and participate in a more valuable target language/culture learning experience.

8.2.4. Potential techniques for ELT

The results of the interviews on teachers' potential techniques employed for English classes are worthy of study. In this respect, many teachers maintain that the use of any technique in any English class depends to a large extent on a number of considerations such as courses, content, students, and contexts.

Therefore, according to a teacher interviewee, lessons are not taught in the same way using the same techniques. He states that *'each lesson needs specific explorations to be taught in a way that maximises learning.'* (interviewee OU2). Comments of other interviewees include:

In English communication, we have group work and we have a discussion of a theme [...] Since I am teaching some content courses like Socio-linguistics and Pragmatics... it is not always possible to teach the target culture. What I do is the slices of life technique. I open a parenthesis and give them [students] information about a cultural trait, very short information where there is a lot of culture. Examples are mainly brought from the target culture

and sometimes to make it easy for them, I compare it with ours (interviewee FE1)

When teaching Grammar, I try to implement the inductive teaching/mind-mapping technique. In the course of Applied Linguistics, I lecture (interviewee BE2)

As a teacher of Sociolinguistics and Pragmatics, I believe in context (interviewee AG4)

I can [...] project a film, for example, about the Tudors, Elizabeth I. These films are available and they are authentic material (interviewee BE4)

Recently, technology is used and it is necessary to be used [in order to] show students different aspects of English and English culture (interviewee BE5)

Using textbooks in target culture teaching and learning is vital for efficient use of the English language. In this, many teachers stress the importance of introducing such material as it supports students' language learning and use. For example:

As far as my grammar classes are concerned, I advise my students to have textbooks of grammar. Books like: Practical English Grammar, both for the lesson and exercises. But for other classes, I pick up material from different resources from the net, from references in the library (interviewee MA4)

It should be noted that teachers tend to use other teaching techniques that are different from those mentioned earlier. Examples of these techniques include:

I use different techniques. For example, sometimes drawing [...] and also giving examples from other languages, other situations... (interviewee AG3)

We are trying to fill the void because we lack this direct exposure to authentic input as well as the output. We try to create a compensation for this lack through the use of videos, the use of ICT, as well as via introducing students to literature, reading extensively: novels, short stories, poems... (interviewee AG5)

The quotes stated above are summarised in the table below:

Table 13: Techniques frequently used by teachers in English classes

Course	Suggested techniques	Objectives	Reference
Communication, Public speaking	Conducting group work and discussing a theme.	To allow students to express their opinions better	interviewee (FE1)
Sociolinguistics & pragmatics	Use of the slices of life technique. Examples are brought from the TC	To increase students' understanding of traits from the TC	
Grammar	Mind-mapping and inductive teaching	-----	interviewee (BE 2)
	Use of textbooks (for lessons and exercises) and material from the Internet.	-----	interviewee (MA 4)
Applied Linguistics	Lecturing	-----	interviewee (BE 2)
Applied Linguistics and Pragmatics	Use of contexts and illustrations	To make the abstract real	interviewee (AG 4)
British Civilization	Projection of films	To teach history effectively e.g.: Elizabeth I, Tudors...	interviewee (BE 4)
Communication	Information Communication Technology (ICT)	To encourage students to understand different aspects of English culture	interviewee (BE 5)
Pragmatics	Emails, discussions of topics from different perspectives, drawings, and examples from other languages	To encourage students to talk about the material (books, plays...)	interviewee (AG 3)
Literature, drama, extensive reading	Giving oral presentations, performance (novels, short stories, poems...)	To develop students' communicative competence, making the teaching of English real not artificial	interviewee (AG 5)

In brief, efficient teaching of English and culture at Moroccan universities implies bringing together a wide range of techniques that should be adopted by teachers in order to make ELT more successful. It

also means that teachers are required to use different approaches and methods in regard to the subjects they teach.

8.2.5. The role and ways of motivating students

This subsection builds on Moroccan teachers' perceptions of how they can purposefully motivate students to learn English language and culture. It also explores their views on students' needs and preferences in their English language learning experience and on how the latter affects and is affected by such needs (see chapter 1, section 1.2).

When it comes to how teachers of English motivate their students to learn the TL and culture effectively, teachers put forward a number of practical suggestions. They also give different justifications for such suggestions:

(a) Encouraging students to disclose:

By asking questions, by giving students opportunities to disclose in front of their colleagues ... Sometimes disclosing also on their problems of language learning: e.g. 'blenders in communication' Why does the blender occur? [...] When they find me disclosing, they also disclose. In Pragmatics class, students ask me: 'have you ever made a mistake in cross-cultural communication?' I say: Yes (interviewee FE1)

(b) Involving students in tasks:

By varying activities and involving them in the process (interview BE1)

Trying to get them involved in the subject/topic by making it close to their immediate environment and simplifying concepts into tangible situations (interviewee RA2)

Instead of telling or showing them things, I prefer to involve them. It often works (interviewee OUI)

Students should conduct research, give presentations, and look for issues (interviewee BE5)

By trying to make students love the course through making it accessible, meaningful, and interesting (interviewee BE2)

Making the English course enjoyable, bringing motivating texts, listening activities, and educational videos (interviewee BE3)

(c) Making ELT a world class:

By making students feel that they study about the world class (interviewees RA1, AG7)

Telling them that learning English is synonymous with employability and universality (interviewee RA4)

(d) Emphasising students' needs:

Students are not one bloc. There may be different types of students with different types of needs. You need to bear this in mind when you are preparing

your lessons... there is not a single way to do that, you will have to dig deep in your reserves to find out a way to motivate them. But treat them well, and learn to know them (interviewee OU2)

(e) Reminding students of the importance of English for their future career:

By reminding them of the importance of English for their future career (interviewees FE2, ME1, AG5, AG6)

Motivating students to learn the English language is by no means a successful teaching strategy that teachers need to develop and implement. However, ‘teachers,’ according to Dennis Wiseman and his associates, ‘need to know the reasons behind their students becoming or not becoming involved in learning activities [...] in order to be better able to motivate them on a consistent basis.’¹⁸¹ Simply put, teachers who have difficulty motivating students cannot raise students’ achievement.

Indeed, teachers who have less positive attitudes towards ELT and their students are unfortunately unlikely to encourage their students to learn the foreign language and culture in a supportive way. This, as a result, weakens students’ motivation and hinders their educational achievement. The situation in focus becomes problematical. According to a university teacher:

¹⁸¹ Wiseman G. Dennis et al. eds., *Teaching at the University Level*. (Charles C. Thomas: Illinois. 2007), 54.

English is not very well in higher education; there are serious problems with students. Most of them are not motivated and they are so much busy using their high technology not for the purpose of studying and improving their English (interviewee ME2)

Less motivated students want teachers to start from scratch¹⁸²

The quotes presented above reveal that teachers tend to diversify their teaching strategies for ELT in order to keep students more motivated to learn. This encouragement reflects the extent to which these teachers, in particular, are professional in the field. Consequently, students, irrespective of their university level and cultural backgrounds, will largely benefit from such strategies and hence be strongly motivated. Students with very high motivation are more likely to perform better than those with very low motivation.

According to Fatima Zahra Touzani:

The main task of the departments of English is not limited to teach English grammar and literature or to merely help, train and enable students to get their degrees, their valuable visas to get a job, but also to play a fundamental role in shaping their personalities and teaching them how to learn and how to

¹⁸² This is a statement taken from my notes during a discussion with a university teacher from Marrakech.

be self-critical, self-aware thanks to a variety of teaching strategies¹⁸³

In fact, learners' needs constitute another essential element that teachers of English need to take into account in order to strengthen learners' motivation and promote their learning process. Arguably, teachers cannot meet all the potential needs that students expect. This is because of the fact that learners' needs are constantly changing from one learner to another, from one context to another, and from one educational level to another.

Teachers' understanding of students' needs constitutes a powerful incentive for more successful ELT and learning practices. When teachers take into consideration learners' needs, they may be able to find, select, and use appropriate and effective approaches and methods before and during the conduction of English classes at university. For example:

It [considering learners' needs] can happen both before and during the use of any approach to ELT because the [syllabus] design can vary according to unexpected situation (interviewee RA3)

When you take the learners' needs into consideration, especially when preparing a course, you come up with a course which is relevant to the students' needs [...] In teaching literature or linguistics, the students'

¹⁸³ Touzani, Fatema Zahra. 'Functional English and the New Reform: Nascent Challenges of the Teaching of English in the Moroccan University.' A paper presented at the Conference on: Language, Communication and Professional Life, Proceedings, 18, (Faculty of Humanities, Meknes, 2007), 162.

needs should be taken into consideration (interviewee AG1)

The quotes presented above stress the importance of learners' personal needs in the teaching of English and culture. This may be regarded as a plea for ELT practitioners to attach much importance to learners' needs concerning the teaching of English. The consideration of learners' needs is actually *'a good idea to explore when you want to cater for students' motivation,' (interviewee OU2).*

From another perspective, *'Moroccan learners of English,'* as a teacher states, *'are required to adjust themselves to the needs of the Moroccan university ELT programme, but it can also be the other way around.'* However, according to him, *'the programme in paper will never end up be the programme in the classroom,'* referring to the fact that *'it is a question of mutual adjustment,' (interviewee AG2).*

Therefore, it is essential that teachers need to draw a line between the objectives and/or needs set in a university ELT programme and what students expect from such programme. This task might render the teaching of English at university more complex for teachers. In order not to encounter such a difficult situation, a teacher interviewee suggests:

We need to consider students' needs before anything else. When we answer students' needs, I think, we get better results (interviewee BE5)

The quote above can be supported by what another teacher interviewee says:

We always try to create a specific equilibrium [...] between the needs of students as well as the requirements of the country (interviewee AG5)

Such views are supported by Blenkin and his authors. They believe that there is a divide [...] between the skills and knowledge that young people are encouraged to develop and acquire at school and the skills and knowledge that are needed for individual and collective success in the world outside.¹⁸⁴

However, a major problem may crop up while dealing with the consideration of students' needs in English classes that of ignoring these needs by the teachers themselves or even by the government:

Maybe this is the theory, but we do not really focus on their [students] needs. Teachers focus on the syllabus [...] even when we propose the needs of the students, maybe, they [the government] do not care about primary needs (interviewee AG4)

An interviewee shares the same feeling with the previous one. He states that:

We have got the national recommendations; we have to meet requirements that are formal and official from the Ministry of higher education, but this does not

¹⁸⁴ Blenkin et al., 1992. In Moore Alex. *Teaching and Learning: Pedagogy, Curriculum, and Culture*. (London: Routledge, 2000), 45.

prevent us from hearing and developing the needs of students (interviewee AG5)

Students' needs, be they individual, collective, or even societal (or governmental), should by no means be investigated and taken into account by policy makers, ELT practitioners and syllabus designers for two main reasons. First, the consideration of students' expectations enables ELT practitioners to adapt their teaching strategies, whenever possible, to learners' aspirations. This adaptation, of course, increases learners' motivation for a better foreign language learning environment. Second, teachers' consideration of learners' needs promotes university ELT project in terms of conducting their English classes. This is precisely what leads to a better understanding between students and teachers, hence making the project in focus sound highly promising.

8.2.6. The role of teacher experience in the teaching of English

As noted before, the issue of teacher experience in the context of the teaching of English in Morocco, and perhaps in other areas, is unquestionably a complex one (see chapter 4, section 4.1). This complexity can be discussed from two different but interrelated perspectives. The first perspective pertains to where may one draw a line between experienced and inexperienced teachers of English. The second perspective concerns the degree of influence of teacher experience on teachers, students, and ELT as a whole.

In the course of teacher interviews, teachers seem more enthusiastic about the issue associated with their practical teaching experience and its direct effects on the teaching of English at Moroccan universities. In regard to the first perspective (practical teaching experience), a teacher of English points out that there is a discrepancy between experienced and novice teachers. To support this view, he maintains that *‘when you get a specific experience, you know the field well, which is totally different from a novice teacher who does not have experience,’* (interviewee AG5). However, according to another teacher, *‘this does not mean that young teachers have no experience. They can be very good [teachers]...,’* (interviewee AG4). From these two contradictory views, one may note that it is difficult to judge whether a novice teacher can perform well. Needless to say that experience helps a lot in the teaching of English but novice teachers have their say in the field.

Another important perspective related to experience in ELT practices concerns the effects that this element has on teachers, students, and ELT as a whole. These aspects are explored interchangeably in the light of the interviewees’ comments.

The term experience, as one of our interviewees says, *‘has its seeds at home, in the street, the behavior [...] The practices that constitute Moroccan life are important [...] The more they are integrated in the learning process, the more they will allow the*

individual to understand what s/he is learning, ' (interviewee AG2).

Another teacher states that *'experience becomes instinctive [...] it gives you a kind of feeling; you establish a certain relationship between you and students, ' (interviewee ME2).* In this, the interviewee approaches the term experience from a behavioural and social frame of reference, which shows that there are many implications for the term under study.

Experience may have a profound effect on the teacher herself/himself, especially in terms of the degree of her/his self-confidence. In this sense, a teacher says *'in my first years of teaching, I remember that I was not very confident about my own performance, but now experience has given me a lot of self-confidence... , ' (interviewee FE1).* This view implies that through experience, a teacher may gain more self-confidence in the field of teaching.

Concerning the second perspective, teacher experience has a dominant influence on one's career and on students as well.

'Experience, ' an informant explains, 'is about knowledge of one's job, students, students' needs, and how to meet these needs, ' (interviewee BE2). For this teacher, being experienced in teaching requires careful consideration of essential elements such as the ones listed by the interviewee (BE2).

Therefore, experience implies that teachers need to make special efforts in order to make their teaching tasks more successful and to cater

for the needs of the students. For this reason, *'there must be a need for updating one's knowledge through reading new material (interviewee AG3)'* and *'through understanding students and their expectations for English language learning,' (interviewee BE2).*

The final aspect dealing with the role of teacher experience in the promotion of ELT is significant. Indeed, teacher experience is essentially meant to help teachers teach effectively and professionally. This view is supported by our teacher interviewees. One of them claims that *'the more experience that a teacher has, the more efficient s/he is in language teaching,' (interviewee BE3).* Similarly, another interviewee maintains that *'the more you teach, the more professional you will become,' (interviewee AG1).* Based on these views, it should be noted that teacher experience plays an important part in developing one's teaching practices. As a teacher claims, *'without experience --ours and the one of our predecessors-- we remain at stake,' (interviewee OUI).*

However, one needs to raise the question of: To what extent can experience help promote ELT at university? To answer this question, other teacher interviewees suggest that *'one should not rely solely on experience so that s/he teaches effectively,' (interviewee AG3).* *'Experience,'* says another interviewee, *'is less important than passion,' (interviewee MA2).* This indicates that there are other elements that may help develop the process of ELT.

It is important thus to note that teacher experience has dramatic effects on the teaching of English at Moroccan universities. Indeed, teacher experience allows teachers to perform their tasks successfully and helps students learn English effectively.

8.2.7. The role of technology in ELT practices

To the question: Are you for the use of technology in teaching English and in contacting students? Almost all teachers are in favour of the idea that using technological tools in their English courses is beneficial. The use of such tools can be justified by their considerable merits to students and teachers as well. A teacher interviewee says that:

I strongly advise my students to do that: [use] the emails. When I finish giving lectures (a class of Drama), I tell them we stop here but we can still communicate through emails. Send me your essays, any question that bothers you, then I will answer as soon as possible. I use emails anytime. If a student asks me please give me your email address, I say here you are! (interviewee AG3)

The use of the email before or after a class does not only facilitate the teaching and learning of English but it also reinforces contact between teachers and students. Our teacher interviewee's view is clear in the sense that the emails can be seen as a useful means for bridging the gap between teachers and students as they help perform a number of language and culture teaching and learning tasks beyond classes.

As a matter of fact, this technique may also be very motivating for students of other Departments—not only students of English Department. I have implemented a similar technique for two years with students of French Department at the Faculty of Arts Sais-Fes. The result is that they are quite satisfied. Students who use technology means, constituting a different learning strategy, value the convenience of this type of ELT. It is a technique that helps increase their motivation for studying English. Providing variety in classes through the use of emails is thus very worthwhile. It should be noted that teachers need to take advantage of Internet tools and resources since the latter, among others, help promote ELT at Moroccan universities.

Other teachers (interviewees RA4, RA3, OU1, and OU3) express the same ideas and say that:

In America, technology is as important as methodology and pedagogy in teaching. It is no more a question of choice; it is a must (interviewee RA4)

It can be a very motivating technique and we can never oppose the development of new technology (interviewee RA3)

It has become evidence. We cannot work without ICT (interviewee OU1)

I am for the use of ICTs in teaching English for all purposes. Social network sites are the viable tools for

exchange of information, ideas, and cultures
(interviewee OU3)

However, a small number of our interviewees (2 out of 28) express their disagreement on the issue. Their argument is that one should focus on traditional approaches to ELT not technology by emphasising the importance of reading different material written in English such as novels, short stories, and poems. A teacher interviewee says:

*I am for technology, but I do not use it. I find it
difficult to adapt to technology (interviewee ME2)*

This implies that technology at Moroccan university can be useful for a certain category of teachers, mainly for those who are familiar with it and use it in and beyond English classes. The rest of teachers, especially those who are unfamiliar with or do not feel like using technology; however, have to employ other tools but not necessarily technological ones.

8.2.8. Mechanics for promoting the teaching of English at university

In regard to the ways often used to promote ELT, teachers provide a set of meaningful and practical suggestions. The latter are presented with respect to three distinct perspectives which are: methodological, attitudinal, and professional.

- (a) Attitudinal: *Teachers need to have a positive attitude towards what they teach in order to help learners benefit from it (interviewee FE1).*

- (b) Methodological *Teachers have to relate the courses to students' interests, make students responsible for their own learning, and involve them in collaborative work (interviewee ME1).*
- Teachers have to 'introduce topics that have personal appeal and are pertinent to the students' real immediate life (interviewee RA1)*
- Teachers have to focus on students more than anything else,' (interviewee BE5)*
- (c) Professional: *Teachers need to reflect on their teaching (know your strengths and weaknesses) and try to fix the latter (interviewees BE2 and FE2)*
- Teachers need to up-date their information through active participation in seminars, conferences, and trainings (interviewee FE2)*

Briefly, the results obtained are understandable. They demonstrate that promoting ELT at university is reinforced by teachers' consideration of three crucial points. The methodological point concerns the necessity of diversifying techniques in courses and the adoption of a learner-centered approach to the teaching of English. The attitudinal point places emphasis on the fact that teachers need to be more serious and sincere in

their teaching practices. It also emphasises teachers' adoption of positive attitudes towards ELT. The professional point concentrates on the fact that teachers need to develop professionally in terms of experience, reflective teaching, and up-date of knowledge relating to pedagogy and content.

Conclusion

This chapter has concentrated on the presentation and analysis of the data elicited from informants. The results clearly demonstrate that students and teachers have positive attitudes towards ELT and learning at university.

The importance and necessity of the English language and culture in the day-to-day running of Morocco can be seen as a driving force for the development of the project of ELT and learning in the country.

CHAPTER 9

Findings and interpretations

Introduction

In order to fully understand how ELT operates in the context of Moroccan higher education, it is important, as indicated before, to understand the meanings of both culture and ELT. To this end, this chapter reexamines these concepts in the light of the previous definitions provided (see chapters 1 and 2) and the findings and interpretations of the current study.

9.1. Redefining culture

As emphasised in chapter 1 and discussed in chapters 7 and 8, culture is a broad term and is hard to define. The term, according to Hans Schoenmakers, is ‘vague and concealing.’¹⁸⁵ J. Fortman and H. Giles consider the concept of culture as ‘multidimensional and complex.’¹⁸⁶ In other words, culture involves everything that human beings do, act out, and receive. It also involves a variety of interdependent constituents that change over time in different situations.

The concept of culture involves a multitude of meanings. Perhaps a more comprehensible definition of the concept is that of Geertz Clifford.

¹⁸⁵ Schoenmakers, Hans. *The power of culture: A Short History of Anthropological Theory about Culture and Power*. (University of Groningen, Globalisation Studies Groningen, 2012), 67.

¹⁸⁶ Fortman J. and Giles H. 1988. In Baldwin, John R., et al. *Redefining Culture: Perspectives across the Disciplines* (New Jersey: Lawrence Erlbaum, 2006), 91.

He defines culture as ‘a web of meanings.’¹⁸⁷ The word ‘meanings’ is a key concept in Clifford’s definition of the concept. It should be emphasised that these meanings are communicated (Porter et al.1981) or, to use Kramsch’s words, ‘dialogically negotiated’ (Kramsch 1993), through the medium of language.

Negotiation of meanings matters in regard to the different social interactions in which individuals get involved. Put differently, the creation of meaningful messages cannot actually be performed through the use of one monolithic element: culture or language; both entities emphatically intersect, taking into account a number of linguistic and cultural considerations with respect to different contexts. It is important to note that language enables people to express their thoughts, attitudes, and emotions, and at the same time, enables them to negotiate meanings.

When it comes to the communicative role that culture plays, Denis McQuail maintains that culture is a perfect vehicle of communication for individuals. McQuail contends that the most general and essential attribute of culture is communication, because cultures could not develop, survive, or flourish without it.¹⁸⁸ This communicative function of culture is also supported by Fortman and Giles who admit that human

¹⁸⁷ Clifford Geertz 1973. In Schoenmakers, Hans. *The Power of Culture: A Short History of Anthropological Theory about Culture and Power*. (University of Groningen, Globalisation Studies Groningen, 2012), 67.

¹⁸⁸ McQuail, Denis 1992. In Baldwin, John R., et al. *Redefining Culture: Perspectives across the Disciplines* (New Jersey: Lawrence Erlbaum, 2006), 94.

culture and human communication are interdependent.¹⁸⁹ In other words, communication takes place through the exchange of information and knowledge, which are themselves cultural per se.

Fortman and Giles claim that ‘culture affects each and every one, every day, in many aspects of life,’¹⁹⁰ which indicates that culture impacts and is impacted by its inherent constituents. The latter can be seen as core mechanics by means of which individuals interact and communicate with one another. History and institutions, religion, beliefs and traditions, and attitudes and values, among others, are the most important mechanics through which culture operates and through which individuals interact. T. Loov and F. Migel state that:

[...] culture is homogenous: it is constructed in relation to fundamental values, norms, ideals, rules, and beliefs that are common to most people within a given culture. It is at the same time heterogenous: a vast number of different partly contradictory cultural expressions coexist within the framework of a common overarching culture.¹⁹¹

Loov and Migel stress the importance of the mechanics of which culture is constituted. The importance of these mechanics lies in that

¹⁸⁹ Fortman J. and Giles H. 1988, in Baldwin, John R., et al. *Redefining Culture: Perspectives across the Disciplines* (New Jersey: Lawrence Erlbaum, 2006), 94.

¹⁹⁰ Fortman J. and Giles H. 1988, in Baldwin, John R., et al. *Redefining Culture: Perspectives across the Disciplines* (New Jersey: Lawrence Erlbaum, 2006), 91.

¹⁹¹ Loov, T. and Migel, F. 1994b, in Rosengren, Karl Erik ed., *Media Effects and beyond: Culture, Socialization and Lifestyles* (London: Routledge, 2005), 213.

they help define people. This view is also advocated by K. Myint who confirms that communities are defined by their boundaries of different kinds, varying from geographical, physical, religious, and cultural.¹⁹²

Conversely, each culture has its own subculture(s) attached to it. Although the customs of a subculture, for example, differ from those of another, understanding these customs and reacting to them can help people, to a large extent, coexist within their own community or else. These processes of understanding and reacting to others' subcultures can be approached from a different perspective.

The claim that every individual has her/his own subculture—as distinct from any other subculture and unchanged—needs to be investigated and reconsidered. This is a reductionist view because it gives little, if not, no importance to the unavoidable fusion existing between different cultures. Instead, individuals' cultures cannot stand by themselves, precisely because, as emphasised earlier, a culture influences and is influenced by others' cultures.

Arguably, accepting others' cultures can be seen as an aspect of effective communicative intercultural understanding. However, there is more to changing one's views about the world and world cultures than to accepting others' cultures. This assumption can better be understood within a broader context: developing one's personal attitudes towards

¹⁹² Swe Khine Myint. *Knowing, Knowledge and Beliefs: Epistemological Studies across Diverse Cultures* (Australia: Springer, 2008), 137-138.

foreign cultures, hence towards foreign culture learning (this point will be discussed in detail in the next section).

If a Moroccan university student of English, for example, believes that Moroccan customs such as religious feasts, eating habits, and annual festivals are better than American or British customs, then, s/he seems to favour one culture (the native culture) over another culture (the foreign culture), devaluing others' cultures. This is an example of prejudices that students should overcome; they thus have to change their views towards cultures including theirs. Shifting one's thoughts from less positive to more positive is of crucial importance. This may be helpful, especially if individuals gain insights into the major components of culture. These components are explored as follows:

History is often defined as knowledge about the past. Specifically, it offers people deep insights into institutions, politics, and cultures. It also allows them to know and understand the different events that occur in different times and places. Indeed, History is an integral part of culture.¹⁹³ Penelope Corfield claims that:

All people are living histories. To take a few obvious examples: Communities speak languages that are inherited from the past. They live in societies with complex cultures, traditions and religions that have not been created on the spur

¹⁹³ It is worth noting that history is part of culture with a capital 'C.' History is also part of what Martinez Flor Alicia et al. call an 'objective culture' –not a subjective one (see chapter 1, section 1.1).

of the moment. People use technologies that they have not themselves created ...¹⁹⁴

Moreover, history identifies nations as regards their political, economic, and social concerns and actions. The events -- whatever their nature -- occurring in a particular country are significant in the sense that they contribute, to a large extent, to the general fabric of this country. Over time, such events become an inherent part of history and culture as well.

The political affairs upon which countries agree (e.g. the Middle East Peace Process), the treaties of trade that countries sign (e.g. the General Agreement on Tariffs and Trade), and the social interactions in which individuals get involved (e.g. cooperation between individuals), taken together, add to the political, economic, and social fabric of countries. Such aspects can also be considered as historical or cultural.

The views our informants provide on the importance of history, as an academic discipline taught and learnt at the university, are seminal. The findings clearly demonstrate that both students and teachers express favourable attitudes towards the integration of History into ELT programmes. On one hand, subjects such as American History and Culture and British History and Culture allow Moroccan university

¹⁹⁴ Corfield, Penelope J. "All people are living histories--which is why History matters," (London: University Institute of Historical Research, 2007), 1.

students of English to know and understand the history and institutions of English-speaking countries.

On the other hand, these subjects provide them with valuable opportunities to compare the history of their home country with that of another country. Further, studying history, according to a student informant, can serve linguistic and cultural purposes. The student states that *'we are learning the language [English] and the culture through learning the history,'* (interviewee JA32).

Although teacher informants rank History the second after culture courses, they claim that it is necessary to introduce History to students (see chapter 7, section 7.1.2.3). In this sense, the teaching of History enables students to gain deep insights into the events happening in English-speaking countries like the U.S.A., Britain, and Australia. In the teaching of History, some teaching materials can be considered: books, movies, documentaries, documents, and articles. They help students look for and to understand information about what happens in different countries worldwide.

Religion is also part and parcel of culture. In fact, religion can affect culture in many ways. Learning about Islam and Islamic values is now of paramount importance in many parts of the globe. This task is, in part, an immediate outcome of the different events that occurred in the world such as the 9/11 attacks in the U.S.A., the Arab Spring (2011), and

the ‘insulting’ caricatures of the prophet Mohammed. Such events shift people’s attitudes towards Islam and Muslims.

In politics, Islam would mean more ethical approach to power. There are many aspects to that. There is the political aspect, the sociological aspect, [...] the economic aspect. So, there are many aspects to the difference between living in a Muslim country as a native especially, and living in this country ...¹⁹⁵

In the context of Moroccan university, the objective of teaching a Religions’ Dialogue course, for example, is not to ignore the importance of any religion. Rather, this course aims at raising learners’ awareness of different religions and helping them know and understand these religions. The course enables students to approach religions from different perspectives. It also encourages them to get the idea that people can coexist and cooperate in spite of their different religious beliefs and traditions. Marshall Cavandish claims that:

Although the Koran [for example] is the holiest book of Islam, Muslims also respect the Bible and claim fellowship with Jews and Christians whom they call the people’s of the book [emphasis added].¹⁹⁶

¹⁹⁵ Imam Feisal. Major themes: ‘Islam and the West’ (interview). Web. 20 Jul. 2015, www.pbs.org/wgbh/pages/frontline/shows/muslims/themes/west.html

¹⁹⁶ Cavandish Marshall. *Islamic Beliefs, Practices, and Cultures*. (New York: MC Reference, 2011), 68.

Moroccan students who claim that they have to preserve their religion, Islam, seem to adopt a negative attitude towards other religions. To them, religions such as Christianity, Protestantism, and Judaism, for instance, should be 'rejected' for the simple reason that these religions differ from Islam, mainly in beliefs and practices. This is, however, a stereotype that students should overcome because Islam respects all religions.

It should be noted that learning about a religion which is different from that of the learner's does not necessarily mean rejecting it. Certainly, being aware of and knowledgeable about other different religions, including one's religion, helps Moroccan students of English develop their attitudes towards these religions.

In addition to history and religion, beliefs and traditions constitute another basic component of culture. Certainly, beliefs and traditions differ from one geographical area to another and from one social group to another. This difference helps individuals understand how cultures operate within a particular social community in regard to diverse cultural aspects such as ethnicity, class, and gender. The terms belief and tradition need some explanation.

A belief according to M. Pajares, is the 'individual's judgement of truth or falsity of a proposition, a judgement that can be inferred from a

collective understanding of what human beings say, intend, and do.’¹⁹⁷ J. Aguirre and M. Speer define the concept of belief as ‘a person’s conceptions, personal ideologies, world views, and values.’¹⁹⁸ These definitions imply that a belief is the attitude that one has towards herself/himself in relation to different objects and different people. However, attitudes are not fixed; they can change depending on the potential changes that may occur in a particular community.

The concept of tradition may be understood as ‘the name given to those cultural features which, in situations of change, were to be continued to be handed on, thought about, preserved and not lost.’¹⁹⁹ Celebrating religious feasts, for example, is part of the Moroccan traditional culture. It can be noted that what is traditional is usually compared to what is modern (a distinction is usually made between the two terms), but culture encapsulates both of them.

Moroccan wedding ceremonies, for example, differ from one geographical area to another -- each with its own cultural specificities. They can be traditional or modern; some Moroccan families prefer traditional wedding ceremonies while other families prefer modern ones. The former differs from the latter. This difference, of course, depends

¹⁹⁷ Pajares, M. Frank. 1992, in Tagesse Abdo Melketo. “Exploring Tensions Between English Teachers’ Beliefs and Practices in Teaching Writing.” *The international HETL Review*, 2, 2012.

¹⁹⁸ Aguirre J. and Speer M. M. 2012. In Tagesse Abdo Melketo. “Exploring Tensions Between English Teachers’ Beliefs and Practices in Teaching Writing.” *The international HETL Review*, 2, 2012.

¹⁹⁹ Grabum Nelson H. H. “What is tradition?” (*Museum Anthropology* 24 (2/3): 6-11, American Anthropological Association, 2001), 6.

on: (a) the customs or traditions that families take to, (b) the ethnicity of these families, and (c) the social class to which they belong. Berber families, for example, celebrate their weddings differently from Arab families. Each family has its own traditions, although these traditions may have something in common (e.g. nationality, Moroccan; and religion, Islam).

Attitudes, according to Schwarz Norbert and Bohner Gerd, have long been considered as a central concept of social psychology, the study of attitudes.²⁰⁰ In fact, attitudes are psychologically and socially constructed. An attitude can be defined as ‘a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor,’²⁰¹ according to A. H. Eagly and F. W. Chaiken. Similarly, Anthony R. Pratkanis defines the concept as ‘a person’s evaluation of an object of thought.’²⁰²

The above-mentioned definitions of the concept of attitude demonstrate that the concept is a reflection of one’s thought about a particular object, situation, or action. An attitude, be it positive or negative, plays an important part in shaping one’s identity and one’s life. In a word, it affects and is affected by one’s culture. It is important to

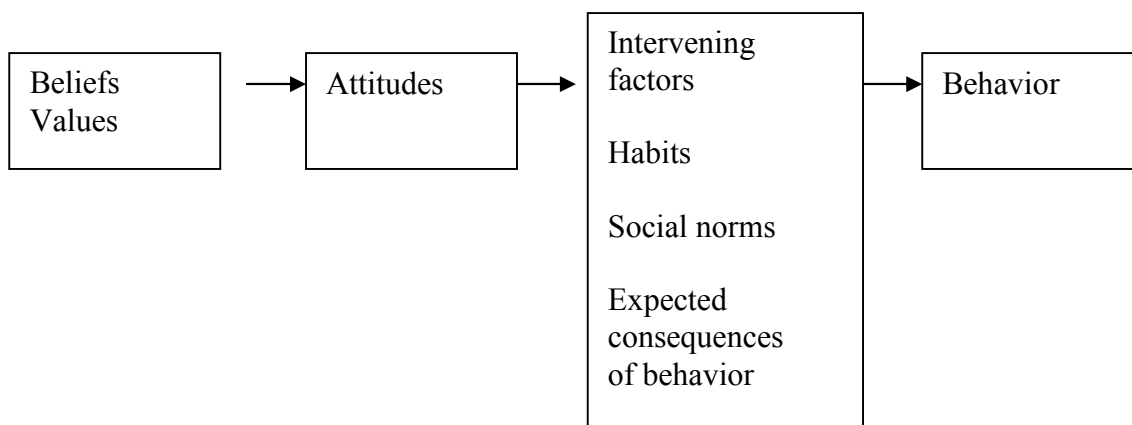
²⁰⁰ This definition of social psychology is provided by John B. Watson and quoted in Daniel Katz, in Pratkanis, Anthony R., Steven J. Breckler, and Anthony G. Greenwald. *Attitude Structure and Function*. (Psychology Press, 2014), 11.

²⁰¹ Eagly A. H. and Chaiken F. W. 1993, in Schwarz, Norbert, and Gerd Bohner. "Chapter Twenty." *Blackwell handbook of social psychology: Intraindividual processes* (2001): 2

²⁰² Pratkanis, Anthony R., Steven J. Breckler, and Anthony G. Greenwald. *Attitude Structure and Function*. (Psychology Press, 2014), 72.

note that human attitudes are not fixed and stable due to the changing psychological status of the individual and the multiple social shifts with which these attitudes are associated.

Values are also constitutive of culture. They are central to effective communication. However, understanding values is difficult due to the fact that they are unlimited in number and due to their complex nature as well. Values are the principles that individuals agree upon and establish. Further, they play an active role in shaping one's identity and culture. In other words, values contribute to the construction of one's cultural identity. In fact, there are many types of values the most important of which are political, social, and ethical. It is important to say that culture and identity operate within these types of values.



*Figure 28: Factors influencing individuals' attitudes*²⁰³

The diagram above (figure 28) shows that there is a strong link between three focal elements shaping one's identity: beliefs, attitudes,

²⁰³ Schafer, Robert B., and John L. Tait. *A Guide for Understanding Attitudes and Attitude Change*. (Cooperative Extension Service, Iowa State University, 1986), 4.

and behaviour. It also demonstrates that individuals act relying on their own beliefs, values, and attitudes. According to Robert Schafer and John Tait, to fully understand attitudes and how they change, one needs to know the factors that influence these attitudes.

The question of: to what extent cultures affect one another? is of crucial importance in the sense that it helps explain and understand major aspects of influence on one another. It should be emphasised here that there is a multi-directional contact between cultures irrespective of their spatio-temporal environment. Zouhir, in this regard, provides an example through which he explains how cultures of different backgrounds -- the American-Moroccan model -- affect one another:

US cultural forms have features that transcend social divisions, national borders and language barriers. Morocco has been receptive to external influences which then become incorporated into the fabric of Moroccan culture. Part of this external influence is brought by Moroccans themselves living in the U.S.A. Workers, students, academics and other professionals continue to consume US cultural products after they return to Morocco.²⁰⁴

²⁰⁴ Zouhir, Abderrahman. 'Language Situation and Conflict in Morocco.' Selected proceedings of the 43th Annual conference on American Linguistics: Linguistic interfaces in African Languages. eds. Olanike Ola Ori and Karen W. Sanders (2013), 275.

The quote above reveals that contact between people from different countries shapes, to a certain degree, their cultural norms. This shift, as noted before, is also true even within the same social group. Other examples of intercultural encounter are explored as follows:

Andy Kirkpatrick's theory on cultural conventions is worth mentioning. It accounts for the phenomenon of cross-cultural misunderstanding between people from different areas. Kirkpatrick, in this respect, provides examples of forms of address in Australian academic culture and explains how these forms might differ from those in American academic culture and might have an influence on one's specific cultural features:

Most Australian students will address their lecturers by their first names [...] It is not considered impolite for students [...] In American academic culture [...] it is normal to address academic staff by title and family name. Thus, American students in Australia might feel uncomfortable about addressing their lecturers by their first names even though they knew this was acceptable in Australian culture, as this form of address would violate their own American norms.²⁰⁵

It is important to mention that the American forms of address stated above are similar to those of the Moroccan ones: Moroccan students of

²⁰⁵ Kirkpatrick, Andy. *World Englishes: Implications for International Communication and English Language Teaching*. (Cambridge: Cambridge University Press, 2002), 24

English address their professors by title and family name or only by title. This form of address is common to roughly all Moroccan students of the Department of English. This also applies to students of other departments at the same university, which clearly shows that there are similarities (and differences as well) between cultures, one cultural aspect, among others, with which students should be familiar.

The question of: how much culture should students learn in order to be competent and 'perfect' users of English? is important. The importance of this question lies in that it aims at understanding the nature and function of the culture content that students need to study. One may claim that culture is significantly inclusive of a non-finite set of different components the study of which presents a difficult challenge for learners, irrespective of their level of education and irrespective of the nature of the culture to which they are exposed.

In fact, the body of the target culture knowledge that students need cannot be specified because the constituents that culture comprises are dissimilar and numerous. Therefore, in the teaching of the constituents of a foreign culture a serious problem might emerge: some of these cultural constituents might not be taught in classrooms. Oxama Dema and Aleidine J. Moeller explain that culture is viewed as composed of many different parts some of which are emphasised in the classroom, while

others are not.²⁰⁶ Moreover, difficulty to provide a specific meaning for the term culture, according to them, presents foreign language teachers with the challenge of determining which components of the target culture should be taught.²⁰⁷

Moran's theory of the constituents of a culture may be relevant. Teaching a culture, according to Moran P., involves the consideration of five major dimensions such as products, practices, communities, persons, and perspectives.

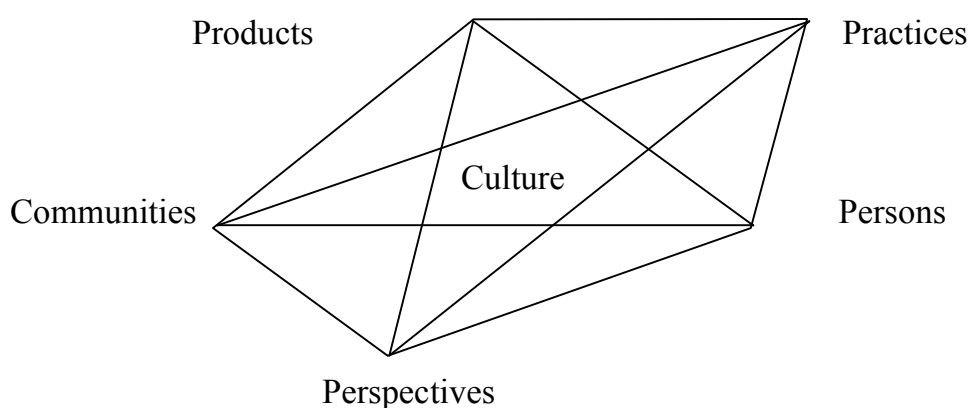


Figure 29: Moran's five dimensions of culture²⁰⁸

The cultural knowledge that students need to gain and extend should be varied, meaningful, and appropriate. The diagram presented above can be explained as follows. Products involve tools, buildings and institutions, and music. Practices, be them verbal or non-verbal, contain language and other means of communication. Perspectives include

²⁰⁶ Dema Oxana and Moeller Aleidine J. 'Teaching Culture in the 21st Century Language Classroom.' (Faculty Publications: Department of Teaching, Learning, and Teacher Education, 2012), 77.

²⁰⁷ Dema Oxana and Moeller Aleidine J. 'Teaching Culture in the 21st Century Language Classroom.' (Faculty Publications: Department of Teaching, Learning, and Teacher Education, 2012), 77.

²⁰⁸ Moran, P. R. *Teaching Culture: Perspectives in Practice*. (Massachussets: Heinle & Heinle, 2001), 24.

beliefs, values, and attitudes. They constitute a worldview. Communities involve social context in which practices occur. They range from broad (national culture, language, gender, and class) to narrow contexts (local political parties, sports clubs, and family).

These cultural dimensions should be given careful consideration on the part of students and teachers as well. Both groups, thus, need to know, understand, and use such cultural features in more appropriate and useful ways.

Accordingly, focus should necessarily be placed on the teaching material that teachers themselves use in English classes. In this respect, the selection of authentic and relevant material partly plays an active role in the ELT activity. That is to say, this selection helps teachers achieve their objectives and the students meet their needs.

In sum, culture should be construed as a discourse, or, in C. Weedon's words, as a 'discursive practice'²⁰⁹ through which individuals negotiate and circulate different meanings in a variety of contexts. Further, the term culture is given a new meaning associated with different contexts. O'Sullivan maintains that:

The term culture is multidiscursive; it can be mobilized in a number of different discourses. This means you cannot import a fixed definition into any and every context and expect it to

²⁰⁹ Weedon C. 1997. In Kramsch Claire. "Culture in Foreign Language Teaching." *Iranian Journal of Language Teaching Research*, 1 (1), 2013: 68.

make sense. What you have to do is identify the discursive context itself. It may be discourses of nationalism, fashion, anthropology, literary criticism...²¹⁰

In the teaching of a TL and culture at university, enabling students to negotiate and circulate meanings in different contexts is no easy task. The next section explores how the process of ELT can make this task successful, allowing Moroccan students to be competent and ‘perfect’ users of English and its culture content.

9.2. Redefining English Language Teaching

In chapter 2, focus has been placed on providing definitions for the concept of ELT. This subsection reexamines the concept in the light of two basic elements: (a) students’ and teachers’ perceptions of and experience with ELT in higher education in Morocco and (b) the disciplines that this activity draws from.

English still plays a central role in the day-to-day running of ELT in Morocco. Indeed, it connects different people and bridges the gap between them. Moreover, this language can also offer them the opportunity to establish relationships with other people –native and non-native speakers of English-- from different countries all over the world.

English is no doubt a language of a rich culture. It plays an essential role in promoting different sectors, namely, education,

²¹⁰ O’ Sullivan et al. 1983. In Sandra Faulkner et al. *Redefining Culture* (New Jersey: Lawrence Erlbaum, 2006), 50-51.

commerce, and tourism (see chapter 2, section 2.1). In addition, English is used throughout the world and has become a *lingua franca* by means of which a wide number of people (who speak different languages) communicate. The belief that English is seen as culture is motivated by its increasing importance; English is now reflected not only on local but also on global contexts.

ELT has become an international activity. The evidence for this is that Moroccan students, for example, would like to set foot in a number of foreign countries, especially after they get their diplomas in English (for example, BA or MA). They can do so in order to continue their studies or to apply for jobs in English-speaking countries like the U.S.A., Britain, and Australia.

It is important to say that learning the English language at universities is not only concerned with developing students' command of such a language but it is also concerned with enabling them to deal with real communicative situations. This view is supported by Oxana and Aleidine. They state that:

Although teachers have begun to incorporate more culture in the lesson, the major concern that remains is finding effective ways for integrating culture and language that prepare the

learners to communicate and collaborate effectively in the 21st century.²¹¹

After they graduate, Moroccan students of English need to be ‘perfect’ users of English and ‘perfect’ communicators as well. This perfection is highly recommended in regard to different contexts, namely, at work (a teaching position, business, and tourism) and in contact with the rest of the world. That is to say, the linguistic and cultural knowledge that students develop in their English studies should be appropriately and effectively used.

ELT is language and culture based. As indicated in the preceding section, history and institutions, religion, beliefs and traditions, and attitudes and values are some of the most important aspects that should be considered in ELT. The latter can thus be considered as a combination of two essential components: language and culture. Both are interdependent. According to Kirpatrick:

Language has three major functions. The first is communication --people use language to communicate with one another. The second is identity –people use language to signal to other people who they are and what group(s) they belong to. Third, which is closely related to

²¹¹ Dema, Oxana and Moeller Aleidine J. ‘Teaching Culture in the 21st Century Language Classroom.’ (Faculty Publications: Department of Teaching, Learning, and Teacher Education, 2012), 77.

identity, is culture –people use language to express culture.²¹²

The quote above suggests that language is central to social interaction and cultural communication. English thus serves two useful functions: the first is that it helps people express culture (communicate and negotiate meanings) and the second is that it enables them to interact with one another. This implies that teaching a language cannot be dissociated from teaching the cultural features inherent in it.

ELT draws from a wide range of disciplines. In this regard, fields like psychology, sociology, etymology, applied linguistics, and anthropology are relevant. In ELT activity, students and teachers are provided with ample opportunity to develop their knowledge of different subjects relying of course on such fields. This idea is explored as follows:

English is a language of scientific and academic research (see chapter 2, section 2.1 and chapter 8, section 8.2.2) because many resources in different branches are written in English. This is a useful starting point for a wide number of Moroccan researchers, irrespective of their areas of specialization, to promote university research. In fact, English plays an increasingly prominent role in scientific publication

²¹² Kirkpatrick, Andy. *World Englishes: Implications for International Communication and English Language Teaching*. (Cambridge: Cambridge University Press, 2002), 10.

worldwide,²¹³ according to R. B. Baldauf and his co-authors. This indicates that English can be considered as an essential instrument for knowledge extension and research.

English also serves academic purposes. English for Academic Purposes (EAP), for example, is meant to enable students to study and conduct research in English. The latter, offers students of English valuable opportunities to get involved in multiple academic activities pertaining to their area(s) of study. These are basically the most important reasons why English serves both scientific and academic purposes. The achievement of such purposes depends evidently on the approaches adopted in ELT.

As mentioned in chapter 2 and discussed in chapters 7 and 8, the efficacy of any approach to ELT depends to a large extent on the context in which this approach is used. An approach may be successful in a context but may not be so in another. It is up to the teacher herself/himself to use the approach that s/he sees more appropriate in a given context. The findings of the current study suggest that Moroccan university teachers of English adopt different approaches to ELT in regard to different contexts (see chapter 7, section 7.1.2.5).

The teacher's adoption of any approach to teaching depends largely on her/his own reasons for doing so. The teaching environment,

²¹³ Baldauf R.B. et al. 2001. In Flowerdew, John, and Matthew Peacock. *Research Perspectives on English for Academic Purposes*. (Ernst Klett Sprachen, 2001).

the language teaching materials, and the needs of the students are three essential elements, among others, that need careful consideration on the part of teachers. According to a teacher, '*ELT is an art combining different aspects for teaching English as a foreign language, including in-depth methodology to improve classroom teaching and also innovative approaches,*' (interviewee SA5).

In fact, the ELT process cannot be effective if there is a lack of professionals in the field. According to the findings of the current research and those of a similar study conducted by Kok-Aun Toh and his associates, teacher professionalism is motivated by at least two core elements: professional development and practical experience.

One of our teacher interviewees states that '*one should not rely solely on experience so that a teacher teaches effectively,*' (interviewee AG3). Another teacher interviewee claims that '*the more you teach, the more professional you will become,*' (interviewee AG1). In fact, these views are contradictory: the first highlights the idea that experience alone does not contribute to the promotion of the teaching of English at university while the second emphasises the practical side of teaching as an important criterion for teacher professionalism. The above-mentioned findings indicate that teachers of English need to be actively involved in professional activities if they want to qualify as ELT professionals.

Kok-Aun's study on teacher development programmes shows that teachers, actively involved in professional development programmes, perceive themselves to have a higher level of teacher professionalism compared to their counterparts not engaged in professional development activities.²¹⁴ In addition to these activities, teachers also need to have a lengthy experience in the teaching of English at the university. Kok-Aun's study also demonstrates that:

- (a) Professionalism does not depend on academic qualification alone,
- (b) Professional qualifications contribute positively to teacher professionalism,
- (c) There is no significant correlation between teaching experience and teacher professionalism,
- (d) Professional practice must accumulate practical knowledge of professional nature,
- (e) Novice-teachers may demonstrate a high level of teacher professionalism more than experienced teachers,
- (f) Professional development is a determinant of teacher professionalism.²¹⁵

²¹⁴ Toh, Kok-Aun, et al. "Determinants of Teacher Professionalism." *Journal of In-service Education*, 1996, 22 (2): 240.

²¹⁵ Toh, Kok-Aun, et al. "Determinants of Teacher Professionalism." *Journal of In-service Education*, 1996, 22 (2): 238.

The Moroccan Association of Teachers of English (MATE), for example, encourages teachers of English, mainly in tertiary education, to be successful and professional in the field of ELT by providing them with opportunities to conduct research studies on current theoretical and practical issues related to ELT in Morocco. Moroccan and foreign ELT teachers and research professors, in this regard, can give oral presentations or conduct workshops relating to the themes the association suggests.

Professional development activities are meant to reinforce teacher professionalism. Indeed, they are often carried out in conferences and seminars. The latter, according to Maggioli Gabriel Diaz, are suited to teachers who need incentives to renew their commitment to their teaching careers.²¹⁶ Smail Kerouad maintains that ‘attending and participating in conferences would undoubtedly result in continuous improvement and innovation.’²¹⁷

It is important to note that the association organises conditions under which Moroccan and foreign ELT practitioners can share knowledge, reinforce their teaching experience, and develop their academic study. D. Harrington claims that teacher centers [like MATE including its local branches in Morocco] serve as venues for teachers

²¹⁶ Maggioli, Gabriel-Diaz. *Teacher Centered Professional Development* (Virginia: Association for Supervision and Curriculum Development, 2004), 134.

²¹⁷ Kerouad, Smail. “Teacher Leadership in Higher Education: the case of University,” Proceedings of the 27th MATE Annual conference Bouznika, 2007, 105.

from various school districts to meet so as to discuss and share matters of common interest, such as subject pedagogy and content.²¹⁸

Accordingly, teacher professionalism can be, in economic terms, the ‘by-product’ of the teachers’ active involvement in professional development activities like those mentioned earlier (attending and participating in conferences and seminars) and of teachers’ practical experience in the field. These two elements can, thus, be seen as basic criteria for or determinants of teacher professionalism.

From another perspective, the findings of the current study also show that professional teachers are not only those who participate in such professional practices and broaden their experience in the teaching of English; other concerns should be taken into account. Therefore, teachers need: (a) to be close to students, (b) to give them a helping hand by motivating them and making things easier for them, (c) to understand and consider students’ needs, (d) to make students responsible for their own learning, and (e) to introduce topics that have personal appeal and are pertinent to the students’ real life.

It is worth pointing out that teacher professionalism is not a matter of ‘*imposing knowledge on students,*’ nor is it a matter of ‘*having authority over them,*’ according to a teacher (*interviewee AG3*). Rather, teacher professionalism can now be better understood within a

²¹⁸ Harrington D. 1987. In Toh, Kok-Aun, et al. “Determinants of Teacher Professionalism.” *Journal of In-service Education*, 1996, 22 (2): 241.

humanistic approach, of course among other approaches, to ELT. A teacher interviewee confirms that ‘*teachers need to treat students well and learn to know them,*’ (interviewee OU2).

According to Christison Mary Ann and Murray E. Denise, the concept of humanism is based on the early work of humanistic psychologists, most importantly the work of Carl Rogers (1969) and Abraham Maslow (1998). Adopting humanistic approaches to English Language Teaching implies emphasizing the importance of the student as a ‘whole’ person --person centered teaching. That is, the teacher serves as a facilitator who cares about students, their thoughts, feelings, and ideas. These qualities can thus be considered as appealing traits of effective English language teachers.²¹⁹

As to DU Jingna, the basic belief of this philosophy of humanism is that every person has worth and rational thought.²²⁰ This theory implies that teachers need to focus on students’ *self-actualization*. In this, the fulfillment of students’ needs (for meaning) is emphasised. More specifically, the aim of education is to foster open-minded and dynamic people who know how to learn and continue to learn. Adopting a humanistic approach to ELT at the university implies that teachers

²¹⁹ Christison, Mary Ann and Murray E. Denise. *What English Language Teachers Need to Know: Designing Curriculum* (New York: Routledge, 2004), 193.

²²⁰ Jingna, DU. “Application of Humanism Theory in the Teaching Approach.” *Higher Education of Social Science*, 3, 2012, 3 (1): 32-36.

need to motivate students to learn particularly by encouraging them to think independently and to build their self-confidence.²²¹

The adoption of this humanistic approach implies that teachers need to help students meet their needs, succeed in their English language learning experience, and achieve a better social position within their social community or elsewhere.

In general terms, the Moroccan university can be seen as an everlasting changing environment where different people, students and teachers, and dissimilar subcultures meet. It is a heterogeneous educational setting. To illustrate, a university does not welcome one particular group of students or teachers with specific characteristics, neither does it welcome one particular subculture with specific aspects. Rather, Moroccan universities involve different groups of students and teachers who belong to different geographical areas and who bring with them diverse subcultures. These variables make the process of ELT and learning at Moroccan universities more complex and more demanding, especially on the part of teachers.

ELT can now be seen as a real challenge for ELT practitioners, namely, policy makers, syllabus designers, and teachers. In fact, ELT is not an end in itself. It is an activity which needs radical shifts regarding

²²¹ Jingna, DU. "Application of Humanism Theory in the Teaching Approach." *Higher Education of Social Science*, 3, no. 1 (2012): 32-36.

different perspectives such as curricula, syllabi, approaches, and methods. This applies to the context of public higher education in Morocco where English is currently conceived of as a language required for future development, especially in educational, economic, and cultural sectors.

The actual task of a Moroccan university teacher of English is not to run a particular course with a particular group of students and leave the classroom. Therefore, many theoretical and practical aspects need careful consideration on the part of the English language teacher so as to promote ELT at the university.

It is true that the Moroccan university is a ‘superficial context’ where a foreign language and culture are being learned and taught, but one at least needs to think of potential conditions under which the teaching of English can be more authentic. This authenticity, therefore, can form the foundation for a more successful ELT experience for both students and teachers.

Overall, the following implications pertaining to the workings of culture and ELT at Moroccan universities can be considered:

- (a) Moroccan university students with a wide spectrum of interests expect much from their university English studies. Students’ needs and interests, in this regard, should not be overlooked; otherwise, the ELT and learning process will be at stake.

- (b) Students of English would perform better if teachers give them a helping hand. English language learning in Moroccan higher education can thus be facilitated and enhanced.
- (c) Successful ELT is not only a matter of language and culture that students and teachers have to know and use. Rather, it is a matter of attitudes and principles which, in turn, play a vital role in the process.
- (d) Successful English language learning is determined by the extent to which students can communicate better in different situations. Understanding the foreign cultures, including one's native culture, is necessary for successful international communication.
- (e) There is an interplay between learning a language and learning a cultural content. The knowledge a learner has (in her/his schema) about them both helps her/him communicate effectively. Once individuals learn another language and another culture, they communicate better.
- (f) Teachers of English need to make the most efficient use of the teaching resources available to them, following recent, innovative, and effective approaches to and methods of ELT. Teachers' reliance on these types of approaches and methods would promote the teaching of English and motivate students to learn and communicate better.

- (g) The use of technological tools (laptops, CDs, the email, Facebook...) in ELT practices contributes to the development of ELT conditions at Moroccan universities.
- (h) Professional ELT practitioners need to be positive-minded people who believe in the student educational achievement. They need to take into account the student active learning. Therefore, transmitting linguistic and/or cultural knowledge to students should not be the ultimate objective of ELT.
- (i) Students who can develop their higher order critical thinking skills are much better than those who cannot. Learning a foreign language and its culture is not only a receptive activity, but a productive one.

Conclusion

This chapter has concentrated on redefining the concepts of culture and ELT with particular reference to the link between the two, both in theory and practice. It should be noted that culture has become a complex discourse that each and every individual should know and understand so as to communicate meaningfully in different situations. Meaningful communication can be the outcome of teachers' conscious and serious attempts to make ELT more successful, especially by providing students with ample opportunity to be successful learners. The chapter has also highlighted the necessity and role of teacher professionalism in the development of ELT at Moroccan universities.

In fact, what students learn at the university should match what they actually need in the world outside. That is, the skills and knowledge that teachers need to develop with students must not be detached from the skills and knowledge that they need in and out of English classes.

On the basis of my experience as a teacher of English, I am convinced that culture teaching, though instrumental, is challenging. However, to make the task less difficult, an important point must be considered: culture teaching is knowledge and context dependent. On one hand, teachers who are aware and cognizant of the native, the target, and the international culture are likely to promote the task. On the other hand, when the knowledge teachers have is contextualized, teachers are said to effectively perform the teaching of culture, which enables students to a certain degree to be competent users of English.

General conclusion

This research has raised a number of issues pertaining to the nature and significance of culture and ELT in higher education in Morocco (see chapters 1 and 2). In this respect, the effects of learning Anglo-American cultures on students of the Departments of English are examined with respect to the way(s) target language and culture are taught at the university. To this end, the principle of triangulation has been used relying on two basic research instruments which are questionnaires and interviews.

The choice of this technique of triangulation, as emphasised in chapter 5, has been motivated by three major reasons. Firstly, it helps elicit information from respondents, Moroccan university students and teachers of English. Secondly, it has proved useful because it helps answer the research questions targeted in the study. Finally, the technique in focus helps face the problems of reliability and validity.

The questionnaires addressed to and the interviews conducted with students and teachers yielded considerable results. The questionnaires were quantitatively analysed through a computer programme called the Statistical Package for Social Sciences (SPSS) while the interviews, after being recorded and transcribed, were qualitatively analysed relying on the themes that emerge from the informants' responses, with the objective of finding differences and similarities between these responses.

Besides, the associations between students' views and teachers' perceptions of culture and ELT practices in the context of Moroccan university were described relying on results from previous research findings.

As pointed out earlier, the results obtained from the forementioned research instruments help answer the five research questions basic in the present study. Answers to these research questions are presented as follows:

To answer the first research question: Are Moroccan students of English aware of the role of learning Anglo-American cultures within ELT programme? It is possible to say that the majority of students adopted positive attitudes towards learning foreign cultures (see chapters 7 and 8). For them, learning Anglo-American cultures provides them with ample opportunity to be open to the exterior world. Attending English classes allows students to better understand their culture and others' cultures as well. Understanding cultures including one's culture impacts students's cultural identity since they become able to see the world from different perspectives.

To respond to the second research question: Are there any challenges Moroccan university students may face in target language/culture learning? Four points are necessary to consider: long

texts, difficult vocabulary, time constraints, and paucity of references (see chapters 7 and 8).

The first challenge concerns teachers' suggestion of long texts. When they are asked to work on a long novel or book, students feel that they are faced with a difficult challenge, claiming that this task is tedious and time consuming. However, there are other students who do not make such a claim as they can cope with the problem. Therefore, students have to be aware of the fact that learning a target language and culture is a very demanding process.

The second challenge with which students are often faced concerns their inability to understand the language that teachers use in class. The claim stems from students' deficiency in language, but this may not be regarded as a challenge especially for brilliant students. However, teachers are aware of the necessity to adjust their language to students' linguistic level.

The first and second challenges indicate that brilliant students have already been accustomed to read materials written in English before joining the university. However, those who have not been exposed to such materials are unfortunately faced with an array of difficulties, as mentioned before. Therefore, *'the linguistic and cultural capital students bring with them to their learning process should be investigated and taken into consideration,'* according to a teacher (interviewee MA4).

The third challenge with which students are faced is time constraints. For example, students cannot make a balance between the period of study and that of exams. In this regard, students claim that the program taught is overloaded and that they do not have enough time to prepare for exams. Consequently, they may have low grades. This is perhaps an organizational problem that students are required to sort out.

Last but not least, the challenge students meet is that they lack references. That is, paucity of references pertaining to university English studies may discourage Moroccan students of English from conducting their research studies or preparing for exams and the like.

In order to provide an answer to the third research question (Are Moroccan teachers of English aware of the role of target language/culture teaching at university?), focus should be placed on teachers' agreement on the issue (see chapter 7, sections 7.1.2.2 and chapter 8, section 8.2.3). In this, teachers believe that the teaching of foreign languages and cultures is beneficial for students. Put differently, students of English are given plenty of opportunities to be familiarised with a language/culture by means of which they are able to reach their personal goals. Teachers, thus, are becoming more and more aware of the fact that the teaching of English language and culture is very important thanks to its considerable advantages.

To answer the fourth research question: Do teachers try to develop their approaches to and methods of ELT?, almost all teachers have the tendency to develop their approaches to and methods of ELT (see chapter 7, section 7.1.2.5 and chapter 8, section 8.2.8). Teachers' favourable attitudes are motivated by the fact that they have to keep track of what is theoretically and practically new to the field in focus. In this respect, the more teachers know about and make use of effective and appropriate approaches to and methods of ELT, the better their performance will be. Teachers of English should, thus, take into account such theoretical and practical shifts because the latter enable students to benefit from their own experience of English language learning.

The examples teachers provided through the questionnaires and interviews are relevant. While some teachers stressed the importance of an intercultural or communicative approach to ELT, or both, others gave priority to comparative, context-based, cognitive, and participative approaches. Teachers' main argument is that such approaches proved useful.

The last research question: Does teacher professionalism impact target language/culture teaching and learning at university? Can be dealt with from two distinct perspectives. The first examined the main criteria for teacher professionalism while the second concentrated on the effects of this on ELT as a whole.

The former highlighted teachers' suggestions concerning the potential mechanics for the promotion of ELT at the university. These mechanics are: a) methodological (diversification of techniques and adoption of a learner-centred approach), b) attitudinal (adoption of positive attitudes towards ELT and Anglo-American cultures), c) personal (seriousness and commitment), and d) professional (reliance on reflective teaching, participation in seminars and conferences, and up-date of knowledge). The latter placed emphasis on the fact that professional university teachers encourage students to get actively involved in target language/culture teaching and learning.

The experience of ELT at Moroccan universities can be better understood in the light of the results this experience yielded. The study was developed through the analysis of questionnaires (addressed to 1073 students and 97 teachers) and interviews (conducted with 37 students and 28 teachers (see chapter 5, section 5.5). Through these research techniques, a complete picture of the effect of culture and ELT at the Moroccan university emerged.

Only Moroccan university students and teachers of English participated in the studies described in the current work. Therefore, the conclusions drawn significantly apply to students and teachers of English, not to any other group. In these studies, the sample consisted of students and teachers from different Moroccan universities. Similarities

and differences between the participants' attitudes towards the issues investigated were discussed.

The results of the methodological study demonstrate that Moroccan university students and teachers of English still have a positive attitude towards English and its role in developing ELT project. This attitude is reinforced by students' justifications for studying Anglo-American cultures. Such justifications include: understanding different cultures including theirs, extending their linguistic and cultural knowledge, travelling abroad, continuing English studies, and finding a (teaching) job.

Besides, the results reveal that learning English and its culture can have a dramatic impact on the way Moroccan students think and behave. This learning experience is meant to reconstruct their identity. However, learning Anglo-American cultures should not take place at the expense of students' own cultural values. Hence, integrating elements of Moroccan culture into ELT should not be overlooked as this integration allows students to accept difference and overcome stereotypes.

Moreover, the results of this study show that technology plays an important part in ELT in Moroccan higher education (see chapter 3, sections 3.1 and 3.2; and chapter 8, section 8.2.7). The use of technology is strongly emphasised by a vast majority of students because it enables them to search for, exchange, and retain the information needed. Put

simply, reading material in English, be it electronic or print, brings about profound effects on students. To this activity, it should be added that watching movies and listening to songs in English are basically meant to provide students with the possibility for having a more effective English language learning experience.

Furthermore, a teacher's area of specialization influences her/his attitudes towards the subjects s/he teaches. In particular, this kind of influence has been noticed even in the course of collecting data from teachers. A teacher of applied linguistics, for example, may seem reluctant to teach literature for the simple reason that s/he is a teacher of another discipline like linguistics.

It should also be noted that approaches to and methods of culture and ELT are unlimited in number, but teachers have to be selective. Eclecticism here is worthy of mention. Teachers also need to up-date these approaches in order to cater for students' needs which are a useful starting point for the achievement of successful ELT experience. Therefore, the approaches teachers adopt should generally suit all students because there are approaches that may suit a specific category of language learners but there are other approaches that may not.

Equally important, this research shows that teacher professionalization is a basic criterion for the development of ELT. This development can take place through professional training, participation

in conferences, reflective teaching, teaching abroad, to name but a few. Such activities encourage teachers to be more professional and more productive.

However, a lack of contact between students and teachers discourages students to a large extent. The creation of effective target language/culture atmosphere may not take place under authoritative or threatening circumstances; hence focus should be placed on a humanistic approach to ELT therefore, students learn better if teachers are: (a) knowledgeable about the courses they run, (b) aware of learners' needs and strategies, and (c) active participants in the field of ELT.

Although this research has reached its aims, two major limitations can be considered. The first limitation is methodological. It can be dealt with in terms of the research method –quantitative and qualitative—used. Specifically, this method limits the ability to make broader generalizations from the results of this study. This limitation also implies that because of time constraints, teachers were interviewed without being observed in their classes. Had teachers been observed, more data could have been gathered and analysed.

The second shortcoming is analytical in the sense that the interviews seemed to work better with some students than with others. Certain students, for example, were more articulate than others. Students also differed in the importance they gave to a given question. These

situations sometimes made it difficult to come up with general conclusions.

Although the current study has raised a set of issues related to culture and English Language Teaching in higher education in Morocco, these issues yet remain unlimited in number. This, therefore, implies that there are opportunities for researchers to observe and study teachers' experiences in their classes and consequently come up with more results based on the purposes these researchers want to meet.

Dealing with the issue under investigation in the context of both public and private higher education can doubtless be more useful. This is a plea for future researchers to widen the scope of the research related to the current study, especially if the issues handled be compared to the ones they may raise in private higher education. This would allow these researchers to collect more data, which, in turn, would make the issues targeted more understandable.

APPENDICES

Appendix A

STUDENT QUESTIONNAIRE

The aim of this questionnaire is to understand the students' attitudes (students enrolled within the Department of English in the Moroccan Faculties of Arts and Human Sciences), motivation, and reaction towards English language and culture teaching and learning in the Moroccan university context and to examine their influence on these students.

1. You are: a male student a female student
 an undergraduate student a postgraduate student

2. In your opinion, how important is culture in learning English? (put a cross (×) on one answer)

- Very important important not important

3. Why did you opt for learning English? (put a cross (×) on one or more answers)

- To understand the target language and culture
 To understand the target culture and to communicate internationally
 To talk about your culture using English
 To understand the similarities and differences of the target culture and yours
 Other.....

4. While learning English language and culture you feel:

- Less motivated Motivated Very motivated

Why?

5. Do you think that the courses taught at the university are cultural in essence?

- Yes No I do not know

6. Name some of the courses that emphasise the cultural aspects in the syllabus?

- British history & society culture diversity
 American history & society Literature (novels, short stories, plays...)
 Other

7. What are the disciplines (i.e., subject matters) that may attract you most (give two or three examples)? Why?

.....
.....

8. Do you think that understanding and/or appreciating American and/or British culture helps you in the future? Why/why not?

- Yes No

9. What problem(s) you usually encounter while reading a text of the target language culture written in English. For example, a novel, a short story or a poem (put a cross (×) on one or more answers)

- Difficulty to understand the language (difficult terms,...).
- Difficulty to understand the themes
- Difficulty to understand the plots
- Other problems.....

10. Rank these cultural items (from 1 to 6) in terms of their degree of importance in learning:

- History
- Literature
- Daily life (work, eating habits, leisure), family life
- Values
- Beliefs and traditions
- Music and films

11. The cultural elements you learn are important:

- Strongly agree agree Neutral disagree strongly disagree

Please add any comments you feel are valuable.

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

Appendix B

TEACHER QUESTIONNAIRE

As a key part of my doctoral thesis, this questionnaire is meant to elicit data from Moroccan university teachers of English. It relates to the potential workings of English Language Teaching (E.L.T.) at the Moroccan University setting. It also aims at understanding the extent to which Anglo-American culture is implicitly and/or explicitly involved in such a process. The information you provide will be known only to the author of this questionnaire.

Gender: Male Female
Age: 25-35 35- 45 more than 45
Teaching experience: Less than 10 years 10 to 20 years more than 20 years

1. Can English language and culture be taught separately?

Yes. No.

Please justify your answer -----

2. Incorporating the target culture into English Language Teaching is important in the Moroccan university context.

Strongly agree Agree Neutral Disagree Strongly disagree

Why?-----

3. What may a cultural syllabus contain in E.L.T. programme at the Department of English in the Moroccan university?

4. In regard to your specialization, how often do you teach the following topics in your classes?

1. Always 2. Often 3. Sometimes 4. Rarely 5. Never

Provide a number for each of these items:

- History and institutions.
- Literature.
- Attitudes and interpretations.
- Values and traditions.

5. What approach do you think is effective in the target culture teaching process?

Intercultural Both
 Communicative Other -----
--

Why?-----

6. The learner's cultural awareness is important in target culture teaching and learning?

Strongly agree Agree Neutral Disagree Strongly disagree

Why? -----

7. How do you develop the learners' cultural awareness?

- Introducing authentic texts from the target culture
- Having learners critically think about the target culture and compare it to their local culture
- Reinforcing learners' English language skills
- Other : -----

8. To what extent are the following skills important in your language class? (provide a number for each : 1. Very important, 2. Important, 3. Not very important)

- Reflecting on the native culture through the study of the target culture
- Recognizing the differences and similarities between the native and the target culture and the role of this recognition in shaping attitudes towards other cultures
- Recognizing and analyzing how the English language reflects the English Culture

9. Target culture teaching may cause challenges for you as an English Language Teacher

- Strongly agree agree Neutral Disagree Strongly disagree
- If you agree, provide some of these challenges -----
-

10. How often do you use these techniques in the teaching of the target culture?

1. Always 2. Often 3. Sometimes 4. Rarely 5. Never

Provide a number for each of these items:

- Use of some authentic materials (novels, short stories, ...)
- Use of Internet, e-mails, TV programmes in English (news, movies, ...)
- Cultural problem solving (e.g.: comparing two different cultural elements)

11. In order to teach English language professionally and effectively you may take into account:

- Innovative approaches to English Language Teaching
- Experience in the field
- Competence
- Reflective teaching
- Other: -----

Why?-----

Please add any comments you think are related to the topic.

Appendix C

The Moroccan Faculties targeted

- (a) Sidi Mohammed Ben Abdellah University, Faculty of Letters and Human Sciences, Sais-Fes
- (b) Sidi Mohammed Ben Abdellah University, Faculty of Letters and Human Sciences, Fes, Dhar Mehraz
- (c) Moulay Ismail University, Faculty of Letters and Human Sciences, Meknes
- (d) Ibn Tofail University, Faculty of Letters and Human Sciences, Kénitra
- (e) Mohammed V University, Faculty of Letters and Human Sciences, Rabat, Souissi
- (f) Chouaib Doukkali University, Faculty of Letters and Human Sciences, El jadida
- (g) Kadi Eyyad University, Faculty of Letters and Human Sciences, Marrakesh
- (h) Ibnou Zohr University, Faculty of Letters and Human Sciences, Agadir
- (i) Sultan Moulay Slimane University, Faculty of Letters and Human Sciences, Beni Mellal
- (j) Mohammed I University, Faculty of Letters and Human Sciences, Oujda

Appendix D

Student interview questions

1. How long have you been learning English?
2. Can you tell me about your goals of learning English?
3. How do you see yourself as a student in the department of English?
4. What do British and American cultures represent to you?
5. What are the subjects that you like to study at the university?
6. Do you think that using elements of the Moroccan culture helps you acquire knowledge and understand other cultures?
7. What are your techniques of learning English?
8. What's your opinion about the way English is taught in university?
9. What are the problems that you usually face as a student of English?
10. How do you solve them?
11. Do you think that technology helps you face your problems?
12. Does learning English have any influence on you as a Moroccan student of English?
13. According to you, what are the main characteristics of a good university teacher of English?

Appendix E

Teacher interview questions

1. How do you see the place of English in Moroccan higher education?
2. Can you tell me about the goals of teaching English?
3. In the process of teaching English, do you refer to the Moroccan culture?
4. What are the most important techniques you usually use to teach English?
5. Motivating students to effectively learn English is necessary. How do you motivate your students to learn English?
6. How would you help them face their challenges in learning English?
7. Do you think that learners' needs should be considered before the use of any approach to English Language Teaching?
8. Is real/professional experience important in the teaching of English?
How?
9. What are the advantages of teaching English?
10. Are you for the use of technology in teaching English and in contacting students?
11. How would you make English Language Teaching more effective/appealing?

Appendix F

Respondents with reference to their gender

Teachers

		gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
	Male	78	80,4	80,4	80,4
Valid	Female	19	19,6	19,6	100,0
	Total	97	100,0	100,0	

Students

		gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
	male	473	44,1	44,1	44,1
Valid	female	600	55,9	55,9	100,0
	Total	1073	100,0	100,0	

Appendix G

A list of interviewees with reference to their location and sex

Number	Name of University	Students		Teachers	
		Male	Female	Male	Female
1	Sidi Mohammed Ben Abdellah University, Faculty of Letters and Human Sciences, Sais-Fes	1	—	—	1
2	Sidi Mohammed Ben Abdellah University, Faculty of Letters and Human Sciences, Fes, Dhar Mehraz	—	1	1	1
3	Moulay Ismail University, Faculty of Letters and Human Sciences, Meknes	5	2	1	1
4	Ibn Tofail University, Faculty of Letters and Human Sciences, Kénitra	—	—	—	—
5	Mohammed V University, Faculty of Letters and Human Sciences, Rabat, Souissi	—	—	4	—
6	Chouaib Doukkali University, Faculty of Letters and Human Sciences, El Jadida	—	—	—	—
7	Kadi Eyyad University, Faculty of Letters and Human Sciences, Marrakesh	3	1	1	3
8	Ibnou Zohr University, Faculty of Letters and Human Sciences, Agadir	15	6	5	2
9	Sultan Moulay Slimane University, Faculty of Letters and Human Sciences, Beni Mellal	3	—	3	2
10	Mohammed I University, Faculty of Letters and Human Sciences, Oujda	—	—	3	—
Total		27	10	18	10
Total of respondents		37		28	

Bibliography

- Adaskou, Kheira, et al. "Design Decisions on the Cultural Content of a Secondary English Course for Morocco." *ELT Journal* 44.1 (1990): 3- 10.
- Al-Mutawa, Najat, and Kailani Taiseer. *Methods of Teaching English to Arab Students*. Essex: Longman, 1989.
- Amaya-Anderson, Beatriz. *Film Composition: Developing Critical Thinking Skills through the Study of Film in First Year Composition*. Diss. Indiana University of Pennsevania, 2008.
- Anne, Burns, and Richards Jack C., eds. *The Cambridge Guide to Second Language Teacher Education*. Cambridge: CUP, 2009.
- Arnold, Nike. "Technology Mediated Learning 10 Years Later: Emphasizing Pedagogical or Utilitarian Applications?" *Foreign Language Annals* 40.1 (2007):161-181.
- Ary, Donald, et al. *Introduction to Research in Education*. Belmont: Wardsworth, 2009.
- Baker, Chris. *Cultural Studies: Theory and Practice*. London: Sage, 2003.
- Baldwin, John R., et al., eds. *Redefining Culture: Perspectives across the Disciplines*. New Jersey: Lawrence Erlbraum, 2006.
- Bartels, Nat, ed. *Applied Linguistics and Language Teacher Education*. Boston: Springer, 2005.

- Bouzidi, Hassan. "Language Attitudes and their Implications for Education: Morocco as a Case Study." Diss. Glasgow U, 1989.
- Bredeson, Paul, V., 2002. In Amalia, A. Ifanti, and Vasiliki, S. Fotopoulou. "Teachers' Perceptions of Professionalism and Professional Development: A Case Study in Greece." *World Journal of Education*, vol. 1, no.1. <www.sciedu.ca/wje>. Accessed 20 Apr. 2011.
- Brown, Douglas H. *Principles of Language Learning and Teaching*. New Jersey: Prentice Hall Regents, 1994.
- _____. *Teaching Principles: an Interactive Approach to Language Pedagogy*. New York: Pearson Education, 2007.
- Buckner, Elizabeth. "Student Motivation for Studying English." *Attarbiya Wa Ttakwin* 3 (2007).
- Byram, Michael. *Cultural Studies in Foreign Language Education*. Clevedon: Multilingual Matters, 1989.
- Byram, Michael, et al. *Developing the Intercultural Dimension in Language Teaching: a Practical Introduction for Teachers*. Strasbourg: Council of Europe, 2002.
- Byram, Michael, et al., eds. *Context and Culture in Language Teaching and Learning*. Clevedon: Multilingual Matters, 2002.
- Celce-Murcia, Mariane, et al. *Discourse and Context in Language Teaching: a Guide for Language Teachers*. Cambridge: CUP, 2000.

- Chapelle, Carol. *English Language Learning and Technology: Lectures on Applied Linguistics in the Age of Information and Communication Technology*. Amsterdam: John Benjamins, 2003.
- Clark, Richard. "Media Will Never Influence Learning." *Educational Technology Research and Development* 42.2 (1994):21-29.
- Cobly, Paul. *The Routledge Companion to Semiotics and Linguistics*. New York: Routledge, 2001.
- Corbett, John. *An Intercultural Approach to English Language Teaching*. Clevedon: Multilingual Matters, 2003.
- Corner, John. 1998. In Briggs, Adam, et al., eds. *The Media: an Introduction*. New York: Pearson Education, 2002.
- Creswell, John. *Research Design: Qualitative Quantitative and Mixed Methods Approaches*. London: Sage, 2003.
- Cullen, Brian and Kazuyoshi Sato. "Practical techniques for teaching culture in the EFL classroom." *The Internet TESL Journal* 6.12 (2000): 1-6. <<http://iteslj.org/techniques/cullen-culture.html>> Accessed 25 Jul. 2014.
- Dahbi, Mohammed, et al., eds. *Cultural Studies, Interdisciplinarity, and the University*. Mohammed V U, 2002.
- Davies, Alan, and Catherine Elder, eds. *The Handbook of Applied Linguistics*. Oxford: Blackwell, 2004.
- Davies, Paul, and Pearse Eric. *Success in English Teaching*. Oxford:

- OUP, 2000.
- Dema, Oxama, and Aleidine Kramer. "Teaching culture in the 21st century language classroom." Eau Claire: Crown Prints, 2012.
- Denzin, Norman K., and Lincoln Yvonna S. 2005. In Sharan, Merriam. *Qualitative Research: A Guide to Design and Implementation*. San Francisco: Jossey-Bass, 2009.
- El Karfa, Abderrahim. "A Study of the Differences in the Communicative Orientation of English Language Teaching Classrooms in Moroccan Secondary Schools." Diss. Sidi Mohammed Ben Abdellah U, 2002.
- Ennaji, Moha. *Multilingualism, Cultural Identity and Education in Morocco*. New York: Springer, 2005.
- Evans, Carol., et al. *Teaching English*. London: Sage, 2009.
- Evans, Linda. "Professionalism, Professionalism and the Development of Education Professionals." *British Journal of Education Studies* 56.1 (2008).
- Farmer, Frank. *Professionalism in ELT*. Cozumel: Quintana Roo U, 2006.
- Farzad, Sharifian, and Palmer Gary B., eds. *Applied Cultural Linguistics*. Amsterdam: John Benjamins, 2007.
- Farzad, Sharifian. *English as an International Language: Perspectives and Pedagogical Issues*. Toronto: Multilingual Matters, 2009.

- Flor, Alicia Martinez, et al. *Pragmatic Competence and Foreign Language Teaching*. Castello: Aume U, 2003.
- Gail, Hwisher E., et al. *Computers and the Teaching of Writing in American Higher Education, 1979-1994: A History*. New Jersey: Ablex, 1996.
- Geertz, Clifford J. *The Interpretation of Cultures*. London: Basic Books, 1973.
- Geetha, Nagaraj. *English Teaching and the Moving Image*. New York: Routledge, 2004.
- Gonglewski, Margaret et al. "Using e-mail in Foreign Language Teaching: Rationale and Suggestions." *The Internet TESL Journal*, Vol. 6, N°3, 2001. <<http://iteslj.org/techniques/Meloni-email.html>> <http://itesl.org/> Accessed 14 Apr. 2014.
- Grabum, Nelson H. "What Is Tradition?." *Museum Anthropology* 24.2 (2001):6-11.
- Hanson, Karen. *Today's Chicago Blues*. Chicago: Lake Claremont Press, 2007.
- Hargreaves, Andy, and Ivor Goodson, eds. *Teachers' Professional Lives*. London: Falmer Press, 1996.
- Hendon, Hursula S. "Introducing Culture in the High School Foreign Language Class." *Foreign Language Annals* 13.3 (1980):191-199.
- Heusinkveld, Paula R., ed. *Pathways to Culture: Readings in Teaching*

- Culture in the Foreign Language Class*. Yarmouk: Intercultural Press, 1997.
- Higgins, Micheal, et al., eds. *The Cambridge Companion to Modern British Culture*. New York: CUP, 2011.
- Hinkel, Eli, ed. *Culture in Second Language Teaching and Learning*. Cambridge: CUP, 1999.
- Hoffman, Nancy E., et al. *Lessons from Restructuring Experiences*. New York: Library of Congress, 1997.
- Howatt, Anthony Philip Reid, and Henry George Widdowson. *A history of English Language Teaching*. Oxford: OUP, 2004.
- Hyland, Ken. *English for Academic Purposes*. London: Routledge, 2006.
- Ifanti, Amalia and Vasiliki, S. Fotopoulou. "Teachers' Perceptions of Professionalism and Professional Development: A Case Study in Greece." *World Journal of Education* Vol. 1, No. 1, 2011. <www.sciedu.ca/wje> Accessed 16 Apr. 2011.
- Isaiah, Davies. 'Characteristics of Professionalism in Education.' <http://www.ehow.com/list_6374818_characteristics-professionalism-education.html> Accessed 2 Aug 2014.
- James, Chris. "Collaborative Practice: the Basis of Good Educational Work." *Management in Education* 21.4 (2007).
- Javad, Riasati Mohammed, et al. "Technology in Language Education: Benefits and Barriers." *Journal of Education and Practice*

3.5 (2012).

Jiajia, Ren. "Culture in English Language Teaching." *Interfaces* 3.1 (2009).

Joelle, Aden, et al., eds. *Teaching Language and Culture in an Era of Complexity: Interdisciplinary Approaches for an International World*. Brussels: Peter Lang, 2010.

Kerouad, Smail. "The Use of Technology in English Language Teaching." Meknes: Moulay Ismail U, 2007.

_____. "Teacher Leadership in Higher Education: the Case of University." Bouznika: Proceedings of the 27th MATE Annual Conference, 2007.

Kirkpatrick, Andy. *World Englishes: Implications for International Communication and English Language Teaching*. Cambridge: CUP, 2002.

Kramsch, Claire. *Context and Culture in Language Teaching*. Oxford: OUP, 1993.

_____. "Culture in Foreign Language Teaching." *Iranian Journal of Language Teaching Research* 1.1 (2013).

Lauder, Hugh, et al., eds. *Education, Globalization, and Social Change*. Oxford: OUP, 2006.

LeCompte, Margaret D., et al. "Problems of Reliability and Validity in Ethnographic Research." *Review of Educational Research* 52.1

(1982):31-60.

Lessard-Clouston, Michael. "Assessing Culture Learning: Issues and Suggestions." *Canadian Modern Language Review* 48.2 (1992): 326- 41.

Levy, Mike. "Culture, Culture Learning and New Technologies: Towards a Pedagogical Framework." *Language Learning and Technology* 11.2 (2007).

Lieberman, Ann, and Miller Lynne, eds. *Staff Development for Education in the 90's*. New York: Teachers College Press, 1991.

Lynch, Brian K. *Language Program Evaluation: Theory and Practice*. Cambridge: CUP, 1996.

Maggioli, Gabriel-Diaz. *Teacher Centered Professional Development*. Virginia: Association for Supervision and Curriculum Development, 2004.

McKernan, James. *Curriculum Imagination: Process, Theory, Pedagogy, and Action Research*. London: Routledge, 2008.

McClintock, Robbie. "The Educator's Manifesto: Renewing the Progressive Bond with Posterity through the Social Construction Digital Learning Communities." New York: Institute for Learning Technologies, Teachers College, Columbia University, 1999.
<<http://robbiemcclintock.com/shelving/B-99-Ed-Manifest.html>>
Accessed 30 Ju. 2014.

- Melketo, Tagesse A. "Exploring Tensions between English Teachers' Beliefs and Practices in Teaching Writing." *The International HETL Review* 2.11 (2012): 98-114.
- Mishra, Punya, and Mathew Koehler J. "Technological Pedagogical Content Knowledge." *Teachers College Record* 10.6 (2006).
- Moore, Alex. *Teaching and Learning: Pedagogy, Curriculum, and Culture*. London: Routledge, 2000.
- Muijis, Daniel. *Doing Quantitative Research in Education with SPSS*. London: Sage, 2011.
- Munch, Richard, and Neil Semelser J., eds. *Theory of Culture*. California: University of California Press, 1992.
- Muzafar, Chandra. Major themes: 'Islam and the West'.
<<http://www.pbs.org/wgbh/pages/frontline/shows/muslims/themes/west.html>> Accessed 20 Jul. 2015.
- Newman, Isadore, and Benz Carolyn R. *Quantitative Research Methodology: Exploring the Interactive Continuum*. Illinois: Southern University Press, 1998.
- Nostrand, Howard L. "The Beginning Teacher's Cultural Competence: Goal and Strategy." *Foreign Language Annals* 22.2 (1989):189-193.
- Nunan, David. *Syllabus Design*. Oxford: OUP, 1988.
- Nylor, Larry L. *Culture and Change: an Introduction*. Westport: Bergin

and Garvey, 1996.

O'Bannon, Teresa, and Marni Goldenberg. *Teaching with Movies, Recreation, Sports, Tourism, and Physical Education*. Auckland: Human Kinetics, 2007.

Ouakrime, Mohammed. "Teaching Learners or Helping Them to Learn: That Is the Question." In El Haddad, El Mostapha, and Najibi Mohammed, eds. Tetouan: Proceedings of the 12th MATE Annual Conference, 1991.

_____. "Purposes of ELT in Morocco Revisited." In Diouni, Samir, and El Arbi Imad, eds. Casablanca: Proceedings of the 15th MATE Annual Conference, 1995: 20-27.

Pratkanis, A. R., et al. *Attitude Structure and Function*. London: Psychology Press, 2014.

Prensky, M. Digital Natives, Digital Immigrants, on the Horizon 9(5), pp. 1-6, 2001.

<[http://www.marcprensky.com/writing/prensky.digital natives.](http://www.marcprensky.com/writing/prensky.digital%20natives.)>

Accessed 13 Mar 2013.

Procter, James. *Stuart Hall*. London: Routledge, 2004.

Richards, Jack C., and Schmidt Richard. *Longman Dictionary of Language Teaching and Applied Linguistics*. New York: Pearson Education, 2002.

Richards, Jack C., and Willy Renandya A., eds. *Methodology in*

Language Teaching: An Anthology of Current Practice. Cambridge: CUP, 2002.

Richards, Jack C. *Competence and Performance in Language Teaching*. Cambridge: CUP, 2011.

Robert, Garner C., et al. "Second Language Learning: A Social Psychological Perspective." *Canadian Modern Language Review* 32.3 (1976).

Roell, Christine. "Intercultural Training with Films." *English Teaching Forum* 3.1 (2009).

Rosengren, Karl Erik, ed. *Media Effects and Beyond: Culture, Socialization and Lifestyles*. London: Routledge, 2005.

Sadiqi, Fatima. "A Cross-cultural Approach to the Teaching and Learning of English in Moroccan Universities: An Interdisciplinary Approach." In *Proceedings of the Conference on American Studies in North African Universities*. Rabat: Imprimerie Al Maarif Al Jadida, 1996: 82-90.

_____. 'The language /Culture Interface in the Teaching of English in Morocco.' In Mohammed, Hassim. et al. eds. *Issues in English Teaching Materials*, (the Proceedings of 18th MATE Annual Conference, Salé, 1998: 49)
<http://www.academia.edu/3185826/Issues_in_English_Teaching_Materials> Accessed 17 Jun. 2012.

- Salkind, Neil J., ed. *Encyclopedia of Educational Psychology*. London: Sage, 2005.
- Samovar, Larry A., et al. *Understanding Intercultural Communication*. Belmont: Wadsworth, 1981.
- Sandra, Lee McKay. *Teaching English as an International Language: Re-thinking Goals and Perspectives*. New York: OUP, 2002.
- Schenker, Theresa. "Intercultural Competence and Cultural Learning through Telecollaboration." *CLICO Journal* 29.3 (2012).
- Schuck, Sandy, et al. "What Are We Missing Here? Problematizing Wisdoms on Teaching Quality and Professionalism in Higher education." *Teaching in Higher Education* 13.5 (2008): 537-547.
- Si, Thang, Kiet Ho. "Addressing Culture in EFL Classrooms: The Challenge of Shifting from a Traditional to an Intercultural Stance." *Journal of Foreign Language Teaching* 6.1, 2009, pp. 63-76.
- Skilton, Alan. *Understanding Teaching Excellence in Higher Education: Towards a Critical Approach*. New York: Routledge, 2005.
- Sliger, Herbert W., and Elna Shohamy. *Second Language Research Methods*. Oxford: OUP, 1989.
- Stronge, James H. *Qualities of Effective Teachers*. Alexandria: Association of Supervision and Curriculum Development, 2002.
- Swan, Karen, Lin Lin, and Mark Van't Hooft. "Teaching with Digital Technology." In Lassonde, Cynthia A. et al. eds. *Current Issues*

in Teacher Education: History, Perspectives, and Implications.

Illinois: Charles G. Thomas, 2008, pp. 236-260.

Swe, Khine M. *Knowing Knowledge and Beliefs: Epistemological Studies across Diverse Cultures.* Perth: Springer, 2008.

Thompson, Susan, John G. Greer, and Bonnie B. Greer. "Highly qualified for successful teaching: Characteristics every teacher should possess." *Essays in Education* 10 (2004): 1-9.

<www.usca.edu/essays/vol102004/thompson. The University of Memphis.> Accessed 16 Jul. 2014.

Toh, Kok-Aun, et al. "Determinants of Teacher Professionalism." *Journal of In-service Education* 22.2 (1996).

Townsend, Tony, and Richard Bates, eds. *Handbook of Teacher Education: Globalization, Standards and Professionalism in Times of Change.* Dordrecht: Springer, 2007.

Toyoda, E. "Exercise of Learner Autonomy in Project-oriented CALL."

CALL-EJ online, 2(2), 2001: 1-11. In Ting, Kuang-yun. ed.

"Teaching English using the Internet and the Multiple Intelligences Approach." Showwe Information Company, Limited, 2001.

<www.clec.ritsumei.ac.jp/english/callejonline/5-2/toyoda.html>.

Accessed 10 Aug. 2013.

Warschauer, M., Shetzer, H. and Meloni, C. "Internet for English Teaching," 2000.

Gonglewski, Margaret, Christine Meloni, and Jocelyne Brant.

"Using e-mail in foreign language teaching: Rationale and suggestions." *The Internet TESL Journal* 7.3 (2001):

1-12.

<<http://iteslj.org/techniques/Meloni-email.html><http://itesl.org/>>

Accessed 14 Apr 2014.

Werner, Delanoy, and aurenz Volkman, eds. *Cultural Studies in the EFL Classroom*. Heidelberg: Winter, 2006.

Wilfred, Carr, ed. *Quality in Teaching: Arguments for a Reflective Profession*. Philadelphia: Falmer, 1989.

Xuemei, Li, and Girvan Anita. "The Third Place: Investigating an ESL Classroom Interculture." *TESL Canada Journal* 22.1 (2004).

Yu-Li, Chen. *Factors Influencing Internet Use in Teaching: A Study of EFL in Northern Taiwanese Higher Education Institutions*. Michigan: ProQuest, 2006.

Zouhir, Abderrahman. "The Place of English in Morocco as Perceived by Faculty and Students of a Moroccan University." *Languages and Linguistics* 27, 2011.

_____. "Language Situation and Conflict in Morocco." Someville: Proceedings of the 34th Annual Conference on American Linguistics, 2013: 271-277.