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**The Impact of Culture Teaching on EFL Classes and  
its Role to Enhance Global Citizenship: Case of Master  
Students at The University of Ain Temouchent**

*An Extended Essay Submitted in Partial Fulfillment of the Requirement for a  
Master's Degree in Didactics and Applied Languages*

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## **Statement of Originality**

We hereby assert that this dissertation represents our own work, otherwise patently acknowledged. We attest that all the involved information and materials that are not originally linked to this study are mentioned in text and referenced in the bibliography section; and that all the data exhibited in this dissertation are original and have not been included in any other academic work, or thesis offered for a degree to this or any other university.

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## **Dedication**

*With profound gratitude this dissertation is devoted to:*

*Almighty Allah Who has steered and given me the forcefulness to overcome all the impediments and hindrances that I have confronted through this master research journey.*

*All the people I love and respect: my beloved and dearest aunt, parents, my grandmother may god mercy her, my grandfather, sisters, and brother; Nourhaine, Sarah, for their genuine support and hearty encouragement during my hard times trying to finish this dissertation.*

**Fedoua Ghizlene OURRAG**

## **Dedication**

*With heartfelt gratitude, this work is dedicated to:*

*All people that I deeply adore and appreciate: My beloved parents, precious husband, cherished family and dearest best friends Ghizlene and Ibtissem.*

**Kadri Radjaa**

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## **Abstract**

During the past decades, culture-teaching and global citizenship nexus have captured the attention of many researchers in diverse areas of study. Motivated by the cultivation of a unified global society; the present research investigates the impact of infiltrating culture teaching into EFL classes to promote global citizenship. To explore this phenomenon, the present study relied on a mixed-methods approach where data were collected by employing different instruments including questionnaires, semi-structured interviews, recordings, and a Likert scale questionnaire, aiming to ensure the results' credibility and authenticity; depending on a case study that involved mainly one hundred nineteen master's students and six language teachers of Ain Temouchent University. Likewise, the gathered data were carefully examined both qualitatively and quantitatively to achieve the research purposes. The findings, firstly, illustrate that the integration of culture in EFL classes plays a vital role in the teaching-learning process. Secondly, they also reveal the necessity of the integration of global citizenship in EFL classes, and explore different elements that reinforce global citizenship. Thirdly, the results also uncover the challenges and hindrances faced by students and educators during the academic journey. In light of this, the present study approves that teaching culture does promote global citizenship and calls for more emphasis on culture-related modules. Accordingly, this is a significant contribution to the literature related to cultural education and global citizenship Vis a Vis the learning-teaching context.

## Table of Contents

Statement of Originality .....	I
Dedication1 .....	II
Dedication2 .....	III
Acknowledgment.....	IV
Abstract .....	V
List of acronyms.....	VI
List of Tables .....	VII
List of Figures .....	VIII
General introduction.....	01

### **Chapter One: Theoretical Framework and Review of Literature**

1.1. Introduction .....	06
1.2. Global Citizenship Definition .....	06
1.3. Principles of Global Citizenship.....	07
1.4. Global Citizenship and Education .....	09
1.5. Importance of Global Citizenship in Education .....	10
1.5.1. Infiltration Global Citizenship in Higher Education.....	11
1.5.2. Culture and Global Citizenship Nexus .....	13
1.6. Definition of Culture.....	14
1.6.1 Culture Components .....	15
1.6.2. Characteristics of Culture.....	17
1.7. Teaching Culture .....	19
1.7.1. Integrating Global Citizenship through Culture Teaching.....	20
1.7.2. Teaching other Skills that Promote Global Citizenship.....	22

1.8. Algerian Higher Educational System .....24

1.9. Review of the Previous Research work .....25

1.10 Conclusion.....31

**Chapter Two: Methodological Procedures and Research Design**

2.1. Introduction .....33

2.2. Motivations of the Study.....33

2.3. Research Design .....34

2.3.1. Quantitative Approach .....35

2.3.2. Qualitative Approach .....36

2.3.3 Mixed Methods Approach.....38

2.3.4. The Present Case Study.....39

2.3.5. The Sample Population .....41

2.4. Data Collection Tools .....43

2.4.1. The Questionnaire.....43

2.4.2. The Pilot Questionnaire .....45

2.4.3. Teachers’ Interview .....48

2.4.4. The Likert Scale Questionnaire .....49

2.5. Data Analysis Procedures .....50

2.5.1. Quantitative Data Analysis.....51

2.5.2. Qualitative Data Analysis.....51

2.6. Ethical Considerations .....52

2.7. Conclusion.....54



## **Chapter Three: Data Analysis, Interpretation and Research Conclusions**

3.1. Introduction .....	56
3.2. Results Obtained from the Questionnaire .....	56
3.3. Teachers' Interview Results and Findings .....	65
3.3.1. Theme01: Importance of Including Global Citizenship in EFL Classes .....	65
3.3.2. Theme2: Global citizenship and Cultural Differences.....	68
3.3.3. Theme3: Culture and its Contribution to Global Citizenship.....	68
3.3.4. Theme4: Controversial Topics, and Needed Skills to Promote Global Citizenship.....	70
3.3.5. Theme5: Teaching Materials .....	72
3.3.6. Theme 06: Resources Used to Reach Global Citizenship.....	73
3.4. Likert Scale Questionnaire Results.....	74
3.5. Data Interpretation and Results Conclusion.....	77
3.6. Limitations of the Study.....	81
3.7. Suggestions and Recommendations .....	83
3.8. Conclusion.....	85
<b>General Conclusion .....</b>	<b>86</b>
<b>Bibliography .....</b>	<b>91</b>
<b>Appendices.....</b>	<b>99</b>
Appendix A.....	100
Appendix B .....	106
Appendix C .....	107
Appendix D.....	109
Appendix E .....	111
<b>Summary.....</b>	<b>113</b>

## **List of Acronyms**

GC: Global citizenship

GCE: Global Citizenship education

EFL: English as a Foreign Language

ESL: English as a second Language

CLS: Culture, Language and society

M1: Master one

M2: Master two

Q: Question

N: Number

P: Percentage

SD: Strongly disagree

D: Disagree

N: Neutral agree

A: Agree

SA: Strongly Agree

## **List of Tables**

Table 2.1.Global Citizenship knowledge.....	46
Table 2.1.Teaching CLS .....	46
Tableau 2.3.global Citizenship Principles .....	46
Table 2.4.Importance of global Citizenship.....	47
Table 2.5.Global Citizenship and Sustainable development .....	47
Table 3.6.Global Citizenship in EFL Classes .....	74
Table3.7.Teaching Culture in EFL classes .....	74
Table 3.8.Sensitivity towards cultural differences in EFL classes.....	74
Table 3.9.Target culture exposure and its contribution to raising students’ personal development skills .....	74
Table 3.10.Teaching culture, understanding diverse perspectives, nurturing open-mindedness and empathy in the classroom.....	75
Table 3.11.Global citizenship, inclusive education, universal values and skills .....	75
Table 3.12.Qualified teachers’ role in preparing students to succeed in interconnected .....	76
Table3.13.Students’ exposure to cultural education .....	76

## List of Figures

Figure 3.1.Student’s Speciality .....	57
Figure 3.2.Cultural Estimation.....	57
Figure 3.3.Culture learning Benefits .....	58
Figure 3.4.Cultural Diversities Awareness .....	58
Figure 3.5.Culture and University .....	59
Figure 3.6.Cultural Exchange & Global Citizenship .....	60
Figure 3.7.M1 students and Ethnocentrism .....	60
Figure 3.8.M2 students and Ethnocentrism .....	61
Figure 3.9.Students and Global Citizenship .....	62
Figure 3.10.Target Culture & Global Citizenship .....	62
Figure 3.11.Communication Capacity.....	63
Figure 3.12.Cultural Education .....	64
Figure 3.13.Global Citizenship in EFL Classes .....	65
Figure 3.14.Global Citizenship and Cultural Differences .....	67
Figure 3.15.Teaching Culture and Global Citizenship .....	68
Figure 3.16.Controversial Topics and Skills for GC Promotions .....	70
Figure3.17. Pedagogical Materials .....	71

# General Introduction

## **General Introduction**

In an epoch described by unparalleled interrelatedness and mutuality, the term of global citizenship arose out as a crucial prototype for comprehending and addressing the intricate challenges confronting humans. Global citizenship outdoes the geographical borders, underscoring a sense of pertaining to wider community and reciprocal responsibility towards the globe's issues, irrespective of identity, nationality, ethnic backgrounds and cultural diversities. Furthermore, Culture is a rich mosaic fragments of values, beliefs, customs, and traditions that construct the humanitarian societies, as it has a central function in shaping the understanding of the modern world and peoples' interactions in it. Therefore, the inclusion of culture along with education has become a forceful nexus by which the concept of global citizenship can be evenly educated and accomplished.

Thereby, in nowadays' globalized world the necessity of intercultural comprehension and collaboration has never been more focusing. Besides, teaching culture either through formal or informal institutions provides the necessary skills, attitudes, values, and knowledge for effectual global citizenship. Moreover, there is a sturdy tie between global citizenship and culture teaching, since by infiltrating concepts of global citizenship into EFL classes, students can greatly enlarge their knowledge of cultural diversities and boost a stronger sense of connection to the world. By incorporating subjects such as, environmental sustainability, social justice, and cultural diversity into language learning activities, teachers can prepare a more open-minded learners and empathetic global citizens.

By doing so, students will equip language skills, gain glance about, media, literature and discussions regarding world matters as well as they acquire valuable insights into different cultural perspectives. As well, such approach improves linguistic proficiency, infuses a sense of responsibility towards the global community, aiding students to undertake

critically with the surrounding world, which nurtures the value of respecting and appreciating diversities. Consequently, by including cultural education in EFL classes through the perspective of global citizenship, teachers can provide students with the appropriate tools and mindset compulsory to manage a more intertwined world.

The present dissertation thrives for the examination of the multilateral/many-sided correlation between teaching culture in EFL classes and the cultivation of global citizenship. Through inspecting the avenues in which culture teaching effect the students' attitudes, perceptions, and behaviours regarding global issues, which allow us to shed some light on how to successfully foster a sense of global citizenship in different settings . Additionally, relying on multidisciplinary approaches from education and culture teaching and this dissertation digs deep in different dimensions of culture teaching and its contributions to global citizenship by analyzing theoretical frameworks. The central objective is to reveal the mechanisms of how culture education can promote tolerance, empathy, open-mindedness, cultural competence, critical thinking, and grow the sense of responsibility regarding the global society.

Eventually, the present research study is based on the following objectives:

- Assess whether the Algerian Higher educational system prepare its students to become global citizens.
- Explore the influence of cultural education on EFL classes.
- Scrutinize EFL students' openness to foreign cultures or global citizenship in general.
- Examine whether Teachers apply global citizenship principles in their classrooms.

In this regard, this dissertation seeks to examine the importance of teaching culture and analyzing how it can increase the sense of global citizenship in EFL classes. Hence,

examining the relationship between culture and global citizenship can provide valuable insights into effective ways for instilling a feeling of connectivity and collective responsibility. To achieve the primary objective of the study few research questions were drawn, which the questions seek to investigate the role of culture in promoting global citizenship among EFL learners shedding light on the dynamics that form cross-cultural understanding and collaboration in the goal of a more inclusive and equitable society.

- 1) What does Algerian educational system afford to promote global citizenship?
- 2) How does teaching culture contribute in global citizenship?
- 3) How is global citizenship perceived among our students and teachers?

To answer the consecutive research questions three hypotheses are proposed:

1. The commonwealth between Culture teaching and global citizenship may establish a fruitful cooperation for the production of global citizens.
2. Teaching the target culture could be a vital element of language learning that can furnish the development of global citizenship and fosters more competent communicators, better world citizens.
3. Teaching culture could be considered as an alternative medium that should be reappraised.

The present study encompasses three central chapters where every single one trades a specific area of the study. The first chapter covers a thorough description of the fundamental concepts particularly global citizenship and culture teaching. It starts with providing clear definitions about global citizenship, its principles, global citizenship education, its importance, and then its incorporation in higher education, explaining global citizenship-culture nexus. Thereafter, carrying to culture's definition, its components and characteristic later on, culture teaching as well as demonstrating how global citizenship can be infiltrated



through culture teaching, citing other skills that contribute to global citizenship promotion. Afterwards allude to Algerian higher educational system and its development over time. Lastly, to conclude this chapter, an anthology of previous studies was offered that may be pertinent to the current research, presenting a literature reviews on the importance of teaching culture and global citizenship education.

The second chapter provides a thorough description of the methods undertook during the investigation. It begins with a theoretical explanation of the research methodologies, types, and designs that elucidate the study's position. Later, the research instruments are described in details in addition to, a functional analysis of each one. Mixed-methods approach was used, utilizing various data collection strategies and procedures to achieve the research objectives. Finally, the data analysis methods are explained at length, including both quantitative and qualitative approaches.

Lastly, the third chapter embraces the most significant part of this study, as it contains two major sections. The first one focuses on analyzing the data gathered from the instruments including questionnaire, semi-structured interview, and Likert scale questionnaire, in order to discuss the results obtained from each tool. Thereby, the quantitative findings are illustrated in tables and figures, while the qualitative results will be categorized and themed. Contrariwise, the second section emphasizes on data interpretation and research conclusions. It first discusses generally the most important results. Second, interpret the research questions as well as connecting them to the previous studies. Third, the conclusion drawn focuses on confirm or disconfirm the investigation hypotheses. Finally, the chapter concludes by citing the study's limitations and recommending suggestions for future researches.

# Chapter One

# Theoretical Framework and Review of the Literature

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## Chapter One: Theoretical Framework and Review of Literature

1.1. Introduction .....	06
1.2. Global Citizenship Definition .....	06
1.3. Principles of Global Citizenship.....	07
1.4. Global Citizenship and Education .....	09
1.5. Importance of Global Citizenship in Education .....	10
1.5.1. Infiltration Global Citizenship in Higher Education.....	11
1.5.2. Cultures and Global Citizenship Nexus .....	13
1.6. Definition of Culture.....	14
1.6.1 Culture Components .....	15
1.6.2. Characteristics of Culture.....	17
1.7. Teaching Culture .....	19
1.7.1. Integrating Global Citizenship through Culture Teaching .....	20
1.7.2. Teaching other Skills that Promote Global Citizenship .....	22
1.8. Algerian Higher Educational System .....	24
1.9. Review of the Previous Research work .....	25
1.10 Conclusion.....	31

# Theoretical Framework and Review of the Literature

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## 1.1. Introduction

This chapter aims to provide a thorough understanding of the allied concepts to our study as it determines four main variables: culture, global citizenship, EFL classes, and EFL students. Indeed, it intriguingly covers two paramount parts. The first one illustrates detailed explanations of the connected ideas. Meanwhile, the second part reviews and examines the affiliated literature and previous studies.

The present chapter focuses on the relationship between culture and global citizenship, spanning from broad concepts to highly specific extractions. It begins with describing global citizenship and emphasizing on its principles, particularly those pertinent to our investigation. Afterwards, it delineates culture, its different components, and its characteristics; it also draws attention to its relationship with global citizenship. Subsequently, it addresses the method of instructing culture, explores the integration of global citizenship in cultural education, it also demonstrates other skills that promote global citizenship. Moreover, it delineates the Algerian higher education system and its evolution over time. The final point seeks to connect the Algerian context with all the theoretical concepts, specifically examining the unique circumstances in Algeria.

## 1.2. Global Citizenship Definition

Youth are well aware of the importance of being world citizens, which includes individual's good knowledge of world affairs and enhances the essential skills that facilitate the interaction with many people. It is always expected of a global citizen to appreciate the various forms of diversity that people live by. Estelles& Fishman (2021) assert that, individuals today are considered citizens of the world as they are integral parts of a broader global community,

## **Theoretical Framework and Review of the Literature**

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fashioned by global appealing notion, modern transportation, information, as well as telecommunication technologies and constructed the notion of universal identity and made it more viable.

The concept of global citizenship derives from the belief that we all belong to a larger global community. Consequently, through our positive contribution, we can make changes at the local, regional, and also the national level , as Spring (2009) stated, “Globalization involves the movement of people, ideas, policies, money, and education policies, which creates a flow of cultures that interact and change” (p. 5).In simple terms, a worldwide citizen does not require travelling abroad, acquiring a foreign language, or having a certain passport or title; it's more about the way that one thinks and acts on a regular basis.

In the same vein, Socrates adopts the idea that we are not just citizens of our hometowns or country, but we are world citizens, in other terms, the concept of global citizenship refers to the moral and ethical conviction that all people are members of a global community, which means that a man is no longer an island, instead, he becomes a member of a society where he starts to see himself and others as belonging to the same global community.Still Global citizenship is not just utopia or paradise where people coexist together peacefully and uphold a global citizenry; but it also binds people globally in an interconnected bond and the future world they want to jointly create and maintain.

### **1.3. Principles of Global Citizenship**

Global citizenship principles are centered on the concept of acknowledging and embracing the interconnectedness of the world, while promoting shared values and responsibilities. At its core, conforming to Ron (2015) Global Citizens’ highlights the significance of respecting human

## Theoretical Framework and Review of the Literature

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rights, advocating for social justice, and supporting sustainable development. These principles emphasize the importance of individuals' awareness of their roles as active participants in addressing urgent global issues, such as poverty, inequality, climate change, and conflicts. Additionally, they emphasize the importance of promoting peace, cooperation, and collaboration to achieve common objectives for the betterment of humanity. Essentially, global citizenship principles call for a comprehensive approach to citizenship that goes beyond national boundaries, urging individuals to act as responsible guardians of the planet and advocates for positive change on a global level.

Over and above global citizenship involves a commitment to fostering understanding, empathy, and solidarity across diverse communities, exceeding geographical and cultural barriers. In the same line, global citizens are defined as individuals who are quite aware of the wider world, are conscious of the broader global community as well as recognize their roles and responsibilities as world citizens, acknowledging that their decisions and actions have an effect on the entire world. It also involves possessing a solid understanding of the functioning of the world in terms of economy, technology, politics, society and environment, as well as making people capable of sailing in such complex systems to ensure environmental sustainability. In addition, global citizens should embrace and appreciate diversities among individuals and cultures, likewise, commit to support peace and social justice along with taking actions and working to ensure that everyone has an access to the fundamental human rights in order to establish a more equitable, balanced world. (Oxfam1997)

Ultimately, being a global citizen involves an active contribution within our communities and the whole world as well; individuals have to be more willing to devote their time, efforts, and talents to make a positive change on the global environment. From the local neighbourhood level

## **Theoretical Framework and Review of the Literature**

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to the global community, every taken action has the possibility to bring about change. Among the requirements of being global citizens is to work towards a promising future for everyone.

### **1.4. Global Citizenship and Education**

Nowadays, educating Global citizenship is considered as an essential and main objective of all educational contexts. Over time this concept has developed and is now recognized as an umbrella term that embraces a variety of goals including educating people to engage with dynamic global issues pertaining to peace building, intercultural relationships, environmental conversations, and identity.

Guilherme (2002) supports the concept of global citizenship education by claiming that: “the political, economic, and social contexts our future citizens will have to come to terms with demand a notion of citizenship education that is more flexible but, at the same time, more empowering and, for this purpose, it is foreign language/culture education that helps facilitate intercultural communication among citizens in multicultural societies and in a global world (p. 166).” That is to say, the creation of global citizens depends heavily on schools education, which covers every subject in the curriculum, with a special focus on English as a foreign language. Because of the cross-cultural emphasis, foreign language classes appear to be the perfect setting for promoting the development of global citizenship.

As Oxfam (2015) claimed in his guidelines for educating English language and global citizenship: “Global Citizenship approach [to English teaching] provides the meaningful wider contexts necessary for language and literature to be fully understood. It enables learners to appreciate a range of perspectives, exploring how texts from different social, historical, and cultural contexts, influence values, assumptions, and a sense of identity.”(p.1). Simultaneously, English teaching from the

## **Theoretical Framework and Review of the Literature**

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perspective of GCE would enable students to develop a critical mindset and demonstrates the way to foster compassion and positive connections with people.

In the same line of thoughts, (UNESCO, 2015) supports that global citizenship education emphasizes the significance of recognizing the equivalent value of universal languages and cultures, rather than favouring one over the others, therefore, within the GCE framework, all linguistic varieties and cultural diversities must be recognized as identical players in the worldwide society.

### **1.5. Importance of Global Citizenship in Education**

Reflecting on Hosack's point of view (2011), Global citizenship education is a crucial aspect of modern-day education, as it prepares students to become responsible global citizens. It involves instilling in student's an insight on the shared humanity and belonging to a widespread community. It is essential to help students realize that they are not just denizens of their home countries, just as well members of the global society. This understanding helps them increase the sense of responsibility towards the globe and its inhabitants.

He also claims that global citizenship education aims to furnish learners with the essential competencies and knowledge in order to navigate the rapidly changing, interconnected world. It teaches them to value diversity and respect cultural- religious beliefs. It urges students to think critically and actively engage in addressing universal issues such as poverty, climate change, and human rights violations (ibid).

In the same line, the Global Education Initiative of the (United Nation, 2013) emphasizes that education should do more than just teach reading, writing, and counting. Instead, it must also



## **Theoretical Framework and Review of the Literature**

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contribute to the promotion of peace, justice, tolerance, and inclusiveness within society. Also highlighted, global citizenship education enhances students' comprehension, skills and values needed for the cooperation in solving the trans-regional disputes of the 21<sup>st</sup> century (conflict, climate change, poverty, starvation, justice issues, and sustainability), hence, educational outcomes prepare a well equipped successful students in the work place (ibid.).

Lastly, to bring it all together the education of global citizenship is critical in today's world, as it prepares students to become accountable, ethical, and committed global citizens. It helps them to develop a shared sense of belonging to the global society and understand their rights and responsibilities towards it. The concept of multiple citizenships is a key aspect of this education, which recognizes that individuals can belong to multiple communities and encourages them to embrace diversity and respect cultural distinctions.

### **1.5.1. Infiltrating Global Citizenship in Higher Education**

Higher education carries a special status that enables students to shape social perspectives upon citizenship since it has the authority and expertise to provide valuable insights on public discussions and global matters. With its important role in knowledge creation, management, and education, higher education contributes significantly on fostering a globally aware and engaged citizenry. However, based on Flores et al (2012) higher education seems to be falling below the expectations of its mission to generate postgraduates with “The ability to take knowledge and transform it into uses that benefit not only the individual, but more importantly society as a whole.”(p. 213). In other words, higher education is perceived as more advantageous to individuals rather than benefiting the greater community or public welfare.

## Theoretical Framework and Review of the Literature

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As maintained by Shiel and Mann (2006) in order for students to become global citizens, they should start by embracing a global perspective and recognizing their interconnectedness with people worldwide. By engaging in both academic and non-academic program, such as university courses and extracurricular activities, students can gain knowledge about global matters, global processes, and sustainable development. Consequently, this approach would help students equip the necessary attitudes, skills and values of global citizens (ibid.). In the same vein, Maxwell (1992) supports that in order to generate “a better, more civilised world, we need to learn how to do it” (p.206). Simply put, diverse sort of academic inquiry should be opted, one that focuses on enhancing individual and universal wisdom, empowering people to behave humanely, collaboratively, for long-term benefit of the society. ‘Wisdom’ has been described as “the capacity to realize what is of value in life, for oneself and others.”(ibid, p.207). Nonetheless, higher education institutions face a significant obstacle in creating stimulating educational programs that blend scholarly and civic education. These programs should empower students to recognize the societal significance of their chosen field and equip them with the skills to become active citizens, liable labourers in their respective fields, professionals and influential leaders. In the same line of thoughts, McGowan (2012) differentiates between curricula that educate about citizenship and those that educate for it. Hence, it is important to not only include a civic engagement aspect in higher education, but also to use teaching methods that encourage and support active involvement. Thus, effective citizenship education in higher education should not only focus on knowledge, but also empowers students to become engaged citizens through their studies and experiences.

## **Theoretical Framework and Review of the Literature**

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### **1.5.2. Culture and Global Citizenship Nexus**

Culture and global citizenship are two terms that carry each other since they go hand in hand in creating an interconnected world. Along the same line, Ladson-Billings (2004) stated that culture and citizenship are closely linked to each other. Besides, global citizenship fosters students 'cultural awareness and comprehension, which permits them to delve into and gain knowledge about the foreign cultures, customs, and languages that will cultivate a greater appreciation for diversity. By embracing cultural diversities, students acquire the ability to communicate effectively across cultures, adaptability, and a profound respect for others. As well, cultural awareness competence enables students to establish substantial connections with individuals from varied backgrounds, promoting worldwide collaboration and cooperation. In another hand, studying cultural values, beliefs, and principals boost students' tolerance towards the other cultural differences, which enables them to accept foreign ideologies without judgments. In the same manner, Malde (1987) suggested that understanding various cultures is essential and remains important in today's world. Through appreciating the richness and cultural variations, individuals will enrich their own lives and contribute to a more peaceful and harmonious world. Another important point, cultural biases can be avoided when teaching about any foreign culture, through the use of human rights standards as a guide; these principles can also establish the groundwork for integrating 'world citizenship' and 'global education' (Starkey, 1988).

Lastly, fostering global citizenship leads students to be more aware of the cultural differences, as well as increases their empathy, and a greater sense of responsibility towards global issues. In addition, through immersing in different cultures, students can equip the needed knowledge, attitudes, and skills to thrive in nowadays' world, allowing them to make positive and

## Theoretical Framework and Review of the Literature

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valuable contributions. By actively engaging in global citizenship, students become advocates for respect, understanding, and collaboration among different cultures, ultimately working towards a more inclusive and harmonious world.

To discuss the significance of teaching culture and the ways it contributes to global citizenship promotion, it is crucial to first provide a clear definition of culture and explain its components as well as its characteristics

### 1.6. Definition of Culture

In a broader sense, culture composes of beliefs, customs, norms and values of a specific cultural group. This can be divided into two parts: the visible aspects, such as art, literature, and daily life, and the invisible aspects, include beliefs, attitudes, and values. As per Brown (2007) culture is not merely a set of practices and beliefs, but rather a way of life, in which individuals subsist, feel, think and pertain to each others, behaving as a uniting strength for communities. Additionally, culture can be described as the unique blend of skills, costumes, knowledge, tools, and arts that identifies a specific group of people in a certain length of time (ibid).

The essence of culture emerges from the collective efforts of a community, reflecting a tapestry of shared aspects. These aspects are considered as an heirloom, as are acquired and transmitted, traversing generations, through the common-shared language that binds the members of a society. Similarly, culture is “something learned, transmitted from one generation to the next, through human actions, often in the form of face-to-face interaction, and of course, through linguistic communication”. (Duranti 1997 p. 24 as cited in, Liton& Madanat, 2013, p.4).

Finding a clear definition of culture is actually quite challenging. Raymond (1976), a notable scholar, declared that it is among the most knotty concepts in the English language; he

## **Theoretical Framework and Review of the Literature**

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indicated that “culture is one of the two or three most complicated words in the English language” (cited in Elouali, 2020, p. 16). Moreover, various areas of study, such as linguistics, sociology, philosophy and anthropology have attempted to define culture, resulting in over 157 different definitions. Although the concept of culture becomes even more intricate and sophisticated, this does not mean that culture was left without definition but each scholar defines it from a specific perspective. Besides, the complexity of culture is primarily due to its wide usage and its dynamic and fluid nature. It is constantly changing over time and across different spaces. This makes it a difficult concept to pin down, and countless researchers view it as an evasive construct (Hall, 2001; Harklaw, 1999 cited in *ibid*). Ergo, all the above-mentioned elements bestow in making the notion more intricate and sophisticated.

### **1.6.1. Culture Components**

Undoubtedly, culture is a convoluted and multifarious concept that embraces an extensive range of human practices and experiences. It is shaped by a variety of factors, including geography, history, religion, politics, and economics. Moreover, culture can be broadly divided into two main components: the visible and the invisible part. The visible part represents the tangible and seen elements, such as language, architecture, clothes, art, and other material expressions. These elements are easily recognizable and are often the first things that come to mind when thinking of a particular culture. However, the true essence of culture lies in its unseen or intangible elements, and this includes the underlying values, beliefs, attitudes, traditions, and norms that shape the way people think, feel, and behave. These invisible elements are deeply rooted in the collective psyche of a society and are often transmitted from one generation to another, forming the foundation of a culture's identity.

## Theoretical Framework and Review of the Literature

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### **a. Values**

One of the most important components of culture is values. “ A value is a conception, explicit or implicit, distinctive of an individual or characteristic of a group, of the desirable which influences the selection from available modes, means and ends of actions” (Kluckhohn, 1967, p. 395 cited in *ibid*, p.21). In other words, values represent the principles and ideals that guide a society, shaping its attitudes, and behaviours. Values can be religious, ethical, or moral in nature, and they often reflect the priorities and goals of a community. For example, the value of freedom of speech is highly praised in many Western cultures, while the value of respect for authority is more prominent in many Eastern cultures. Moreover “Cultural values are principles or qualities that a group of people will tend to see as good or right or worthwhile” (Peterson, 2004, p. 22 cited in *ibid*). Put it simple, by gaining insight into the values of a particular culture, we can better comprehend why individuals from that culture act the way they do and what motivates them. Additionally, this knowledge allows us to effectively engage with and connect to members of that cultural group, fostering stronger relationships and mutual understanding.

### **b. Beliefs**

Beliefs are another important aspect of culture. These are the concepts that are considered true within a society, shaping its cosmovision. Beliefs can be religious, scientific, or philosophical in nature, and they often provide a basis for comprehending the purpose of individual existence, the nature of reality and the substance of life, In the same line of thoughts, “It is perceived as a collective social agreement in the truth of something that a person learnt by living in a culture” (Belkhir–Benmostefa, 2017, p. 22 cited in *ibid*, p.20).Undoubtedly, not all beliefs are universal or shared by all members of a society. There may be disagreements or even

## **Theoretical Framework and Review of the Literature**

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conflicts over certain beliefs, and these can lead to tension and division within a community. Nonetheless, beliefs remain a critical element of culture and play a central role in shaping people's identity and cosmovision.

### **c. Language**

Language is considered as a key element in culture as Agar (1994) declared "culture is in language and language is loaded in culture" (p.28, as cited in Kiet, 2011, p.17). In essence, language is the structure and conventional application of sounds, symbols and written characters within human society to facilitate communication and self-expression. (Crystal 1971, 1992). Otherwise, language is a complex and dynamic phenomenon, as it can vary widely from one culture to another. In addition to its practical functions, language also serves as a vehicle for expressing emotions, creating social bonds, and transmitting cultural values from one generation to the next.

### **1.6.2. Characteristics of Culture**

To comprehend the concept of culture, we can explore its defining features. In their study, Samovar et al. (2010, 2017) outlined six distinct characteristics associated with culture. These characteristics can be summarized as follows:

#### **a) Culture is Learned**

The most important feature of culture is that it is learned. Culture is not something we are born with, but something we learn. In other words, culture is not a genetic or inherited characteristic, but rather a result of our socialization and enculturation. The term "enculturation" refers to 'the process of acquiring one's culture' (ibid, p.28). Besides, learning can occur through

## **Theoretical Framework and Review of the Literature**

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two main ways 'informal and formal'. The informal learning is often unconscious, arising from interactions, observations, and imitation. Conversely, formal learning takes place in a more structured environment, where culture and knowledge are systematically taught by various institutions, such as schools.

### **b) Culture is Shared**

Culture, as its second distinctive feature, is a shared aspect amongst individuals within a particular society. Those who share a culture also share the same customs, beliefs, and actions that differentiate them from others. "All members of a culture must share the fundamental components of culture, such as values, ideas, and perception." (ibid, p.36). This shared nature of culture enables cultural group members to comprehend symbols and customs, and behave in a manner that is socially accepted.

### **c) Culture is Transmitted**

Even though culture is shared it is not enough for people within a society to just share it; but they must also transmit it to ensure its survival. In other words, all the shared cultural knowledge, values, customs, and rituals should be transmitted and transferred from one generation to another (ibid). Without this transfer, culture would cease to exist or simply will die. The transmission of values, referred to as "social inheritance," encompasses the notions, convictions, attitudes, and perspectives that shape society and play a pivotal role in its future.



## **Theoretical Framework and Review of the Literature**

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### **d) Culture is Based on Symbols**

Culture's fourth characteristic revolves around its use of symbols for communication. In a particular culture, people rely on symbols to express their ideas and thoughts. Language is undoubtedly the most significant symbol in culture (Haviland et al., 2008; cited in Samovar et al., 2010). Verbal and nonverbal symbols alike are employed to convey ideas, thoughts, and actions. Pursuant to Samovar et al. (2010), "The portability of symbols allows people to package and store them as well as transmit them" (p. 37)

### **e) Culture is Dynamic**

Culture is constantly changing and evolving phenomenon. It is not something that remains stagnant or fixed. The interaction between different cultures, facilitated by globalization, immigration, and advancements in technology, inevitably brings about cultural metamorphosis. (Samovar et al., 2010). Simply put, globalization, with its increased interconnectedness and interdependence among nations and societies, has enabled the cross-pollination of ideas, practices, and values, leading to the amalgamation and hybridization of cultural elements.

### **f) Culture is a Whole System**

Culture functions as a whole and cohesive system. Simply put, the diverse cultural components involving language, values, beliefs, customs, as well as art, are not isolated entities, but rather they work together to create a unified and harmonious system. Each aspect of culture influences and is influenced by the others, shaping and molding the overall cultural identity. This integration ensures that culture remains dynamic and adaptable, evolving over time while

## **Theoretical Framework and Review of the Literature**

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maintaining its cohesive nature. When a single aspect of culture undergoes transformation, it triggers a simultaneous transformation in all other aspects (Samovar et al., 2010)

### **1.7 Teaching Culture**

The correlation within language and culture is deep-rooted; this interconnectedness was stressed by many scholars. Similarly, Brown (2000) asserts, “a language is a part of culture, and a culture is a part of language, the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture.”(p.177). Indeed, language teaching includes culture teaching also; pursuant to Politzer (1951): “If we teach language without teaching at the same time the culture it operates, we teach meaningless symbols to which the student attaches the wrong meaning”. (p.100-101). In other words, the non-incorporation of cultural education into language instruction can lead to misunderstandings. Without an understanding of the cultural context, learners may misinterpret language symbols, resulting in communication barriers. Therefore, it is crucial to integrate cultural knowledge with language learning for effective comprehension.

In language learning, teaching culture alongside language skills is important to effectively communicate and develop autonomy in learning. The main goal is to increase students’ curiosity towards the other cultures as well as their knowledge, awareness, and interest in the target culture; without forgetting that teaching culture contributes in fostering real intercultural communication. By the same intimation, Tavares and Cavalcanti (1996) see that “culture should be taught in order ‘to increase students’ awareness and to develop their curiosity towards the target culture and their own, helping them to make comparisons among cultures.” (p.19). Likewise, teaching culture accoutres students with the essential skills, values, knowledge and attitudes to function adequately within a fragment of different community and to communicate

## **Theoretical Framework and Review of the Literature**

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with individuals associated to that culture (Seelye, 1993). I.e. culture broadens students' perspectives, helping them appreciate the richness of the diverse backgrounds, also equipping them with the essential competencies to engage respectfully with individuals from varying worldviews. Moreover, it cultivates tolerance and empathy, which are critical qualities in a diverse society.

### **1.7.1 Integrating Global Citizenship through Culture Teaching**

Embracing cultural diversity is essential for nurturing global-minded students, as teaching and learning about different cultures have become integral and advantageous. Furthermore, exploring cultural values, beliefs, and practices not only fosters tolerance towards diversity but also strengthens students' cultural knowledge through engaging examples, explanations, and descriptions provided by their teachers (Byram, 1989, as cited in Belkhir-Benmostefa, 2017, p.8). Consequently, all these factors facilitate the learning process also increase students' understanding and creativity. Moreover, empathy can be enhanced and nurtured, through learning cultural concepts especially those subjects that focus on cultural ideologies and cultural relativism; without forgetting that these concepts upraise students' cultural awareness as well as they turn out to be more sensitive towards to the semblances and distinctions of both the indigenous and foreign culture. By doing so students can obtain a profound apprehension of their own culture and making comparisons with the target culture. Bayram(1997).

Teaching culture contributes also in developing learners' intercultural communication. In the same vein, learning foreign language and cultural education in multicultural societies, can be of great importance in fostering intercultural communication. This, in turn, leads to a more adaptable and empowering sense of citizenship in today's interconnected global society. (Guilherme, 2002, cited in Calle- Diaz, 2017). Viz. being able to make discussions, communicate

## **Theoretical Framework and Review of the Literature**

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with different people in the world using the cultural understanding, which empowers the sense of citizenship in the current interconnected global society.

Broadly speaking, educating culture in general is of paramount importance, as it enables students to understand the interconnection between culture and language, prompting them to be more receptive to diverse cultural perspectives. Moreover, this approach cultivates students' creativity, critical thinking and problem-solving abilities; this in turn, facilitates cross-cultural exchanges and helps them develop a global mindset. According to SEED (2000):

“The teaching of languages at school has an essential role to play in preparing all students for citizenship of the wider society. If it helps them become sensitive to the languages and culture of others and develops in them sufficient confidence and competence to be able to use their languages, ... in their interactions with other citizens, then we believe they are more likely to understand others and to be respected by them. In this way the wider society becomes more open, democratic and inclusive”.  
(pp. 13– 14, as cited in McColl, 2005, p.104)

### **1.7.2 Teaching other Skills that Promote Global Citizenship**

To navigate in the ever-increasing world of globalization, it is necessary for individuals to possess certain skills that enable them to operate efficiently and effectively. These skills are essential not only for personal growth but also for contributing to the ongoing process of globalization itself. In the same spirit skills, attitudinal behaviour and knowledge are introduced as the four main objectives of Global Citizenship Education. Cates (2004). Hence, five skills have been classified in Art Miles project 2020:

## Theoretical Framework and Review of the Literature

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The first skill represents cross-cultural understanding, which entails respecting, recognizing and appreciating distinct cultures in addition to their values, as well as valuing one's own culture. In the same vein, Sinagatullin (2003) claimed that the objective of training in intercultural comprehension is to aid students obtain knowledge, attitudes, and the needed competencies to effectively function in their own micro-culture, mainstream culture, and the global community. This way students will be able to obtain adequate knowledge, interiorize attitudes, and enhance the needed skills needed to function properly in the culture at all segments: local, national, and global. Second, critical thinking abilities, that shape learners to think from a detached, analytical standpoint and seeing situations from external perspectives. By evolving these abilities or skills, individuals become more potent communicators, decision-makers and problem-solvers; at once can navigate the complexities of today's world with greater confidence and clarity. As reported by Gürkaynak et al., (2008)

“If individuals needed by contemporary democracies are sensitive to social problems, socially responsible, away from all kinds of dogmatic thoughts, active, knowledgeable and willing to participate, able to achieve informed/intelligent participation, able to form their own thoughts, able to question and evaluate others based on data, evidence, etc. in terms of consistency, solidity, etc., able to empathize, with a culture of discussion and compromise, then critical thinking is in the focus of being a citizen as well as being an individual” (p.16, cited in Mehmet Melik, 2021, p.227)

Third, communication skills, which are highly valued in all areas of life; whether in one's personal relationships or professional settings. Through practicing active listening, being assertive, enhancing nonverbal communication, and adapting to digital communication tools, individuals can enhance their communication skills and build strong relationships. Hence, in the

## **Theoretical Framework and Review of the Literature**

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streamlined education, possessing communication skills is considered fundamental (Ongardwanich, Kanjanawasee, & Tuipae, 2015; Softwan & Habibi, 2018; Wijaya, Sudjimat, & Nyoto, 2016). Forth, global collaboration skills where the learners collaboratively and interactively produce artworks with transoceanic schoolmates, as it is crucial for students to enhance their collaboration skills as an avenue to undertake the globalization challenges in the 21<sup>st</sup> century by working in tandem effectively in different groups (Muiz et al. 2016). Fifth, creative expression skills, which are considered as basic and essential abilities, since they lead to the growth of individuals' innovative ideas, enhancement of their efficiency, as well as they help them to come up with more creative solutions to solve the intricate dilemmas of today's world. Plucker, Beghetto, and Dow Citation (2004). Additionally, it aims to develop learners' capacity for expressing feelings, ideas, opinions and thoughts as a message to the world in images and words.

### **1.8 Algerian Higher Educational System**

Among the various types of education offered in postsecondary educational institutions is higher education, where subsequent to education, students are typically granted a titled degree, a diploma, or a certificate of higher learning. Higher education involves the professional institutes that train and drill students for careers in medicine, theology, law, business, arts, and music and also educators -training colleges, junior schools, and technological institutions. For the majority of higher education institutions, accomplishment of secondary school is the most frequent prerequisite for admission, with an average entrance age of approximately 18 years.

## Theoretical Framework and Review of the Literature

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### ❖ Development of Algerian Higher Educational System

In the sixties the Algerian educational system was much different from the current days where Algeria possessed three higher education institutions solely (Constantine, Oran, and Algiers) with only 250 teaching staff members and 2,000 students where 99% were male and 1% female only.

The system of education has witnessed a reconstruction during the 1970s with the establishment of the Higher Education and Scientific Research's Ministry. That is regarded as the initial modification in the sector's renewal, since the latter change occurred in 2004 and persisted for six years until it was finalized in 2010. In which the previous system insisted of 04 years for the License, 02 years for the Magister, and 03 years for the doctorate then beneath the Bologna Process, the License was lowered to 03 years for the Bachelor's of 2004, the degree of master swapped the degree of the Magister (2007), as well as 03years for the Doctoral degree (2009). Moreover, the tracks are ordered into three training circuits, with the exception of education related to medical field (pharmacy, medicine, also dentistry). Among the main objectives of this LMD rectify was for assisting universities to confront the worldwide development and the globalization of higher education.

By 2015, the realm had grown to include 107 university holding over 1.5 million students where over half of them were females, and 54,000 faculty members (teaching crew). The government of Algeria prioritize whole education hence, since primary school to the doctorate degree ,education is completely free, moreover ,the government provides residences ,foodstuffs and transportation for its students .

The minister is in charge of implementing all policies in higher education belonging to scientific research and higher education and the actual system knows a failure in producing

## Theoretical Framework and Review of the Literature

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skilled graduates appropriate to occupation market. Algerian higher education system is very distant from today's worldwide development, as per Banrabah (2005): "Due to many elements as globalization, economic reforms and other rebellious events in 2001, the country opens up to plurilingualis" (p.228). Nonetheless, the changes are gradual, ongoing and perhaps several reasons are beneath this, as Baker reclaimed: "Educational reforms that aim at bilingual/multilingual education are not simply an educational issue: these are expressions of political ideology, tides of political change and political initiatives" (ibid. 2003 p.101).

### 1.9 Review of the Previous Research work

Globalization, which is a concept that encompasses the growing interaction between diverse cultures, lifestyles, and beliefs, has resulted in the emergence of global citizenship Education (GCE) which aims to reinforce the student understanding, competencies, attitudes, values and train global citizens to participate also take action against global matters. To well and truly educate new generations about the world, Kneip (1987) estimated that their education should include exploring the rationales consequences and possible remedies for contemporary global concerns through inquiry. In a similar vein, GCE as reported by the UNESCO (2014) "recognizes the relevance of education in understanding and resolving global issues in their social, political, cultural, economic and environmental dimensions" (p. 9). Further alleged to be "transformative, developing the knowledge and understanding, skills, values and attitudes that learners need to participate fully in a globalized society and economy and to secure a more just, secure and sustainable world than the one they have inherited" (Oxfam, 2015, p. 5). So here, English teachers are now required to be catalysts for change. Their responsibility is to assist students in cultivating various identities (such as cultural, national, and global) so that they can



## Theoretical Framework and Review of the Literature

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actively engage and contribute to the society, instead passively observing the worlds' events (Banks, 2001; Lim, 2008).

In other respects, “language can never be divorced from culture” (Lazar, 1993, p.66) i.e. language and culture can never be isolated due to the fact that culture is a key element that fulfils a vital role in EFL teaching since it requires both linguistic and cultural knowledge. Brown (2000) ,for instance, defines the interconnectedness of culture and language by stating, “a language is a part of a culture, and a culture is a part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture” (p.177). Hence, culture teaching is no longer considered as an optional element but as a major segment of language learning process (Courchene, 1996). In fact, culture’s integration in ESL/EFL classrooms provides students with a deeper understanding of effective communication across different cultures and fostering their intercultural competence.

In conjunction with an investigation operated by Liton and Madanat (2013), the inclusion of culture in the programs of language teaching has a significant impact on the motivation of language learners and teaching-learning process. Their study focused on the integration of culture into English as a Foreign Language (EFL) or English as a Second Language (ESL) education. The researchers employed a mixture of both qualitative and quantitative methods, gathering information through observations and various primary and secondary sources. The finding of the study emphasized the importance of culture integration in ESL/EFL classrooms, as it not only enhances students' motivation to learn but also increases their intercultural skill as well as understanding of efficient trans-cultural communication skills.

Regarding global citizenship education various researches were conducted concerning its significance , for instance in (2019) Hollenbeck highlights the utmost need of Global Citizenship

## Theoretical Framework and Review of the Literature

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Education where he found out that the advocacy of peaceful ,justice , and sustainable world through education is a goal of Global Citizenship Education (GCE). However, the current paradigms of EFL education do not fully align with these goals, so to incorporate GCE goals into EFL education, there needs to be a re-evaluation of how both language and culture are understood, and a rethinking of what is deemed suitable for the ESL classroom.

As far as the Algerian context, a carried research regarding culture teaching in foreign language classroom was conducted by Bennoukh in (2019) in Mostaganem University. It strived to give insights into culture teaching and learning's situation as far as EFL classes are concerned with a sample composed of L2 students as well as English teachers. Moreover, the main results reveal that each one of both teachers and students has different views about culture teaching and learning. For teachers, all the subjects provided in the program are important however the students prefer only some topics of their interests. Although teachers vary their cultural resources significantly they should be more creative rather than just using the tutored teaching pedagogies, at the same time all of them admit that teaching culture is of paramount importance; they do not integrate it regularly and adequately. Furthermore, teachers are unaware of the techniques and methods that assist the execution of culture in EFL classes easier.

Another study was executed in (2022) by Boukhalouf attempted to investigate by what degree global citizenship's skills are fostered by EFL teachers and EFL Program applied to teach EFL at English department of Batna's university, with a sample composed of thirty instructors of English at the same department, The findings revealed that teaching English programs in their department were not primarily focused on cultivating global citizenship skills, as well as the teachers expressed dissatisfaction and called for the renewal of the existing

## Theoretical Framework and Review of the Literature

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curricula, emphasizing the need to promptly integrate global citizenship-oriented components into the EFL teaching approach.

Among the recent studies that was a good starting point in the sense of that teaching culture leads to Global Citizenship, is a study carried out by Elouali in (2020) which aimed to investigate The influence of English Language on Algerian EFL Learners' Cultural Identities in Tlemcen University with a sample composed of students of all levels (from L1 to M2). The main results reveal that learning English, has a greater impact than simply improving skills, since it prompts individuals to reconsider their identity due to the fact that learning a new language entails embracing a new cultural identity. Moreover, both of teaching and learning culture can affect learners' cultural identities. hence, in the researcher's study it was found that students no more identify themselves as Algerians citizens but as world citizens because of the today's world globalization that has a significant influence on individual's overall identities and students' cultural identity specifically.

The aforementioned studies highlight either significance of educating global or the significance of teaching culture in EFL Classes; accordingly, there are no clear related works that tackle the impact of teaching culture in EFL classes on the promotion of global citizenship. Thereby, this dissertation aims to connect both concepts in one specific study to ameliorate the existing literature reviews and fill the gaps by shedding light on the impact of infiltrating culture teaching in EEL classes to global citizenship promotion. It noteworthy, that this contribution was heavily influenced by the existing modules involved in the higher educational system and taught in Ain Temouchent University in Master degree, including CLS (culture, language and society), which is a half-yearly module, addressing the most important cultural concepts such as relativism, ethnocentrism, cultural differences, diversities, tolerance and empathy. Then, critical

## **Theoretical Framework and Review of the Literature**

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thinking, which is among the significant skills that enable students to think objectively and seeing situations from different, angles, as well as developing the ability to become problem solvers and decision-makers. Communication skills also is another module that helps students to discover the art of expression, fosters intercultural competences, promotes tolerance towards other cultural differences , increases students' understanding of cultural diversities , enhances critical thinking and also produces skilled and confident communicators. Academic presentation which is a module that allows students to deliver effective presentation tackling different global topics, and equips them with the needed skills and confidence to express their ideas in a clear, coherent and persuasive manner, thus, this module helps students to develop the cognitive skills that are essential for success in academia and beyond. Finally, pragmatics which is considered as a major language element as it arises students' awareness of the hidden meaning from the uttered one taking into consideration the socio-cultural context, it also helps in developing and enlarging the understanding of the literary devices as well as it aids to avoid the miscommunications, and facilitates communication across cultures and languages. Hence, all the above-mentioned modules along with their contents could contribute to produce future global citizens who are able to confront worldwide challenges.

## 1.10 Conclusion

Despite the fact that culture is considered as an intricate and multifaceted conception, it is at the core of any language. Recent research stresses on understanding the significance of teaching culture in EFL classes so as to promote global citizenship. Literatures about teaching culture in EFL classes are several because it has been studied from different aspects. However, for the literature of teaching culture in EFL classes to promote global citizenship have not been tackled or studied before. Thus, to take culture and globalization into account when operating a study means to possess a thorough comprehension about the examined research.

For this chapter, theoretical base is provided for the study. It was segmented into two major sections, the first contained conceptual basis bound to this research where every single variable is defined, dealing with its intricacy. Yet, the second section, we reviewed some literature about culture teaching and global citizenship for the sake of comparing them with this research results. Later, different contributions made by educationalist and poststructuralist researchers were noted. The major purpose of this chapter was to provide a fundamental understanding of our research project. We focused on the interconnected relationship between teaching culture and promoting global citizenship. Furthermore, a core element that was underscored, in this work, is the Algerian higher educational system as well. Certainly, an in depth analysis of these models would aid the comprehension in the cultural disparities and the ways in which people can face it.

# Chapter Two

## Chapter Two: Methodological Procedures and Research Design

2.1. Introduction .....	33
2.2. Motivations of the Study.....	33
2.3. Research Design .....	34
2.3.1. Quantitative Approach .....	35
2.3.2. Qualitative Approach .....	36
2.3.3 Mixed Methods Approach.....	38
2.3.4. The Present Case Study.....	39
2.3.5. The Sample Population .....	41
2.4. Data Collection Tools .....	43
2.4.1. The Questionnaire.....	43
2.4.2. The Pilot Questionnaire .....	45
2.4.3. Teachers' Interview .....	48
2.4.4. The Likert Scale Questionnaire .....	49
2.5. Data Analysis Procedures .....	50
2.5.1. Quantitative Data Analysis.....	51
2.5.2. Qualitative Data Analysis.....	51
2.6. Ethical Considerations .....	52
2.7. Conclusion.....	54

## 2.1 Introduction

In general, investigators use research as a systematic approach to gain knowledge about the substance being studied. Likewise, the research design is considered a pivotal element since it significantly improves accuracy, reliability, and validity. Respectively, the present chapter imparts a comprehensive description of the methodology employed in this study. It first includes a theoretical overview of research paradigms, types, and designs aimed at providing clarity regarding the study's position. We then provide a detailed explanation of the research instruments, along with a functional analysis of each one. To achieve the research objectives, the researchers adopt a mixed-methods approach, utilizing several data gathering techniques and procedures. Finally, this chapter presents a thorough explanation of the data analysis methods, both qualitative and quantitative.

## 2.2. Motivations of the Study

Various factors shaped the present research, primarily to illuminate a recently explored subject, emphasizing the role of culture education in fostering global citizenship among English language learners at Ain Temouchent University. In the current times, an increased recognition of the significance of global citizenship has emerged in our interconnected world, not only in finance and economic matters but also in education, where it has shown that language learning must go beyond mere grammar and vocabulary acquisition to include further studies as far culture is concerned.

In case of University of Ain Temouchent the significance of teaching culture is often overlooked and not granted the spotlight it deserves. Whereas, this lack of emphasis has a direct effect on the quality of education acquired since students may not obtain a well-rounded education that enables them to effectively communicate and build a full-scale relationships.



## **Methodological Procedures and Research Design**

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Moreover, in the master's degree curriculum, precisely in the field of didactics and applied linguistics; there are multiple modules unrelated to culture which may be important in their own way. However, they do not supply students with an exhaustive education that readies them for facing the outside academia world, and only a few modules briefly touch on cultural aspects. Hence, this lack of emphasis is quite concerning, as this field is considered as more scientific branch compared to literature, focusing primarily on the teaching and learning procedures and the various theories and methodologies associated with them. Therefore, culture is assumed to be a facultative subject, receiving less attention. Precisely, the module of CLS (Culture, Language, and Society) which is a half-yearly studied module in Ain Temouchent University with insufficient time and content, the lacks numerous elements that could enhance students' cultural knowledge and lead them to become global citizens.

### **2.3 Research Design**

Research design, as described by numerous scholars, indicates the systematic approach employed by researchers to organize the diverse components of a study in a coherent and rational manner. By doing so, researchers can ensure that the design successfully addresses research questions, hypotheses, data collection, and analysis (Labaree, 2013; Cohen et al., 2018). Furthermore, there are several types of research design, such as experimental, surveys, action research, ethnography, case study, longitudinal, cross-section, and causal, among others. As Cohen et al. (2018) mentioned, none of these types specifically denote the type of data to be collected. In reality, any or all of these types may involve the use of questionnaires, interviews, observations, and so forth.

## **Methodological Procedures and Research Design**

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When launching an investigation, it is crucial for researchers to consider the design of their research. This aspect is considered to be the foremost and most significant part, as it involves clearly and precisely stating the objectives of the research. In essence, it is like constructing a framework or plan for the research project (Leavy, 2017). Moreover, research involves posing a question and then attempting to uncover a solution. Essentially, it is an inquiry that aims to investigate a problem in order to provide a broader understanding. Therefore, research is the process of resolving an issue, which contributes to knowledge expansion, theory development, and the accumulation of evidence to assess generalizations. In the same vein, research is a systematic approach used to gather and evaluate data that helps the researchers gain more insights into the subject under examination. (Leedy and Ormand, 2010).

In Kothari's (2004) research index, various types of research were categorized, such as descriptive vs. analytical, applied vs. fundamental, quantitative vs. qualitative, conceptual vs. empirical, and other types involving longitudinal, historical, and exploratory. The current research, however, focused only on two approaches: qualitative and quantitative.

### **2.3.1 Quantitative Approach**

A quantitative research approach is grounded in the positivistic social sciences paradigm, which primarily reflects the scientific method of the natural sciences (Creswell, 1994; Jennings, 2001). In the same spirit, Creswell (2003) states that: “the quantitative research employs strategies of inquiry such as experimental and surveys, and collect data on predetermined instruments that yield statistical data.” (p.18). Moreover, Leedy and Ormand (2001) alleged that quantitative research is special in its surveying and experimentation, as it constructed on extant theories. This method is primarily based on a number of values, comprising/ containing/ involving: a belief in

## **Methodological Procedures and Research Design**

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an objective or a concrete reality; knowledge of which is obtained or achieved from a specific data that can be forthwith accomplished and confirmed between/ by unbiased or casual observers.

It is imperative and critical to take into account the numerous constraints and limitations associated with carrying out quantitative research alone. One disadvantage is that it might not provide a complete understanding of users' experiences, emotions, intentions or motivations. Moreover; Quantitative techniques often depend on self-reported data, which is disposed to biases such as memory errors and social desirability. Furthermore, quantitative research may not be useful when examining complex or emergent phenomena that require more interpretive and open-ended methodologies. One of the restrictions of quantitative research stated by critics is that many researchers are implicated that the scientific quantitative approach disparages human individuality and the ability to think (Walle, 1996; Massey, 2003). Besides, it collapses to take in consideration individual's unique capacity to interpret their experiences, build their own meanings and act on these (Gilbert, 1993; Massey, 2003).

Many scholars have raised concerns regarding the potential drawbacks of using this method in research studies. Hence, (Gomm and Woods 1993, Bryman and Bell 2007, Saunders et al. 2009) have all claimed that relying on a small sample size can limit the generalizability of findings and lead to potential inadequacy in drawing broad conclusions.

### **2.3.2 Qualitative Approach**

Qualitative approach is a kind of research that examines and bestows wider and profound insights into real-world issues. Instead of gathering numerical data points or interfere or introduce treatments like in quantitative research, qualitative research aids engender hypotheses moreover, promotes, investigates, and understands quantitative data. Qualitative research rallies participants'

## **Methodological Procedures and Research Design**

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experiences, perceptions, and behavior. It confers replies about ‘the hows’ and ‘whys’ alternatively of ‘how many’ or ‘how much’. Pursuant to Domegan and Fleming (2007) “qualitative research also aims to explore and to investigate issues about the problem on hand, because very little is known about the problem” (p 24). Furthermore, qualitative data resources encompasses conducting interviews, participants observation, using questionnaires, examining texts and documents, in addition to, the analyze of the researcher’s own reaction and impressions.(Meyrs 2009). In accordance with, Sprinthall et al, (1991) claims: “data is derived from direct observation of behaviors, from interviews, from written opinions, or from public documents”. (p. 101). Likewise, qualitative approaches are utilized within the practices for gathering participants’ views, centering on a singular concept or phenomenon, bringing personal values to the research, perusing the context or setting of participants, validating the precision of the results, making interpretations of the data, creating an agenda for reform. (Bryman and Bell 2007; Creswell, 2009; Saunders et al., 2009).

This approach can be incredibly effective in many situations, particularly when dealing with small datasets. However, it also has its limitations when used as the sole method for data analysis. Among the drawbacks of this latter is that because it frequently uses small, non-random samples, it might not be representative of a larger population. Thereby, many scholars have raised concerns regarding the potential drawbacks of using this method in research studies. Hence, (Gomm and Woods 1993, Bryman and Bell 2007, Saunders et al. 2009) have all claimed that relying on a small sample size can limit the generalizability of findings and lead to potential inadequacy in drawing broad conclusions . This implies that it is possible that the conclusions drawn from qualitative research cannot be applied to a wider population, since qualitative research employs subjective methods and the researchers’ perspective; it is also susceptible to

## **Methodological Procedures and Research Design**

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biases in data collection and interpretation. Furthermore, because qualitative research entails more thorough and time-consuming data collection and analysis, it might need more time and resources. Consequently, of its underlying, paradigm, qualitative research relies on texts and discourses of participants as well as it includes limited numbers of participants in the research process because of the procedure of collecting in-depth data (Gilbert, 1993; Walle, 1993; Gunn, 1994). Perchance among the main limitations of qualitative research and evaluation is the amount of time needed for data assemblage, analysis, and interpretation. The investigator must spend a substantial amount of time in the research setting in order to inspect, holistically and aggregately, the interactions, reactions, and activities of subjects (Babbie, 1995). Ergo, the reliability and validity of qualitative data are challenging to determine due to its subjective nature and the fact that it originates from specific contexts (Gilbert, 1993; Creswell, 1994).

Lastly, quantitative and qualitative research each has its advantages and disadvantages. Quantitative research is subjective but may neglect the intricacies of human experience, while qualitative research is objective and less reliable. Consequently, to address these kinds of drawbacks a mixed method strategy has emerged, it relies both methods to guarantee more validity and reliability.

### **2.3.3 Mixed Methods Approach**

In accordance with Tashakkori and Creswell (2007), mixed method research is “a research in which the investigator collects and analyses data, integrates the findings, and draws inferences using both qualitative and quantitative approaches in a single study or program of inquiry”(p.4). Simply put, mixed methods research alludes to the practice of combining different research approaches, such as qualitative and quantitative methods, within a single study. In addition, mixed methods or multimethod research, allows for a wide spectrum of research styles to be

## **Methodological Procedures and Research Design**

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combined, this could include qualitative participant observation paired with qualitative in-depth interviewing, or quantitative survey research combined with quantitative experimental research. Ultimately, mixed methods research involves the integration of quantitative and qualitative research techniques, methods, approaches, concepts, or language into a single study (Onwuegbuzie 2004). Moreover, employing a mixed approach to research provides numerous advantages in tackling intricate research problems. It blends post-positivism and interpretivism philosophical principles (Fetters, 2016) as well as merges both quantitative and qualitative data to effectively expound on research issues. It also supplies a logical foundation, methodological adaptability, and a thorough apprehension of smaller cases (Maxwell, 2016). In essence, using mixed methods empowers researchers to delve deeply into research questions, yielding broad and detailed results (Enosh, Tzafrir, & Stolovy, 2014), and enables the generalization of achieved results and implications to the entire population.

### **2.3.4 The Present Case study**

In their genuine form, case studies analyze and examine real-life phenomena to generate a multi-faced and an in-depth comprehension of a particular event or a complex issue. In the same line, Yin (1948) defined the case study research approach “as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used.” (p.23). Besides, a case study enables researchers to examine a given instance or circumstance in detail over a certain amount of time. Additionally, it depends on various sources of theoretical and empirical knowledge and can be single or multiple. There exist many other types of case studies; Yin (1984) determines three categories:

## **Methodological Procedures and Research Design**

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- a. **Descriptive case studies** emphasis on providing a thorough explanation of a specific case or situation. They aim to thoroughly describe the characteristics and features of the phenomenon under investigation. Descriptive case studies are valuable in generating insights and understanding complex phenomena.
- b. **Exploratory case studies** aim to investigate a specific phenomenon of interest and involve asking general questions to lay the groundwork for further examination. In these studies Prior fieldwork and data collection may be necessary before formulating research questions and hypotheses. An exploratory case study often starts with a pilot study, which plays a crucial role in determining the study's protocol.
- c. **Explanatory case studies** aim to explain phenomenon by analyzing data at different levels. These studies can be used to develop and test theories and they are particularly useful for investigating complex situations, such as causal studies. Three rival theories, namely problem-solving, knowledge-driven and social interaction theories can be utilized to explain these cases.

McDonough and McDonough (1997) have indicated other types of case studies, such as evaluative and interpretative case studies. In interpretative case studies, researchers attempt to understand the data by creating conceptual categories, since they seek to validate or challenge the assumptions made about the data. While, in evaluative case studies, researchers take their analysis a step further by integrating it into the phenomena observed in the data.

As a practical matter, types of case studies are several and different from each other as it is mentioned previously; the explanatory type is the one selected in this investigation. In the same vein, DeMassis and Kotlar (2014) stated that “an explanatory case study should be used when the aim is to understand why a phenomenon takes place.” (p. 16). Essentially, it is used to understand a complex phenomenon, testing hypothesis and providing contextual insights. Simply put, this

## **Methodological Procedures and Research Design**

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research generated from the interest in culture and its significance and how it could leads students to become global citizens, and was conducted on specific group of students-EFL students in Ain Temouchent University, Algeria. Moreover, the researchers were able to delve into a large group of students including both M1 and M2 students in short period of time, shedding light to the contribution to the broader literature on teaching culture and global citizenship. The findings of this investigation help reveal beneficial insights that enlighten other researchers' journey and inform educational policies as far as the Algerian context is concerns.

### **2.3.5 The Sample Population**

When conducting a research, special consideration must be given to selecting participants. These individuals will be the ones who respond the questionnaires, surveys, interviews, and who will be observed. Hence, it is important to choose a sample that authentically illustrates the larger population, but this can be a challenging task for researchers. Moreover, Scholars argue that both the sample and population are essential components of scientific study. For instance, Creswell (2013) claim that sampling is a key element since it is "Representative of the population" (p.297).

In the case under investigation a purposive sampling was adopted to attain the research goals, due to the fact that the research requires a specific type of participants. The study comprises both masters' students and teachers who are teaching or taught culture related modules in Ain Temouchent University, since the researchers' attention was centred on the examination of real life phenomenon. Thereby, this method provides valuable inputs and full disclosure that can boost the progress of the investigation at hand.



## **Methodological Procedures and Research Design**

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### **❖ Students' Profile**

The beginning of the students' sampling process was influenced with the specific objective of identifying the number of all EFL master students registered within the Faculty of Letters, Foreign Languages, and Social Sciences in Ain Temouchent University. This process was performed to measure and choose a specific group of students, their department and their specialty with the highest number of EFL Master Students. Moreover, the sample encompasses EFL Master Students specialized in Didactic and Applied Linguistic filed in Ain Temouchent University, specifically to further analyze, since they are equipped with fine understanding of cultural notions and have been exposed to cultural education, in contrast to undergraduate students who are still acquiring the first basics of culture. The selection of Didactic and Applied Linguistic students only was to achieve the research goals, in order to assess students' perceptions, attitudes and knowledge of the different cultural aspects as well as the notion of global citizenship.

### **❖ Teachers' Profile**

Apart from students, the researchers selected an intended sampling, emphasizing on teachers of Ain Temouchent University who taught or currently teaching culture related modules. This purposive choice was strategically to examine teachers' specific pedagogical materials and attitudes towards teaching culture and the infiltration of global citizenship in EFL classes, over and above their academic success and appraise teachers' cultural competence. Furthermore, the opted teachers possess an extensive knowledge and experience in cultural exchange, and recognize the significance of instilling cultural awareness and appreciation in their students, and

## **Methodological Procedures and Research Design**

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the ideas of learning about different cultures, which can boost the sense of global citizenship in EFL classes.

### **2.4 Data Collection Tools**

In undertaking any research, it is essential to attentively and systematically select relevant research tools. To attain the objectives of the study under examination, the researchers must choose the most appropriate data collection methods according to the specific nature, context, and goals of their research. According to Wilkinson & Birmingham (2003), research instruments are tools used to gather information relevant to a specific research project, and there are many options available to choose from. This selection process involves considering various factors such as research questions, population under study, depth of analysis required, and available resources. By aligning the chosen data collection tools with the research objectives, researchers can ensure the collection of accurate and reliable data that will lead to meaningful conclusions and insights.

For collecting and analysing the data, both quantitative and qualitative approaches were applied during this research, which are explained briefly in a chronological sequence in accordance to their planning and concrete use with participants of Ain Temouchent University. The first step of this research journey started by a structured questionnaire; was distributed to EFL master students in the field of didactic aiming to collect as many data as possible to establish this research. Afterwards, a semi structured interviews was conducted to teachers who already taught culture related modules making use of recordings and to Likert scale questionnaire.

#### **2.4.1 The Questionnaire**

The intention of the questionnaire is to compile information for a statistical survey using a variety of questions. Defining a questionnaire, Brown (2001, p.06) states that: "Questionnaires

## **Methodological Procedures and Research Design**

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are any written instruments that present respondents with series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers.". That is to say, a questionnaire is an instrument used in research to gather information from participants by asking them a series of relevant questions. It can be either qualitative or quantitative and do not always necessitate the researcher's presence during the process of delivery where it can be conducted in different formats, such as written or spoken questions and tests, and can be shared online, in person, on paper or over the phone.

The questionnaire considers comparing two levels which are master one and master two level for the sake of assessing student's cultural knowledge and gauge their awareness and motivation to be global citizens, it worth mentioning that, master one students have not yet dealt with some modules ,since the survey was administrated in the first days of the academic years conversely to, master two students who have been exposed to specific modules that could be related to global citizenship enhancement such as; communication skills which deals with the linguistic, organisational, physical and cultural barriers, as well as the strategies for overcoming these barriers and become a good communicators, it also increases their intercultural knowledge, promotes tolerance towards differences, above all it contributes to nursing critical thinking. Moreover, critical thinking module plays major role in enhancing student's curiosity and creativity , facilitate comprehension and the analysis of many facts without being judgmental ,it also nurtures problem-solvers and decision makers who able to separate fact from bias. Pragmatics which is an essential module that aids students acquiring the basic competencies that allow them to distinguish between the hidden meaning and the uttered one, broaden vocabulary, increase cultural awareness, it also helps them becoming competent and skilled communicators, along with being capable to engage in conversations with other people from various socio-

## **Methodological Procedures and Research Design**

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cultural background. In addition to, academic presentation module that helps students increase their knowledge, enables them to present confidently in front of people, and fosters their critical thinking, it also increases their openness towards other cultures, helps them exchanging ideas and ascertains that learners became proficient, skilled and confident communicators. Ultimately, with a special attention to CLS module that helps students to gain knowledge about various cultural concepts, notions, principles that could contribute in the development of students' way of thinking about foreign cultures, where they will increase their sense of appreciation and respect for diversity. It also provides them with the needed knowledge and abilities to communicate and collaborate effectively, also, it helps them reconsider their worldviews and be more tolerant, empathic as well as embracing differences, and this was a stimulating point to draw an investigation on how Global citizenship is promoted via CLS teaching due to its content that could take us a step forward in fostering global citizenship.

To gather the necessary data, arguments, and responses addressed regarding the examination of culture infiltration in EFL classes to promote global citizenship, a structured questionnaire was employed which consisted of 25 questions, varying from WH questions, yes/no question, where the target audience was EFL master students of English department.

### **2.4.2 The Pilot Questionnaire**

A pilot study in researches offers the opportunity to carefully select the information to be gathered, ensuring that only relevant data is collected (Morris and Rosenbloom, 2017). Simply put, the pilot study eliminates any extraneous information that is not relevant to the phenomenon under examination, or that may not be present in the target population or environment. In addition to verifying the accuracy of the questionnaire, a pilot study can also help determine the

## Methodological Procedures and Research Design

appropriate length of time needed for basic research, or the ideal size of a random sample (Mutz and Müller, 2016). Notwithstanding, the ongoing work did not carry out a complete pilot study because of the time constrains. Instead, a pilot questionnaire was chosen for the data collection, consisting of five close-ended questions. The application of this questionnaire was made before conducting the interview, in order to establish a first contact with participants and gathers background information about them, their previous experiences, as well as identifies and selects teachers who are teaching or use to teach culture and are motivated to cooperate in this study. Consequently, it was crucial to create a preliminary questionnaire in order to:

- Pinpoint specific fields of investigation related to the topic under study.
- Gather initial data about the perspectives, attitudes and perceptions of the chosen sample.
- Purifier the research design and also choose the suitable data compilation methods.

### ❖ Pilot Questionnaire Results

The pilot questionnaire was distributed to thirteen teachers at the English department; all the participants cooperate and respond the handed surveys. Hence, the questionnaire emphasizes on participants' perception and background knowledge about the notion of global citizenship, teaching CLS (culture, language and society), and the importance of applying global citizenship in EFL classes. The tables below explain the findings revealed from the preliminary questionnaire:

<b>Question1</b>	<b>Yes</b>	<b>No</b>
<b>Number</b>	10	3
<b>Percentage</b>	76,92%	23,08%

Table 2.1.Global Citizenship knowledge

## Methodological Procedures and Research Design

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The table 2.1 illustrates that the majority of the participants (76,92%) have background knowledge about the notion of global citizenship, while around (23,08%) do not perceive background knowledge about the concept.

<b>Q2</b>	<b>Yes</b>	<b>No</b>
<b>N</b>	7	6
<b>P</b>	53,85%	46,15%

Table 2.2. Teaching CLS

The table 2.1 reveals that around (53,85%) of the participants taught /teach the module of CLS (culture, language and society) in addition to some other modules related to culture, however (46,15%) of them they did not and do not teach this module.

<b>Q3</b>	<b>Yes</b>	<b>No</b>	<b>Somehow</b>
<b>N</b>	07	0	06
<b>P</b>	53,85%	0%	46,15%

Table 2.3. Global Citizenship Principles

The table 2.3 illuminates that the majority of participants (53, 85%) apply global citizenship principles (cultural awareness, tolerance towards differences, empathy...) in their classes, while (46, 15%) they do not apply these principles.

<b>Q4</b>	<b>Yes</b>	<b>No</b>
<b>N</b>	13	0
<b>P</b>	100%	0%

Table 2.4. Importance of Global Citizenship

The table 2.4 demonstrates that all the participants (100%) agreed on the importance of applying some principles of global citizenship in EFL classes.

## Methodological Procedures and Research Design

Q5	Yes	No
N	12	01
P	92,31%	7,69

Table 2.5. Global Citizenship and Sustainable Development

The table 2.5 demonstrates that (92,31%) of the participants believe that global citizenship is related to sustainable development objectives (no poverty, quality of education, clean water and sanitations.), while a mere (7,69%) do not believe.

### 2.4.3 Teachers' Interview

Interviews are a valuable method of gathering information directly from individuals regarding their thoughts, convictions, and sentiments on a particular situation or event. They are widely utilized in qualitative research, the objective behind opting for this research tool is to gain insight into people's experiences and the significance they attribute to them, rather than focusing on hypothesis testing, it also provides a valid instrument for understanding peoples' lived experiences. As per to Ary et al. (2010), interviews allow researchers to obtain data that cannot be obtained through observation alone. Additionally, interviews serve as a foundation for pilot questionnaires, enabling researchers to observe behaviour and place it within a broader context. By deciphering various behaviours, interviews provide a deeper understanding of actions and even decision-making processes. Besides, Robson (2002) categorizes interviews into three types based on their structures. These include fully structured interviews, where the questions and their order are predetermined; semi-structured interviews, where the questions are predetermined but can be altered in terms of order and wording, with the option to add or omit questions; and unstructured interviews, where the questions are not predetermined.

## **Methodological Procedures and Research Design**

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In the present study, a semi-structured interview approach was employed; which is a method that is commonly used in research as it allows a detailed examination of the issue at hand. In line with Paz-Soldan et al (2014): “the semi-structured interviews provided richer context and were easier to process...it was the only option for identifying locations retrospectively.” (p. 2). Likewise, semi-structured interviewing enabled generating rich and in-depth data in the participants’ own words, inducing the participants for more details to grasp their outlook and attitudes by shedding light on ambiguous points to have an insight into their perception’s toward teaching culture and its contribution to global citizenship promotion to provide accurate answers, as well as, responding the questions by comparing and interpreting participants’ responses and behaviours.

During the interview, phones were used to record speech and conversations, while also taking notes, in order to gather various types of observed and heard data. The recordings were primarily focused on the English language teachers’ behavior, both in terms of their language skills and their non-verbal actions. At times, researches would participate in the conversation to gain further insight. Thus, this approach proved valuable as it captured spontaneous opinions expressed during informal conversations.

### **2.4.4 The Likert Scale Questionnaire**

A prevalent instrument used in survey-based studies is the Likert scale, which evaluates the degree of disagreement or agreement of participants through a sequence of statements. The scale is symmetric, with equivalent weight granted to both agreement and disagreement. It reveals the intensity of sentiments about a specific item, and when used in multiple items, reveals a scaled pattern (Likert, 1932; Jamieson, 2004; Carifio and Rocco, 2007).



## **Methodological Procedures and Research Design**

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During the semi-structured interview process, Likert scale questionnaire was implemented for teachers exclusively. This addition was implemented for two primary reasons; firstly, the survey included behavioral questions that could potentially cause respondents to feel embarrassed or uncomfortable if asked verbally. Hence, by providing these questions in written form, participants were more likely to answer truthfully and accurately, without fear of judgments or potential repercussions. Secondly, the use of a Likert scale allowed for a more nuanced understanding of participants' attitudes and opinions, rather than being limited to simple yes or no responses. Moreover, the scale provided a range of options that allowed for a more nuanced and detailed assessment of each individual's responses. This in turn allowed researchers to better understand the various factors that influenced participants' behaviors and decisions, also to identify any patterns or trends that emerged across the data.

Overall, the decision to include a written survey with Likert scale questions in the interview process was a deliberate one, made with the intention of gathering the most accurate and useful data possible by providing a safe and non-judgmental space for participants to share their thoughts and feelings. Ultimately, the survey helped to ensure that the research findings were as reliable and valid as possible.

### **2.5 Data Analysis Procedures**

The actual study utilized a triangular approach in collecting data, which inevitably led to the application of mixed method or multi-method data analysis that combined both qualitative and quantitative procedures. Hence, this approach allowed for a thorough and holistic understanding of the research topic, as it allowed for the collection and analysis of both numerical and descriptive data. Moreover, the combination of these two methods provided a

## **Methodological Procedures and Research Design**

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more nuanced and multidimensional conceptualization, allowing for a deeper understanding of the subject matter. By utilizing a triangulation approach, the study was able to validate and cross-check the findings obtained through different research tools, thereby increasing the overall validity and reliability of the research.

### **2.5.1 Quantitative Data Analysis**

Since the ongoing study used a mixed method approach, the researchers began with students' questionnaire as a first step of data collection process to assess students' awareness, motivation and perception towards being global citizens, also to check if the program provided in master degree helps them to have a deep understanding of cultural concepts, as well as drawing a comparative data analysis between M1 and M2 students. Hence, the questionnaire aimed significantly to answer first and the third research questions. Furthermore, in analyzing the data collected from the questionnaire the researchers utilized percentages and frequencies.

- The findings obtained from the online questionnaire were reported via utilizing the e-summary unlike the open ended questions which were summarized manually.
- Likert questionnaire that was distributed to the participants during the interview was also summarized manually.
- The results achieved from the questionnaire were demonstrated in figures and tables; each table contains a specific element, title and number. Indubitably, all the tables were followed by a descriptions and comments.

### **2.5.2 Qualitative Data Analysis**

The research conducted involved a comprehensive analysis of qualitative data; through using the interview as a second step in conducting this research. Ergo, multiple stages were

## **Methodological Procedures and Research Design**

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undertaken to ascertain the accurate interpretation of the information obtained. The first stage involved transcribing the spoken information, which was a meticulous process that required careful attention to details. The transcribing process involved capturing every word spoken during the research interviews, and then converting them into written form. This was crucial in ensuring that all the information gathered was accurately recorded.

The next stage involved coding which was a process of categorizing the information into specific themes or categories and this was done by identifying key words, phrases, and concepts that were repeated throughout the interviews. Subsequently, the coding process helped to organize the data in a way that made it easier to identify patterns and relationships between the different themes. After the coding process was completed, the researchers identified themes and this involved grouping the information into broader categories, based on commonalities that were observed during the coding process. Moreover, the themes were then analyzed in greater details to acquire the data.

The final stage of the analysis involved examining dialogues, which involved analyzing the interactions between the interviewer and the interviewees, in order to gain a better grasp of the context in which the information was gathered. Accordingly, by examining the dialogues, it was possible to gain insights into the motivations, attitudes, and perceptions of the participants.

### **2.6 Ethical Considerations**

Ethical considerations are a chain of elements that revolve around the moral values that influence our behaviour and decisions in various circumstances. Meanwhile, research ethics is concerned with the ethical standards that guide the conduct of research activities (Maylor and Blackmon, 2005). Hence, when conducting a scientific research, it is a crucial for researchers to

## **Methodological Procedures and Research Design**

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consider various factors such as anonymity, privacy, emotions, and confidentiality in order to ensure the reliability and validity of the ongoing investigation.

Participants in the research study were not required to provide their names in the questionnaire to maintain anonymity, while it is highly important to mention that not much of the students answered the shared survey. Alternatively, participants before answering the pilot questionnaire were asked to sign a consent form detailing every aspect of the research involving its objective, and the voluntary nature of cooperation in the interview. Additionally, they were also informed that they could leave the study at any time if they decided to no longer want to participate. Besides, Participants were assured that their identities would be kept confidential and that any names used in the research would be anonymous in order to protect their privacy.

These steps were implemented to gather authentic feedback from each individual as well as, creating an environment where participants felt comfortable and at ease sharing information during the interview process; while it is important to note that not all the participants directly accept to be interviewed. At the close of the interview, the interviewees were asked if they would stay in contact with the researchers; minority of them agreed and confirmed their availability to provide any further information if needed. Honesty and transparency were maintained throughout the study, avoiding compulsion, deception, and forgery, no individual was pressured or compelled to participate, and all identities were kept anonymous. This approach upheld the principles of voluntary cooperation, informed agreement, and confidentiality, embodying the researchers' commitment to ethical conduct in research.

As such, the researchers are confident that the data they collected is a sincere reflection of the participants' experiences and opinions, and since they understand the value of interpersonal relationships in the research process, they try to ensure that their approach is always courteous

## **Methodological Procedures and Research Design**

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and mindful of the potential repercussions of their actions. Overall, the researchers are grateful for the time and effort that each of the individuals put into participating in this study. Besides, they are committed to using the participants' feedback to inform and improve their research, as they look forward to continue engaging with them in the future.

### **2.7 Conclusion**

The current chapter described the research methodologies used to address the inquiry at hand. Various approaches and methods were opted to examine the infiltration of culture in EFL classes, and its contribution to global citizenship for both EFL learners and culture teachers, it is categorized in the network of mixed methods where both quantitative and qualitative approaches were adopted to delve deeper in the ambiguities of study abroad.

In order to allow a comprehensive analysis, data were obtained by means a structured questionnaire which was opted for students to capture their experiences and thoughts to draw a numerical comparative analysis of the resulting data of and an interview for EFL teachers, which were combined with recordings and Likert scale questionnaire. Moreover, more insight was provided regarding the procedures used to collect and analyze the data, and the methods included in each quantitative and qualitative analysis. Ultimately, the next chapter will focus on the scrutiny and interpretations of the findings extracted from the questionnaires, semi-structured interviews and Likert scale questionnaire.

# Chapter Three

# **Data Analysis, Interpretation and Research Conclusion**

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## **Chapter Three: Data Analysis, Interpretation and Research Conclusions**

3.1. Introduction .....	56
3.2. Results Obtained from the Questionnaire .....	56
3.3. Teachers' Interview Results and Findings .....	65
3.3.1. Theme01: Importance of Including Global Citizenship in EFL Classes .....	65
3.3.2. Theme2: Global citizenship and Cultural Differences.....	68
3.3.3. Theme3: Culture and its Contribution to Global Citizenship.....	68
3.3.4. Theme4: Controversial Topics, and Needed Skills to Promote Global Citizenship.....	70
3.3.5. Theme5: Teaching Materials.....	72
3.3.6. Theme 06: Resources Used to Reach Global Citizenship.....	73
3.4. Likert Scale Questionnaire Results.....	74
3.5. Data Interpretation and Results Conclusion.....	77
3.6. Limitations of the Study.....	81
3.7. Suggestions and Recommendations .....	83
3.8. Conclusion.....	85

## **3.1. Introduction**

Unlike the previous chapter, which explained the methods used in this study, this chapter focuses more on analyzing the data collected from three research tools; a structured questionnaire, a semi-structured interview, and a Likert scale questionnaire. The objective is to present and discuss the results of the obtained data using these instruments. Accordingly, the quantitative results are demonstrated in figures and tables, whereas the qualitative outcomes are organized into themes and categories. Therefore, this chapter is segregated into three major sections: study data interpretation, study implication, limitation and recommendation.

## **3.2. Results Obtained from the Questionnaire**

The present study thoroughly examines the questionnaire to effectively display data using visual aids such as percentages, tables, and graphs. The primary objective of this tool was to assess students' knowledge about the received cultural education at Ain Temouchent University and evaluating the implemented programme regarding global citizenship. The questionnaire was administrated to all master EFL students of Didactic and Applied Linguistic field, encompassing various ages and genders. It consists of three principal sections, containing 20 structured questions (See Appendix A), ensuring the collection of reliable and unbiased data.

### **a. Demographic Data**

The end of the data collecting procedure resulted in a valid 53 questionnaire answers from Master students where the questionnaire was submitted in the beginning of the academic year(2023) to draw a comparative study between master 02 (M2) and master1(M1) students. The first section illustrates the demographic data of participants, linguistic proficiency, and cultural awareness. Answers obtained from participants are demonstrated in figure 3.1



## Data Analysis, Interpretation and Research Conclusion

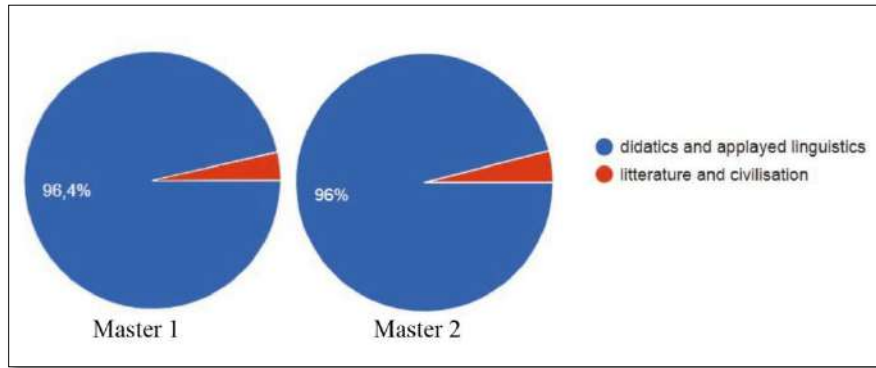


Figure 3.1. Student's Speciality

The figure 3.1 demonstrates that the majority of M1 students are specialized in Didactic and Applied Linguistics, accounting for 96.4% of the total. On the other hand, almost all M2 students are specialized in Didactic and Applied Linguistics, accounting for 96% of the total.

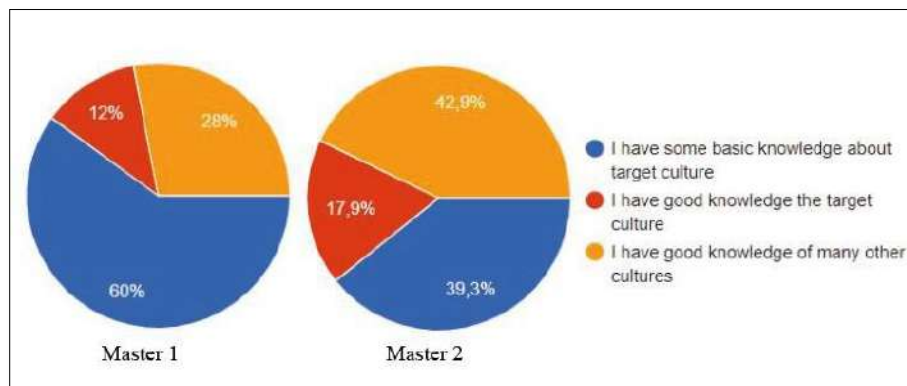


Figure 3.2. Cultural Estimation

The figure 3.2 illuminates that M2 students are divided into three groups. Approximately 42.9% of students assert that they possess a good understanding of different cultures, 39.3% of them admit to have only a basic grasp of the target culture, while the minority (17.9%) assert to have a strong knowledge about the target culture. Whereas, M1 students, around 60.9% admit that they possess a basic knowledge of the target culture. Also, 28% of participants claim to have good knowledge about multiple cultures, yet, a mere (12%) assert that they have a strong knowledge about the target culture.

### b. Students' Perceptions of Cultural Diversities and Global Citizenship

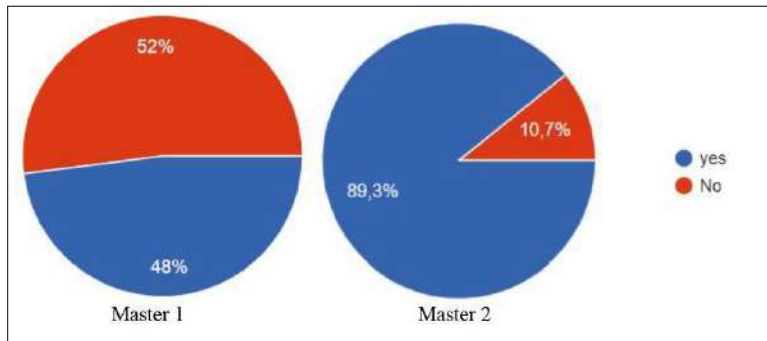


Figure 3.3. Culture learning Benefits

The figures 3.3 demonstrates that mere 10.7% of M2 students expressed scepticism of culture learning benefits, while sizable majorities of 89.3% heartedly affirm its advantages citing several benefits such as communication enhancement, language proficiency promotion, perspectives enrichment and expansion, as well as the facilitation of language acquisition. Unlike, nearly half of M1 students (48%) also expressed scepticism justifying that they do not need culture to learn a language and that it is important for Literature and not Didactics field, whereas, the majority of participants (52.2%) affirm that culture learning is beneficial justifying its importance in mastering the language, facilitating the conception, and communication with foreign people.

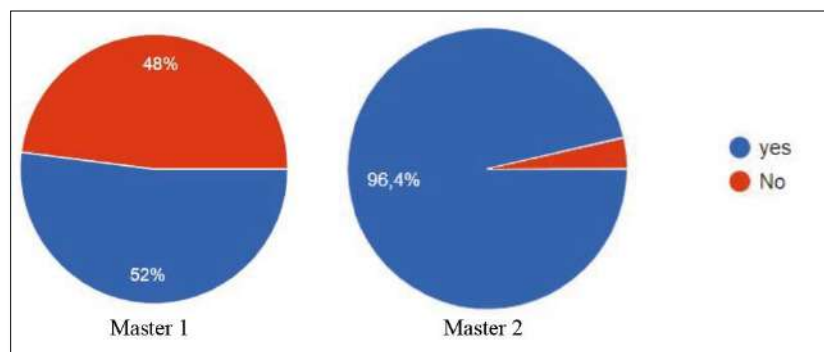


Figure 3.4. Cultural Diversities Awareness

## Data Analysis, Interpretation and Research Conclusion

The figure 3.4 elucidates that the majority of M2 students (96.4%) confirm that the awareness of cultural diversities is important stating that it breaks the barriers of misconceptions, reduces conflicts and facilitates communication, while a small minority of 3.6% see that it is unnecessary. On the other hand, 52% of M1 participants see its significance, justifying their answers that it enables them to have an idea about the world, and avoid prejudices, and helps them to better understand the language, whilst, nearly half of them (48%) stated that it depends on the persons' interest, some others claimed that it could endanger their native culture.

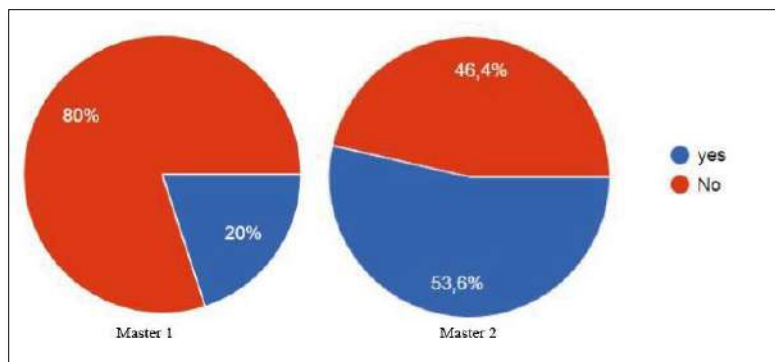


Figure 3.5. Culture and University

Figure 3.5 reveals that M2 participants were divided into groups, where 53.6% of students agreed that it does benefit them highlighting their gained knowledge from some modules where culture is integrated such CLS (culture, language and society), critical thinking and pragmatics, while 46.4% declared that the modules provided in master degree were not enough to get that much of solid cultural backgrounds. On the other hand, 20% of M1 participants agreed that it does benefit them, however the majority accounting for 80% expressed their dissatisfaction concerning the university programs in enhancing their cultural knowledge, justifying that there is no module related to culture in their current programs.

## Data Analysis, Interpretation and Research Conclusion

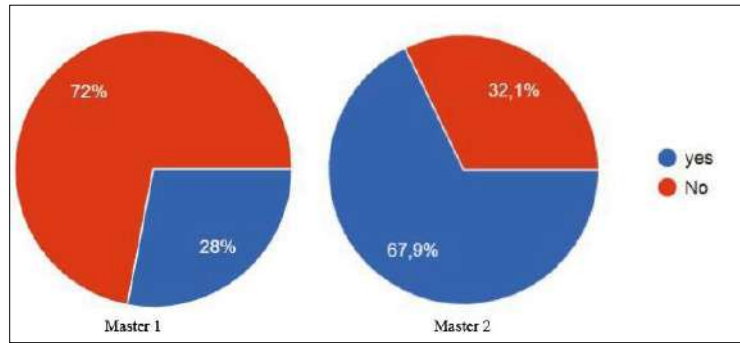


Figure 3.6. Cultural Exchange & Global Citizenship

Figure 3.6 elucidates that the majority of M2 students (67.9%) affirmed that cultural exchange programs contribute in the enhancement of global citizenship. However, the remaining ones (32.1%) held the opposite view, stating that such programmes does not promote the sense of being global citizens. Contrastingly, the majority of M1 participants (72%) disagreed with this belief, whereas the remaining minority (28%) stated that such programs increase their feeling of belonging.

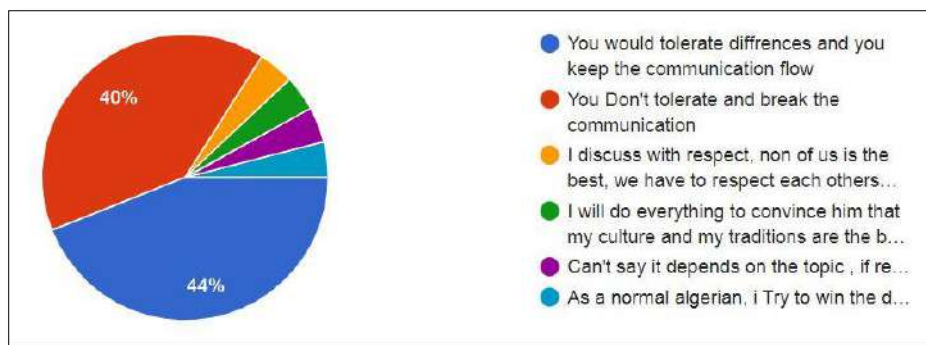


Figure 3.7. M1 students and ethnocentrism

Figure 3.7 indicates that (47.8%) of M1 students expressed a willingness to accept and tolerate these differences while maintaining open communication. Conversely, a percentage of (34.8%) stated that they would refuse to tolerate such differences, leading to a breakdown in communication. Additionally, (8.3%) of participants said that they will do everything to win the

## Data Analysis, Interpretation and Research Conclusion

debate, while (4.3%) stated that breaking the communication depends on the sensitivity of the topic.

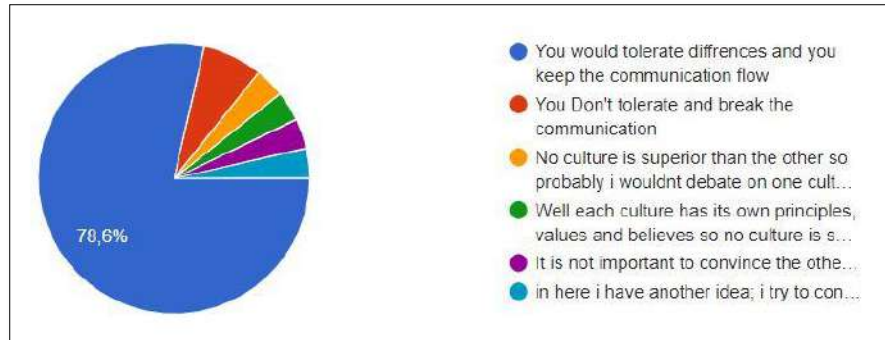


Figure 3.8.M2 students and ethnocentrism

The figure 3.8 demonstrates that a large majority of M2 students (78.6%) expressed their willingness to accept and tolerate these differences while maintaining open communication. Conversely, a small percentage of (7.1%) claimed that they would refuse to tolerate such differences, leading to a breakdown in communication. Additionally, some participants rejected the notion that any culture could be considered superior, suggesting that they would instead emphasize on the uniqueness and merits of all cultures.

As far as the meaning of global citizenship concept is concern, participants provided the researchers with different definitions ,where most M2 students defines it as belonging to broader community via different expressions ,whilst the majority of M1 students stated that they are not familiar with the term; writing dots and “ I don’t know” statements. Some others stated that it refers to the fact that we live on one planet, already considering themselves as global citizens.

## Data Analysis, Interpretation and Research Conclusion

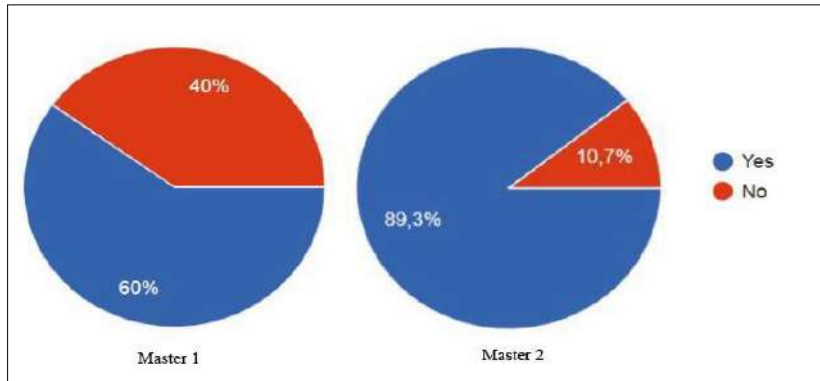


Figure 3.9. Students and Global Citizenship

Figure 3.9 illustrates that mere 10.7% of M2 students expressed the belief that such consideration is unimportant. In contrast, a resounding majority of 89.3% emphasized the utmost significance of considering themselves as global citizens, justifying their responses with the reality that we live in a globalized world and embracing global citizenship to promote empathy, deep understanding, and cooperation across cultures. On the other hand, 34.8% of M1 students see that this consideration is insignificant. In contrast, the majority of 65.2% highlighted the paramount importance of considering themselves as global citizens justifying that they already are global citizens, since they live on the same planet, while some others complained about the misunderstanding of the concepts.

### c. Section Three: Students' Perception Toward Global Citizenship

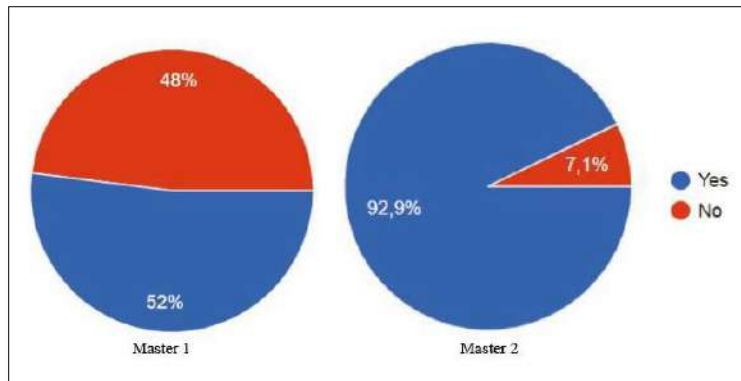


Figure 3.10. Target Culture & Global Citizenship

Figure 3.10 demonstrates that a significant majority of M2 students (92.9%) affirmed that it is indeed a vital aspect. Conversely, 7.1% disagreed with this idea. Whilst 52% of M1 students asserted that it is undoubtedly a fundamental element. Other way round, 48% of participants disagreed with this idea.

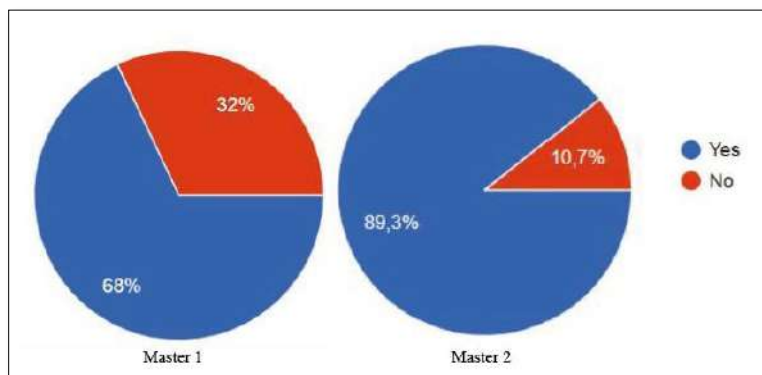


Figure 3.11. Communication Capacity

Figure 3.11 demonstrates that a vast majority (89.3%) of the M2 respondents feel confident to converse with foreigners justifying that the English language and the cultural knowledge they perceive made them more open and tolerant toward differences, aiming to dig deeper in different cultures and discover different perceptions to enlarge their community. Whereas, a

## Data Analysis, Interpretation and Research Conclusion

smaller proportion of 10.7% believe they lack the ability to engage in such conversations. On the other side, 68% of M1 students asserted that they are able to communicate; simply believing that English language is the most spoken idiom enabling them to converse with foreigners, while a minor proportion of 32 % believe they are unable to converse with people from different cultural backgrounds.

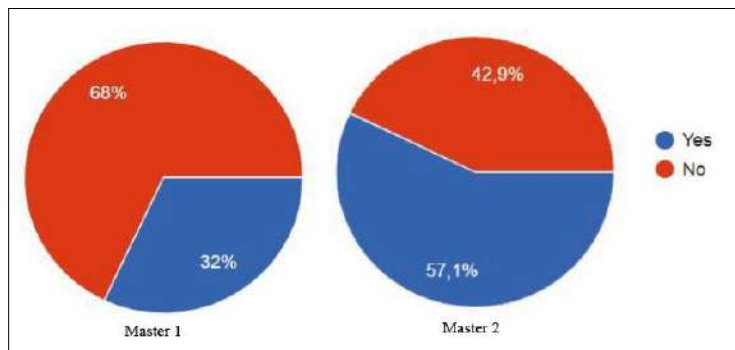


Figure 3.12.Cultural Education

Figure 3.12 elucidates that 57.1% of M2 students said that the lectures have well contributed in their perceptions and deep understanding of major global matters mentioning various modules including CLS, critical thinking and pragmatics .However, an interesting 42.9% think that lectures were not enough to understand major global matters highlighting the insufficiency of the culture related modules provided in master programs (CLS) in term of timing (half-yearly module) and substance. While others claims that those lectures were limited where they did not tackle global matters, lacked debates and open discussions .On the other side , 32% of the M1 students said that the lectures have well contributed in their perception and deep understanding of major global matters, in contrast to, more than half students (68 %) think that the lectures were not enough to understand major global matters where the program does not focus on such issues and gives more emphasis on methodological aspects.



### 3.3 Teachers' Interview Results and Findings

After the procedure of coding, teachers' interview findings were segmented into five major themes. Theme 1) tackles the importance of including global citizenship in EFL classes, the second, deals with global citizenship and cultural differences. Theme 3) addresses culture and its contribution to global citizenship, and theme 04) undertakes the controversial topics, and needed skills to promote global citizenship. Theme 05) spot the light on the teachers' perception of the pedagogical materials. Lastly, theme 06) deals with resources used to reach global citizenship.

#### 3.3.1 Theme01: Importance of Global Citizenship

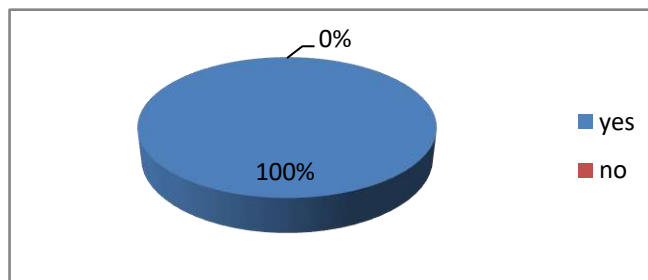


Figure 3.13. Global Citizenship in EFL Classes

At this segment, the focus was placed on the integration of global citizenship in EFL classes, and was further extended to how teaching cultural aspects contribute to the production of global citizens. It is important to note that the integration of global citizenship in EFL classes is a vital aspect in participants' classes, yet the issue here placed on what kind of cultural aspects teachers do integrate.

As it is demonstrated in figure 3.13, all the participants (100%) strongly agreed that global citizenship is a crucial matter that should be infiltrated in EFL classes, since they live in a globalized world. Reporting that global citizenship teaching is an important aspect that should be incorporated in EFL classes to produce global citizens; able to confront challenges and live

## **Data Analysis, Interpretation and Research Conclusion**

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peacefully interconnected world. It was further believed that this latter can be introduced through teaching different cultural aspects including empathy, tolerance, and critical thinking skills which permits learners to be part of the globe, in addition to developing the most important values that prepare them to become responsible and active global citizens, as it is demonstrated in the following excerpts:

**Teacher 01:**

We are preparing global citizens who are able to face today's world challenges and make them able to adapt to various cultural environments.

**Teacher 02:**

By integrating global citizenship themes into EFL classes, students can develop not only language proficiency but also critical thinking skills, empathy, and a sense of responsibility towards global issues.

Moreover, nowadays it is essential for students to develop their sense of global citizenship, which includes a greater understanding and admiration of different cultures. It was also noted that when teaching global citizenship, teachers are learning at the same time due to the fact that there are always new principles, ideas, and concepts to learn, as it is clearly illustrated in the following excerpt:

**Teacher 03:**

It's a life experience; First of all, this is important. Even you can use these competencies in your daily life with your children, how to educate your children, this is important, it means you are going to transmit these values; you are going to preserve it through transmission to your children. Also,

## Data Analysis, Interpretation and Research Conclusion

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how to deal with people, you will understand better people, you will be calmer, not nervous all the time.

### 3.3.2 Theme2: Global citizenship and Cultural Differences

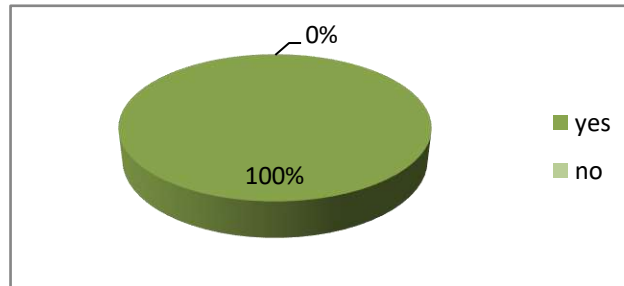


Figure 3.14. Global Citizenship and Cultural Differences

Within educational context, creating a classroom atmosphere that acknowledges cultural diversities and global citizenship tasks is important in education where it significantly shapes the student's learning process and outcomes, this latter could be accomplished either via direct or indirect activities.

Figure 3.15 illuminates that all participants (100%) agreed on the significance of creating classroom atmosphere where cultural diversities and global citizenship tasks are included. It was stated that one of the most effective activities to foster students' awareness is infiltrating global citizenship through indirect activities by giving students topics that lead them to compare between the foreign and native culture, also providing them with illustrations and situations about the worldwide where making them discussing about global issues, think critically and increase a sense of responsibility as demonstrated in the following excerpt:

#### **Teacher 02:**

Another example: Assign students to research and present on a specific culture of interest. They can explore various aspects such as history, religion, cuisine, art, and social customs, and share their findings with the

## Data Analysis, Interpretation and Research Conclusion

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class. This promotes research skills, public speaking, and cultural understanding.

In facts, these activities lead them to be critical examiners of stereotypes, biases and cultural misrepresentation that can aid them gaining diverse cultural perspectives increasing their intercultural communication skills, awareness, tolerance and empathy as it is illustrated in the following excerpt:

### Teacher 02:

Creating a classroom atmosphere that acknowledges cultural differences is crucial for many reasons; however, acknowledging cultural differences helps cultivate empathy and tolerance among students. It also encourages them to step outside their own cultural frame of reference, empathize with others' experiences, and develop a greater appreciation for diversity.

### 3.3.3 Theme3: Culture and its Contribution to Global Citizenship

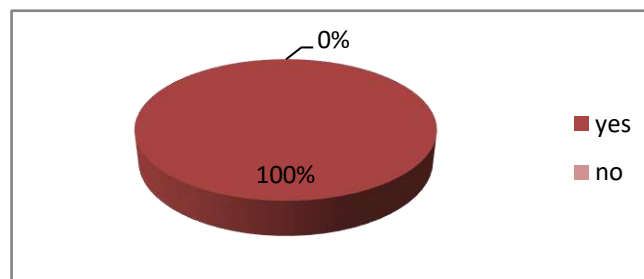


Figure 3.15. Teaching Culture and Global Citizenship

Culture is a crucial aspect of identity as it has a vital role in shaping individuals' perspectives. By appreciating and embracing diverse cultures, individuals can develop empathy, respect, and open-mindedness, which are essential qualities of global citizenship.

## **Data Analysis, Interpretation and Research Conclusion**

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The results of figure 3.15, illustrate that all the interviewees agreed that teaching culture in EFL classes plays a pivotal role in fostering global citizenship, since in today's globalized world; understanding a foreign culture especially English culture is paramount. Integrating target culture aspects into language lectures is viewed as a principal objective which increases students' understanding of idiomatic expressions and cultural nuances as it is illustrated in the following excerpt:

### **Teacher 03:**

Sure, I'm a teacher of civilization and culture. So it means that culture awareness is part of my teaching objectives; so what is important is to build up a bridge between our culture and the other culture, so as to break this shock and try to understand others, since we are learning the language.

In other view, teachers consider culture as the fifth skill, as it helps students grasp the hidden meaning and behave appropriately in the target culture. . It was reported that culture has become a key factor in shaping students' beliefs, behaviours, and perspectives, as well as global citizenship promotion. Teaching culture enhances the students' academic skills related to language and enables them to be global citizens as it is illustrated in the following excerpt:

### **Teacher 01:**

Culture is considered as the fifth skill we cannot focus on the writing, speaking and listening or reading without considering culture ,okay if you read a piece of paper without having enough cultural knowledge, how can you grasp the hidden meaning, the pragmatic meaning? If we teach them speaking without considering the target culture, how can these individuals

## Data Analysis, Interpretation and Research Conclusion

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behave once meeting foreigners or being in the target culture country? So we say we should consider teaching culture first, it helps in developing their skills, academic skills related to language , second, it helps them to be open citizens of the world.

### 3.3.4 Theme4: Controversial Topics, and Needed Skills to Promote Global Citizenship

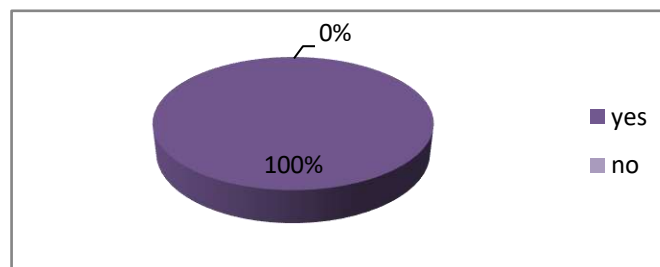


Figure 3.16. Controversial Topics and Skills for GC Promotions

Preparing Global citizens that could navigate the world complexities is a crucial matter and evoking controversial topics and advocating for a safe respectful learning environment is of a paramount importance for multiple reasons, where students will be introduced to different perspective and learn to respect and appreciate differences.

The results in the figure 3.16 illustrate that all interviewees (100%) confirmed that their incorporation of debatable topics into their lectures as demonstrated in the following excerpt.

#### Teacher 02:

Activities and tasks that trigger controversial topics related to global issues and cultural differences can be valuable learning experiences because engaging in debates and discussions on controversial topics helps students hone their communication and argumentation skills.

## **Data Analysis, Interpretation and Research Conclusion**

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The gathered information further extended beyond interrogation merely and also approached other skills that teachers wish to incorporate in EFL classes that increase the sense of global citizenship, foster empathy, raise awareness of cultural and religious differences. Among the most important aspects that should be incorporated in EFL classes to increase global citizenship are Intercultural communication skills, media literacy, virtual classes and inter-universities collaborations on the national and international level, as they facilitate communication with individuals from disparate backgrounds, enhance critical thinking as clearly illustrated in the following excerpt:

### **Teacher 01:**

Another important point that maybe incorporated to raise cultural awareness is why not making some virtual classrooms some virtual spaces for students that allow them to contact people from all over the world so they will be in real situations to see other cultures and for promoting global citizenship.

### **Teacher 04:**

We should collaborate, for instance, with other universities.

Why not invite other students from other, let's first start with national, then international. Of course, international would be great ...they invite our students to go there to have this exchange, cultural exchange. But we need these face to face meetings.

### 3.3.5 Theme5: Teaching Materials

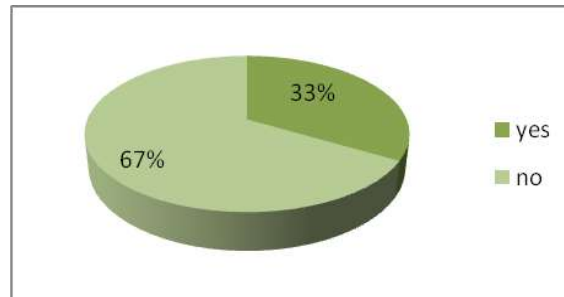


Figure3.17. Pedagogical Materials

The significance of pedagogical materials cannot be overlooked; as they serve as the linking bridge between both students and teachers. They improve the teaching-learning experiences, enhance understanding among students, and facilitate the guidance's process amidst educators.

The figure3.17 illustrates that the majority of participants (67%) shown their dissatisfaction concerning the used teaching materials due to the fact that many things are missing, obstacles, technical problems and teachers' lack of training. Further mentioned that creative pedagogical materials are needed; all these constituents have a negative effect on educational process as illustrated in the following excerpt

**Teacher 05:**

That many things are missing. I'm not going to say, oh, yeah, it's okay  
It's perfect. Of course, there are many hindrances, obstacles, technical problems. Also even us as teachers, I said so many times, we need training, we are old, Like AI today, artificial intelligence; Most of the teachers are not yet acquainted with all these new technologies, etc...So we need training, it is important. So I think it is not really 100% appropriate. There are many things that missing, as I said, materials, appropriate materials....



### **Teacher 06:**

We need to create other more motivating teaching materials to change the mood the atmosphere because sometimes even as teachers I feel like I'm fade up with the same thing repeating the same thing each year each semester in fact we need to create another atmosphere because to be honest sometimes it's boring.

On the other side, mere 33% of participants ascertain that their teaching materials are culturally appropriate and comprehensive.

### **3.3.6 Theme 06: Resources Used to Reach Global Citizenship**

Since global citizenship is a significant attribute of education, participants need to entrust several recourses' which are necessary to equip student's with the needed knowledge and abilities to actively engage in such globalize world. Teachers' opinions were expressed from different perspectives. It was affirmed that a variety of tools could be used to promote cross-cultural communication and provide authentic cultural resources for students, including video conferencing platforms, pen-pal exchanges, and audio visual content like: videos and projections. Technology also which is considered as the most effective way to foster global citizenship awareness among EFL students and teachers, as it is demonstrated in the following excerpt:

### **Teacher 04:**

I think that today's generation needs technology, you cannot be traditional and teaching, you know, very stylistic and fashionable students, they will be bored.

## 3.4 Likert Scale Questionnaire Results

When conducting the interview, a written survey was distributed to participants, which contained several questions using the Likert scale. The former contains eight statements that help the researcher in interpreting teachers' attitudes and perspectives towards the integration of global citizenship in EFL classes through culture teaching.

- A.** Teachers' opinions as far as the infiltration of global citizenship in EFL classes is concern

Statement1	Strongly disagree	disagree	Neutral	Agree	Strongly agree
Number	0	0	0	0	6
Percentage	%0	%0	%0	0%	100%

Table 3.6. Global Citizenship in EFL Classes

The previous mentioned results illustrated that all participants (100%) strongly agreed on the importance of incorporating global citizenship in EFL classes.

- B.** Teachers' point of view about teaching culture in EFL classes

Statement2	SD	D	N	A	SA
Number	0	0	0	0	6
Percentage	%0	%0	%0	0%	100%

Table3.7: Teaching Culture in EFL classes

The results demonstrated in the table show that all interviewees (100%) strongly agreed on the significance of teaching culture in EFL classes.

## Data Analysis, Interpretation and Research Conclusion

### C. Teachers' perception towards sensitivity and cultural differences in EFL classes

Statement3	SD	D	N	A	SA
Number	0	0	0	0	6
Percentage	%0	%0	%0	0%	100%

Table 3.8.Sensitivity towards cultural differences in EFL classes

As it is shown in the table, all participants with no exception (100%) strongly agreed on sensitivity towards cultural differences should be addressed in EFL classes.

### D. Teachers attitudes about students' exposure to target culture and its contribution to their personal development skills enhancement

Statement4	SD	D	N	A	SA
Number	0	0	2	0	4
Percentage	0%	0%	33.33%	0%	66.66%

Table 3.9.Target culture exposure and its contribution to raising students' personal development skills

The results depicted in the table show that the majority of interviewees (67%) strongly agreed on that the exposure of the target culture contributes to raise students' personal development skills, while around (33%) of participants were neutral.

### E. Teachers' point of view about teaching culture, understanding diverse perspectives, nurturing open-mindedness and empathy in the classroom.

Statement5	SD	D	N	A	SA
Number	0	0	0	0	6
Percentage	%0	%0	%0	0%	100%

Table 3.10.Teaching culture, understanding diverse perspectives, nurturing open-mindedness and empathy in the classroom

## **Data Analysis, Interpretation and Research Conclusion**

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The results in the table reveal that all participants (100%) strongly agreed on that teaching culture encourages students to understand diverse perspectives, nurturing open-mindedness and empathy in the classroom.

### **F. Teachers' perceptions towards global citizenship, inclusive education, universal values and skills**

Statement6	SD	D	N	A	SA
Number	0	0	4	0	2
Percentage	%0	0%	66.66%	0%	33.33%

Table 3.11. Global citizenship, inclusive education, universal values and skills

As it is exhibited in the table, the majority of interviewees (67%) were neutral about that global citizenship can be accomplished through inclusive education that emphasizes universal values, whilst a (33%) of participants strongly agreed on this view.

### **G. Teachers' attitudes towards culturally qualified teachers and their role in preparing students to succeed in interconnected world**

Statement7	SD	D	N	A	SA
Number	0	0	1	0	5
Percentage	%0	%0	16.66%	0%	83.34%

Table 3.12. Qualified teachers' role in preparing students to succeed in interconnected

The previous cited results show that the majority of participants (83%) strongly agreed on that culturally qualified teachers serve as models, sparking student's curiosity, posturing, and attitudes of continuous learning and get them ready to succeed in a globally interconnected globe, while the minorities around (17%) were neutral.

## **Data Analysis, Interpretation and Research Conclusion**

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**H.** Teachers' point of view about students' exposure to cultural education, their adaptability, navigation and resilience in different situations

Statement8	SD	D	N	A	SA
Number	0	0	2	0	4
Percentage	%0	%0	33.33%	0%	66.66%

Table3.13.Students' exposure to cultural education

As it is presented, (66.66%) of the participants strongly agreed on students' exposure to cultural education are supposed to navigate the difficulty of a globalized workforce, cultivating a sense of adaptability and resilience in different situations, whereas (33.33%) were neutral.

### **3.5. Data Interpretation and Results Conclusion**

This research seeks to ameliorate the existing literature by addressing culture and global citizenship education nexus within EFL classes. Where it focuses more on how teaching culture can contribute to global citizenship promotion among EFL master students in the field of didactic. The results presented from student's questionnaire demonstrate that culture is a key factor in teaching learning processes for global citizenship enhancement, in which a significant disparity was revealed between M2 students, who have had been exposed to cultural aspects via Culture, language and society (CLS) module, and M1 students who lack an extensive knowledge about global citizenship notion and discount the value of cultural understanding in intercommunication, believing that is based mainly on the spoken language without considering cultural aspects, they also considered Didactics & Applied Linguistics as a more methodological field where learning culture is not paramount, in contrast to M2 students who gained a deeper understanding of cultural knowledge and greater awareness of the importance of cultural diversity through learning CLS; they also highly valued teaching culture, aspiring to become

## **Data Analysis, Interpretation and Research Conclusion**

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global citizens; this requires the need for an improvement and a more focus in culture and on CLS module particularly, which demonstrates the necessity of the integration of culture teaching in EFL classes. These findings go along with BELKHIR (2015), where she reveals both teachers and students should actively increase their knowledge about foreign cultures to become competent communicators, and Turdalieva (2023) that highlights that teaching for global should go beyond grammar and vocabulary to further include intercultural understanding.

The results further revealed that the disparity between the two levels was also in term of tolerance, empathy, open mindedness and acceptance of cultural diversities, where M1 students who were less receptive towards other cultures and were more culturally conservative, since they have not been exposed yet to cultural dimension; particularly to CLS module while M2 student's exhibited a high level of tolerance, empathy, open mindedness and acceptance and cultural diversities embracement. Simply ,Culture appears to have crucial part in nurturing these values that are major features of global citizens ,These goes along with Elouali's findings that reveals that sojourners that been exposed to foreign culture develop many skills and competencies and were more tolerant and empathetic and well integrated in that society

The results obtained from teachers' interview regarding the importance of incorporating global citizenship into EFL classes, by which the majority of teachers agreed on, as we live in an interconnected globe where everything has become shared between people comprising English which is an international language adopted by most population of the world. This latter, permits students to communicate with foreign people from different cultural backgrounds, develop critical thinking skills and increase the sense of being responsible towards global issues, as well as becoming global citizens. This confirmed the scholars' contribution regarding the importance

## **Data Analysis, Interpretation and Research Conclusion**

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of English language and global citizenship education in increasing intercultural competence and critical thinking skills (Byram, 1997, Andreotti, 2006; Dervin, 2015; Osler, 2012).

The findings revealed that integrating global citizenship can be achieved through teaching different lectures and using a variety of activities that trigger debatable topics related to global issues and cultural aspects such empathy, tolerance and cultural awareness, which encourages students to engage in controversial discussions and topics that aids them to hone their communication and argumentation skills, express their opinions clearly, defend their arguments with tangible evidence, and engaging in courteous debates with opposing viewpoints. The result is further approved by the findings of (Dill Jeffery 2012), as to educators in the modern age strive to transform their students into global citizens, and equip them with the necessary skills and competencies to cultivate an understanding of the world that is just, tolerant, and peaceful.

Moreover, the results report that increasing global citizenship in EFL classes necessitates some other skills that should be incorporated, including intercultural communication skills, media literacy, intercultural exchange programs and virtual classrooms. Hence, for reaching global citizenship and cultural awareness teachers rely generally on technology, by using authentic cultural materials and online resources more specifically cross-cultural communication tools, audio-visual content like videos and projections. This facet of findings endorsed by the findings of (Bulut, B., Çakmak, Z., & Kara, C. 2013)

Pedagogical materials are essential for effective education where it aids the educators in providing a structured framework for teaching and facilitate the learning process and increase interaction among students. the received finding demonstrate there are numerous factors that influence teachers' pedagogic materials including missing things, obstacles, technical problems and lack of training which impact the teaching- learning process and makes teaching materials

## **Data Analysis, Interpretation and Research Conclusion**

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culturally incomprehensible. Hence, the lack of pedagogical materials makes it challenging for educators to meet the need of their students. This result goes along with Letlhoname and Msebenzi's findings (2021), where they shown that pedagogical challenges in teaching process affect students' understanding and result in non-interactive students in the classroom.

Accordingly, the findings revealed that teaching culture and global citizenship is mutual beneficial experience for both teachers and learners, since teachers are constantly learning alongside and acquiring different competencies with their students. Moreover, they are preparing responsible, open global citizens capable of confronting world challenges.

In conclusion, the findings clearly revealed that the majority of participants which included both teachers and students who were exposed to CLS module strongly believe in the significance of target culture education in EFL classes. Furthermore, they exhibited a high level of cultural awareness, relativism, tolerance and empathy, which are considered as essential qualities of global citizenship. Hence, by promoting cultural understanding and tolerance we can help to create more harmonious and inclusive society, breaking down barriers, building bridges between different cultures as well as fostering a sense of unity and cooperation. Moreover, appreciating and embracing cultural diversities are among the key elements of global citizenship notion and these results join Hosack's findings (2011), as he found that respecting other diversities is among the values of being world citizen. Another point learning culture influence students' cultural identities as it is mentioned in Elouali's work (2020), where she found that by culture teaching and teaching students they no more consider themselves as Algerian citizens but as world citizens; which was the starting point for the ingoing study.



### **3.6 Limitations of the Study**

Even though this study encompasses significant and substantial findings, there are inevitable limitations to be considered. The emphasize of this research is put on the impact of teaching culture on promoting global citizenship with imputing much interest to formal learning where different settings can be included such as teachers' attitudes, classrooms, lectures, learners' performances. Yet, the researchers analyzed only one specific module which is CLS (culture, language and society) and how it can influence students' cultural awareness and developing their sense of being world citizens. Moreover, it is relevant to mention that the results and conclusions derived from this research study are exclusive and limited to a specific sample of students and teachers therefore; it cannot be generalized to other settings.

The present study involves various research instruments to achieve authentic and accurate data but there were unavoidable shortages that obstructed our progress and made the process more difficult than it was expected. These limitations can be summarizes as follow:

- The researchers encountered obstacles when attempting to conduct interviews with participants. Despite the made efforts, not all participants accepted to be interviewed due to the lack of time and their busy schedule. This made it difficult to obtain the required data in a timely manner.
- Another significant difficulty was the non-participation of a considerable number of students despite the researchers' extensive efforts to distribute the questionnaire to as many students as possible. Furthermore, a noticeable number of students provided random answers due to their unfamiliarity with some notions, which limited the sample size and

## **Data Analysis, Interpretation and Research Conclusion**

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complicated the process of data analysis, as well as drawing accurate conclusions about the topic at hand.

- Another obstacle was time constraint, which prevented the researchers from completing the fourth chapter of the research - the course design. As a result, it was important to manage the tasks efficiently and prioritize the work to maximize the available time.
- Lack of resources was a very significant issue, since the investigated topic was a newly addressed topic. Hence, there were limited resources available to draw upon; that made it quite challenging to conduct a thorough research and collect the needed information to accomplish the research goals.
- A multidisciplinary study was supposed to be conducted, yet the unavailability and full agenda of participants of the department was another obstacle, which complicated gathering a diverse range of perspectives and limited the scope of the study.
- Lastly, the difficulties faced in obtaining information from scholarships and external relations services was an added obstacle, were obtaining required data proved to be challenging .

Even though the above cited limitations, the results fulfilled in this work contribute (expectedly) to captivating new avenues for research studies in the field of English culture teaching, and global citizenship in Algeria. Therefore, it is necessary to keep in mind that the findings of the present study might be considered as an outset of a new research study based on limitations and shortages confronted.

### **3.7. Suggestions and Recommendations**

The subsequent part of the text offers a multitude of suggestions and implications that can greatly assist in the further exploration and advancement of culture teaching and the cultivation of global citizenship. This expanded section delves deeper into the nuances and complexities surrounding these vital areas of study and practice.

- As it is well known in today's globalized world, cultural awareness and understanding are becoming increasingly important. It is essential for students to enlarge their deep understanding of cultural diversities. To achieve this, it is necessary to integrate more modules about culture in the master's degree programs specifically on Didactic field. These modules should be designed to provide students with all the needed insights into the most complex cultural aspects, so they will be comprehensive, tolerant, and empathic, as well as develop the sense of global citizenship.
- It is of paramount importance to infiltrate teaching CLS (culture, language and society) in the two years of master's degree programs rather than implementing it only as half-yearly module. This latter equips students with the necessary knowledge and skills to manage the complexities of cultural differences.
- Algerian universities should create virtual classrooms or spaces that encourage students to engage in discussions with people from different cultural backgrounds, exchange ideas, and learn from each other. By exposing students to diverse perspectives, they will be better equipped to understand and appreciate cultural diversities.
- Access to cultural exchange programs is also essential for students pursuing a master's degree. These programs provide students with the opportunity to immerse themselves in different cultures, learn new languages, and experience different ways of life. By

## **Data Analysis, Interpretation and Research Conclusion**

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participating in cultural exchange programs, students will gain firsthand experience of cultural differences, and develop a more nuanced understanding of different cultures in addition to global issues.

- Finally, universities should provide more scholarships for students, enabling them to apply what they have learned in concrete life. By providing financial assistance, students will be able to participate in cultural exchange programs, internships, and other opportunities that allow them to apply their knowledge in real-world settings. This will not only benefit the students but also contribute to the development of a more culturally aware and globally engaged society.

The aforementioned recommendations shed light on the major components that would be beneficial in expanding knowledge in the future research studies, in term of exploring how teaching culture can contribute to global citizenship promotion in EFL classes.

### **3.8. Conclusion**

The subsequent chapter has offered in-depth discussion of the derived results of the study, extending from the impact of teaching culture, EFL classes and global citizenship promotion. The results denote that each level of analysis brought distinct standpoints about cultural education and global citizenship. Hence, every facet of the interpretation and evaluation of data is covered in this chapter. It starts out by outlining the research techniques and information gathering procedures used with culture related teachers and master Didactic students of Ain Temouchent University. Then a detailed discussion has been provided about the obtained results of the pilot study, the questionnaires, the interviews and the Likert scale questionnaire where some interesting conclusions were drawn from each research instrument which offers pertinent information for the study. The chapter concludes by analyzing the results, citing limitations and suggesting recommendations. The gathered information demonstrates the relevance of the impact of culture teaching in EFL classes and its contribution to the promotion of global citizenship. Eventually, it is worth to mention that these findings cannot be generalized because our interest was on exploring the phenomenon instead of generalizing it.

# General Conclusion

## General Conclusion

In today's increasingly interconnected and globalized world, the importance of incorporating cultural education into EFL classes cannot be overstated. This study delves deeper into the theoretical foundations and empirical evidence surrounding the integration of cultural teaching within EFL curricula, highlighting its crucial role in promoting global citizenship. Furthermore, the study underscores the pivotal role of cultural education in cultivating global citizens – individuals who are equipped with the knowledge, skills, and mindset to engage effectively and respectfully with people from various cultural backgrounds. In an era characterized by rapid technological advancements, increased cross-cultural interactions, and the need for effective intercultural communication, the ability to think and act as a global citizen has become a crucial asset for success in personal, academic, and professional spheres.

In the present study, three research questions were identified to deeply scrutinize the impact of including culture in EFL classes to promote global citizenship. The first research question emphasized on examining the programs offered by the Algerian higher educational and how they can promote global citizenship. The second research question sought to uncover the ways culture teaching contributes to global citizenship promotion for twain, teachers and students. It was necessary to profoundly examine the third research question as it demonstrates how global citizenship is sensed and viewed among EFL teachers as well as students.

To attain the objectives of this study, various approaches to data gathering was embraced, including qualitative (semi-structured interview, recordings, Likert scale questionnaire) and quantitative instruments (questionnaires) to ascertain validity and reliability. Likewise, the sample population in this investigation was purposeful, since the

overarching objective was to carefully exploring the phenomena of culture teaching and global citizenship within a special students and not generalizing the data. Nevertheless, in treating the findings, consecutive analysis, a mixed methods approach was applied, viz. all the data types were examined apart. In essence, the quantitative findings were assayed and demonstrated in graphs and tables, whereas in the qualitative data, involving semi-structured interview and Likert scale questionnaire results. The usage of grounded theory and constructivist approach proved helpful and beneficial in systematizing qualitative data into themes and categories. These analytical methods aided in presenting the data and information at hand.

Concerning the design of this academic study, the mentioned approaches of data collection, procedures and scrutiny were placed into three chapters. Chapter one, firstly, involved two main parts; a theoretical background as well a general overview of the allied literature. This chapter aimed to compile all the relevant concepts and research ameliorations which help the readers understand the phenomenon under study. Then the second chapter provided detailed descriptions of all the adopted research tools contributed in the achievement of this Master dissertation, including methodological procedures, sample population and research design. It finishes with a thorough explanation that facilitated understanding of the selective methods in data inspection. Chapter three, covered data analysis, presentation, and discussion in full details. It focuses also on results interpretation, drawing new conclusions for the field and addressing the limitations and proposed suggestions for future studies...

Regarding hypothesis drawn in this study. First hypothesis indicates the commonwealth between culture teaching and global citizenship to establish a fruitful cooperation for the production of global citizens is accepted. The obtained findings reveal that culture teaching plays a crucial role in promoting global citizenship where it demonstrates that master 02 students display more positive stance and behaviours regarding global citizenship



compared to master 01 student. The second hypothesis denotes that the target culture is a vital element of language learning that furnishes the development of global citizenship and fosters more competent communicators, better world citizens is also accepted. The achieved results shown that language learning and the target culture are two inseparable elements and the integration of culture within language is important for the development of global citizenship, since learners will gain a deeper insight of cultural diversities ,acquire intercultural competencies as well as learn to embrace, respect and appreciate differences thus, leads to the production of well acquainted communicators which is considered as an important quality in such globalized world.

The third hypothesis implies that teaching culture is regarded as an alternative medium/ segment that should be reappraised in case of EFL department of Ain Temouchent University is also confirmed. The data underscores the importance of infiltrating culture in the students' knowledge, it's contribution to global citizenship promotion and the disappointment of masters' students as far as the field of didactics and applied linguistics is concerned about the insufficient content and the limited amount of time dedicated for teaching culture, language and society; calling for prioritizing culture teaching in their field of study specifically.

As far as the limitations of the current study, one of the obstacles that were faced during the procedure of this master dissertation was the lack of cooperation of some teachers. Then, a large proportion of students did not answer the question, though it was distributed to as many students as possible, in addition to the random answers which limited our sample size and made it more difficult to analyze the data in a meaningful way and draw accurate conclusions about the topic at hand. Another challenge was time constraints, as the time was limited to complete the research. Lack of resources also was among the main obstacles since the topic under investigation was a newly addressed topic which raised the complexity of gathering the necessary information to achieve research objectives. Moreover, a

multidisciplinary research was supposed to be studied, yet, there was a resistance from some individuals in the department we approached. Lastly, the difficulties confronted in obtaining information from the external relations services were added challenge. In the same vein, this master dissertation was carried out based on specific sample of teachers and students, regarding Ain Temouchent

The significance of the present master dissertation includes the originated contributions at distinct extents. This investigation initially, contributes to the core of literature about culture teaching and global citizenship in EFL classes, it did not shed light only on learning- teaching processes, but rather shifted focus on various aspects including teachers and students' perception, attitudes, perspectives and sensitivity towards culture and global citizenship. Secondly, it provides a deep understanding of the cultural impact on producing global citizens who are able to adopt the different cultural environment as well as confronting today's challenges. Thirdly, it offered new light to culture teaching and the integration of global citizenship shining light on the formal institutions. Finally, this contribution can be regarded as a description for the position of English language- culture in Algeria in addition to its effect mainly in global citizenship.

The finding of the study provides a comprehensive picture of what would empower students' empathy, attitudes, actions, and acceptance of other cultures by drawing a comparative investigation among master students who already been exposed to CLS module and others who were not been introduced to the subject matter ; showing a magnificent differences among these two categories in term cultural knowledge and awareness, appreciation of the richness of cultural diversities, tolerance, empathy , acceptance and open mindedness towards other culture. It also proves how global citizenship education is an objective that all teachers aim to reach highlighting the teachers' positive attitudes toward global citizenship and its significance in developing the student's cultural awareness, critical

thinking and problem solving skills, as well as increases their sense of responsibility toward global issues, urging the use of different activities that spark off debatable topics allied to global issues in order to enhance their communication and argumentation skills ,additionally, prepares global citizens to confront world challenges. Also acknowledging that global citizenship education benefits them as teachers too as they are constantly amassing insights and use it in everyday life. Furthermore, teachers propose a variety of skills that should be incorporated to broaden the student's horizons and enable them to see the world in a whole new light. They also spotlight on the obstacles that harshly influence theirs teaching process preventing them from providing the appropriate atmosphere to reach global citizenship's goal and the desired cultural awareness whom rely mostly on technology due to the lack of materials and training that are regarded as the major hindrances that face them in their daily activities . It is hoped that this investigation offers a better understanding of how teaching culture is important to produce global citizens, and hoped that teaching the module culture, language and society (CLS) will be given more attention to ensure transformative, and produce more culturally aware citizens. In Conclusion it is confirmed that indeed the infiltration of culture in EFL classes does increase the students' cultural awareness, and tolerance in other word it does promote global citizenship. Accordingly, the proposals mentioned earlier can offer fresh directives and possibilities for additional exploration that will benefit the English as a Foreign Language situation in Algeria.

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# Appendices

## **Appendix A: Students' Questionnaire**

In today's world of global interconnectedness, it is crucial to understand and accept different cultures. Indeed, we need to perceive, tolerate, and overcome cultural barriers as we are living in a global village. Our research tackles an accurate examination of the incorporation of teaching culture and promoting cultural differences in EFL classes. The present questionnaire is designed to get information about your cultural knowledge as well as your attitudes towards learning culture, cultural differences, and being global citizens. Please be assured that your responses will be kept completely confidential and used only for research purposes.

### **Assessing students' cultural knowledge and its contribution on being a global citizens**

#### **Section one: Demographic data**

1) Gender:

- Male
- Female

2) Speciality:

- Didactics and applied linguistics
- Literature and civilisation

3) Linguistic Proficiency :

- Intermediate
- Upper-intermediate
- Advanced
- Proficient

4) Cultural knowledge estimation

- I have some basic knowledge about TC
- I have good knowledge the TC
- I have good knowledge of many other cultures

5) For me, learning culture is done:

- Only in the classroom.
- In and outside the classroom.
- If outside would you precise how?

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

**Second section: students' perception of cultural differences**

1) What does the word "culture" mean to you?

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

2) Do you think learning about target culture is beneficial?

Yes

No

- If yes, why?

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

3) In your point of view, is it important to be aware of cultural diversities?

Yes

No

Why?

.....  
.....

4) What does the concept of “cultural values” mean to you?.

- Shared Beliefs and Norms to a particular community
- Universal principals common to all societies
- inclination and preference of individuals

5) Do you think that cultural values help us to understand cultural differences?

Yes

No

- If no, why?

.....  
.....

- If yes please cite how?

.....

6) Do you think that university studies helped you to enhance your cultural knowledge?



Yes

No

If yes, how?

.....  
.....

7) Did you benefit from any cultural exchange program? If yes, do you think cultural exchange programs make us or promote our sense of being world citizens?

Yes

No

8) In a situation when two persons with two different cultural concepts one from Algeria and the other from Spain; both of them are debating about their cultural differences, beliefs, values and so on, each one of them tries to convince the other that its culture is the best one. If you were the Algerian one and you came to a point where you are strongly debating some cultural differences what would you do?

You would tolerate differences and you keep the communication flow

You don't tolerate and break the communication

9) What does global citizenship mean to you?

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

10) In today's highly interconnected world, is it important to consider ourselves global citizens?

Yes

No

Why?

.....  
.....

### **Section three: the interconnectedness of culture and global citizenship**

1) Do you think gaining a solid cultural background help one to become world citizens?

Yes

No

2) Do you believe that learning the target culture is one of the keys aspects of being world citizens?

Yes

No

3) Do you think learning English and its target culture boosted your feeling of being world citizens?

Yes

No

- Please illustrate!

.....  
.....

4) Do you think you are able to engage in conversation with people who do not share the same culture as you?

Yes

No

- Could you justify why!

.....  
.....

5) Do you think that lectures about culture, provided in the master's programs, have contributed to your perception and deep understanding of major global matters?

Yes

No

- Would you please provide examples?

.....  
.....



## Appendix C: Pilot Questionnaire

1. Do you have any background knowledge about the notion of global citizenship?

Yes

No

2. Did you ever teach or are you currently teaching one of these modules: critical thinking, LCS (Language, culture and society), pragmatics, communication skills, and academic presentation?

Yes

No

3. Do you apply principles of global citizenship in EFL classes (cultural awareness, tolerance towards differences)

Yes

No

Somehow

4. Do you think that applying some principles of global citizenship in EFL classes is important?

Yes

No

5. Do you think that global citizenship is related to sustainable development goals  
(no poverty, quality, education, clean water and sanitation)?

Yes

No



- Do you think that creating a classroom atmosphere that acknowledges cultural differences is important?
  - Why?
- Do you consider activities/ tasks that trigger controversial topics related to global issues and cultural differences?
  - Yes No
  - Why?
- Along with teaching culture, are there any other aspects/ skills that should be incorporated in EFL classes to increase global citizenship?
  - Examples, please
- According to your experience, what resources should teachers rely on to reach global citizenship and cultural awareness?



## Appendix E : Likert Scale Questionnaire

Statements	Strongly disagree	Disagree	Neutral Agree	Agree	Strongly Agree
Incorporating global citizenship in our EFL classes is important					
Teaching cultural aspects is extremely important in EFL classes					
Sensitivity towards cultural differences is a matter that should be strongly addressed in EFL classes					
The exposure to the target culture contributes to raising students' personal development skills like critical thinking, communication skills, creativity					
Teaching culture encourages students to understand diverse perspectives, nurturing open-mindedness and empathy in the classroom.					
Global citizenship can be accomplished through inclusive					

education that emphasizes universal values and skills					
Culturally qualified teachers serve as models sparking students' curiosity, fostering an attitude of continuous learning, and preparing them to succeed in a globally interconnected world.					
Students exposed to cultural education are supposed to navigate the difficulty of a globalized workforce, cultivating a sense of adaptability and resilience in different situations.					

- Do you ascertain that your pedagogical materials (teaching materials) are culturally appropriate and comprehensive?
- What benefits do you personally gain from teaching principles related to global citizenship and culture?

## الملخص

تتناول هذه المذكرة مسألة المواطنة العالمية وتعلم الثقافة في التعليم العالي الجزائري، كما تبحث تأثير تعليم الثقافة على وجه الخصوص وكيف يمكن أن يؤدي إلى تعزيز المواطنة العالمية. في عصر العولمة الحالي، من المهم أن ندرك كيف تشكل الثقافة الطريقة التي نعلم ونتعلم بها. وبالنظر إلى السياق الأوسع، يمكننا أن نفهم بشكل أفضل أهمية التعليم متعدد الثقافات وأثره في تنمية الطلبة، مع إيلاء اهتمام خاص لسياقات التعلم الرسمية وتعليم الثقافة المستهدفة. ومن الجدير بالذكر أن العلاقة بين تدريس المواطنة العالمية والثقافة هي من بين المواضيع التي تم تناولها حديثاً. وفي ضوء ذلك، يهدف هذا البحث إلى تسليط الضوء على أثر تدريس الثقافة في فصول اللغة الإنجليزية كلغة أجنبية في تعزيز المواطنة العالمية على مستوى جامعة عين تموشنت..

**الكلمات المفتاحية:** المواطنة العالمية، تعليم الثقافة، مواطني العالم، فصول اللغة الإنجليزية كلغة أجنبية.

## Résumé

La présente thèse aborde le sujet de la citoyenneté mondiale et de l'apprentissage de la culture dans l'enseignement supérieur Algérien ; elle étudie notamment l'effet de l'enseignement de la culture et la manière dont il pourrait conduire à la promotion de la citoyenneté mondiale. Dans le monde globalisé d'aujourd'hui, il est important de reconnaître comment la culture façonne la façon dont nous enseignons et apprenons, en prenant du recul et en considérant le contexte plus large ; nous pouvons mieux comprendre l'importance de l'éducation multiculturelle et son impact sur le développement des étudiants, en accordant une attention particulière aux cadres d'apprentissage formels et à l'enseignement de la culture cible. Il convient de mentionner que le lien entre la citoyenneté mondiale et l'enseignement de la culture fait partie des sujets récemment abordés. Dans cette optique, cette recherche vise à mettre en lumière l'impact de l'infiltration de l'enseignement de la culture dans les cours d'anglais langue étrangère sur la promotion de la citoyenneté mondiale dans le cas de l'université d'Ain Temouchent.

**Mots clés :** Citoyenneté mondiale, enseignement de la culture, citoyens du monde, infiltration culturelle, cours d'anglais langue étrangère.

## Summary

The present dissertation tackles the issue of global citizenship and culture learning in Algerian higher education; notably, it investigates the impact of culture teaching and its contribution to global citizenship promotion. In today's globalized world, it is important to recognize how culture shapes the way we teach and learn, by taking a step back and considering the broader context; we can better understand the significance of multicultural education and its impact on students' development, with putting a specific attention to formal learning settings and target culture teaching. It is worth mentioning, that global citizenship and culture teaching nexus are among the newly addressed topics, in this light, this research aims to shed light on the impact of the infiltration of culture teaching in EFL classes in the promotion of global citizenship in the case of Ain Temouchent University.

**Keywords:** Global Citizenship, Culture teaching, World Citizens, Culture Infiltration, EFL Classes.