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**An Evaluation of the Disciplinary Overlap in
Literature and Civilisation Courses to Enhance
Learning: The Case of EFL Master Students at the
University of Tlemcen**

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For the Degree of "Doctorat" in Language Studies

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Declaration of Originality

I hereby declare that this dissertation is my own work and that any additional sources of information are duly cited. It contains no material previously published or written by another person or material which has been accepted for the qualification of any other degree or diploma of a university or other institution.

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Dedications

*I dedicate this work to the memory of my father and
to my dear mother.*

To my beloved husband Samir and my lovely children:

Djazia, Nazim and Rachid Manil.

To all my family and friends.

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Abstract

This thesis explores the interdisciplinary integration of literature and civilisation in English as a Foreign Language (EFL) Master's programs at the University of Abou Bekr Belkaid Tlemcen. Grounded in the belief that meaningful learning emerges from interconnected and context-rich approaches, the study examines how combining literary analysis with civilisational inquiry enhances linguistic competence, critical thinking, and cultural awareness. Literature is treated not only as a medium of artistic expression but also as a socio-historical artifact shaped by ideological and cultural forces. In parallel, civilisation studies provide a macro-level framework for understanding historical, political, and philosophical contexts of literary production. Despite growing interest in interdisciplinarity in higher education, research in EFL contexts has largely treated literature and civilisation as separate domains, with limited empirical attention to their pedagogical integration. To address this gap, the study investigates students' challenges in engaging with interdisciplinary content, the areas of overlap between literature and civilisation courses, and implications for future curriculum development. Adopting a mixed-methods research design, the study combines quantitative data obtained from students' questionnaire with qualitative data derived from classroom observation and semi-structured interview with teachers. The findings reveal key challenges, including methodological divergence, linguistic limitations, and curricular fragmentation, while also highlighting the pedagogical value of interdisciplinary integration in fostering student engagement, intercultural competence, and academic development. The study emphasizes the importance of curricular coherence, inclusive pedagogies, and flexible assessment practices, and offers practical recommendations to support interdisciplinary teaching in EFL higher education.

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List of Acronyms

EAP: English for academic purpose.

EFL: English as foreign language.

ESP: English for specific purpose.

LC: Literature and Civilisation

LMD: Licence -Master- Doctorate.

MENA: Middle East and North Africa.

GENERAL INTRODUCTION

General Introduction

The integration of literary and civilisation studies content within university curricula signifies a progressive evolution in higher education, reflecting a deepening pedagogical commitment to interdisciplinarity and the cultivation of global competence. Historically, higher education has often been structured around disciplinary silos. However, a growing recognition of the interconnected nature of knowledge and the complexities of the modern world has spurred a shift towards more integrated learning experiences (Gibbons et al., 1994). This progressive move acknowledges that equipping students with the capacity for critical thinking across domains, the synthesis of diverse knowledge forms, and meaningful engagement with intricate cultural narratives is paramount in an increasingly interconnected global landscape. Educational institutions are therefore challenged to foster these crucial abilities.

In this context, the synergistic study of literature and civilisation studies analysis offers a rich and multidimensional framework for learning, particularly within disciplines that inherently intersect with language, identity, history, and culture. The pressing global challenges of our time, such as climate change, large-scale migration, and global health crises, underscore the necessity for individuals who can draw upon diverse perspectives and understand the historical and cultural forces shaping these issues.

Literature, as a powerful artistic and intellectual medium, provides a unique and intimate lens through which the human condition is explored. It captures both personal and collective experiences, articulates ideological tensions, and reflects historical transitions through the evocative power of narrative, symbolism, and language. Meanwhile, civilisation studies encompass a macro-level exploration of the broad historical, socio-political, philosophical, and cultural dynamics that shape societies across time, examining their structures, values, and transformations. When these domains are studied in tandem, learners are encouraged to perceive literature not as an isolated aesthetic endeavor, but rather as a direct product of its specific

socio-historical and ideological environment, imbued with layers of meaning that resonate across temporal, cultural, and linguistic boundaries (Eaglestone, 2013; Said, 1993). This integrated approach allows for a more nuanced and contextualized understanding of both literary texts and the civilisations that produced them.

At the University of Tlemcen, this interdisciplinary vision is notably reflected in the design of Master's level courses that strategically bridge the study of English literature with civilisation-based inquiry. Within these programs, students are actively encouraged to analyze literary texts not in isolation, but in conjunction with the intricate web of socio-political, cultural, and philosophical forces that have significantly influenced their production and subsequent reception. This deliberate dual focus cultivates critical thinking skills, fosters a heightened cultural awareness, and enhances language proficiency, particularly within the specific context of English as a Foreign Language (EFL) education in Algeria. As Kramersch (2021) compellingly argues, language learning is inextricably linked to the symbolic systems of meaning embedded within a culture, and the study of literature within EFL classrooms can serve as a potent vehicle for developing both cultural and historical consciousness, enriching the language learning experience with deeper contextual understanding. Furthermore, in the Algerian higher education context, fostering these interdisciplinary skills is vital for equipping graduates with the analytical and cross-cultural competencies needed to navigate an increasingly globalized job market and contribute meaningfully to a diverse society.

However, the interdisciplinary integration of literature and civilisation is not without inherent pedagogical and cognitive challenges. Students are often required to navigate two distinct methodological paradigms: a text-centered, interpretive paradigm in literary studies, which emphasizes close reading, thematic complexity, and nuanced textual analysis; and a context-centered, socio-historical paradigm in civilisation studies, which prioritizes historical contextualization, ideological critique, and broader socio-political inquiry. This divergence in analytical focus can prove disorienting, particularly for students whose prior academic training has been

more firmly rooted in one discipline than the other (Newell, 2020; Repko and Szostak, 2021). Moreover, within an EFL framework, learners frequently contend with additional linguistic and cultural barriers. These include limited prior exposure to essential historical references, an often underdeveloped academic vocabulary in English, and a potential unfamiliarity with the intricate cultural subtexts deeply embedded within literary works (Baker, 2015; Airey, 2016). These multifaceted obstacles may inadvertently lead to fragmented interpretations of texts, a superficial engagement with complex ideas, and a reduced sense of confidence in undertaking sophisticated interdisciplinary analysis.

Given these complex dynamics, there is a clear and compelling need for rigorous empirical inquiry into how interdisciplinary approaches to the study of literature and civilisation are actually experienced by students within EFL contexts, and crucially, how these approaches might be strategically refined to maximize their inherent educational value. The current study directly addresses this gap in existing research by investigating the impact of such integration on student learning specifically at the University of Tlemcen. The focus of this investigation will be on the specific challenges encountered by students, the valuable skills they develop through this integrated approach, and the pedagogical strategies that can be most effective in supporting a more coherent and meaningful engagement with interdisciplinary content within the EFL setting. This research seeks to provide context-specific insights relevant to the Algerian higher education system while also contributing to broader understandings of interdisciplinary learning in humanities-based EFL programs globally.

Having thoroughly outlined the context and significance of this investigation, the examination of the aforementioned issues leads to the formulation of the following key research questions:

- 1-** What specific challenges do EFL Master students at the University of Tlemcen face in courses that intentionally blend literary and civilisation based content?

- 2- How can the intersections between literature and civilisation courses be used to encourage integrated learning and deeper engagement with the subject matter?
- 3- How changes in higher education and growing student diversity influence new interdisciplinary approaches and challenges in integrating literature and civilisation courses in EFL programs?

By rigorously exploring these critical questions, this study aims to make a significant contribution to the growing body of scholarly literature on interdisciplinary education, and to offer practical, evidence-based recommendations for enhancing curriculum design and instructional practices within humanities-based EFL programs, both at the University of Tlemcen and in similar international contexts.

Therefore, as a major step in the present research, the following testable hypotheses will be examined:

- 1- EFL Master students at the University of Tlemcen experience difficulties in interdisciplinary literature–civilisation courses, as reflected in their ability to relate concepts, apply analytical frameworks, and contextualize literary texts.
- 2- Literature and civilisation courses share measurable overlaps in content and pedagogy, particularly regarding cultural themes, historical periods, and social contexts, which are associated with students’ interpretive and critical engagement.
- 3- The design and reception of interdisciplinary literature–civilisation curricula in EFL higher education are associated with developments in

higher education and with student heterogeneity in cultural background, linguistic proficiency, and academic trajectory.

To investigate the proposed hypotheses, the study adopted a qualitative case study design aimed at providing an in-depth understanding of the interdisciplinary intersection between literature and civilisation courses within a specific educational context. The case study approach was selected for its suitability in examining complex pedagogical practices and contextual factors shaping interdisciplinary learning. Data were collected from multiple sources to ensure triangulation and analytical depth. These included students' questionnaire, teachers' interview and classroom observation.

Further, to rigorously explore these hypotheses, the research will be systematically organized around four distinct chapters. The first chapter will underscore the inherent pedagogical value of engaging in literary analysis within EFL contexts, emphasizing its significant potential to enrich students' linguistic and cognitive development. Through carefully selected exposure to diverse narratives and expressive language, it will be argued that students not only develop their crucial language proficiency skills but also gain invaluable insights into the complex cultural and historical underpinnings that inform literary works. In this view, literature transcends its role as merely a tool for language learning, becoming a powerful instrument for broadening students' perspectives and nurturing their emotional and intellectual growth.

The second chapter will focus on the critical relevance and practical application of interdisciplinary approaches within higher education, with a particular emphasis on their significance within the specific fields of literature and civilisation studies. This chapter will illustrate, through concrete examples, how the strategic integration of related disciplines such as history, sociology, political science, and philosophy into the analysis of literary texts significantly enhances the depth and breadth of students' interpretations. By effectively contextualizing literary works within

broader civilisation frameworks, it will be argued that learners are far better equipped to understand the underlying societal values, inherent tensions, and transformative processes reflected within the texts. Furthermore, this chapter will advocate for the early and consistent implementation of interdisciplinary methods throughout academic curricula to adequately prepare students for the multifaceted demands of both the professional and academic worlds in the 21st century.

The third chapter will provide a comprehensive and detailed account of the specific research methodology employed in this study to rigorously examine the intricate interplay between literature and civilisation within the EFL classroom at the University of Tlemcen. This chapter will meticulously describe the data collection instruments utilized (e.g., surveys, interviews, textual analysis) and the analytical procedures that will be employed to effectively assess student experiences and current instructional practices. Additionally, this chapter will provide a detailed profile of the specific courses and student participants involved in the study, offering crucial insights into the unique characteristics of the EFL learning environment at the University of Tlemcen. This robust empirical foundation will serve as the basis for either validating or challenging the proposed hypotheses and will directly inform the practical recommendations offered in the concluding section of the thesis.

Building directly upon the empirical findings derived from the third chapter, the final chapter will offer a comprehensive set of practical recommendations specifically aimed at improving the design and effective delivery of interdisciplinary courses that integrate literature and civilisation. This chapter will directly address the specific complexities inherent in meaningfully aligning literary and civilisation studies content, including the often-wide variation in thematic scope, the careful selection of appropriate texts, and the diverse levels of student readiness. The chapter will underscore the paramount importance of establishing clear curricular coherence, adopting pedagogical flexibility in teaching approaches, and implementing responsive assessment methods that accurately reflect the

interdisciplinary goals of such courses. Furthermore, it will suggest concrete and practical strategies such as the strategic use of team-teaching, the design of thoughtfully scaffolded assignments, and the effective integration of digital tools to support multimodal learning experiences. Ultimately, these proposals aim to significantly enhance the overall educational experience for all students, particularly those navigating the dual demands of foreign language learning and complex interdisciplinary analysis.

By meticulously examining the specific integration of literary and civilisation studies content within a defined academic context – the EFL Master's program at the University of Tlemcen – this research seeks to contribute meaningfully to broader scholarly conversations surrounding curriculum development, the effective implementation of interdisciplinary education, and ongoing pedagogical innovation within the humanities. The central aim is to demonstrate that when thoughtfully designed and effectively implemented, interdisciplinary courses have the significant potential to foster deeper learning, cultivate crucial cultural sensitivity, and promote enhanced intellectual engagement among students. Ultimately, this study advocates for a more interconnected and inclusive approach to higher education, one that accurately reflects the inherent complexity of human knowledge and effectively prepares learners to confidently navigate the multifaceted challenges of an increasingly globalized world.

CHAPTER ONE

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1.1 Introduction

For many EFL students, the study of literature and civilisation is an essential component of their language learning journey, as it provides exposure to rich, meaningful contexts that are filled with descriptive language, complex characters, and thought-provoking narratives. By integrating literature and civilisation into the curriculum, teachers offer students a vast array of vocabulary and linguistic structures, significantly enhancing their proficiency in English. These subjects not only contribute to the development of language skills but also stimulate students' imagination, allowing them to engage deeply with various cultural themes and perspectives. Furthermore, studying literature and civilisation fosters a heightened sense of cultural awareness, enabling students to appreciate and understand diverse worldviews. Through careful analysis of literary themes, character development, and historical contexts, these modules also promote critical thinking, encouraging students to reflect on and question the broader issues presented in the texts. This holistic approach not only strengthens linguistic competence but also nurtures students' intellectual and emotional growth, making literature and civilisation in valuable tools in their educational development.

1.2 Literary and Cultural Studies in EFL Context

Literature and cultural studies explore a complex relationship. They are not committed to a conception of the literary object that cultural studies must refuse/reject. Jonathan Culler (2011) states that “cultural studies arose as the application of techniques of literary analysis to other cultural materials”(p.43). It treats cultural artifacts as ‘texts’ to be read rather than as objects that are simply there to be counted. Conversely, literary studies may gain when literature is studied as a particular cultural practice and works are related to other discourses.

Furthermore, Literary and Cultural Studies give you access to historical and emergent traditions of literature, culture and thought. These different ways of living and knowing could be noticed through the language mediated in critical

interpretations and discussions. Therefore, the study of literature and culture provides students with invaluable skills in writing and thinking. These proficiencies in communication and perception are powerfully flexible, preparing learners to think creatively and innovate more.

Theoretical Foundations of Literary and Cultural studies serve as a framework for analyzing and interpreting various cultural artifacts, providing insights into the ways in which literature and culture shape and reflect society. By exploring key theoretical concepts such as post-colonialism, feminism, and psychoanalysis, scholars can uncover deeper layers of meaning within texts and cultural practices. Through interdisciplinary approaches, scholars can connect literature to broader social, political, and historical contexts, enriching our understanding of the complexities of human expression and experience.

1.2.1 The Field of Literary Studies

Literary studies is the study of written works of the imagination. It is described as a set of methods for examining the richness and diversity of experience through unusual uses of language. According to Onuekwusi:

Literature is any imaginative and beautiful creation in words whether oral or written, which explores man as he struggles to survive in his existential position and which provides entertainment, information, education and excitement to its audience.

(Onuekwusi, 2013, p.5)

This definition attempts to capture the main aims of literature via the expression of people's voice by giving the emotional as well as the intellectual pleasure. Moreover, the literary works are primary documents engaged with different disciplines, that is why literary studies is among the most interdisciplinary of any field of study.

Literature teaches students to engage with the past and with others. Whether they are looking at sonnets by Shakespeare, Science Fiction short stories, or novels by Chinua Achebe, Virginia Woolf, or Rigoberto Gonzalez, they are moving across imaginative boundaries: into the past or into the literary culture of a different society. Literary study enables readers to engage deeply with imaginative worlds while returning to their lived realities with renewed critical awareness (Culler, 2011). Thus the study of literature makes students aware of their own distinctiveness, as well as the uniqueness of these other places and times.

Therefore, the pedagogical purposes of teaching literature can be understood as three interrelated dimensions: first, literature functions as an academic discipline to be examined as a cultural and intellectual product; second, it serves as a rich source of textual material for stylistic and critical analysis; and third, it operates as an effective resource for language learning, supporting the development of linguistic competence and communicative skills.

1.2.2 Approaches to Teaching Literature in EFL Classrooms

Teaching literature is not simply reading a work or a book, but rather studying a book or a work. Students should be introduced to the kinds of languages that are studied in formal education, the scholarly pursuits that are brought to bear on them, and the methods of helping them see the sociological implications and values these languages have for their culture, society, and individual lives. Literature fosters in students a reflective awareness, a neutral and focused disposition essential for meaningful academic engagement. It also lays the foundation for multiliteracy, cultivates sensitivity to irony and diverse perspectives, enhances research competencies, and reveals complex sociological relationships. Moreover, it nurtures what might be described as a joyful inclination toward exploration, grounded in genuine intellectual curiosity, while simultaneously encouraging deeper social and ethical engagement.

So having decided the integration of literary texts in EFL classrooms, some scholars have proposed a number of teaching approaches that are beneficial to the

learners. Educators have been exploring innovative methods to engage students with literature. These approaches often involve incorporating multimedia elements, interactive activities, and technology to enhance the learning experience. By bringing literature to life in new and exciting ways, teachers are able to foster a deeper appreciation for the subject among their students. Carter and Long (1991) have proposed three approaches to the teaching of literature that will be presented: the language approach, the cultural approach and the personal growth approach. Recently, another approach has been advocated by Savvidou (2004) which is the integrated approach.

1.2.2.1 The Cultural Approach

The cultural approach serves as a valuable method for conveying important ideas to students, offering them the opportunity to explore and comprehend diverse cultures and ideologies. It acts as a source of information about a target culture, making it an ideal way to preserve cultural richness. As Fenner (2001) suggests, “society is dynamic and constantly evolving [...] the literary text embodies the culture of a specific language community and provides the reader with valuable insights into the foreign culture” (2001, p. 16). For the same context Carter and Long claim that

Teaching literature within a cultural model enables the students to understand and appreciate cultures and ideologies different from their own and space and to come to perceive traditions of thoughts, feeling and artistic form of within heritage literature of such cultures endows.

(Carter and Long, 1991, p. 2)

In other words, the cultural approach encourages students to explore the historical, cultural, social, and political contexts of a text. Its primary goal is to enhance students' cultural awareness. Additionally, it represents a traditional method of teaching literature, often resulting in a teacher-centered approach.

This approach, when applied in civilisation courses, allows students to explore the values, ideologies, and historical experiences embedded in cultural texts. It provides a gateway into understanding societal norms, political ideologies, and historical events as reflected in literary works, thereby enriching students' grasp of civilisation themes.

However, the cultural approach, while enriching students' cultural awareness, has been criticized for being overly teacher-centered and relying heavily on background knowledge that EFL learners may lack. This can create a passive learning environment where students become dependent on the teacher for cultural interpretation. To address this, integrating learner-centered techniques—such as inquiry-based projects or comparative cultural tasks—can help students actively engage with the cultural dimensions of the text.

1.2.2.2 The Language Approach

The language approach is one of the most widely used methods in literature instruction. Referred to as the "language-based approach" by Carter and Long (1991), it views literary texts as tools to help students improve their language proficiency. Similarly, Maley and Duff (1990) emphasize that the main objective of this approach is simply to use literary texts as a resource for stimulating language activities.

Furthermore, this approach highlights the use of literature as a vehicle for teaching specific vocabulary, grammar structures, and language skills. It tends to focus primarily on the linguistic aspects of the text, with limited engagement of learners in the deeper, interpretive elements of the work. The goal is to enhance language input through structured practice, making it a predominantly learner-centered approach.

In this model, the emphasis is placed on guiding students to approach the text in a systematic, methodical way. As Carter and Long (1991, p.2) note, the aim is "to help students find ways into the text in a methodological way". Ultimately, the

language approach aspires to enhance students' literary competence by fostering a stronger grasp of both the language and the linguistic structures within literary texts.

In the context of civilisation studies, the language approach can be adapted to analyze primary historical documents, political speeches, and media texts. By focusing on linguistic structures and vocabulary, students can better understand how language reflects and shapes societal change, authority, and identity within a specific historical period.

Despite its practical benefits in reinforcing vocabulary and grammatical structures, the language approach has been critiqued for reducing literature to a linguistic tool. This may overlook the deeper thematic and emotional richness of literary texts, thereby limiting learners' engagement. Especially in civilisation courses, an exclusive focus on language may miss opportunities to explore historical or ideological content. Thus, while effective for linguistic development, this approach should be complemented with strategies that foster interpretive and contextual analysis.

1.2.2.3 The Personal Growth Approach

The objective of the third approach, that of personal growth, is to bridge the gap between the first two models by highlighting the specific use of language within a text while also considering its cultural context. However, the primary focus of this approach is on the personal experiences of the learner. As Savvidou (2004) explains, "learners are encouraged to express their opinions and emotions, and to draw connections between their own personal and cultural experiences and those represented in the text." In this way, students can develop a deeper understanding of both ideas and language through engaging with diverse themes and topics.

Furthermore, this approach emphasizes the relationship between the reader and the text, encouraging active involvement with its content. As Cadorath and Harris (1998) suggest "the text itself has no inherent meaning; it merely provides a framework for the reader to construct meaning based on their own experiences"

(1998, p. 188). This interactive process fosters a more rewarding literary experience, as students derive personal enjoyment from engaging with literature. To support this perspective, Carter and Long (1991) note that the personal growth model allows students to “achieve an engagement with the reading of literary texts [...] and to grow as individuals” (1991, p. 3).

While students are encouraged to engage deeply with literary works, the teacher must assume an important pedagogical responsibility in selecting texts that align with students' interests and needs.

These three approaches to teaching literature differ in their emphasis on the text, with the weaknesses of one approach often complementing the strengths of another. What is ultimately required is a holistic approach that integrates the key elements of all three models, making literature more accessible to learners and ensuring its value in enhancing their linguistic development.

This approach also benefits civilisation studies by encouraging students to connect personal values and cultural identity with larger societal narratives. It promotes empathy and critical reflection, enabling learners to understand diverse historical and cultural perspectives not just as abstract knowledge, but as lived human experiences.

The personal growth approach offers valuable opportunities for student engagement and emotional connection. However, its reliance on subjective interpretation can lead to superficial analysis if not carefully guided. Some critics argue that without a strong analytical framework, personal responses may stray from the text's historical or cultural contexts—an important consideration in civilisation courses. Teachers must therefore balance affective engagement with academic rigor, using structured discussion prompts or comparative activities to ground responses in textual evidence.

1.2.2.4 The Integrated Approach

The current approach equips learners with strategies to analyze and interpret language in context, utilizing a wide range of authentic texts and reading techniques. It not only provides EFL (English as a Foreign Language) learners the opportunity to improve their linguistic and communicative abilities but also enhances their understanding of language itself. In line with this, Duff and Maley (2007) highlight several key reasons for teaching literature, namely linguistic, methodological, and motivational. This approach primarily supports students' personal growth by enhancing their cultural awareness and refining their language skills.

Consequently, the ultimate goal of teaching literature extends beyond merely acquiring knowledge about the author, historical context, and literary principles. It also encompasses fostering the ability to think creatively, express personal viewpoints, and apply classroom learning to real-world situations, particularly by recognizing their cultural identity in relation to other cultures. As Oster (1989) aptly states, the aim is "to develop the ability to see with different eyes" (1989, p .8). The integrated approach is fundamentally activity-based, with students learning most effectively when they are provided with ample learning opportunities and are actively engaged in tasks or find success in solving challenges.

Therefore, incorporating diverse perspectives and voices into the literature curriculum is crucial for fostering an inclusive learning environment. Encouraging students to explore literature from various cultures and backgrounds broadens their understanding and appreciation of the rich diversity in the world. By integrating a variety of perspectives, educators can help students cultivate empathy, sharpen their critical thinking skills, and contribute to building a more inclusive and thoughtful classroom community.

The integrated approach is especially valuable for civilisation courses, as it encourages a multidimensional analysis of texts by combining language learning,

cultural awareness, and critical thinking. This mirrors the interdisciplinary nature of civilisation studies, where understanding the interplay between literature, history, and culture is key to analyzing complex social phenomena.

While the integrated approach is widely praised for its inclusivity and balance, its implementation can be complex. Teachers may struggle to manage the simultaneous development of language, literary, and cultural competencies, especially in time-constrained curricula. Additionally, it requires thoughtful planning and interdisciplinary collaboration, which may not be readily supported in all educational contexts. Nonetheless, its holistic nature makes it particularly suitable for literature and civilisation courses, where cross-cutting themes and critical thinking are essential. These four approaches—cultural, language, personal growth, and integrated—not only illustrate the diverse entry points into literature instruction but also provide a framework that supports an interdisciplinary strategy. In particular, the Integrated Approach aligns closely with the goals of literature and civilisation courses, as it encourages a holistic engagement with language, culture, history, and identity. By combining linguistic development with cultural exploration and personal reflection, this model offers a dynamic foundation for designing curricula that bridge literary texts with broader societal and civilisational themes. Thus, the theoretical foundations outlined here serve as a justification for employing literature as a gateway to interdisciplinary teaching in EFL contexts.

1.2.3 The Difficulties in Using Literature in EFL Classrooms

As Addenbrooke indicated in *TESOL Quarterly* "there is much to be learned about the possibilities and the practicalities of using literature in language teaching, especially in foreign language teaching" (1981, p.361). Some teachers may feel a certain uneasiness or a sense of incapability when asked about using literature in EFL, and especially in their own classes. One reason is that the main goal of many literature courses in EFL is often seen as too difficult or abstract for learners. Studying literature is not considered easy—not just because of unfamiliar

vocabulary or abstract language, but because it also requires background knowledge. This knowledge comes from different historical and social contexts, which students may not share. As a result, the skills needed to understand literature are quite different from those used in learning everyday English.

While there are clear advantages to using literature in the language classroom, several challenges have been identified by scholars, including language barriers, cultural issues, and the selection of appropriate texts. Indeed, when analyzing some of the most popular literary works, "we may find ourselves in the uncomfortable position of acknowledging that some of our favorite texts could pose significant difficulties for our language students" (Lima, 2005, p. 186).

1.2.3.1 Language Complexity

One of the most common challenges is the language itself, particularly with regard to vocabulary and grammatical structures. It is argued that literary texts are often filled with complex linguistic structures, which can create difficulties for language learners. McKay (2001) and Savvidou (2004) criticize the language used in literary texts, noting that it often deviates from the conventions of Standard English, making it less suitable for learners at various proficiency levels. Additionally, Robson (1989) argues that, due to their syntactic and lexical complexity, literary texts may contribute "little or nothing to help students become proficient users of the target language" (1989, p. 25).

1.2.3.2 Cultural Relevance

A significant challenge arises from cultural issues when using literary texts in English as a Foreign Language (EFL) classrooms. As McKay (2001) argues, "Literature is saturated with cultural concepts that may confuse or frustrate the inexperienced reader". Moreover, the debate surrounding the presentation of different cultures in language learning persists, with diverse perspectives on the matter. Tomlinson (2001) suggests that there is a need to humanize textbooks, and one way to achieve this goal is by localizing the content with engaging topics and

themes from the learners' first language (L1). Conversely, other scholars align with the belief that language is inherently tied to culture, and vice versa, asserting that exposure to foreign cultures is vital for EFL/ESL learners (Brown, 2007).

On the other hand, McKay (1982) offers three strategies to overcome linguistic and cultural challenges:

- Utilizing simplified texts.
- Incorporating materials that are appropriate for the learners' proficiency level.
- Selecting texts targeted at young adults, which are generally less stylistically complex.

Every individual is born into a unique cultural context, which shapes the acquisition of various aspects of life. In a broader sense, culture can be defined as a collection of social beliefs, values, religions, ideologies, and worldviews embraced by the majority of individuals within a particular community. Cultural barriers, on the other hand, refer to traditions or norms that impede the complete understanding or teaching/learning of a foreign language. Key examples of these barriers include body language, religious beliefs, and social customs, all of which play a significant role in cross-cultural communication.

1.2.3.3 Selection of Materials

Text selection presents a significant challenge for both educators and students. In this regard, Khatib et al. (2011) emphasize that “learners’ language proficiency, age, gender, and background knowledge should be considered when choosing a text”(p. 204). These factors are crucial because students often lack the linguistic, literary, or cultural competence required to navigate more complex texts. Additionally, some scholars highlight the unfamiliarity with certain literary genres and the length of the text as potential obstacles. Many students, feeling overwhelmed by the prospect of tackling lengthy texts, may lack the confidence to engage with them effectively. Carter and Long (1991) argue that “these challenges

can be addressed by selecting texts that are well-suited to the specific needs and capabilities of the learner group”.

Recognizing these challenges is essential when developing an interdisciplinary model for literature and civilisation instruction. Language complexity, cultural unfamiliarity, and material selection must be addressed through thoughtful curriculum design that integrates supportive strategies—such as scaffolding, contextualization, and localized content—without sacrificing the richness of authentic literary experiences. An interdisciplinary strategy can respond to these concerns by blending literary analysis with historical, social, and cultural studies, making literary texts more accessible and meaningful to EFL learners.

1.3 The Development of Civilisation Studies in EFL Classrooms: An Overview

Civilisation studies, an interdisciplinary field that examines the development and interaction of human societies, have gained increasing importance in English as a Foreign Language (EFL) classrooms. This section explores the evolution of civilisation studies in this context, emphasizing their relevance to cultural, historical, and social understanding within English-speaking environments. Integrating such studies into EFL instruction enhances not only language proficiency but also learners’ appreciation of the values, beliefs, and worldviews that shape English-speaking societies.

Historically, the intellectual roots of civilisation studies lie in the works of scholars such as Edward Gibbon and Oswald Spengler, who analyzed the rise and decline of empires. In the contemporary classroom, however, civilisation studies have expanded to include perspectives from anthropology, sociology, history, and cultural theory. This interdisciplinary approach supports a more nuanced and holistic understanding of civilisations as complex and evolving entities influenced by geography, economics, power structures, and cultural exchange.

A significant development in recent years is the incorporation of global perspectives. Scholars such as Felipe Fernández-Armesto, in *Civilisations: Culture, Ambition, and the Transformation of Nature* (2001), advocate for a view of civilisations as interconnected, rather than isolated phenomena. This encourages learners to examine cultural diffusion, hybridity, and mutual influence—broadening their understanding of culture beyond national or monolithic frameworks.

Advancements in digital humanities have also revolutionized the study of civilisation. Tools such as Geographic Information Systems (GIS) and large-scale data visualization projects like *The Digital Atlas of Roman and Medieval Civilisations*, allow for dynamic mapping of historical and cultural developments. These tools support new ways of engaging with civilisation as spatial and temporal processes, enabling deeper classroom engagement with historical transformation and cultural continuity.

Postcolonial theory further contributes to the evolution of civilisation studies. Scholars like Dipesh Chakrabarty (*Provincializing Europe*, 2000) critique Eurocentric narratives and highlight the significance of non-Western perspectives. This reorientation fosters a more inclusive and equitable understanding of civilisation, challenging dominant paradigms and recognizing the value of indigenous knowledge systems, oral traditions, and alternative modernities.

In addition, sociologists like Manuel Castells (*The Rise of the Network Society*, 1996) have addressed the impact of globalization and digital technologies on civilisation. Their work demonstrates how modern cultural identities and social structures are increasingly shaped by global networks, raising new questions about cultural preservation, transformation, and interaction in the digital age.

Therefore, the integration of civilisation studies into EFL education reflects a growing recognition of the importance of cultural and historical awareness in language learning. By drawing on interdisciplinary insights and emphasizing intercultural understanding, civilisation studies enrich the EFL curriculum and prepare learners to navigate an increasingly interconnected world. This

development also aligns with broader educational goals of fostering critical thinking, empathy, and global citizenship.

1.3.1 The Field of Cultural Studies

Cultural Studies is a multidisciplinary academic field that draws upon critical theory and cultural analysis to examine the role of culture in everyday life. It challenges traditional boundaries of knowledge by emphasizing that human experiences cannot be fully understood through economic or political frameworks alone. Instead, Cultural Studies foregrounds the diverse ways in which values, meanings, and identities are constructed and negotiated within social contexts.

According to Bennett (1998), Cultural Studies is concerned with “all those practices, institutions and systems of classification through which there are inculcated in a population particular values, beliefs, competencies, routines of life and habitual forms of conduct” (p. 28). In this sense, culture is viewed not just as artistic or intellectual products but as systems of meaning that shape people’s behaviors and perceptions.

While the field originally emerged from British academia as a critique of mass media and power relations in capitalist societies, its contemporary applications have broadened significantly. Today, cultural studies encompasses areas such as race, class, gender, nation, and youth culture, often examining how these identities are represented and contested in media, literature, and social institutions.

Importantly, two key approaches often define the pedagogical application of cultural studies in EFL classrooms:

- a) The Mono-Cultural Approach:** This method focuses primarily on the target culture typically that of native English-speaking countries. While it allows for immersion in the norms and values of the studied culture, it may risk sidelining the learner’s own cultural background.
- b) The Comparative Approach:** By juxtaposing learners’ native culture with the target culture, this method fosters a more nuanced, dialogic

understanding. As Byram (1998) suggests, such comparisons challenge learners to reflect on their own values and beliefs, thereby promoting intercultural understanding without implying superiority or inferiority.

Through this comparative lens, learners begin to see their own culture in a new light, fostering empathy, critical thinking, and a more global perspective, essential competencies in today's interconnected world.

1.3.2 The Need for Cultural Studies in Literature

In the realm of literature, cultural studies play a pivotal role in unraveling the layers of meaning embedded in texts. By delving into the social, historical, and political contexts that shape literary works, cultural studies enrich our understanding and appreciation of literature. This interdisciplinary approach allows us to examine how cultural norms, values, and beliefs influence both the creation and reception of literary texts, shedding light on the complexities and nuances that make literature a reflection of society at large. Cultural studies not only provide insight into the intricacies of a text but also offer a lens through which we can explore the diversity and richness of human experiences across different cultures and time periods. In essence, the intersection of cultural studies and literature opens up a world of possibilities for critical analysis and interpretation, inviting readers to engage with texts in a more profound and meaningful way.

Literary works can be an effective means to develop the understanding of other cultures because they provide the readers with insights of other cultures without having to visit the real place. Carter points out:

Literature, it seems to me, is the surest bridge to understanding. Let students read novels, plays, short stories, and yes, poems from other nations and cultures. Let them immerse themselves vicariously in the other lives, and sort of actually living there for an extended period, they'll have about as intensive an understanding as it is possible to get

(Carter, 1995, P. 15)

Therefore, there is a need for cultural studies. It may provide tools which enable the student to read and interpret one's culture critically. Then, it establishes culture within a theory of social production, specifying ways that cultural forms serve to further social domination and multi-culturist program, this is what makes students sensitive towards relations of power and domination as encoded in cultural texts. Culture, in this context, includes everyday meanings and practices, a central focus of cultural studies in literature.

Given the increasing emphasis on global citizenship and intercultural communication in education, the integration of cultural studies into literature courses is no longer a theoretical luxury but a pedagogical necessity. It nurtures learners' cultural sensitivity and critical awareness—skills that are essential for navigating diverse societies both linguistically and ethically.

1.3.3 Key Concepts in Cultural Studies

Cultural studies as an interdisciplinary field of studies draws from many different subject areas and emphasizes on different concepts, some of them can be cited as follow:

- a) **Representation:** Cultural studies focus on representation which refers to using language to say something meaningful about, or to represent the world meaningfully to other people. The major stress of cultural studies is on the

study of culture as the signifying practice of representation. Cultural theorist Stuart Hall describes representation as “the process by which meaning is produced and exchanged between members of a culture through the use of language, signs and images which stand for or represent things” (Hall, 1997). For this, it is needed to explore the different meanings generated by texts, and the modes by which each meaning is produced in different contexts. The concept of representation has an important place in the study of culture. “Representation connects meaning and language to culture”(Hall,1997, p. 15). It is an important element of the process through which meaning is produced and exchanged between members of a culture. It does involve the use of language, signs and images which stand for or represent things. Basically, representation is the creation of the meanings of the concepts created in our minds through language.

- b) Texts and readers:** Text refers to written words as well as the practices signified. Generally, it describes a range of cultural objects like books, television programs, films, etc. It also includes generating meaning by sounds, images, objects and activities that signify in the same way as language and can be commonly referred to as texts that can be read. In a broader sense, it refers to understanding the audience. The meanings find in cultural texts are not the same as that produced by readers or active audiences. All readers do not necessarily share the same meanings with each other. Critics are also a specific breed of readers. Ibid goes on claiming that “producing the correct reading is a delicate and complicated task involving guessing and trying again, performing with skill and rapidity ...” (p.104)

Together, these concepts help students critically engage with cultural materials, enhancing their awareness of how ideologies operate within language and representation.

1.3.4 Literary and Cultural Studies Program

The Literary and Cultural Studies (LCS) Program provides a comprehensive and interdisciplinary foundation in literature and cultural analysis. It engages students in the critical examination of literary texts alongside cultural forms such as art, religion, and tradition, enabling them to explore how narratives both reflect and shape human experiences across different historical and social contexts.

This program emphasizes the interconnectedness of literature and culture, inviting students to explore key questions such as: How do literary texts mirror societal values and cultural shifts? In what ways do narratives influence understandings of gender, identity, race, and belief systems? What is the significance of cultural forms across different periods and regions?

By introducing students to a diverse range of genres and theoretical perspectives, the program fosters critical engagement with texts not only as literary works but also as cultural artifacts. Literature is studied in tandem with broader cultural dynamics, encouraging students to recognize the role of language and narrative in shaping worldviews and social realities.

A distinctive feature of the program is its focus on interdisciplinary inquiry. Students are encouraged to approach literature and culture from multiple vantage points, drawing on insights from fields such as philosophy, history, and visual studies. This approach broadens their understanding of the social and political forces that inform cultural production and reception.

The program also promotes analytical thinking, intercultural sensitivity, and reflective learning. Through exposure to a wide variety of cultural narratives, both dominant and marginalized, students develop a deeper appreciation for diversity and the complexity of human expression.

1.4 The Relevance of Literary Analysis in Literature and Civilisation University Courses

Literary analysis serves as a crucial bridge between language, culture, and critical inquiry. In university courses that focus on both literature and civilisation, it offers students the tools to interpret texts beyond their surface meanings uncovering historical, cultural, and ideological dimensions. This section explores how literary analysis enhances understanding of societal values, fosters critical thinking, and deepens engagement with the cultural and civilisation related contexts embedded within literary works.

1.4.1 Deep Understanding of Texts

Literary analysis enables students to delve into the intricate layers of literary works. It involves examining themes, motifs, symbols, and structures that are not always apparent at a surface level. In literature courses, this analytical approach helps students uncover deeper meanings and contextual significance in literary texts, allowing them to engage more thoughtfully with both the content and form of a work.

1.4.2 Connection to Civilisation

Literature is not created in isolation; it reflects and shapes the culture and civilisation from which it emerges. Literary analysis goes beyond the individual text to explore its relationship to historical, social, and political contexts. In a civilisation course, students examine how literature reflects and influences the intellectual and cultural movements of a given time. This approach fosters an understanding of how literature interacts with broader societal issues like gender, class, race, and politics.

1.4.3 Critical Thinking and Interpretation Skills

One of the key values of literary analysis in academia is its role in developing critical thinking. Students learn to interpret texts in diverse ways, understanding that literature is often ambiguous and subject to multiple interpretations. This skill is transferable beyond literature and into broader disciplines, equipping students with

the ability to analyze information, form arguments, and assess evidence in a nuanced way.

1.4.4 Interdisciplinary Learning

Literary analysis often overlaps with other fields like history, philosophy, linguistics, sociology, and psychology. In university courses on literature and civilisation, students are encouraged to draw from these disciplines to enhance their understanding of texts. This interdisciplinary approach fosters a more comprehensive education, helping students see the interconnectedness of knowledge.

1.4.5 Cultural and Personal Reflection

Through literary analysis, students engage with diverse voices and perspectives, which helps broaden their worldview. This reflection not only increases cultural awareness but also promotes empathy and self-awareness. In civilisation courses, where literature is often a window into different epochs or cultures, students gain a deeper understanding of the human experience across time and space.

1.4.6 Communication Skills

Engaging in literary analysis encourages students to articulate their thoughts and ideas effectively. They learn to construct well-reasoned arguments and communicate complex ideas clearly in both written and oral forms. These skills are invaluable in various academic and professional contexts.

1.5 The Role of Literary Analysis in Enhancing Language Skills and Cultural Understanding in EFL Classrooms

In the context of English as a Foreign Language (EFL), literary analysis offers a valuable avenue for improving both language proficiency and cultural competence. By exploring literary texts, EFL learners can deepen their understanding of language structures, expand their vocabulary, and enhance reading comprehension. Additionally, literature provides rich opportunities for fostering cultural awareness and intercultural communication. This dual focus on language and culture is crucial

for students learning English in diverse contexts, especially in an increasingly globalized world.

1.5.1 Literary Analysis for Language Skills Enhancement in FEL Context

This section explores the potential of literary analysis as a powerful tool for enhancing various facets of language proficiency for EFL learners. Specifically, it will delve into how engaging with literary texts and employing analytical techniques can significantly contribute to vocabulary acquisition, reading comprehension, and a deeper understanding of grammar within authentic contexts.

a) Vocabulary Acquisition

Literary texts expose EFL learners to a wide variety of vocabulary, including less common words and idiomatic expressions, often used in nuanced contexts. By engaging in detailed literary analysis, students encounter these terms and phrases in context, which not only aids in memorizing new vocabulary but also in understanding their correct usage (Laufer and Goldstein, 2004). Literature provides a rich resource for enhancing learners' lexical range, which is essential for both spoken and written communication.

b) Reading Comprehension

Engaging with literature requires EFL learners to interpret complex structures and meanings. Through literary analysis, students practice critical reading skills, such as identifying themes, symbols, and literary devices (Nuttall, 2005). These analytical skills help learners develop the ability to comprehend both academic and non-academic texts. Studies show that extensive reading of literature significantly improves EFL learners' reading comprehension (Grabe and Stoller, 2011), as they become more proficient at decoding and understanding texts with varied levels of difficulty.

c) Grammar in Context

One of the key advantages of using literary texts in EFL instruction is the contextualized learning of grammar. Instead of teaching grammatical structures in isolation, literary analysis enables students to observe syntax, punctuation, and sentence structure in real-world contexts. Through this method, learners develop a deeper understanding of grammar rules by seeing how they function within authentic communication (Carter and McCarthy, 2006). This approach not only aids in grammatical accuracy but also in the fluidity and naturalness of language use.

1.5.2 Literary Analysis for Enhancing Cultural Awareness in EFL

Context

In the context of EFL education, literary analysis serves as a powerful tool not only for developing linguistic competence but also for fostering cultural awareness. Through the careful examination of characters, settings, themes, and narrative perspectives, students are exposed to diverse cultural contexts and worldviews embedded within literary texts. This engagement enables learners to recognize cultural nuances, challenge stereotypes, and reflect on their own cultural assumptions. As such, integrating literary analysis into EFL instruction supports the development of intercultural understanding, an essential skill in today's globalized world.

1.5.2.1 Cultural Contexts and Themes

Literature is a window into the cultures, histories, and values of different societies. By analyzing literary works, EFL learners gain insight into a wide range of cultural contexts, themes, and worldviews. For example, novels and poems can reflect societal values, historical conflicts, and the complexities of identity (Kramsch, 1993). Through this lens, learners not only improve their language skills but also gain a deeper understanding of the cultural nuances embedded in language use.

1.5.2.2 Exposure to Diverse Perspectives

Literary works often introduce readers to diverse perspectives on social issues, politics, and personal identities. For EFL learners, exposure to such viewpoints can challenge stereotypes and broaden their understanding of the world (Byram, 2008). Through literature, students engage with multiple perspectives on issues such as gender, race, and migration, thus enhancing their intercultural sensitivity and empathy, which are vital in today's globalized society.

1.5.2.3 Intercultural Communication

Literary analysis serves as a powerful tool for teaching intercultural communication. By exploring the traditions, values, and behaviors presented in literature, EFL learners can develop a more nuanced understanding of intercultural differences and similarities (Kramsch, 2009). This knowledge helps them navigate real-world interactions with speakers of different cultural backgrounds, fostering more effective communication and reducing misunderstandings. As students analyze cultural elements in literary texts, they also develop critical thinking skills necessary for interpreting intercultural messages in diverse contexts.

1.5.3 Practical Examples for EFL Master Students

To illustrate the practical application of literary analysis in EFL instruction, specific examples of literary works can be highlighted. For instance, works by authors like Chinua Achebe, Margaret Atwood, or Zadie Smith can be used in the classroom to discuss both linguistic elements (such as vocabulary, syntax, and figurative language) and cultural themes (such as post-colonialism, gender roles, or social justice). These texts not only engage learners with rich language but also provoke thoughtful discussions on critical global issues, making them highly relevant to EFL Master's students. Incorporating literary analysis into EFL classrooms can be achieved through various engaging activities. For example, group discussions or debates can allow students to analyze and critique the themes and cultural implications of a literary work. Reflective essays could encourage students

to connect the cultural insights gained from literature to their own experiences. Additionally, tasks like role-playing or writing creative responses to literature can deepen learners' understanding of both language and culture in an interactive and dynamic way (Carter and Long, 1991). These activities also promote the development of critical thinking and language production skills, both of which are essential for advanced EFL learners.

By situating literary analysis within the EFL context, educators can provide students with a comprehensive learning experience that enhances both linguistic abilities and cultural competence. As literature allows for the integration of language skills with cultural awareness, it offers a unique and enriching approach to language education that is both intellectually stimulating and practically beneficial.

1.5.4 Cultural Awareness and Intercultural Competence Assessment

Cultural awareness and intercultural competence are vital for EFL learners, as they enable students to communicate effectively across cultures and understand the underlying values and practices that shape language use. Recent studies stress that assessing cultural competence requires more than just theoretical knowledge, it also involves evaluating students' ability to apply this understanding in real-world contexts (Byram, 2021). Some assessment methods can be applied and are as follow:

- **Cultural Reflection Papers:** Students can be asked to write reflective papers about the cultural themes they encounter in texts or classroom discussions. This task encourages learners to connect their linguistic knowledge with cultural understanding, reflecting on how language reflects cultural values and social contexts (Byram, 2021).
- **Cultural Immersion Projects:** Projects that involve students exploring the culture of an English-speaking country (or any other relevant cultural context) through media, interviews, or fieldwork allow students to engage with real-world cultural materials. The assessment can focus on both the

accuracy of the cultural knowledge and the ability to discuss it effectively in English (Deardorff, 2009).

- **Intercultural Simulations and Role Plays:** Role-playing activities and simulations where students interact in culturally diverse settings offer opportunities to assess how well students navigate intercultural situations. These activities evaluate their ability to apply cultural understanding in communication and use language appropriately in different social contexts (Risager, 2011).

1.6 Literary Criticism

Literary criticism is the study, discussion, evaluation, and interpretation of literature. It can be an examination of a single literary piece or an author's body of work. It is studying the created works. With traits such as mediating between the reader and text, as well as developing appropriate, intellectual responses to that literature, it differs greatly from an average book report. Criticizing books is about forming and expressing points of view. Literary criticism helps students develop advanced levels of critical thinking, understanding of writing styles and devices, and better understanding of literature, authors, and times in which events take place. It serves as a perfect training ground for those studying to be alive, quick-witted thinkers, thus also developing their writing styles.

Literary criticism, too, refers to a genre of writing whereby an author critiques a literary text, either a work of fiction, a play, or poetry. According to Beckson and Ganz (1989) "literary criticism is the evaluation of literary works, it includes the classification by genre, analysis of structure, and judgment of value" (p.145). Alternatively, some works of literary criticism address how a particular theory of interpretation informs a reading of a work or refutes some other critics' reading of it. The common objective is to identify the greatest cultural value in the text and to interpret it so that it would be understood and appreciated by others.

Because of the differences in interpretation and evaluation of works among the literary critics, the critical theory serves as a guidelines and set standard for

good literary criticism. In the words of Peck and Coyle (1984), they said that “literary theory is concerned with establishing general principles about how literature works, and how criticism work”. In addition, (Held, 1980, p.105) notes that “it covers a wide range of academic disciplines and can be applied to any field of knowledge”, such as education theory, design theory, design practice, architecture, psychology etc. It does not simply try to understand the nature of social world but try to change it.

1.6.1 What is criticism?

Criticism is the overall term for studies concerned with defining, classifying, analyzing, interpreting, and evaluating works of literature (Abrams, 2009, p. 39). Theoretical criticism proposes a theory of literature, in the sense of general principles, together with a set of terms, distinctions, and categories, to be applied to identifying and analyzing works of literature, as well as the criteria (the standards or norms) by which these works and their writers are to be evaluated.

Criticism deals with the qualities of the work of literature. It is not concerned with whether a literature is good or not. It attempts to show or explain why such a work is good or why people find value in it. The work itself (literary text) is in the center of the map because all approaches must deal, to some extent or another, with the text itself. To critique a piece of work, one must read first the text, after which, one may utilize any of the following literary approaches below:

1. Formalist criticism
2. Deconstructionist criticism
3. Historical criticism
4. Inter-textual criticism
5. Reader-response criticism
6. Mimetic criticism
7. Symbolic/Archetypal criticism
8. Psychological criticism
9. Marxist criticism

10. Feminist criticism

11. The image below, courtesy of Skylar Hamilton Burris, maps the various approaches to literary criticism.

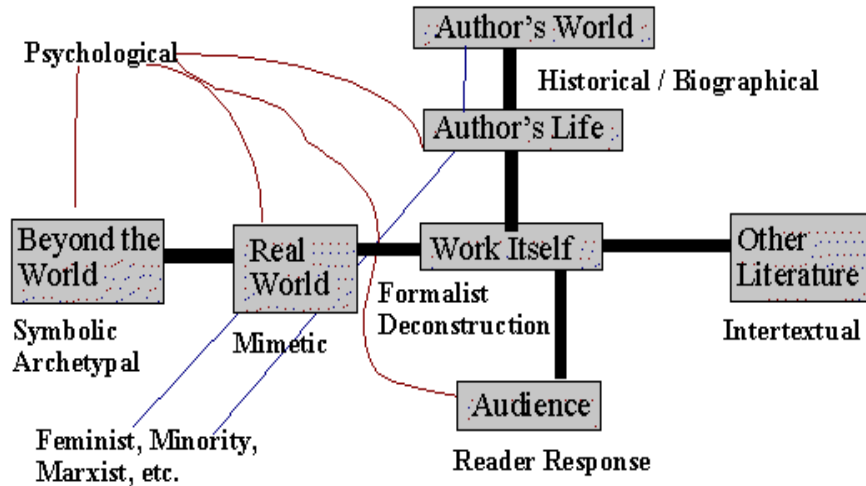


Figure 1.1 : The various approaches to literary criticism. Adapted from Burris (2016), courtesy of Skylar Hamilton Burris.

1.6.2 Approaches to Literary Criticism

Different approaches or lenses help the readers to discover rich and deeper meaning and reflect personal affiliation to various critical theories. Each lens has its strengths and weaknesses, they can be subdivided into different categories:

- a. **Formalist criticism:** Is placed at the center because it deals primarily with the text and not with any of the outside considerations such as author, the real world, audience, or other literature. Meaning, formalists argue, is inherent in the text. Because meaning is determinant, all other considerations are irrelevant.
- b. **Deconstructionist criticism:** Also subject texts to careful, formal analysis; however, they reach an opposite conclusion: there is no meaning in language. They believe that a piece of writing does not have one meaning and the meaning itself is dependent on the reader.

- c. Historical criticism:** Relies heavily on the author and his world. In the historical view, it is important to understand the author and his world in order to understand his intent and to make sense of his work. In this view, the work is informed by the author's beliefs, prejudices, time, and history, and to fully understand the work, we must understand the author and his age.
- d. Inter-textual criticism:** Is concerned with comparing the work in question to other literature, to get a broader picture. One may compare a piece of work to another of the same author, same literary movement or same historical background.
- e. Reader-response criticism:** Is concerned with how the work is viewed by the audience. In this approach, the reader creates meaning, not the author or the work. Once the work is published, the author is no longer relevant.
- f. Mimetic criticism:** Seeks to see how well a work accords with the real world. How does a piece of literature accurately portrays the truth is the main contention of this literary approach.
- g. Psychological criticism:** Attempts to explain the behavioral underpinnings of the characters within the selection, analyzing the actions and thoughts committed fall under any of the identifiable neuroses, whether a psychological disorder is evident among them. Aside from the characters, the author and even the reader may be criticized as why they exhibit certain behavior during the actual writing and reading experience.
- h. Archetypal criticism:** Assumes that there is a collection of symbols, images, characters, and motifs (i.e. archetypes) that evokes basically the same response in all people which seem to bind all people regardless of culture and race worldwide. This can also be labeled as Mythological and Symbolic criticisms. Their critics identify these archetypal patterns and discuss how they function in the works.
- i. Marxist criticism:** Concerns with the analysis of the clash of opposing social classes in society, namely; the ruling class and the working class as it shaped the events that transpired in the story.

- j. **Feminist criticism:** Concerns with the woman's role in society as portrayed through texts. It typically analyzes the plight of woman as depicted in the story. Generally, it criticizes the notion of woman as a construct through literature.

1.6.3 The Main Differences between Literary Criticism and Literary Theory

It is important to note that the distinction between literary criticism and literary theory is not singular; rather, it can be understood in terms of three main differences. However, it is equally true that theory and criticism in the literary context are two things that are very much related. Literary theory is the idea that controls or guides the action known as literary criticism. Here is a focus on some of the key differences:

- Literary criticism denotes action and a literary theory denotes abstract, an idea and a set of rules.
- Literary theory deals with the ways to distinguish literary texts from each other and establish categories, classifications and schools of thoughts that are apparently visible in literary texts. Literary criticism, on the other hand, is a practical study of a literary text that may be initiated on the basis of any particular literary theory or independently, that deals with analyzing, interpreting, extensively studying within certain boundaries and criteria.
- The act of literary criticism generally concerns with comparison, analysis, and evaluation of literary texts. A literary theory takes one step ahead and it may be the result of extensively literary criticism. For instance, the literary theory with the name of Structuralism must have been the result of an extensive act of literary criticism with an intent to establish a theory that certain elements in many literary works are like a pattern- set of characters, ideas for plots, themes etc.

1.6.4 Literary Criticism and Maslow's Theory

Knowing Maslow's Hierarchy of needs helps to understand literature mainly character traits, character development, how plots unfold, different themes included in stories and other characteristics, which will help you to better appreciate quality literature. Therefore, to permit meaningful testing as Marx and Hillix (1973) explained, "theories should follow certain rules that allow them to be tested and verified". First their terms must be explained, which for Maslow's theory would mean identifying the needs and clarifying their definitions. Next, a more advanced form of theory testing entails examining the hypothesized relationships among the variables, which requires viable measures to assess the needs and theorized relationships among them and their ability to predict certain outcomes.

Moreover, Maslow was concerned with how people develop their identity and humanness. He believed people develop their identity as they have their needs met and those needs formed a hierarchy, from the lowest, basic physical needs to highest, self-actualization. Graphically a pyramid represented a five-step staircase for human achievement.

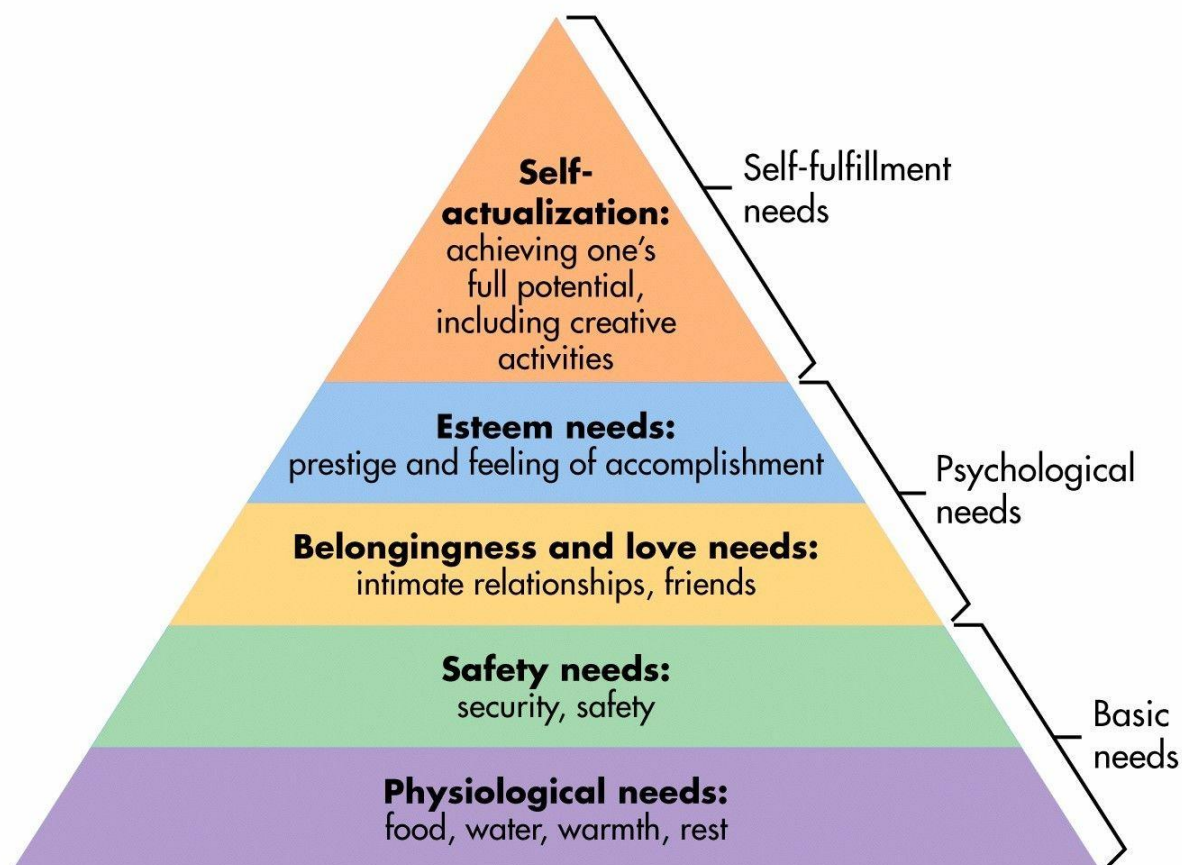


Figure 1.2: Maslow's hierarchy of needs. McLeod, S. A. (2020, March 20). Simply Psychology.

- 1) **Physiological Needs:** Represent the most basic, instinctive needs vital for survival, such as the need for water, air, food, sex and sleep.
- 2) **Security Needs:** Comprise of needs for safety, security, stability, protection, order, and freedom from fear and anxiety.
- 3) **Social Needs:** Include the needs for belongingness, love and affection, mostly satisfied through involvement in personal relationships as well as through social, community or religious groups.
- 4) **Esteem Needs:** Primarily of two types: esteem derived from others and self-esteem. The former comprises of externally derived esteem based on reputation, admiration, status, fame, prestige, social success and all characteristics of how others think and react to people. Self-esteem, on the

other hand, results from internal feelings of adequateness and worthiness based on the confidence and feelings of being secure.

- 5) Self-actualizing Needs:** The highest level of Maslow's hierarchy, it essentially connotes "becoming all that one is capable of becoming" (Maslow, 1970). Such people tend to be self-aware, concerned with personal growth, less concerned with the opinions of others and interested in fulfilling their potential.

Maslow (1954) believed that these needs are inherent, innate and universal in nature. Also, for him, human beings are not motivated by all five needs at the same time. Rather only one need is paramount at any given moment. Lastly in the context of the hierarchy, only after fulfilling the lower-order needs (physio-logical, safety and social needs) can the individual move on to the higher-order needs (esteem and self-actualization).

1.6.5 Maslow's Theory of Human Motivation

Maslow's Theory of Human Motivation, often depicted as a pyramid, proposes that human needs are arranged in a hierarchy, culminating in self-actualization. At the base of this pyramid lie physiological needs, which include the fundamental requirements for survival such as food, water, warmth, and rest. Once these basic needs are satisfied, individuals seek to fulfill safety needs, encompassing personal security, employment, resources, health, and property.

As one ascends the pyramid, the next layer consists of social needs, which highlight the importance of relationships, belongingness, and love. Humans are inherently social creatures, driven by the desire to connect with others and form meaningful bonds. Once these social connections are nurtured, individuals strive to achieve esteem needs, which are divided into two categories: esteem for oneself (dignity, achievement, mastery) and the desire for respect from others (status, recognition).

At the pinnacle of Maslow's hierarchy is self-actualization, a state in which an individual realizes their fullest potential and engages in personal growth and peak

experiences. This level is characterized by creativity, problem-solving, and the pursuit of personal goals that align with one's values and passions. Maslow emphasized that self-actualization is an ongoing process of becoming rather than a perfect state one reaches.

Understanding Maslow's Theory provides valuable insights into human behavior and motivation. It highlights that fulfilling higher-level needs cannot occur without first addressing more foundational ones. This sequential approach informs various fields, including psychology, education, and organizational behavior, offering a framework for understanding how individuals are motivated to grow, collaborate, and thrive in various aspects of their lives.

1.6.6 Application of Maslow's Theory in Literary Analysis

Maslow's hierarchy of needs offers a compelling framework for analyzing characters, motivations, and conflicts within literature. This psychological theory posits that human actions are driven by a series of needs, often depicted in a hierarchical structure. At the base, physiological needs must be met—these include basic survival requirements such as food, water, and shelter. When applied to literature, characters that embody this level often face struggles related to their survival, showcasing the fundamental human instinct to overcome dire circumstances.

Moving up the hierarchy, safety needs include protection, security, and stability. Literature often explores this theme through characters who seek refuge from chaos or danger. These narratives encapsulate not only physical safety but also emotional and psychological security, as seen in texts where characters escape oppressive environments or abusive relationships in their pursuit of a stable, nurturing existence.

As we ascend further in Maslow's pyramid, we encounter love and belonging needs. This level highlights the significance of relationships and community in narratives. Characters often grapple with isolation or the need for acceptance, leading to poignant explorations of friendship, romantic connections, and familial

bonds. Classic works, like those of Jane Austen, illustrate the intricate dance of social hierarchies and interpersonal relationships, revealing how they influence characters' choices and desires.

Esteem needs revolve around self-worth, respect, and recognition from others. In literature, these themes often manifest in the quest for achievement and validation. Protagonists driven by the desire for esteem may undertake significant journeys—both literal and metaphorical—that challenge societal norms or personal limitations. The struggle for respect can serve as a critical plot device, allowing authors to delve into themes of ambition, identity, and the human condition at large.

At the pinnacle of Maslow's hierarchy lies self-actualization, where an individual strives to fulfill their potential and achieve personal growth. Characters embodying self-actualization often face pivotal moments of revelation and transformation. They may pursue artistic endeavors, seek truth and wisdom, or contribute to the greater good through acts of altruism. This level serves as a profound lens for understanding character development, as their journeys often reflect broader existential themes present in many literary works, prompting readers to reflect on their own aspirations and the meaning of fulfilment.

By employing Maslow's theory within literary analysis, scholars and readers alike can glean deeper insights into character motivations, thematic structures, and narrative arcs. This approach invites a richer understanding of not only the characters' internal struggles but also the societal constructs that shape their realities, ultimately reinforcing the interconnectedness of psychology and literature in exploring the complexities of human experience.

1.7 Conclusion

The reframing of literary and civilisation studies within the EFL context underscores the need for a more learner-centered and culturally responsive pedagogy, one that goes beyond traditional approaches focused solely on linguistic outcomes or canonical texts. This chapter has emphasized that motivation is a

central driver of meaningful and lasting educational experiences, and that such motivation is most effectively cultivated when students engage with literary content that resonates with their own socio-cultural backgrounds, lived realities, and intellectual curiosities.

By adopting a critical literary approach, educators can transform literature from a static object of study into a dynamic platform for dialogue, reflection, and identity development. Through this lens, literature and civilisation studies become powerful tools for nurturing empathy, intercultural competence, and global consciousness. This shift requires not only thoughtful selection of texts that are diverse and culturally meaningful, but also the creation of participatory learning environments that value student voice, autonomy, and personal interpretation. When learners are empowered to draw connections between texts and their own experiences, they develop not only communicative competence but also critical thinking and a deeper understanding of the world around them.

The chapter has also laid the theoretical groundwork for understanding how literary analysis can support language development within an interdisciplinary framework, particularly when combined with themes related to civilisation such as identity, values, social change, and cultural narratives. Despite the increasing recognition of the value of this approach, there remains a notable gap: the lack of an explicit pedagogical framework that integrates literary study with the teaching of civilisation in a way that supports language learning and cultural insight simultaneously.

Addressing this gap is crucial in advancing a more holistic and integrated model of EFL education, one that positions students not just as language learners, but as reflective, engaged participants in a complex, interconnected world. It calls for a broader educational vision in which language learning is situated within real-world contexts and enriched by interdisciplinary connections.

This naturally leads to the focus of the next chapter, which explores how interdisciplinary approaches, particularly the integration of literature, cultural

studies, philosophy, political science, history, and sociology, can further enhance students' ability to think critically across disciplinary boundaries. As the next chapter will demonstrate, such approaches are increasingly essential in preparing learners for the demands of contemporary global life and work, where the ability to navigate diverse cultural perspectives and synthesize knowledge from multiple domains is more important than ever.

CHAPTER TWO

Interdisciplinary Learning, Teaching and Assessment in EFL Literature and Civilisation Courses

*Chapter Two: Interdisciplinary Learning, Teaching and Assessment in EFL
Literature and Civilisation Courses*

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2.1 Introduction

Interdisciplinary approaches in education have gained significant momentum in recent years, especially within the fields of literature and cultural studies. This integration fosters a more comprehensive understanding of cultural narratives, historical contexts, and the complexities of human experiences. In an era when most professions demand the ability to merge knowledge from various domains, a purely disciplinary and specialized approach to professional training is no longer sufficient. Therefore, it has become imperative to promote interdisciplinary education during the initial stages of university training.

Despite the recognized importance of this approach, many universities have yet to incorporate it into their educational practices. The Interdisciplinary Literature and Cultural Studies program provides valuable insights into the two selected disciplines, along with the cultures they encompass. Alongside literary and cultural studies, students will explore complementary fields such as Philosophy, Political Science, Sociology, and History. This program aims to cultivate intercultural and interdisciplinary competence, enabling students to analyze, interpret, and reflect on texts in foreign languages, while also gaining the skills to research and understand cultural, social, and historical contexts.

2.2 Interdisciplinarity in Literature and Civilisation Studies

The call for an interdisciplinary approach in literature and civilisation studies encourages collaboration among scholars from various disciplines to address complex issues. Researchers (e.g., Begg & Vaughan, 2011; Barisonzi & Thorn, 2003; Eisen et al., 2009; Nissani, 1997) highlight the advantages of interdisciplinarity, such as the ability to explore research topics that span multiple fields, improve communication between disciplines, and enhance creativity and flexibility through the integration of knowledge from different areas.

To teach interdisciplinary subjects effectively, it is generally agreed that a strong grounding in individual disciplines is essential. However, this does not imply that students must become experts in all the disciplines involved. Instead, students should develop a deep understanding of key concepts from multiple fields, enabling them to synthesize these ideas and create something innovative (Mansilla & Duraisingh, 2007; DeZure, 2010). Likewise, educators do not need to be experts across all disciplines, but should be capable of fostering exploration and critical thinking across diverse intellectual approaches.

Klein observes that while interdisciplinarity is an appealing concept, it is often surrounded by confusion (Klein, 1990, p. 11). Similarly, Moran points to the "ambiguity" and "slipperiness" of the term, a situation made more complex by related terms such as cross-disciplinary, multi-disciplinary, and trans-disciplinary (Moran, 2010). According to Moran, interdisciplinarity can imply forging connections between different disciplines or creating a space that transcends disciplinary boundaries altogether. He notes that the value of interdisciplinarity lies in its flexibility and openness, refraining from offering a strict definition: "I take interdisciplinarity to mean any form of dialogue or interaction between two or more disciplines; the level, type, purpose, and effect of this interaction remain to be determined" (Moran, 2010, p. 14). In the context of literature and civilization studies, this approach allows for the exploration of cultural, historical, and social themes through a variety of disciplinary lenses, fostering deeper insights into the complexities of human societies.

Allen. F.Repko has reviewed a number of definitions of interdisciplinary studies and drawn on them to frame his own definition:

Interdisciplinary studies is a process of answering a question, solving a problem or addressing a topic that is too broad or complex to be dealt with adequately by a single discipline and draws on disciplinary perspectives and integrates their insights to produce a more comprehensive understanding or cognitive advancement

(Repko, 2008, p. 12)

There are several elements of this statement that invite comment. The reference to answering a question, solving a problem or addressing a topic indicates that the educational intention is not simply the acquisition of academic knowledge: the ‘comprehensive understanding’ that is sought may require a range of skills, including the application of knowledge to practical contexts.

2.2.1 Exploring Interdisciplinary Approaches in Literature and Civilisation Studies

In contemporary universities, most academic programs have traditionally been structured around disciplinary approaches. However, over the past two decades, there has been a significant shift towards interdisciplinary collaboration (Evers et al., 2015; Nature, 2015). This shift is evident in the development of innovation and integrated research institutes and is reflected in teaching and learning initiatives promoted by higher education academies. Interdisciplinary instruction involves integrating methods and analytical frameworks from multiple academic disciplines to explore a specific theme, issue, or topic.

In the context of literature and civilisation studies, interdisciplinary education transcends traditional disciplinary boundaries by incorporating insights from various fields, synthesizing these contributions, and constructing a more comprehensive framework for understanding complex cultural, historical, and social phenomena. What distinguishes interdisciplinary teaching from multi- or cross-

disciplinary approaches is the emphasis on integration and synthesis of different perspectives, rather than merely considering multiple viewpoints. While multi-disciplinary learning involves the participation of several professional areas, it does not necessarily integrate them meaningfully (Shafritz, Koeppe and Soper, 1988). In contrast, interdisciplinary education in literature and civilization studies actively combines multiple disciplines, enriching students' understanding of cultural and historical contexts. A single disciplinary perspective, often constrained by its own norms and frameworks, may fail to capture the complexities of these issues. Interdisciplinary education, on the other hand, leverages diverse disciplines to offer a more thorough exploration of complex topics, providing alternative viewpoints and fostering critical thinking.

The study of literature and civilisation has long been a cornerstone of the humanities, with academic disciplines traditionally separated by departmental boundaries. However, contemporary scholarship increasingly calls for interdisciplinary approaches that bridge these gaps, recognizing the deep ways in which literature and civilisation interact and shape one another. This integrated perspective allows for a more profound exploration of cultural, social, political, and historical dynamics, as well as their representation in literary works. By combining methodologies from literature, history, sociology, anthropology, and cultural studies, scholars are uncovering new dimensions in both literature and civilization studies, reshaping our understanding of the past and its ongoing influence on the present.

Rowntree (1982) defines interdisciplinary learning as "the integration of two or more disciplines in such a way that they interact with and influence one another's perspectives" (1982, p. 135). This approach is particularly valuable in literature and civilization studies, where understanding the interconnectedness of cultures, histories, and societies requires insights from multiple academic disciplines.

2.2.2 Interdisciplinary Approaches to Text Understanding for Master's Students in Literature and Civilisation Studies

Interdisciplinary research has emerged as a key methodology in a wide array of academic fields, including literature and civilisation studies. It involves integrating knowledge, methods, and perspectives from various disciplines to address complex questions that cannot be fully understood from a single disciplinary viewpoint (Castán-Broto, Gislason, and Ehlers, 2009). For master's students in literature and civilisation studies, an interdisciplinary approach to text understanding is essential to navigating the complexities of cultural narratives, intertextuality, and context-dependent interpretation.

2.2.2.1 The Role of Interdisciplinarity in Text Understanding

The study of literature and culture involves much more than just reading texts; it requires an engagement with various cognitive, cultural, historical, and philosophical perspectives. As Kubriakova (2012) asserts, understanding a text is not merely a process of decoding language but also involves cognitive functions such as memory, perception, and conceptual frameworks that shape how we interpret information. An interdisciplinary approach, therefore, enables students to better understand the layers of meaning embedded in literary and cultural works. By integrating methods from cognitive science, history, sociology, and other fields, students can achieve a richer, more nuanced interpretation of texts.

2.2.2.2 Bridging Disciplines in Literature and Civilisation Studies

One of the central tenets of interdisciplinary research is the bridging or integration of diverse disciplinary perspectives. In the context of literature and civilisation studies, this means combining insights from literature, history, philosophy, sociology, and linguistics to interpret texts. As Lam, Walker, and Hills (2014) suggest, interdisciplinary research fosters a deeper understanding of texts by addressing multiple dimensions, such as the socio-cultural context of the period in

which a text was written, the cognitive processes involved in reading and interpretation, and the historical forces that shaped the text.

The interdisciplinary approach to studying a novel from the Victorian period, for example, might involve examining the historical context of Victorian society, the psychological underpinnings of the characters' behavior (from a cognitive psychology perspective), and the linguistic techniques used by the author to convey meaning. By combining these perspectives, students gain a more comprehensive understanding of the text's meaning and its broader cultural significance. As noted by Beers and Probst (2019), literature can serve as a lens through which students explore complex societal issues, making connections that enhance their learning experience.

2.2.2.3 Emerging Problems and Intertextual Connections

In the process of understanding texts, one of the key challenges faced by students in literature and civilisation studies is the identification of emerging problems within the text and the wider cultural and historical context. As Chernyavskaya (2014) points out, understanding a text requires an awareness of intertextual connections—how a text relates to and interacts with other works of literature, historical events, and cultural norms. Interdisciplinary research allows students to identify these connections and explore how texts reflect or challenge existing cultural narratives.

Moreover, the exploration of intertextuality demands an understanding of various theoretical frameworks, including semiotics, post-structuralism, and psychoanalysis, which are often drawn from fields outside of traditional literary studies. This integration of diverse theoretical perspectives helps students uncover hidden meanings and develop innovative interpretations of texts.

2.2.2.4 Pre-Knowledge and Socio-cultural Contexts

Effective text comprehension also depends on pre-existing knowledge and the ability to interpret texts within their socio-cultural context. Burukina (2011)

emphasizes that background knowledge, including an understanding of socio-cultural concepts, is essential for grasping the full meaning of a text. For instance, understanding the historical background of a particular social movement or the cultural significance of a particular symbol is crucial for interpreting the nuances of a text.

In addition to background knowledge, it is also important for students to recognize the role of connotations and individual assessments in text interpretation. An interdisciplinary approach that incorporates insights from cultural studies, linguistics, and philosophy enables students to better understand how meaning is constructed through language and how readers' personal experiences and cultural backgrounds influence their interpretation of a text.

2.2.3 Teaching Literature and Civilisation with an Interdisciplinary Approach

In recent years, the approach to teaching literature and civilisation has increasingly shifted toward interdisciplinarity. The integration of diverse academic disciplines not only enriches students' understanding of literary texts and cultural phenomena but also fosters critical thinking and encourages deeper engagement with complex historical, sociological, and cognitive perspectives. For students studying literature and civilisation, an interdisciplinary approach helps them navigate the intricacies of cultural narratives, historical contexts, and the multiple layers of meaning embedded in literary works. This essay explores the importance of interdisciplinary teaching in literature and civilization studies, highlighting recent trends, challenges, and pedagogical strategies for instructors.

2.2.3.1 The Value of an Interdisciplinary Approach in Literature and Civilisation Education

Traditional methods of teaching literature often focus solely on literary analysis, emphasizing the study of themes, symbols, and literary devices. While these elements are essential to understanding a text, they represent only one dimension of

literary meaning. In contrast, an interdisciplinary approach draws from a variety of disciplines, such as history, sociology, anthropology, philosophy, and psychology, to examine the cultural, historical, and cognitive factors that shape both the creation and interpretation of literature.

As Lam, Walker, and Hills (2014) argue, interdisciplinary approaches allow students to engage with the "whole" of a text, incorporating multiple perspectives that enhance their ability to analyze the text in its broader cultural and societal context. For example, a work of literature that deals with political revolution can be examined not only from a literary standpoint but also from a historical, sociological, and philosophical perspective. This enables students to understand the text's significance within its historical period and its relevance to contemporary social and political issues.

Moreover, interdisciplinary teaching encourages the development of transferable skills such as critical thinking, problem-solving, and cross-cultural understanding, which are valuable in a wide range of fields. By considering literary works through the lenses of multiple disciplines, students develop a more nuanced appreciation of both the text itself and the broader cultural and intellectual forces that shape it.

2.2.3.2 Pedagogical Strategies for Interdisciplinary Teaching

Teaching literature and civilisation through an interdisciplinary lens requires a shift in both content and pedagogy. Educators must design curricula that incorporate knowledge and methodologies from various fields while also fostering a learning environment that encourages active collaboration and intellectual exchange.

One effective pedagogical strategy is the use of thematic units that draw on multiple disciplines. For instance, a unit on the theme of identity in literature might incorporate readings from psychology (examining theories of identity formation), sociology (considering the social factors that shape identity), and history (analyzing the historical and cultural contexts that inform personal and collective identities).

This approach allows students to see the connections between different areas of study and understand how various disciplines intersect to shape the narratives of literature.

Another strategy is the integration of guest lecturers or collaborations with experts from other fields. For example, a literature course exploring 19th-century British novels might include guest lectures from historians, sociologists, or experts in colonial studies, who can offer insights into the historical and cultural contexts that influenced the authors and their works. By bringing in experts from different disciplines, students gain a more holistic understanding of the texts they are studying and can approach them from various intellectual vantage points.

Additionally, interdisciplinary teaching can be facilitated through the use of digital tools and multimedia resources. Digital archives, databases, and multimedia platforms allow students to access primary sources from a variety of disciplines, such as historical documents, sociological studies, and psychological research. These resources help students connect literary texts to real-world events, cultural shifts, and psychological phenomena, creating a dynamic and interactive learning experience.

2.2.4 Interdisciplinary Teaching for Enhancing Learning

In order to enhance learning and to make it significant teachers have to impart their students with a range of skills and insights about the educational process that students will see as meaningful and salient to them. According to Fink (2003) significant learning takes place when meaningful and lasting classroom experiences occur. Fink identifies six (6) elements of the educational process that lead to significant learning and each of these is a common feature of interdisciplinary forms of instruction.

A TAXONOMY OF SIGNIFICANT LEARNING

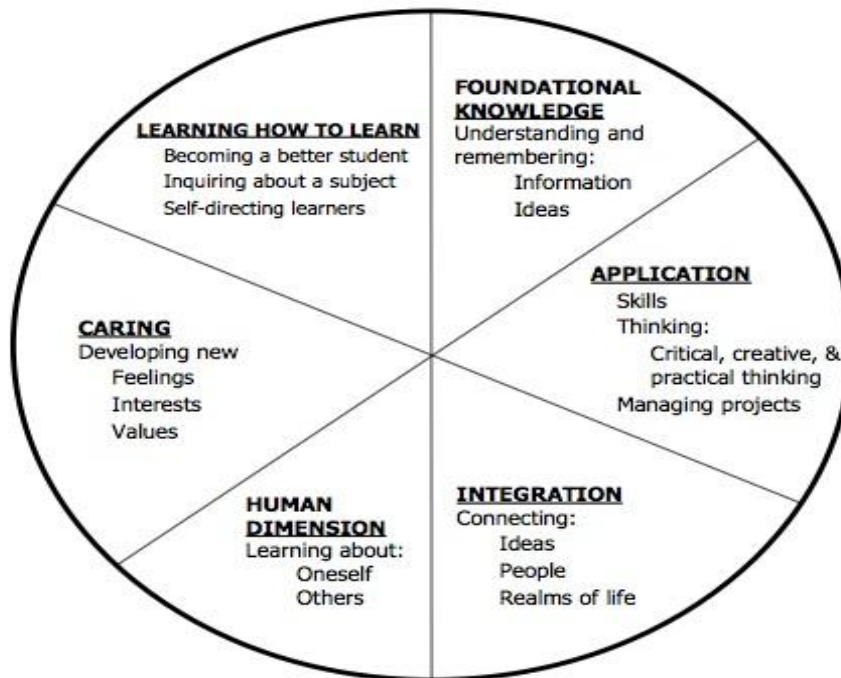


Figure 2.1 *An Illustration of Fink's Significant Learning Taxonomy.*

Originally uploaded in [Pedagogy in Action:Library:Interdisciplinary Approaches to Teaching](#).

Dee Fink's Six Dimensions of Significant Learning provide a useful framework for designing interdisciplinary EFL instruction that is both meaningful and transformative. These dimensions can be applied to the teaching of literature and civilisation in the EFL context. The table below highlights the educational value of an interdisciplinary approach and provides evidence from recent research to support its effectiveness in enhancing student engagement, critical thinking, and intercultural competence.

Chapter Two: Interdisciplinary Learning, Teaching and Assessment in EFL Literature and Civilisation Courses

Dimension	Definition	Application in EFL Literature and Civilisation	Research Link
Foundational Knowledge	Understanding key facts, principles, and concepts.	Students gain essential knowledge of literary elements and cultural frameworks, enabling comprehension of authentic texts.	Studies show that EFL learners who engage with interdisciplinary content retain vocabulary and cultural knowledge better (Tseng, 2018).
Application	Ability to apply knowledge to new situations.	Learners apply literary analysis and cultural knowledge to solve real-world problems or conduct comparative studies (e.g., colonialism in literature vs. history).	Interdisciplinary tasks enhance students' cognitive flexibility and ability to apply knowledge in new contexts (Huang and Chang, 2021).
Integration	Connecting ideas across disciplines.	Encourages learners to connect literary themes with historical and sociocultural phenomena (e.g., migration in literature and real-world policies).	Integration fosters deeper learning and critical thinking (Repko et al., 2020).

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Human Dimension	Understanding the human implications of content.	Encourages personal reflection on societal issues (e.g., racism, identity, gender) found in texts.	Enhances students' empathy and self-awareness, key for intercultural competence (Byram, 2021).
Caring	Developing new interests and values.	Exposure to diverse cultures through literature fosters curiosity and appreciation for other worldviews.	Learners are more motivated and open-minded when they emotionally connect to content (Kramsch, 2014).
Learning How to Learn	Becoming a better, self-directed learner.	Interdisciplinary projects demand metacognition. Students must reflect on learning strategies, research skills, and collaboration.	Autonomous learning is critical in advanced EFL contexts and supported by interdisciplinary methods (Little, 2019).

Table 2.1 Fink's Six Dimensions of Significant Learning and Their Application in EFL Interdisciplinary Teaching

Thus, recent pedagogical models, such as Content and Language Integrated Learning (CLIL) and Project-Based Learning (PBL), operationalize Fink's framework in real classrooms. Both methods, widely studied in the last five years, demonstrate that students in interdisciplinary settings develop broader cognitive and

affective skills than those in traditional EFL classrooms (Coyle et al., 2021; Mehisto, 2019).

Therefore, interdisciplinary teaching rooted in Fink's taxonomy enables a more holistic, relevant, and transformative learning experience for EFL learners. By designing courses that reflect these six dimensions, educators can better prepare students not just for language proficiency, but also for critical cultural engagement and lifelong learning in global contexts.

2.2.5 The Process of Interdisciplinary Learning

Interdisciplinary learning is a form of education that integrates knowledge and skills from two or more disciplines with the goal of developing a more coherent and advanced understanding of a phenomenon or problem. It implies at least some cooperative integration among disciplines rather than merely juxtaposing them. Interdisciplinary learning can be distinguished from multidisciplinary learning, which refers to education in which students are expected to learn the content and/or methods of two or more distinct disciplines, but in which the distinction between the disciplines is not necessarily blurred or integrated.

In the past, definitions of interdisciplinary learning were focused on ties between or among academic disciplines. Today, interdisciplinary learning is increasingly promoted as critical for fostering interdisciplinary competencies, that is, skills and knowledge, which may be grounded in one or more disciplines but are connected through a common theme or research problem. Within the complexities of real life, problems and opportunities do not come neatly packaged by discipline, and individuals often have to work with people from other disciplines, each using different approaches and methods, in teams to deal with complex real-life issues successfully. Their ability to learn about, and work with, the perspectives, approaches, and methods of other fields of study is greatly enhanced by curriculum experiences that point to goals of interdisciplinary learning. In a rapidly changing world that is characterized by ongoing population shifts, advances in technology,

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and redefining economic and political structures, students completing tertiary education must be competent.

Then, the distinction between traditional and integrated curricula in the interdisciplinary learning process is drawn in Biggs and Collis' (1982) Structure of the Observed Learning Outcome or SOLO taxonomy which is a model applicable to all types of curricula. The SOLO taxonomy describes several structural levels through which learners pass and define observed learning outcomes at each structural level (Biggs and Collis, 1982). An adaptation of Biggs and Collis' model to interdisciplinary programs is presented in the following table:

Structural Level	Description within a context of interdisciplinary learning	Outcomes
Uni-structural (uni-disciplinary)	Learners focus on a relevant discipline.	Declarative and procedural knowledge in one discipline
Multi-structural (multi-disciplinary)	Learners acquire knowledge in several disciplines but do not integrate them.	Declarative and procedural knowledge in several disciplines that are related to a central theme; multidisciplinary thinking
Relational (inter-disciplinary, limited to one central theme or problem).	Learners integrate knowledge from several disciplines around a central theme. Critical thinking skills are being developed as learners become aware of the strengths and limitations of the perspectives offered by each discipline.	Interdisciplinary content thinking (declarative and procedural knowledge); critical thinking skills; some metacognitive skills.

<p>Extended abstract (interdisciplinary, extended to other themes or problems)</p>	<p>Learners acquire a knowledge structure that integrates interpretive tools from multiple disciplines. Learners use metacognitive skills to monitor and evaluate their own thinking processes. Learners apply an interdisciplinary knowledge structure to new interdisciplinary problems or themes.</p>	<p>A well developed interdisciplinary knowledge structure; interdisciplinary content thinking; critical thinking skills; metacognitive skills; highly advanced epistemological beliefs; transfer of interdisciplinary knowledge.</p>
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Table 2.2 Application of Biggs and Collis (1982) Structural Model to Interdisciplinary Learning

As a result, interdisciplinary learners engaged in interdisciplinary programs are more likely to acquire integrated perspectives and solution focused strategies rather than content specific knowledge derived from a single discipline. Yet, interdisciplinary learning may include gradual advancement in metacognitive skills, critical thinking and personal epistemology. Together, these higher learning outcomes contribute to a personalized integration and assimilation of knowledge transferable to other contexts, issues or problems.

2.3 Language Skills Assessment in an EFL Interdisciplinary Context

Language proficiency remains central to EFL education, but it is increasingly recognized that language skills cannot be developed in isolation from critical thinking and cultural awareness. Recent studies highlight the importance of integrating language learning with content from other disciplines, allowing students

to develop both linguistic proficiency and interdisciplinary skills (Pérez and Jones, 2020).

2.3.1 Integrated Language Tasks

Tasks that require students to use multiple language skills—such as reading, writing, speaking, and listening—in an integrated way are essential for assessing interdisciplinary outcomes. For example, students could read a passage related to a social issue, listen to a related interview, write a reflection on the topic, and then discuss their findings in a group. This method assesses not only their language skills but also their ability to think critically and engage with complex cultural themes (Pérez and Jones, 2020).

2.3.2 Portfolios

Portfolios are increasingly being used to assess EFL learners in an interdisciplinary context. Students can document their progress through a collection of assignments that demonstrate their language development, critical thinking, and cultural understanding. Portfolios may include essays, recordings of oral presentations, reflective journals, and peer feedback. This holistic approach enables a deeper assessment of interdisciplinary skills over time (Baumeister and Leeming, 2021).

2.3.3 Peer and Self-Assessment

These forms of assessment encourage students to reflect on their learning, evaluate their own progress, and provide constructive feedback to their peers. By focusing on language proficiency, critical thinking, and cultural awareness, self- and peer-assessment can help students become more autonomous learners. They also provide a means for assessing how well students can articulate their learning goals and progress in these interdisciplinary areas (Topping, 2017).

2.3.4 Rubrics for Assessing Interdisciplinary Learning Outcomes

Rubrics have become essential tools for assessing interdisciplinary learning outcomes, particularly in English as a Foreign Language (EFL) contexts where students engage with literature and civilisation studies. When designed effectively, rubrics not only provide transparent evaluation criteria but also enhance learning by clarifying expectations and encouraging self-assessment (Brookhart, 2018; Andrade, 2019). A well-constructed rubric can bridge diverse disciplines by integrating linguistic, cognitive, and cultural competencies—ensuring that learners are evaluated holistically rather than in isolated skill domains.

2.3.4.1 Language Proficiency

In interdisciplinary EFL environments, language proficiency assessment must reflect the multifaceted nature of communication. It should transcend traditional grammar-focused metrics and embrace broader linguistic capabilities such as discourse competence, pragmatic appropriateness, fluency, and lexical sophistication. As students analyze literature and engage with historical or cultural content, they need to use language to express abstract concepts, argue positions, and engage in critical dialogue.

According to Council of Europe (2020) descriptors in the Companion Volume of the CEFR, language performance in academic and intercultural contexts should be measured by how effectively learners manage meaning across complex topics. Thus, rubrics must evaluate learners' ability to adapt their language to context, employ precise vocabulary, structure arguments coherently, and demonstrate sensitivity to tone and audience. Moreover, recent studies emphasize the importance of integrating formative feedback within rubrics to guide linguistic development over time (Eslami and Wright, 2021).

2.3.4.2 Critical Thinking

Critical thinking is foundational to the analysis of literary texts and the exploration of civilisation. Students are expected to go beyond surface comprehension and demonstrate higher-order thinking skills such as interpretation, evaluation, synthesis, and argumentation. In interdisciplinary settings, this includes the ability to cross-reference texts, question dominant narratives, and draw connections between historical, philosophical, and aesthetic frameworks.

Rubrics assessing critical thinking should be aligned with cognitive taxonomies such as Bloom's Revised Taxonomy or Facione's Delphi Report (2019), which emphasize argument construction, evidence-based reasoning, and the integration of multiple perspectives. Moreover, interdisciplinary rubrics should also assess students' metacognitive awareness, including how they reflect on their own reasoning processes and adjust their interpretations based on new insights (Paul and Elder, 2020).

2.3.4.3 Cultural Understanding

Cultural understanding in EFL literature and civilisation studies involves more than acquiring factual knowledge about different societies. It requires learners to engage in intercultural reflection, interpret symbolic meanings, and develop empathy for diverse worldviews. According to Deardorff's (2020) intercultural competence model, learners must demonstrate the ability to recognize and navigate cultural differences respectfully and thoughtfully.

Rubrics for assessing cultural understanding should thus include criteria such as the ability to interpret literary and historical content through culturally informed perspectives, challenge ethnocentric assumptions, and articulate nuanced views on identity, power, and heritage. Emphasizing affective and reflective dimensions, such rubrics can help students cultivate a more profound engagement with global issues and cultural complexity (Byram, 2021).

2.4 Assessment in an Interdisciplinary Program of Literature and Civilisation Studies

The integration of interdisciplinary education, an outcome-based model of learning, and assessment presents a promising opportunity to enhance teaching and learning. While there is often hesitation in transitioning from theory to practice, the evolving development of interdisciplinary studies programs and the assessment movement are progressing at a carefully measured pace. Initially idealistic in nature, these paradigms are conceptually straightforward yet complex in their implementation, with a strong focus on student learning rather than traditional methods of professorial teaching.

In the realm of literature and civilisation studies, interdisciplinary learning offers an exploration of the intersections between these two fields to provide deeper insights into human history, culture, and society. This approach combines literature with disciplines such as history, philosophy, sociology, anthropology, and others, broadening students' understanding of both literary works and the civilisations that produced them. By incorporating interdisciplinary methods, students gain a more nuanced comprehension of literature and civilisation. Literary texts are shaped by and reflect the socio-political, economic, and cultural contexts of their time, while civilisations are defined by the narratives they construct and the values embedded within their literature.

Through an interdisciplinary lens, students are encouraged to explore the multifaceted dimensions of a civilisation, including its historical context, political systems, social structures, and cultural norms, all framed by its literary output. This holistic perspective fosters a richer understanding of the complex relationships between literature and the civilisations that produce it. Moreover, interdisciplinary approaches allow students to synthesize knowledge from various fields, offering a deeper and more well-rounded understanding of human history and culture.

Recent scholarship reinforces the value of this interdisciplinary approach in fostering critical thinking, analytical skills, and a broader worldview, all of which are essential for navigating the complexities of both the past and present. As scholars like Klein (2017), Beers (2021), and Spector (2023) have noted, interdisciplinary learning not only deepens students' insights into literature and civilisation but also cultivates skills essential for engaging with contemporary global challenges. Moreover, recent developments in outcome-based learning, such as those outlined by Mettler and Pomerantz (2022), emphasize the significance of student-centered assessment methods that align learning objectives with practical, real-world applications. This evolving pedagogical landscape underscores the growing recognition of interdisciplinary studies as a critical tool for developing well-rounded, globally aware individuals.

Ultimately, interdisciplinary education in literature and civilisation studies, when combined with thoughtful assessment strategies, offers the potential to significantly enhance teaching and learning outcomes. By fostering connections across disciplines, students are equipped to engage with the complex, interconnected world in more profound and meaningful ways.

2.5 Assessment vs Evaluation in Literature and Civilisation Context

The difference between assessment and evaluation is one of the most searched for topics today. This is because the terms assessment and evaluation are used very often in everyday language. In the context of literature and civilisation, assessment and evaluation are two distinct but often intertwined concepts. They are frequently used in educational, literary, and cultural settings to gauge, measure, or interpret different aspects of a work or a phenomenon. However, their purposes, methodologies, and implications differ significantly.

Assessment generally refers to the process of measuring or gauging certain attributes, characteristics, or outcomes. In the literary and civilisation context, assessment often refers to the examination of skills, knowledge, or comprehension

related to literature and its historical or cultural dimensions. It can involve testing, quizzes, assignments, or exams where specific criteria such as reading comprehension, critical thinking, or writing ability are evaluated.

Evaluation, on the other hand, tends to have a more holistic and judgment-based approach. Rather than simply measuring skills or knowledge, evaluation seeks to assess the value or quality of a work, movement, or historical event within a broader context. In literary and civilisation studies, evaluation is often concerned with subjective interpretation, quality of impact, and long-term significance.

Recent scholarship has further nuanced these distinctions, especially in the fields of literature and civilisation studies. In her 2023 study, **Mara von Steiger** (in *Critical Perspectives in Literary Studies*) examines how contemporary educational systems distinguish between assessing literary knowledge and evaluating the cultural or historical relevance of works. She argues that a comprehensive evaluation of literature includes its impact on societal development rather than just an understanding of the text itself. On the other hand, assessments should focus more on how well students engage with the text from a technical and analytical standpoint (*von Steiger, 2023*).

Similarly, in the context of civilisations, James E. Young (in *The Civilisation of Critique*, 2022) explores how scholars approach the evaluation of a civilisation's legacy. Young asserts that evaluation in this context includes assessing how a civilisation's contributions resonate today, whereas assessment tends to focus on the knowledge of that civilisation's historical timeline and key figures.

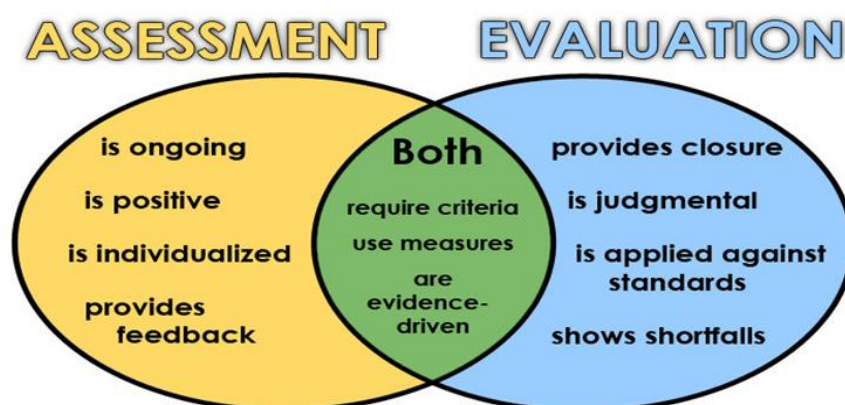


Figure 2.2: *The key differences and similarities between both assessment and evaluation.*

2.5.1 Points of Differences between Assessment and Evaluation

Depending on the area of study, authority or reference consulted, assessment and evaluation may be treated as synonyms or as distinctly different concepts. In education, assessment is widely recognized as an ongoing process aimed at understanding and improving student learning. Evaluation on the other hand, is recognized as a more scientific process aimed at determining what can be known about performance capabilities and how these are best measured. Given below is a detailed account of the significant differences between assessment and evaluation summarized from (Weir and Roberts, 1994; Howard and Donaghue 2015; (Kellaghan and Stufflebean 2003)

- The process of collecting, reviewing and using data, for the purpose of improvement in the current performance, is called assessment. A process of passing judgment, on the basis of defined criteria and evidence is called evaluation.

- Assessment is diagnostic in nature as it tends to identify areas of improvement. On the other hand, evaluation is judgemental, because it aims at providing an overall grade.
- The assessment provides feedback on performance and ways to enhance performance in future. As against this, evaluation ascertains whether the standards are met or not.
- The purpose of assessment is formative, i.e. to increase quality whereas evaluation is all about judging quality, therefore the purpose is summative.
- Assessment is concerned with process, while evaluation focuses on product.
- In an assessment, the feedback is based on observation and positive and negative points. In contrast to evaluation, in which the feedback relies on the level of quality as per set standard.
- In an assessment, the relationship between assessor and assessee is reflective, i.e. Criteria are defined internally. On the contrary, the evaluator and evaluatee share a prescriptive relationship, wherein the standards are imposed externally.
- The criteria for assessment are set by both the parties jointly. As opposed to evaluation, wherein the criteria are set by the evaluator.

In sum, the key differences between assessment and evaluation lie in their purpose, scope, methodology, and outcomes. Assessment is primarily concerned with measuring specific knowledge or skills, while evaluation seeks to form a judgment about the value, quality, or significance of something. In terms of scope, assessments are typically narrow, focusing on particular outcomes, whereas evaluations take a broader view, considering the overall impact or meaning of a subject. Methodologically, assessments are more structured and standardized, often through tests or assignments, while evaluations tend to involve more subjective judgment, such as critical essays or discussions that explore deeper implications. Finally, the outcome of an assessment is usually a grade or score, reflecting

proficiency in a specific area, whereas evaluation results in a judgment on the importance or relevance of a work or idea within a broader context.

2.5.2 Comparison Chart

Assessment and evaluation are two fundamental processes used in education, business, and other fields to understand and enhance performance and outcomes. Although they are often used interchangeably, they serve distinct purposes and follow different approaches. This comparison chart outlines the key differences between assessment and evaluation, providing clarity on their meanings, methods, and objectives.

BASIS FOR COMPARISON	ASSESSMENT	EVALUATION
Meaning	Assessment is a process of collecting, reviewing and using data, for the purpose of improvement in the current performance.	Evaluation is described as an act of passing judgement based on a set of standards.
Nature	Diagnostic	Judgemental
What it does?	Provides feedback on performance and areas of improvement.	Determines the extent to which objectives are achieved.
Purpose	Formative	Summative
Orientation	Process Oriented	Product Oriented

Feedback	Based on observation and positive and negative points.	Based on the level of quality as per set standard.
Relationship between parties	Reflective	Prescriptive
Criteria	Set by both the parties jointly.	Set by the evaluator.

Table 2.3 Key Differences Between Assessment and Evaluation

2.5.3 The Development of Assessment Plan

Assessing student learning and development, that is, finding out how well students achieve educational objectives, is one of the primary means by which institutions demonstrate their institutional effectiveness.

An effective assessment plan is a systemic and ongoing process (Zimmerman-Oster, 2000). Leadership educators should establish a well-conceived process to ensure that all aspects of the cycle, not just the learning outcomes and assessment tools, are given consideration. Data analysis, reflection, and strategic planning yield great rewards for programs that seek ongoing improvement and innovation. The specific details of an assessment cycle may vary depending on the needs of a program (Owen, 2011). In general, a well-conceived plan includes several distinct phases as outlined in the figure below:

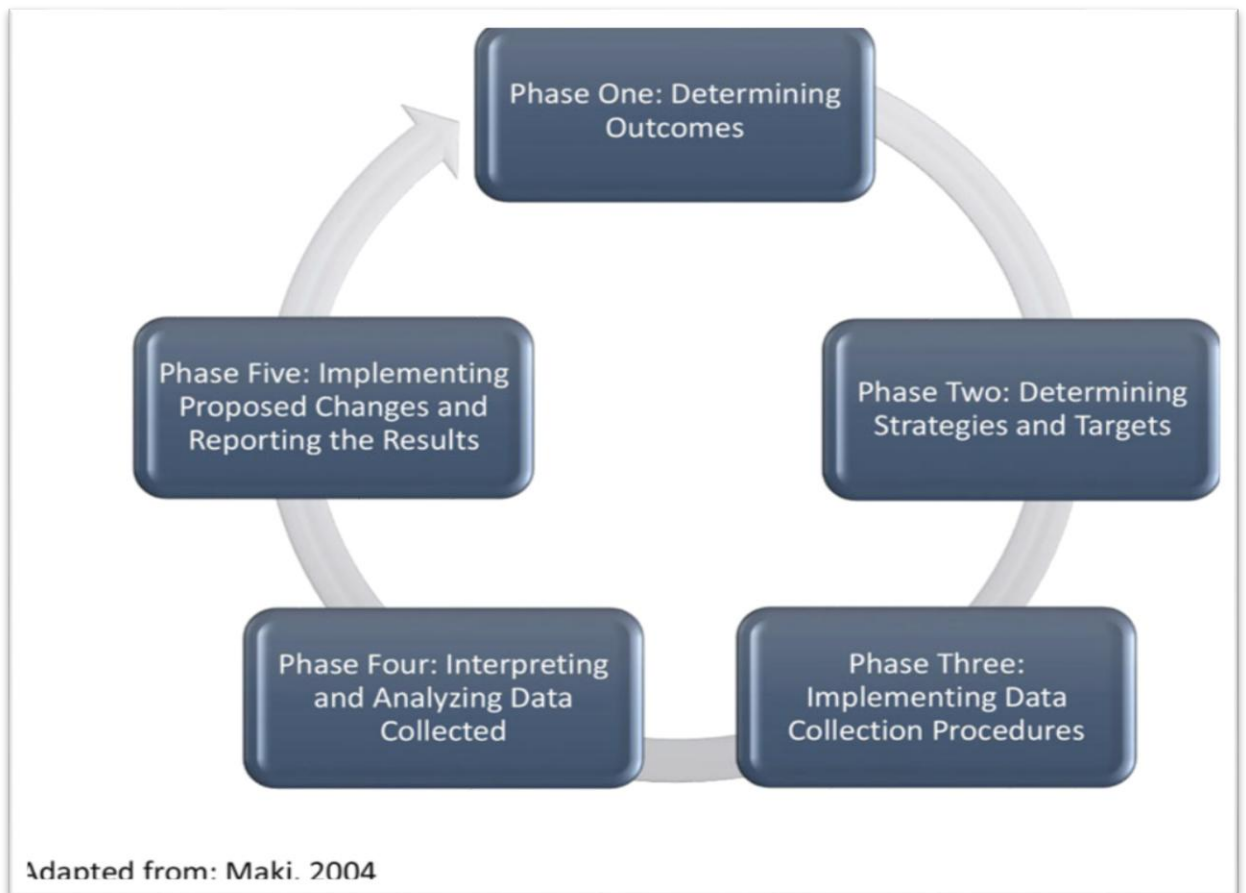


Figure 2.3 Comprehensive Assessment Cycle (Owen, 2011)

Although, a coalescence of opinion in several venues offers the view that what faculty members want to see in students is evidence of “deep learning.” This kind of learning is relational as well as absolute. It requires mastery of facts, yet it relates those facts to other facts within and without the discipline. Deep learning invokes facts when necessary, sorts them, and recognizes when other necessary facts are absent. Persons who possess deep learning also know how to go after those missing facts. In short, deep learning is the learning possessed by experts in a field, and it is usually acquired directly through instruction and indirectly through experience. If deep learning is what faculty members seek, then several factors need to be present in the collegiate environment including, but not limited to, these:

- Students must experience a pedagogy beyond “standard” passive lecture.
- Students must face a significant problem for which their own discipline and its way of knowing is a necessary, but not sufficient, contributor to the solution.
- Students must see the need for acquiring relevant and important facts outside their own major disciplines and inserting them into new contexts.
- Students must practice acquiring those facts and manipulating them in those contexts under faculty supervision.

How might the faculty in an institution of higher education know whether its students have attained “deep learning”? It can be affirmed that deep and expert learning is a system function, not a course function. Institutions and universities are systems, and the total education received by students is a function of the whole learning environment, both inside and outside the classrooms. The well-known Annenberg Foundation short film called *A Private Universe* (Schneps and Sadler 1987) reveals humorously and poignantly how the facts learned in single courses peel off easily like veneer in the rain. Once a course is finished, even bright students who get high score commonly revert to comfortable prejudices. Hence, if deep learning is really what we want, then assessment of deep learning properly focuses at the departmental, program, or institutional level rather than on individual courses. Almost by definition, interdisciplinary learning is deep learning, so interdisciplinary assessment may best be done at levels above individual courses.

2.6 Technology and Interdisciplinary Learning in EFL Literature and Civilisation Courses

Technology has profoundly transformed education, particularly in the realm of literature and civilisation studies, creating unprecedented opportunities for interdisciplinary learning. By integrating fields such as history, literature, philosophy, and digital humanities, educators can cultivate a more comprehensive understanding of the multifaceted challenges students will encounter in real-world

scenarios. In this transformative landscape, technology acts as a conduit, facilitating communication and collaboration across disciplines, and enriching the educational experience (Hannon, 2018; Laurillard, 2012).

As the 21st century progresses, technology has emerged as a powerful catalyst for interdisciplinary education in literature and civilisation studies. It breaks down traditional academic silos, fostering innovative approaches to teaching that combine literary analysis, historical context, and cultural studies. Digital resources, online platforms, and collaborative tools have revolutionized the way knowledge is accessed, making the boundaries between subjects increasingly fluid. In this dynamic environment, technology is not merely a supplementary tool—it is an essential enabler of enriched interdisciplinary learning. For instance, digital platforms and collaborative tools allow students from different academic domains to engage in joint projects that require diverse perspectives. This synergy brings together historical analysis, literary critique, and technological expertise, enhancing students' ability to address complex, global issues while developing interdisciplinary skills that are increasingly demanded in the workforce (Johnson et al., 2016).

Moreover, technological advancements such as virtual reality (VR) and simulation software have revolutionized experiential learning in literature and civilisation studies. VR can immerse students in simulations that combine elements of literature, art, and history, offering an experiential understanding of literary worlds and historical contexts. These tools transcend the limitations of traditional classrooms, emphasizing the interconnectedness of knowledge and illustrating how competencies in one area can help solve challenges in another (Selwyn, 2016). For example, VR can take students on a virtual tour of ancient Rome, allowing them to engage with both the historical setting and the works of classical literature in a deeply immersive way.

Online learning platforms have further democratized access to interdisciplinary education, removing geographical barriers and enabling students to learn from global experts in literature, history, and civilisation studies. This global exposure broadens students' perspectives, fostering cross-cultural understanding, and emphasizing the interconnectedness of global issues. Students can now engage with literary works and historical materials from diverse cultures and time periods, enriching their understanding of how these areas intersect and influence one another (Anderson, 2008). Data analytics is also emerging as a key enabler in tailoring interdisciplinary curricula in literature and civilisation studies. By analyzing performance and engagement data, institutions can identify overlapping disciplines and create customized learning pathways that align with students' interests and needs. This evidence-based approach ensures that interdisciplinary education in literature and civilisation studies remains relevant and impactful, equipping students with the critical thinking and analytical skills necessary to understand complex global challenges (Siemens and Long, 2011). As technology continues to evolve, so too will the strategies for integrating interdisciplinary learning. Emerging technologies such as artificial intelligence and blockchain hold the potential to redefine educational methodologies in literature and civilisation studies, creating classrooms that embrace innovation and cultivate lifelong learning. These tools can help prepare students for an unpredictable future by fostering a culture of interdisciplinary collaboration capable of addressing the complex, global challenges of the 21st century (Brynjolfsson and McAfee, 2014).

Therefore, technology is not only reshaping how literature and civilisation studies are taught but is also enhancing interdisciplinary learning by breaking down barriers between fields. Through the use of digital tools, virtual reality, online platforms, and data analytics, students can engage in a more holistic, collaborative, and global approach to understanding the past, present, and future. By embracing these innovations, educators can better prepare students to navigate the interconnected world they will face.

2.7 Interdisciplinary Learning in the Age of AI

In the rapidly evolving landscape shaped by artificial intelligence (AI), traditional academic disciplines are increasingly giving way to more integrated approaches. Interdisciplinary learning has emerged as a vital tool for preparing students to navigate the complexities of an AI-driven world. By blending insights from fields such as literature, philosophy, sociology, and the arts, students are encouraged to engage in critical and creative thinking, fostering innovation that balances technical expertise with humanistic values (Mansilla, 2010; NASEM, 2018).

This convergence of disciplines cultivates a mindset that values diverse perspectives in problem-solving, particularly within the context of literature and civilisation. For instance, combining literary analysis with ethical frameworks can lead to the development of AI technologies that prioritize fairness and human welfare. Students engaged in interdisciplinary learning are not only able to make connections across domains but also gain a deeper understanding of societal issues through the lens of literature and culture. This broader perspective enhances cognitive flexibility and enables learners to address real-world challenges with empathy, insight, and foresight (Frodeman et al., 2010).

Moreover, AI technologies like machine learning and natural language processing (NLP) offer unique opportunities for interdisciplinary collaboration. For example, a project examining the portrayal of human values in literature could benefit from AI-driven analyses of language patterns and narrative structures, simultaneously raising philosophical and ethical questions about the role of storytelling in shaping societal norms. This synthesis of analytical inquiry with the study of culture nurtures students who are equipped to assess the broader implications of technological progress, maintaining a balanced view on the intersection of innovation and human experience (Selwyn, 2016; Dede, 2009).

For educators, fostering environments that encourage the exchange and integration of ideas is paramount. This requires reimagining curricula to include project-based, inquiry-driven learning, fostering teamwork, and embracing pedagogies that highlight the exploration of cross-disciplinary connections. Such approaches are crucial for preparing students to thrive in a world where interdisciplinary teams will play an essential role in tackling multifaceted challenges, from global environmental crises to public health issues (Barron and Darling-Hammond, 2008; Newell, 2007).

By embedding interdisciplinary learning within the educational framework, students can be prepared to excel in an AI-enhanced world. This approach not only equips them with the skills to address societal complexities with creativity and ethical insight but also ensures they are capable of contributing to the cultural and intellectual evolution of civilisation in the age of AI. As AI continues to transform industries and societies, educational frameworks must adapt, integrating diverse perspectives to cultivate a generation that can foster a more equitable, informed, and imaginative future (Luckin et al., 2016; Brynjolfsson and McAfee, 2014).

2.8 Conclusion

Interdisciplinary programs are academic initiatives that integrate knowledge and methodologies from multiple disciplines to address complex issues. By bringing together diverse perspectives, interdisciplinary programs encourage collaboration, innovation, and holistic problem-solving. These programs often emphasize the importance of critical thinking, creativity, and flexibility in adapting to different contexts. Furthermore, interdisciplinary programs promote a broader understanding of interconnected fields of study and foster interdisciplinary thinking and communication skills among students and faculty members alike.

Incorporation of Multiple Assessment Methods is crucial in ensuring a comprehensive evaluation of students' learning outcomes. By utilizing various assessment tools such as projects, presentations, quizzes, and exams, educators can

gain a more holistic understanding of students' skills and knowledge. This diverse approach not only provides a more accurate picture of student performance but also allows for a more personalized learning experience tailored to individual strengths and weaknesses. Ultimately, incorporating multiple assessment methods creates a well-rounded assessment framework that benefits both students and instructors alike.

In navigating the complexities of interdisciplinary programs, it is essential to acknowledge the diverse perspectives and expertise involved. Mitigating the challenges of assessment requires a thoughtful approach that values the unique contributions of each discipline. Engaging stakeholders across disciplines and establishing clear evaluation criteria are key strategies in ensuring the effectiveness and impact of interdisciplinary programs. Furthermore, fostering open communication and collaboration among team members can lead to a more cohesive and comprehensive assessment process. Ultimately, by embracing the inherent complexities of interdisciplinary work and implementing strategic assessment practices, we can better understand the outcomes and benefits of these innovative programs.

CHAPTER THREE

Research Design and Analyses

Chapter Three: Research Design and Analyses

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3.1 Introduction

The purpose of this research is to explore the disciplinary overlap within university courses that integrate both literature and civilisation studies. This overlap is of particular interest in understanding how these fields intersect, enriching the educational experience but also posing unique challenges in curriculum design and student comprehension.

To achieve the objectives of this study, a variety of research methods and data collection procedures have been employed. This chapter is dedicated to detailing the research instruments used, outlining each tool and technique that facilitated data gathering. Additionally, it provides an in-depth profile of the participants, offering insight into their backgrounds, experiences, and perspectives.

Moreover, this chapter presents an overview of the English language teaching and learning environment within the academic context of this research. It also offers a detailed description of the Master's level courses that encompass literature and civilisation, highlighting the specific content, themes, and interdisciplinary nature of these courses. By examining these elements, this chapter aims to contextualize the study within the broader framework of English studies at the university level, emphasizing the relevance and impact of combining literary and civilisation based content in higher education.

Successively, this chapter unfolds on the qualitative and quantitative analysis of the results obtained from the questionnaires administered to the selected sample population in addition to the interviews recorded with the teachers of literature and civilisation, as well as classroom observation. The aim is to draw conclusions that either confirm or challenge them, and then to translate the interpretations into suggestions as a means to bridge the gap between literature and civilisation studies in university courses.

3.2 An Overview of the Teaching/Learning Situation

This research focuses on master's students specializing in Literature and Civilisation within the English Department at the University of Tlemcen. The University of Tlemcen, "Abou Bekr Belkaid," began operating as a center for advanced studies and research in the late 1970s. Over the years, the institution evolved, eventually establishing the Faculty of Letters and Foreign Languages as one of its eight faculties. This faculty includes two departments: the Department of French and the Department of English, the latter housing both an English section and a Translation section. According to departmental records from the 2019/2020 academic year, over 65 permanent faculty members taught nearly 2,000 students.

In 2009, the University of Tlemcen adopted the LMD (Licence – Master – Doctorat) system, replacing the previous structure to align with global standards and improve the teaching and learning process. Under this system, English as a Foreign Language (EFL) students pursue a three-year undergraduate curriculum covering various modules in English language, Literature, and Civilisation studies. Upon completing these studies, students receive their Licence degree, having accumulated credits equivalent to 20 to 25 hours of combined instruction and independent study per module (Lamri, 2015, p. 92). Graduates then have the option to continue with a Master's program, which spans four semesters and offers four specializations: **1) Literature and Civilisation, 2) Language Sciences, 3) Didactics and Assessment, and 4) Language and Culture.** Through this program, students are expected to achieve a high level of fluency and accuracy in English, facilitating effective communication skills. This research, specifically, examines master's students in the Literature and Civilisation specialization.

3.2.1 General Description of Master-Literary and Civilisation- Courses Content

The Master's program in Literary and Civilisation offers students a rich and multifaceted exploration of both literary traditions and cultural contexts. The curriculum is designed to provide a comprehensive understanding of the intricate

relationship between literature and the societies that produce and interpret it. The following sections outline the content of the courses within this program.

3.2.1.1 Literature Course Description

From the onset of their studies, students in the Literature and Civilisation program are introduced to a diverse array of writers and literary works. Those who choose this major have the opportunity to engage with contemporary approaches and theories in literary analysis, allowing them to develop a critical and analytical perspective on the fundamental elements of literature and civilisation.

As part of their academic journey, students move beyond simply recounting events in chronological order; they explore how these events have shaped society, politics, and various aspects of daily life. This deeper understanding enables them to appreciate the interplay between literary texts and the broader cultural and historical contexts in which they were created.

To enhance academic clarity and facilitate structured learning, the course content will be organized into major phases or periods. This chronological framework will help students connect literary movements with the significant historical events and social changes that influenced them. By analyzing literature through this lens, students can better understand how various works reflect and respond to the complexities of their times.

Moreover, this approach encourages students to draw connections between different literary periods and contemporary issues, fostering a richer comprehension of how literature serves as a mirror to society. Through critical engagement with texts, students will cultivate the skills necessary to articulate their insights and perspectives, ultimately equipping them for future academic and professional endeavors in the fields of literature and cultural studies.

3.2.1.2 Description of Master's Courses in Civilisation

The Master's program in Civilisation offers a rigorous and multifaceted exploration of the historical, cultural, social, and political forces that have shaped

human societies across time and space. This program moves beyond a singular focus on literary expression, delving into the broader tapestry of human experience, encompassing art, philosophy, religion, social structures, economic systems, and political ideologies.

From the outset, students are introduced to diverse methodologies and theoretical frameworks for analyzing civilisations. This includes examining primary and secondary sources, engaging with interdisciplinary perspectives from history, sociology, anthropology, political science, and art history, and critically evaluating various interpretations of the past. The program emphasizes the interconnectedness of different aspects of civilisation, encouraging students to understand how these elements mutually influence and shape one another.

Furthermore, the program encourages a comparative approach, enabling students to identify common threads and unique characteristics across different civilisations. This comparative lens fosters a deeper appreciation for the diversity of human experience and challenges ethnocentric perspectives. Students will critically examine concepts such as progress, decline, identity, and power as they manifest in various cultural contexts.

The Master's program in civilisation also emphasizes the critical analysis of cultural artifacts and practices. Students will learn to interpret art, architecture, rituals, social customs, and other expressions of human creativity and belief as windows into the values and worldviews of different societies. This engagement with material and intangible culture cultivates strong analytical and interpretive skills.

Ultimately, the Master's program in civilisation aims to equip graduates with a comprehensive understanding of the complexities of human societies and the forces that drive historical change. The program fosters critical thinking, analytical rigor, and effective communication skills, preparing students for a wide range of careers in academia, cultural heritage management, international relations, policy analysis,

journalism, and other fields that require a deep understanding of human history and cultural diversity.

3.2.1.3 Course Objectives

All modules associated with the Literature and Civilisation (LC) program are structured into scheduled sessions, which encompass lectures, discussions, and seminars. Each module for master's students is allotted a total of three hours per week, typically divided into two sessions of one hour and thirty minutes (1h30m) throughout a semester. Students enrolled in the Literature and Civilisation master's program are expected to cultivate the necessary competencies to critically analyze literary texts and interpret the nuanced similarities and differences present in literature from various periods and regions. This critical approach not only involves close reading of texts but also encourages students to connect literary discourse with the broader social, historical, and cultural contexts in which it is situated.

Moreover, a key objective of the program is to help students recognize and appreciate the diverse ethnic, social, and regional components of society. Through their studies, they will explore how these elements interact with one another, as well as the unique positions each group occupies within the larger national narrative. By examining literature as a reflection of these complexities, students can better understand how different perspectives and experiences shape a nation's identity.

In addition, students will engage with various theoretical frameworks that will enable them to analyze how literature both influences and is influenced by societal dynamics. This holistic understanding prepares them to approach literary works not only as artistic expressions but also as vital commentaries on the human experience, fostering a deeper appreciation of the interconnectedness of literature, culture, and society. Ultimately, this comprehensive framework will equip students with the skills to contribute meaningfully to discussions surrounding literature and its role in understanding the multifaceted nature of civilisation.

❖ **Syllabus Content**

MASTER 1 (M1)	<ul style="list-style-type: none">• Global Issues• Communication and information Technologies• Middle East and North Africa in English Literature• Introduction to Research Methodology• Research Methodology in Social Sciences• American Philosophy• Cultural Studies• Women Writers• British Civilisation
MASTER 2 (M2)	<ul style="list-style-type: none">• Post Colonial Studies• 21st Century Women Writers and Feminism• Methods for Creativity• Dissertation Writing• Discourse in the Novel• Anthropological Issues

Table 3.1 Syllabus Content of LC Master Students

❖ **Course Content**

Module	Syllabus
MENA in English Literature	<ul style="list-style-type: none">- Introduction-The Elizabethan Perception of North Africa and the Orient-The Eighteenth Century: Narratives of Travel-Aspects of 18th-20th Centuries Orientalism

	<p>-Travel Books:</p> <ul style="list-style-type: none"> • T. E. Lawrence Seven Pillars of Wisdom. • Wyndham Lewis Journey into Barbary: Travels across Morocco <p>-Travel Fiction:</p> <ul style="list-style-type: none"> • Lawrence Durrell The Alexandria Quartet • Paul Bowles The Sheltering Sky (begins and ends in Oran) <p>-21st century Travel books Travel fiction: Thomas Pynchon. Bleeding Edge. 2013</p>
Women Writers	<p>- British Women Writers: Mary Wollstonecraft, Ann Radcliff, Mary Shelley, Jane Austen, Charlotte Bronte, Elizabeth Gaskell, Virginia Woolf</p> <p>- American Women Writers: Harriet Jacobs, Charlotte Perkins Gilman, Zora Neale Hurston, Toni Morrison, Alice Walker</p>
Discourse in the Novel	<p>Aspects of the Novel -Narration -Intertextuality Dialogism –Metafiction</p>
Post Colonial Studies	<p>-History of the African languages and cultures</p> <p>-Comparative history of colonisation in Africa</p> <p>-African Ethnicity, Identity and traditions, a historical and contemporary approach</p>

Literary Criticism	<ul style="list-style-type: none">-Traditional Approaches in Literary Criticism.-Formalism and New Criticism-Structuralism and Post-Structuralism-Marxism-Psychoanalytical Criticism-Reader Response and Reception
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Table 3.2 Literary Course Content of LC Master Students

Students are expected to analyze how various writers both reflect and challenge stereotypes within their literary works. Additionally, they will investigate the historical, social, and cultural contexts in which these authors created their texts, paying particular attention to the portrayal of gender roles as depicted in literature.

3.3 Course Evaluation

When teachers intend to develop teaching materials, it is helpful to understand and consider learners' needs and get data from them. As well to know about learners' objectives, what to expect from the course, and their learning habits characteristics. Based on this conception, learners' needs need to be analysed and based on consideration of those needs, learning objectives can be selected and precisely defined, so that university administrators and teachers of higher education can use the results as a basis for constructing a specific syllabus in order to best suit the learners.

The term needs analysis has been the principal method for determining what to include in ESP/EAP curricula (Bensch 1999). Richards (2001: 51) defines the term needs analysis as “procedures used to collect information about learners' needs”.

As far as course evaluation is concerned, meaningful input from students is essential for improving courses. One of the most common indirect course assessment methods is the course evaluation survey. In addition to providing useful information for improving courses, course evaluations provide an opportunity for students to reflect and provide feedback on their own learning.

3.3.1 Course Evaluation in Higher Education

By a wide margin, course evaluations are used for summative, as opposed to formative purposes, that is, as a means to make personnel decisions based in part on a student's rating of an instructor's teaching effectiveness. The mainly qualitative collected data are also used by instructors and teaching support offices to provide formative feedback intended to facilitate improved teaching and course development. Wright (2008) cautions against the use of instruments not specifically designed to provide formative feedback for this purpose, and that separate instruments should be designed to provide summative and formative feedback respectively. In addition, some have argued that the feedback provided by course evaluations does not effectively promote change in faculty behaviour. However, a significant majority of researchers consider student evaluations to be a useful measure of the instructional behaviours that contribute to teaching effectiveness (Beran, Violato and Kline, 2007; Abrami, 2001; Schmelkin, Spencer and Gellman, 1997; Marsh, 1987).

The Importance of Course Evaluation in Academic Settings plays a crucial role as it provides valuable feedback for both instructors and institutions. By soliciting input from students regarding their learning experiences, course evaluations help educators reflect on their teaching methods and make necessary adjustments to improve student learning outcomes. Additionally, institutions can use the data gathered from course evaluations to assess the effectiveness of their programs and ensure they are meeting the needs of their students. Overall, course evaluation is an

essential tool in promoting continuous improvement and maintaining academic excellence.

3.3.2 Common Measures of Course Evaluation

Items on course evaluations seek information about course design and delivery. Cashin (1995) notes six elements that commonly appear on evaluations: 1) course content; 2) the instructor's communication skills; 3) student-teacher interaction; 4) course difficulty and workload; 5) assessment practices in the course; and, 6) student self-assessment. Therefore, these course evaluation data can effectively be used for the purpose of improving teaching and thereby student learning (Goldschmid, 1978).

However, Marsh (2007) has found that course evaluation data alone rarely bring about changes to teaching behaviours since many faculty are not trained in data analysis and are therefore less likely to have the necessary skills to interpret their ratings, and only some take advantage of the services and resources offered. As a result, the majority of faculty simply conduct a cursory review of the collected data and rarely attempt to make specific changes based on student feedback.

3.3.3 Description of a disciplinary Course Evaluation

The key principles of an effective course evaluation is that feedback should be specific, timely, and constructive. It is important to gather feedback from multiple sources, including students, peers, and self-assessment. The evaluation process should also be transparent and aligned with the learning objectives of the course. Regularly reviewing and updating evaluation methods based on feedback can help improve the overall quality of the course.

Most researchers tend to approach the issues of Student Evaluation Teaching (SET) at the methodological level and from a post-positivist perspective, following an experimental logic and “technical rationality” (Marcuse, 1941, 1964, 1978/1982)—which is one of the research tools accepted by the traditional psychologist as scientifically valid. However, this line of exploring SET may

readily lead to a “fatal deficiency: the students cannot be neutral observers of the classroom process as long as the teacher’s own evaluation of their academic performance is brought to bear” (Valsan and Sproule, 2008, p. 953). SET is an activity of value judgment that often involves its participants’ moral sensitivity and the operation of ethical agency and behavior. For example, Lindahl and Unger (2010) found that students generally complete SET surveys by concealing their moral intuitions behind a veil of social cliches (e.g., the instructor is nice or the course is helpful; Gregory, 2013).

3.3.4 Course Design and Evaluation

One essential element of learning is the course in which it occurs. The design and development of classroom courses, whether delivered in person or at a distance, is a cornerstone activity. Sound classroom courses are predicated on well-planned and aligned course structure, content, and learner assessment. Typically, teachers are called upon to design a course that suits the learners and effectively communicates the information and activities necessary to meet the learning objectives of the curriculum.

Developed to support instruction in a domain, courseware can include lectures, readings, tests, and similar elements. Depending on the goal gauge and available state-of-the-art information, the course could be referred to as normal, advanced, basic, or fundamental. A teacher may develop the course as a sequence of lectures or periods that covers a branch of knowledge. This could happen even if the theoretical part did not contain practical aspects to assist or teach practical procedures to the students. Then the studies for reaching and interacting with the real-world can be performed using case studies or the use of tools and models of the area. In general, the lecture's focus could be on the important practical aspects with examples from the scientific literature serving as the foundation.

The development of a concept of course design is a necessary aspect of the development of a method for the evaluation of university courses. A necessary first step in the process of identifying or developing a method for evaluating university

courses was to have some expectation of what a course is and how it functions. Course design serves not only a pedagogical function but also functions as a 'standard', which allows the evaluation of courses. Such a 'standard' may operate explicitly or implicitly, being the object of comparison, and providing a series of criteria that allow the comparison of various instances of the entity in question.

3.4 Research Objectives

In this research, exploring the intellectual processes and shared conceptual frameworks among disciplines is crucial for achieving the study's objectives. Understanding the interplay of knowledge, skills, attitudes, and actions is essential for assessing the disciplinary overlap between literature and civilisation as an academic specialization. This approach provides a valuable opportunity to uncover the connections and complementarities between these fields. Rather than merely focusing on rote memorization for exams or essays, it is more productive to engage with the key questions and debates that invigorate the discipline and its associated professions. Moreover, literature educators play a vital role in fostering intercultural understanding. As Bodycott and Walker (2000) note, “the development of intercultural understanding [...] must begin with the teacher’s attitude and the scaffolds created to support student learning” (in Crabtree and Sapp, 2004, p. 121). Thus, the teacher's role extends beyond merely presenting and interpreting content; it also involves assessing students and connecting them with literary works that enrich their education and foster critical thinking.

Additionally, by examining their cultural backgrounds—encompassing religion, traditions, and social practices—students can engage with literature in a transformative way. This perspective allows them to perceive their courses in a new light, leading to a more immersive and experiential learning process. Engaging with literature through the lens of their cultural experiences not only deepens their understanding of the texts but also enhances their overall educational experience, preparing them for a more nuanced appreciation of diverse perspectives within the literary canon. As Kumar posits:

Higher Education must aspire to do more than teach the traditional academic curriculum. In today's global economy, our students must learn to make reasoned decisions about their personal lives and careers, and to consciously develop goals and personal planning skills that will enhance their employability

(Kumar, 2007, p. 13)

Therefore, literature allows reflection and helps us to shape our own thoughts. It builds on rich histories of thought and expression and explores the ways in which the world is viewed and experienced by people in the society.

3.4.1 Research Questions and Hypotheses

After giving the objective behind the present research work and before presenting the informants of this study, the researcher will explore the following research questions:

- 1-** What specific challenges do EFL Master students at the University of Tlemcen face in courses that intentionally blend literary and civilisation based content?
- 2-** How can the intersections between literature and civilisation courses be used to encourage integrated learning and deeper engagement with the subject matter?
- 3-** How changes in higher education and growing student diversity influence new interdisciplinary approaches and challenges in integrating literature and civilisation courses in EFL programs?

Therefore, as a major step in the present research the following hypotheses will be tested :

- 1- EFL Master students at the University of Tlemcen experience difficulties in interdisciplinary literature–civilisation courses, as reflected in their ability to relate concepts, apply analytical frameworks, and contextualize literary texts.
- 2- Literature and civilisation courses share measurable overlaps in content and pedagogy, particularly regarding cultural themes, historical periods, and social contexts, which are associated with students' interpretive and critical engagement.
- 3- The design and reception of interdisciplinary literature–civilisation curricula in EFL higher education are associated with developments in higher education and with student heterogeneity in cultural background, linguistic proficiency, and academic trajectory.

Relying upon a specific design and different research tools, the aforesaid research questions and hypotheses will be discussed in the next point. Indeed, they will be either confirmed or rejected.

3.5 Research Methodology

This research adopts an explanatory sequential mixed methods design (Creswell, 2013) and was carried out during the 2022–2023 academic year. The study followed a two-phase approach, beginning with the collection and analysis of quantitative data and subsequently incorporating qualitative data to further explain the initial findings (Creswell & Plano Clark, 2018). Quantitative data were obtained through a student questionnaire aimed at capturing numerical insights into students' perceptions and experiences in the EFL classroom, particularly in relation to learning strategies, engagement, and satisfaction. The qualitative phase involved teachers' interviews, course evaluations, and classroom observations.

Interview questions were developed based on the quantitative results to ensure that the qualitative inquiry directly addressed issues emerging from the first phase. The study focuses on EFL Master students as a case study.

3.5.1 Case Study Research

The researcher employed the case study method to gain a deeper understanding of the specific context under investigation. The concept of a case study has been defined in various ways across the literature. Eckstein (2002), for instance, provides a technical definition, describing a case as "a phenomenon for which we report and interpret only a single measure on any pertinent variable" (2002, p. 124).

Beyond definitions, the case study serves as a valuable approach for gathering evidence and exploring the underlying reasons and dynamics of the phenomenon under study. In this regard, Creswell emphasizes that:

A case study is a problem to be studied, which will reveal an in-depth understanding of a 'case' or bounded system, which involves understanding an event, activity, process or one or more individuals.

(Creswell, 2002, p. 61)

Following this perspective, the researcher identifies and investigates a specific problem—whether conceptual or event-based—through the focused analysis of a selected sample. This facilitates the development of inferences and generalizations, particularly in relation to evaluating the interdisciplinary intersection between literature and civilisation. To support this objective, a range of data collection methods were employed, including questionnaires, semi-structured interviews, course observations, and evaluative tools. These instruments collectively enabled the researcher to explore both the causes and consequences of the disciplinary overlap between literature and civilisation courses.

3.5.2 Sampling

For the sake of investigating this study, the researcher selects the sample which is an indispensable strategy in data collection as Sapsford and Jupp (2006) point out “Sampling will often be the only feasible method of obtaining data, quite apart from questions of time and cost”(2006, p. 29).

Thus the investigation involves informants chosen among students and teachers in the Faculty of Letters and Languages, Department of English, Section of English at the University of Tlemcen. All the sample population are EFL learners who pursue the Anglo-Saxon Literature and Civilisation specialty in the flow of the academic year 2022-2023.

A notable limitation of this research is the small sample size for the questionnaire and the interview. Although the questionnaire was distributed to sixty (60) students, only thirty-four (34) students participated and provided their responses. This limited participation reduces the overall representativeness of the sample and may impact the generalizability of the findings. The relatively low response rate suggests that the views captured may not fully reflect the diversity of perspectives within the larger student population. As a result, while the data gathered offers valuable insights, caution should be exercised when applying the findings to a broader context or making generalized conclusions about all students in the EFL program.

Additionally, the small sample size limits the statistical power of any quantitative analyses, which may affect the robustness and reliability of the results. Therefore, it is essential to acknowledge that the conclusions drawn from the data might be specific to the sample studied and may not be universally applicable.

3.5.3 Learners' Profile

The students involved in this study are EFL Master Students “Literature and Civilisation” under the LMD system and they have already obtained the Licence Degree. More precisely, for the questionnaire the researcher has taken the case of

2nd year Master students. They are sixty (60) students aged between 21 and 26 years old. This number of students is used as a sample population to obtain data for analysis. Hence, only thirty-four (34) students, twenty-eight (28) girls and six(6) boys answered the questionnaire.

This particular student demographic, with their advanced academic standing and focus on literary and cultural studies, possesses the necessary background and engagement with literary texts to offer valuable insights for this research.

3.5.4 Teachers' Profile

Five (5) faculty members teaching literature and civilisation participated in the present study. All participants are permanent staff members of the Department of English at the University of Tlemcen, and they represent a range of academic ranks, disciplinary specializations, and teaching experience described in the following table:

Participant	Academic Rank	Specialization	Teaching Experience	Modules / Responsibilities
Teacher 1	Professor	English Literature & Civilisation	15 years	Undergraduate module: “ <i>Women Writers</i> ”
Teacher 2	MCA	American Literature, African Literature, Anglo-Saxon Literature & Poetry	25 years	Literature courses (various)
Teacher 3	Professor	African Civilisation	17 years	Civilisation courses
Teacher 4	MCA	Anthropology	17 years	Civilisation / Anthropology related courses
Teacher 5	Professor	English Literature	30 years	Literature & Stylistics

Table 3.3 Profile of Interviewed Teachers

Collectively, the participants’ diverse academic ranks and disciplinary specializations provide complementary perspectives on the teaching of literature and civilisation within the English department.

3.6 Research Instruments

In order to triangulate the data, the researcher uses various procedures to consolidate the dependability and trustworthiness of the information obtained and their interpretation. The main practical tools the researcher has opted for are students’ questionnaire, teachers’ interview and course evaluation via a classroom observation.

3.6.1 Students' Questionnaire

The questionnaire was selected as one of the research instruments in this study due to its ability to uphold key ethical considerations, particularly participant anonymity. Maintaining respondent anonymity fosters a sense of freedom, autonomy, and psychological safety, encouraging participants to respond more openly and honestly.

This questionnaire employs a mixed format, incorporating both closed-ended and open-ended items to facilitate the collection of both quantitative and qualitative data. As Seliger and Shohamy (1989) suggest, closed-ended questions are advantageous due to their efficiency and the simplicity of data analysis. In contrast, Gillham (2000, p.5) emphasizes that open-ended questions can elicit richer, more nuanced responses, potentially leading to deeper insights and discoveries. Therefore, utilizing a mixed-question format allows the strengths of both approaches to complement one another.

Nonetheless, questionnaire design is a crucial component of research methodology. It must be carefully developed to ensure that it is valid, reliable, and clearly worded, as highlighted by Richards and Schmidt (2002, p.438). Oppenheim (1992) also underlines the importance of a well-constructed questionnaire to maximize the quality and utility of the data collected and claims that it is:

Not some sort of official form, nor is it a set of questions which has been casually jotted down without much thought. We should think of the questionnaire as an important instrument of research, a tool for data collection. The questionnaire has a job to do its function is measurement.

(Oppenheim, 1992, p. 100)

As far as this research work is concerned, the questionnaire comprises sixteen (16) questions addressed to sixty (60) students but only thirty four (34) have participated and have given their responses. Yet, the general objective of the

research is to elicit valuable information from informants. It has been constructed for the purpose of evaluating and bridging the gap between literature and civilisation university courses.

3.6.2 Design of Students' Questionnaire

In the following part of the research, the researcher will describe the questions and will give the aim behind each one. As mentioned before, the questionnaire consists of sixteen (16) questions and there are as follow:

Questions 1 and 2: Students' choices and preferences

The first two questions introduce students' choices and aim to cite the reason of their choice for literature and civilisation as a field of their studies, as well as to know if they have preferences between the two.

Questions 3 and 4: Students' attitudes

These two questions aim to know students' attitudes toward literature and civilisation courses target.

Question 5: Literature and Civilisation are complementary

Through this question, the students give the way literary studies and civilisation courses complete each others.

Question 6: The assessment process in literature and civilisation courses.

The aim of this question is to get information about the difficulties the students find when they are assessed in literature and civilisation courses.

Questions 7 and 8: Defining criticism

Both of the questions tackle nearly the same idea which is about the students' knowledge about criticism and how it can be helpful for them when analyzing.

Questions 9 and 10: The students' critical thinking.

By these questions, the students state what is meant by critical thinking. Then they give if this latter may be enhanced by literary criticism or cultural criticism or by both.

Questions 11 and 12: Literary criticism Vs Cultural criticism

The main goal of these questions is to know if there is any practical use of literary and cultural criticisms in the class and about the principle elements that focus on too.

Questions 13 and 14: Bridging the gap between literary studies and civilisation

These questions are concerned with the way social, cultural and political changes can occur through literary studies. Then how literature and civilisations courses are related each other- need one another.

Questions 15 and 16: Combining learning and its assessment with some suggestions.

At last, the two questions give an idea on the advantages of a combining learning for enhancing the learning process. As well, to receive some suggestions from the students about interdisciplinary learning mainly to bridge the overlap between literature and civilisation courses.

3.6.3 Teachers' Interview

To gather more comprehensive data, the investigator employed an additional research tool: the interview. This method targeted five (5) university instructors specializing in literature and civilisation, with the aim of exploring their views and insights regarding the interdisciplinary connections between the two subjects. According to Burns (1999, p. 118), interviews are a commonly utilized and effective technique for collecting qualitative data. This approach enables the researcher to obtain direct insights from participants, shedding light on how individuals perceive and make sense of their surroundings.

Moreover, as Flick (2006, p. 160) emphasizes, interviews serve the purpose of uncovering existing knowledge in a format that can be articulated through responses, thereby facilitating interpretation. In this study, the interview consisted of twelve semi-structured questions. This format was chosen for its adaptable and comfortable nature. As Oppenheim points out, semi-structured interviews strike a balance by being neither overly rigid nor excessively open, thus fostering a more conducive and engaging environment for discussion. For this, Oppenheim said:

Unlike most other techniques requires inter-personal skills of a high order, putting the respondent at ease asking questions in an interested manner, noting down the responses without upsetting the conversational flow, giving support without introducing bias

(Oppenheim, 1992, p. 45)

Such a setting encourages participants to share responses that are reflective and grounded in their personal experiences. The main goal of conducting these interviews is to collect educators' perspectives on how literature and civilisation intersect within university curricula.

3.6.4 Design of Teachers' Interview

The interview addressed to literature teachers consists of twelve (12) semi-structured questions which are delineated as follow:

Question1 and 2: Academic Background and Teaching Experience

These two questions ask for the specialism and the experience in teaching of the interviewed teachers.

Question 3: Teaching Objectives

It is about the objectives behind teaching literature and civilisation and the main target the teachers emphasize on.

Questions 4 and 5: Qualification of students' understanding and difficulties in literature and civilisation courses.

These questions aim to know how teachers qualify their students' understanding and what are the main difficulties the students can encounter in their field of their studies "Literature and Civilisation".

Question 6: Interdisciplinarity in Teaching Practice

The following question tackled the way teachers can link between elements of literature with those of civilisation since they are intertwined.

Question 7: The application of literary criticism

This question is concerned with the use of literary criticism during the class where students in collaboration with their teachers can analyse, evaluate and support their opinions relating to theme, setting or historical context.

Questions 8 and 9: Interdisciplinary Learning and Metacognition

These questions lead to have an idea about how the interdisciplinary program can enhance critical thinking ability and metacognitive skills.

Questions 10 and 11: Curriculum integration and its cognitive outcomes assessment

The purpose of these questions is to search for convincing arguments for curriculum integration between literature and civilisation, as well as to get an idea about the teachers' opinion on the assessment of cognitive outcomes of an interdisciplinary learning.

Question 12: Teachers' suggestions about the interdisciplinary learning and assessment.

In this question, the researcher looks for some teachers' suggestions regarding the assessment in an interdisciplinary learning and how it can better reflect the realities of students' experiences.

3.6.5 Classroom Observation

In the present study, classroom observation is the third research tool utilized, strategically designed to address the research questions and objectives. According to Burns (1999, p.80), observation allows researchers to examine "classroom interactions and events as they actually occur". This method can be effectively paired with questionnaires and interviews to gather "relatively objective firsthand information" (Johnson and Turner, 2003, p.314). Merriam (1998, p. 96) also emphasizes that observation contributes to "data triangulation," strengthening the validity of research findings.

The classroom observation was conducted over twelve sessions in the literary studies module with first-year Master's students during the first semester of the academic year 2022-2023. This approach not only provided insights into literature classes but also evaluated the disciplinary overlap between literature and civilisation courses, highlighting intersections that could enhance learning outcomes.

Structured observation was guided by a checklist tailored to the course's specific needs and goals. This checklist helped observers offer constructive feedback to instructors, aimed at refining teaching practices. The teacher was central to the sessions, well-prepared, delivering content, and engaging students with questions to analyse literary texts. Unfortunately, students did not prepare the assigned texts before class, yet they showed motivation and enthusiasm in participating during class discussions.

The teacher primarily focused on literal analysis (80%) with only 20% dedicated to cultural interpretation. This distribution was reflected in the

assessments, which prioritized form and content over cultural aspects, limiting the opportunity for students to engage with the material on a personal level through cultural identification.

To ensure consistent and objective evaluation, all checklist criteria will be rated using the following five-point scale:

- **5 = Excellent:** Fully meets or exceeds expectations in this area.
- **4 = Good:** Generally meets expectations with only minor issues.
- **3 = Satisfactory:** Meets basic expectations but with noticeable weaknesses.
- **2 = Needs Improvement:** Some key aspects are missing or poorly executed.
- **1 = Unsatisfactory:** Does not meet the basic expectations.

3.7 Data Analysis

The data collected for this research are based on all types of informants' point of views. While analyzing, the researcher used both quantitative and qualitative data and this through students' questionnaire, teachers' interview and course evaluation via classroom observation.

3.7.1 Results of Students' Questionnaire

Questions 1 to 2:The students' choices and preferences

An inquiry into the motivations behind students' choice of the Literature and Civilisation specialization reveals a range of compelling reasons. A significant majority of the respondents, comprising 52.94% of the students, indicated a deep-seated love for reading as a primary driver. They also expressed that this field of study offers a valuable opportunity to broaden their knowledge and gain insights into diverse cultures.

A further 29.41% of the students highlighted the inherent interest they find in literature and civilisation. They believe this field fosters the development of crucial analytical skills for interpreting texts and simultaneously cultivates creativity alongside the acquisition of factual knowledge.

Another notable group of 14.71% cited a distinct motivation: the program's capacity to illuminate past societal conditions and provide a foundational understanding of the forces shaping the modern world. Only a single student (2.94%) did not provide a reason for their choice.

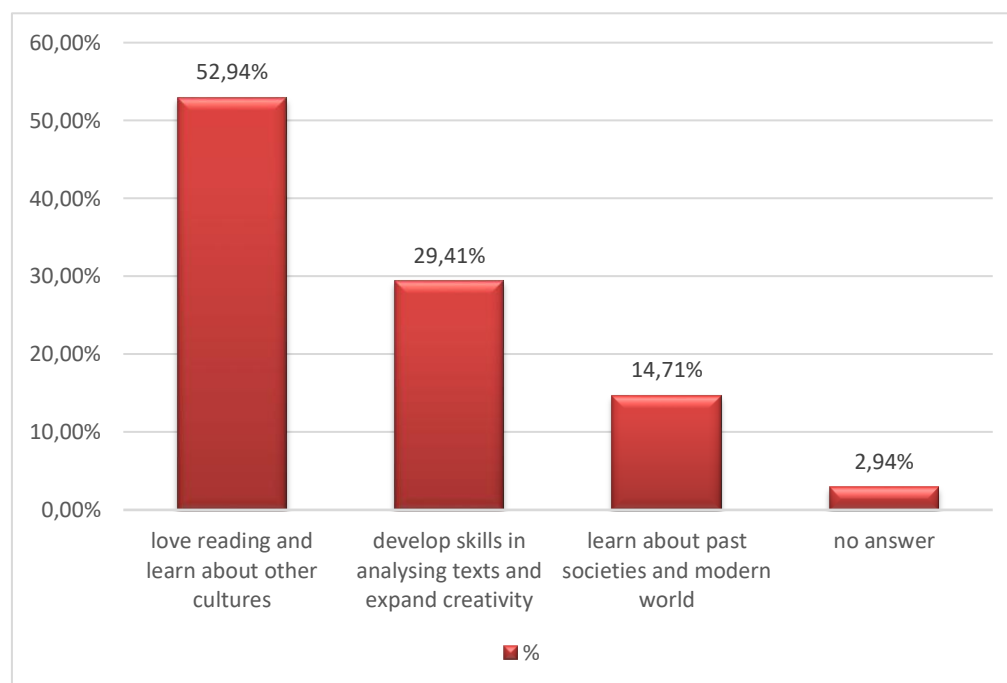


Figure 3.1 *Factors Influencing Students' Specialization in Literature and Civilisation*

The accompanying bar chart visually reinforces these findings, clearly illustrating the distribution of student motivations. The most prominent reason is the passion for reading and the desire to explore other cultures, followed by the appeal of developing analytical skills and expanding creativity, and finally, the interest in understanding historical societies and their impact on the present day. This distribution underscores the diverse yet interconnected reasons why students are drawn to the rich and multifaceted field of Literature and Civilisation.

Question 2: Following their decision to specialize in Literature and Civilisation, an examination of students' specific preferences within the field reveals a tendency towards an integrated approach. Sixteen (16) students indicated a preference for studying both literature and civilisation, representing the largest group. A significant portion, fourteen (14) students, expressed a preference for

focusing solely on literature, while a smaller group of four (4) students favored specializing in civilisation.

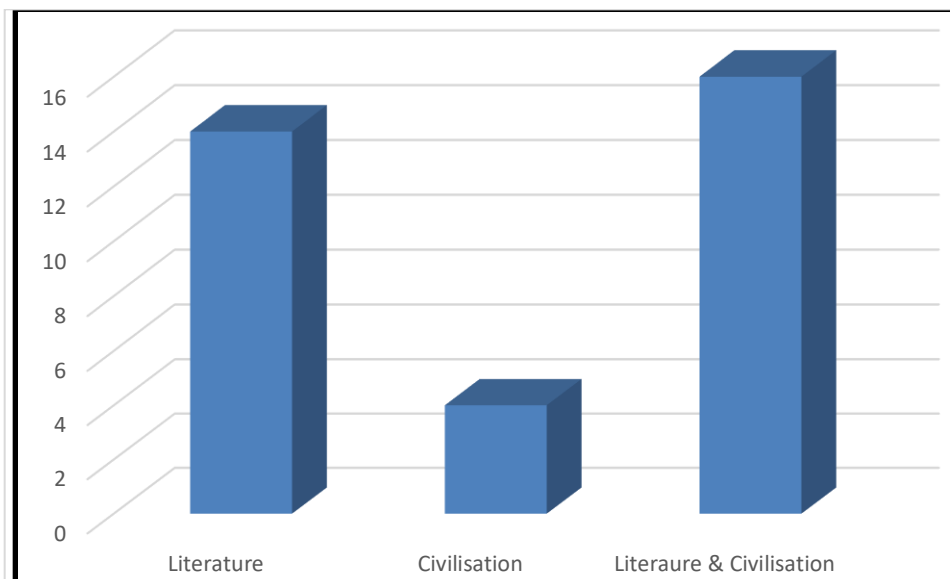


Figure 3.2 Students' Preferences

The accompanying bar chart visually illustrates this distribution of preferences:

- **47.1%** of students prefer to study **both literature and civilisation**.
- **41.2%** of students prefer **literature alone**.
- **11.8%** of students prefer **civilisation alone**.

These results clearly suggest that the majority of students, nearly half of the respondents, are drawn to the synergistic study of both literature and civilisation. This preference for an integrated approach highlights the perceived value in understanding literary works within their broader historical and cultural contexts, rather than focusing on either discipline in isolation.

Questions 3 to 5: The students' views on the approach to literary and civilisation courses.

Question 3: This question intends to investigate the focus of teachers in literary courses.

When asked about the primary focus of literary courses, students expressed varied perspectives. A significant portion, 32.4% of the students, perceived literary courses as emphasizing both the language employed within texts and their content analysis. An equal number of students or 32.4%, affirmed that literary courses are primarily content-based.

A further 20.6% of the students highlighted the importance of reading texts and understanding them within their specific contexts as the central focus of these courses. Lastly, a smaller group of 14.7% of the students believed that literary courses focus solely on language use.

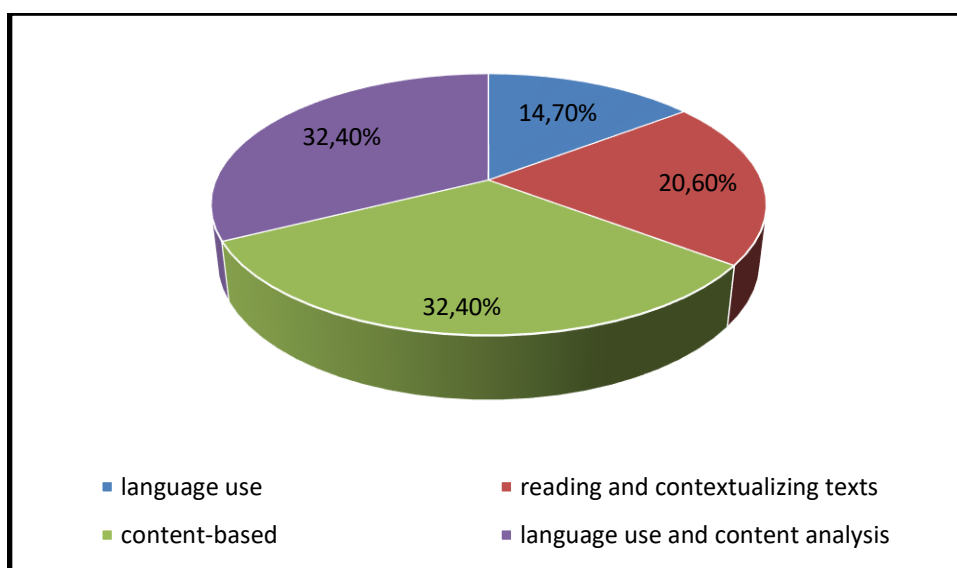


Figure 3.3 *Teachers' focus in literary courses*

The accompanying pie chart visually represents these diverse perceptions of the focus in literary courses, as reported by the students. The chart reveals that there is no single, universally held view. A substantial number of students believe the emphasis is on the dual aspects of language and content, as well as on content alone. Meanwhile, other students underscore the significance of textual interpretation within context or a singular focus on linguistic elements. This distribution suggests a potential variation in teaching approaches or in students' individual experiences and interpretations of the curriculum.

Question 4: An inquiry into the principal aims of civilisation courses reveals three key perspectives among the students. The most prevalent view, held by 47.1% of the students, is that these courses primarily aim to develop an interdisciplinary understanding of historical context. This suggests students recognize the value of drawing upon various academic disciplines to gain a comprehensive grasp of the past.

A closely aligned perspective is shared by 44.1% of the students, who believe that civilisation courses emphasize cross-cultural and societal connection and exchange. This highlights the perceived importance of understanding how different cultures interact and how societies are interconnected throughout history.

A smaller group of (8.8%) views civilisation courses as complementary to literary studies. This suggests an understanding of how the study of civilisation can enrich and inform the analysis of literary works.

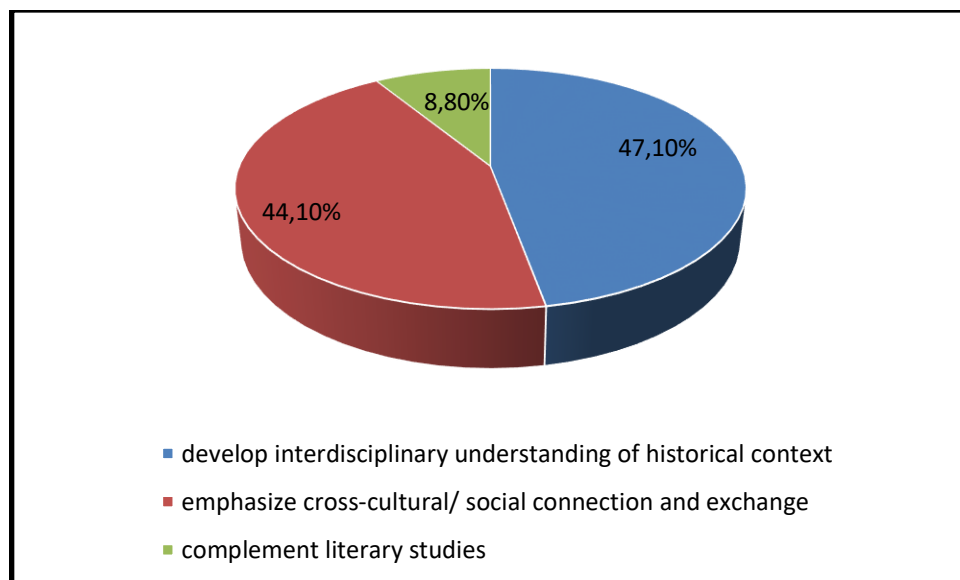


Figure 3.4 *Principle aims of civilisation courses*

The accompanying pie chart visually reinforces these findings. It clearly indicates that the majority of students perceive the development of an interdisciplinary understanding of historical context as the primary aim of civilisation courses. This is followed closely by the emphasis on cross-cultural and

societal connections. A smaller segment of students views these courses as a supporting element to their literary studies. Overall, the responses underscore the students' appreciation for the broad and interconnected nature of civilisation studies.

Question 5: An investigation into whether students perceive literary studies and civilisation courses as complementary reveals a clear majority view. A significant 67.6% of respondents, representing twenty-three (23) students, believe that the two fields are indeed complementary, primarily citing their shared foundation in history as the common ground that links them.

Conversely, a smaller group of eleven (11) students, constituting 32.4% of the respondents, holds the opposing view, stating that literary studies and civilisation courses do not necessarily complete each other.

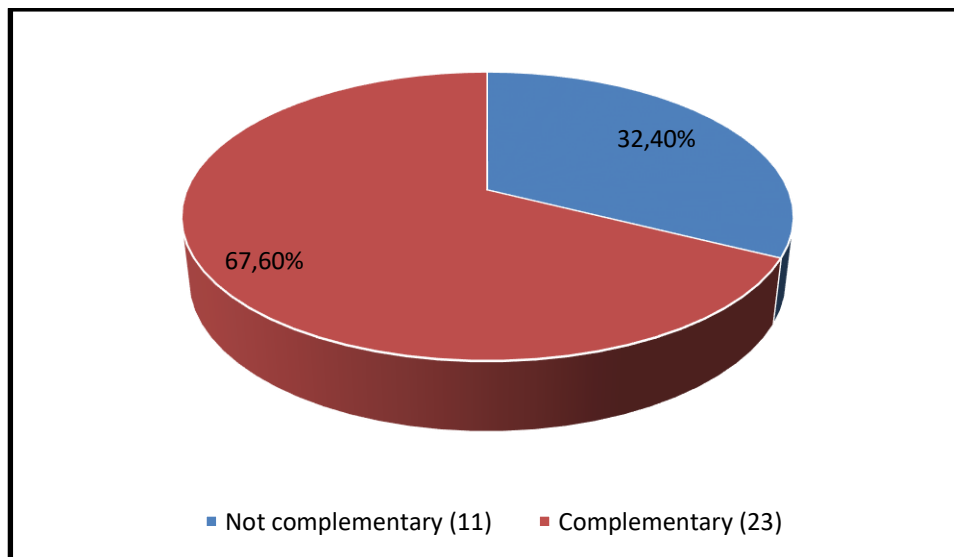


Figure 3.5 *Complementarity of literary studies and civilisation courses*

The accompanying pie chart visually illustrates this division in student opinion. The data clearly indicates that a substantial majority of students recognize the interconnectedness of literary studies and civilisation courses, with history serving as a key point of convergence. However, a notable minority does not perceive a complementary relationship between the two disciplines. This suggests differing perspectives on the nature of these fields and how they relate to one another in the broader academic landscape.

Question 6: The assessment process in the field of literature and civilisation.

When questioned about potential difficulties encountered during the assessment process, a significant majority of students indicated a positive experience. Specifically, 73.5% of respondents, totaling twenty-five (25) individuals, affirmed that they did not face any notable problems.

In contrast, a smaller group, comprising 26.5% or nine (9) students, expressed the presence of difficulties, particularly in relation to oral presentations.

This data suggests that the majority of students find the assessment process to be generally smooth and manageable. However, the identified challenge with oral presentations for a portion of the students warrants attention for potential improvements or additional support in this specific assessment method.

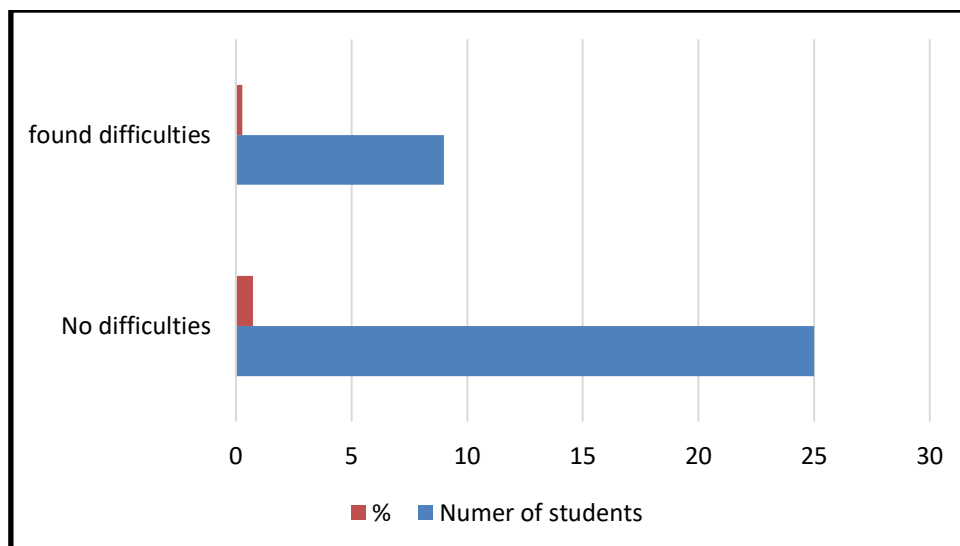


Figure 3.6 *Assessment Process in Literature and Civilisation*

Questions 7 to 10: The alternative methods of text analysis.

Question 7: When asked to define the term "criticism," students in the program offered several interpretations, highlighting different facets of the concept. The most prevalent understanding, shared by twenty (20) students (58.8%), is that criticism involves judging a literary work or writer through the presentation of

arguments. This suggests a view of criticism as an analytical process of evaluation supported by reasoning.

A smaller group of 17.6% of the students interprets criticism as the application of theory to interpret a literary work from various perspectives. This definition emphasizes the role of theoretical frameworks in understanding and analyzing literature.

An equal number of students represented by 11.8%, offered two other definitions. One group defined criticism as an assessment or evaluation that aids in developing critical abilities, highlighting its pedagogical function. The other group considered criticism as a tool for raising questions and offering opinions about a work, emphasizing its role in fostering intellectual engagement and diverse viewpoints.

These varied definitions reveal a multifaceted understanding of "criticism" among the students, encompassing judgment, theoretical application, skill development, and the generation of inquiry and opinion. The most dominant view, however, centers on the idea of reasoned judgment in evaluating literary works and authors.

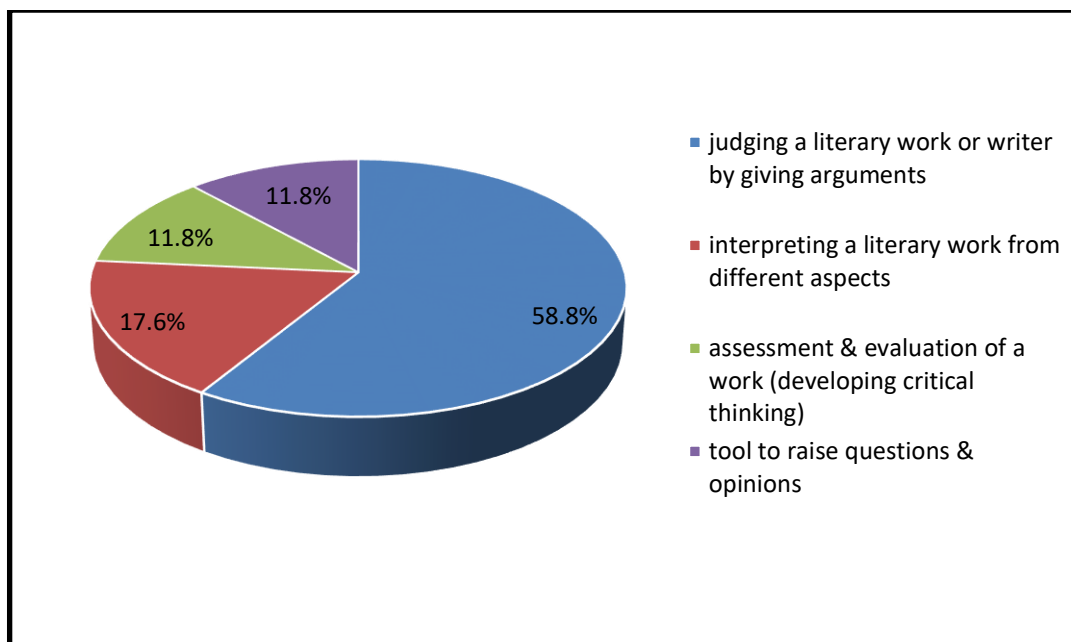


Figure 3.7 *Students' Understanding of Literary Criticism*

Question 8: When asked about the benefits of criticism for text analysis, a significant portion of the students highlighted its positive impact. Specifically, (35.3%) of the students believed that criticism facilitates analysis by offering diverse viewpoints and approaches. Another group of students (23.5%) emphasized its role in developing analytical skills, enabling more productive analyses, strengthening critical thinking, and uncovering hidden messages from the writer. Additionally, 20.6% of the students noted that criticism provides guidance in formulating interpretations and fosters a deeper understanding of the text.

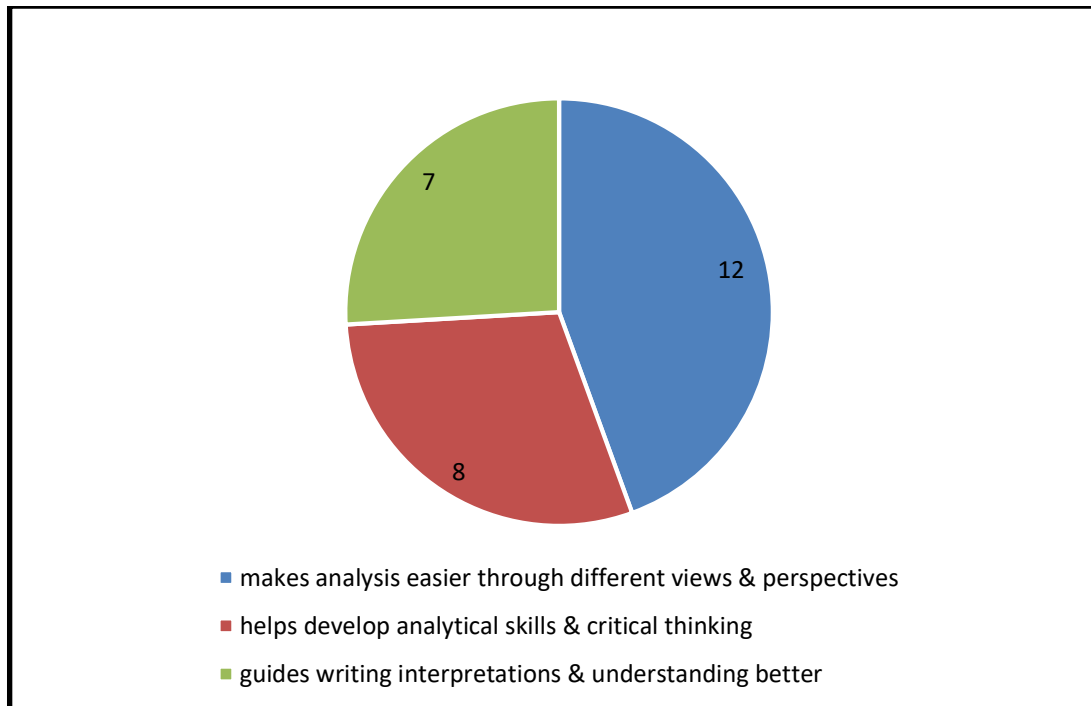


Figure 3.8 *The Role of Criticism in Textual Analysis According to Students*

Question 9: To understand the students' perception of 'critical thinking,' the researcher posed a direct question. The responses revealed several key interpretations. A significant majority, 41.2% of the students, defined critical thinking as a process involving analysis, questioning, and comparative reading to discern underlying meanings. For another substantial group, 29.4% of the respondents, it represented the capacity to form personal opinions and establish connections between different parts of a text. A smaller segment, 8.8% of the students, equated critical thinking with the act of criticizing and making judgments. Notably, 20.6% of the students did not provide a definition.

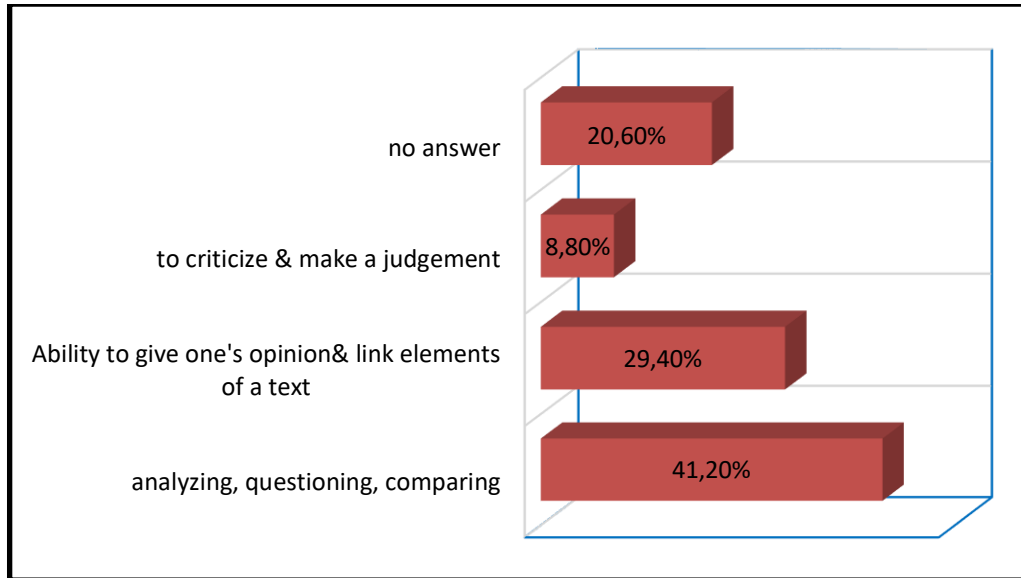


Figure 3.9 Students' definitions of critical thinking

Question 10: Following the question about the definition of critical thinking, students were asked about the methods that enhance it. A clear majority of twenty-five (25) students indicated that critical thinking is improved through a combination of both literary and cultural criticism. A smaller group of six (6) students believed that cultural criticism alone was the enhancing factor, while only three (3) students felt that literary criticism was the key to its development.

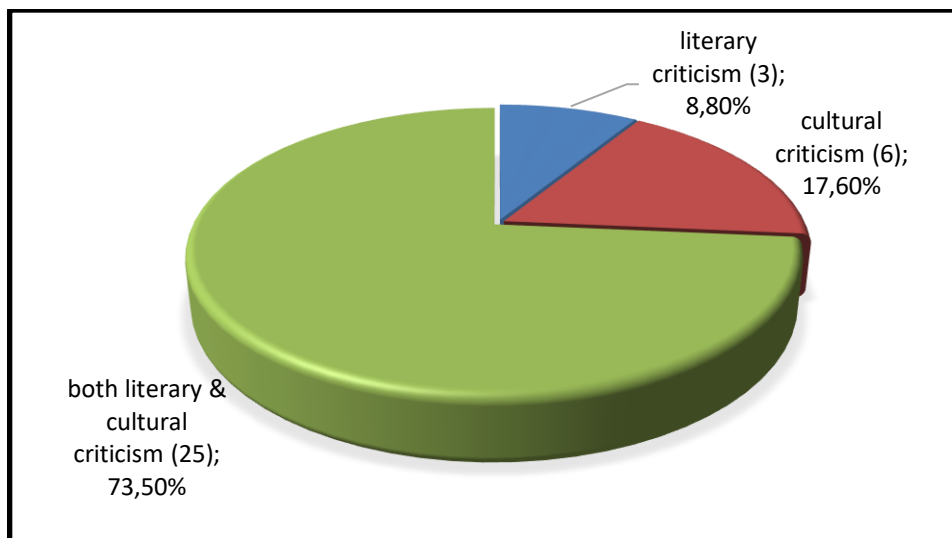


Figure 3.10 Students' views on enhancing critical thinking

Questions 11 to 14: Advantages of literary and cultural criticism in text analysis

Question 11: This question aimed to determine the students' awareness of the practical application of literary criticism in analyzing literary works. The responses indicated a strong consensus, with a significant majority of twenty-three students affirming its fundamental role in literary analysis. In contrast, a minority of four students stated that it is not practiced, while seven other students did not provide a response.

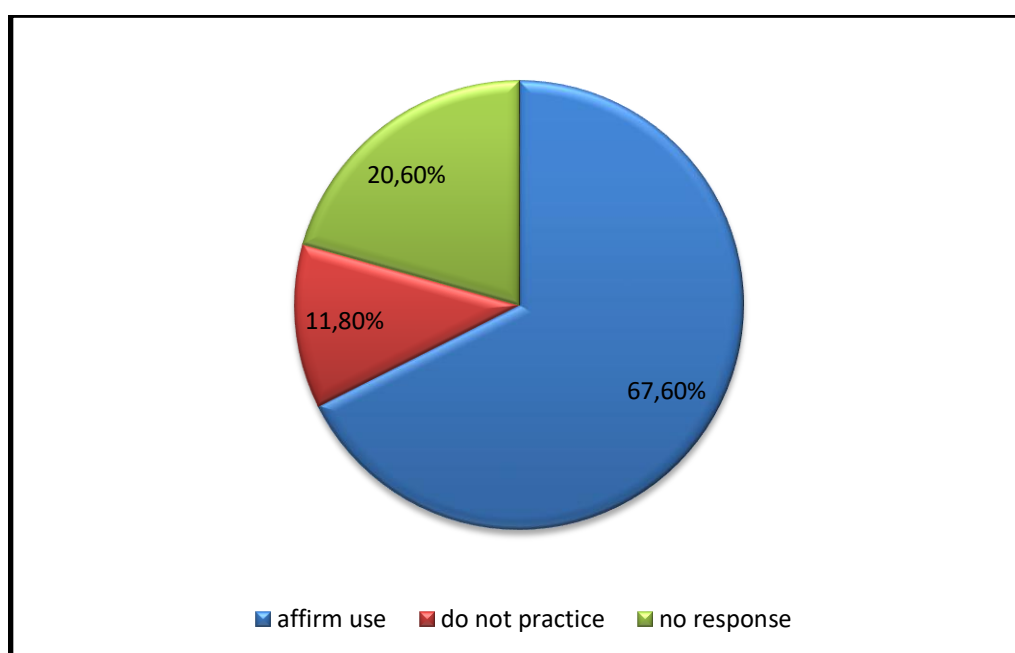


Figure 3.11 *The Practical Application of Literary Criticism in Analyzing Literary Works*

Question 12: The aim of this question was to identify the key elements considered when applying cultural criticism in text analysis. The student responses revealed a division. A significant majority, representing 58.8% of the sample, asserted that cultural criticism primarily focuses on the distinctions and impacts of societies, identities, religions, and cultures. Conversely, a substantial portion, 41.2% of the respondents, did not provide an answer, suggesting a potential lack of familiarity with the subject.

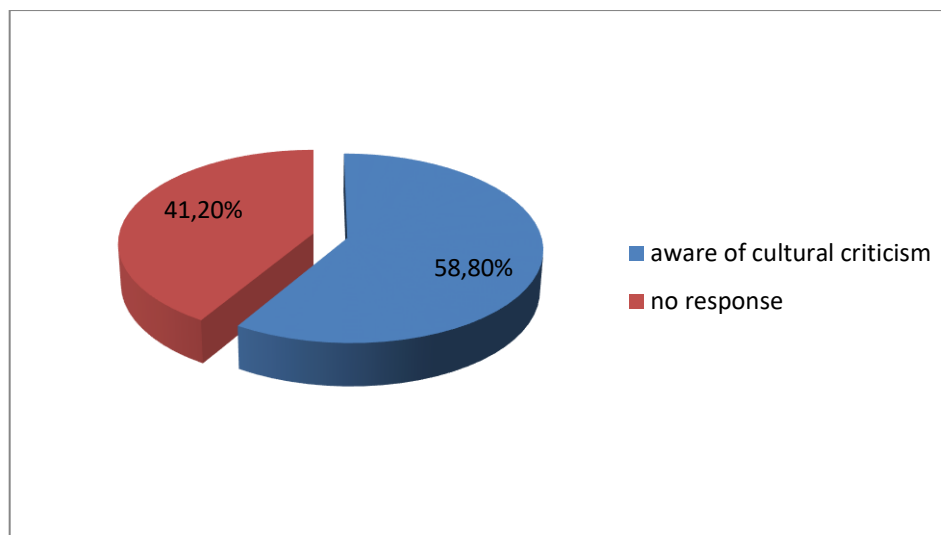


Figure 3.12 *Students responses to cultural criticism in text analysis*

Question 13: This question explored the perceived role of literary studies in facilitating social change. A notable portion of the informants did not provide a response. Among those who did, thirteen (13) individuals offered similar perspectives, suggesting that literary studies can contribute to social change by reflecting on society, identifying solutions to problems, and conveying cultural context. An additional five (5) informants indicated that this change occurs through the application of criticism.

Question 14: This question aimed to understand what aspects the use of cultural criticism reflects in literature, based on the students' selection from a set of proposed answers. A majority of the students selected multiple answers, indicating a multifaceted understanding. Twenty (20) students identified ethnicity, religious beliefs, and social class as key reflections. Seven (7) students highlighted the reflection of self and culture. Four (4) students chose the exploration of the relationship between native and target cultures. Two (2) students focused on the perspective of marginalized people and elements outside the dominant culture. Finally, three (3) students did not provide an answer.

Questions 15 to 16: The role of assessment within an interdisciplinary learning.

Question 15: This question sought to identify the type of practice that appears to be emphasized in interdisciplinary learning. A significant majority of the respondents, 58.8% or twenty (20) students, indicated that it is the learners' thinking skill, specifically critical thinking. A small group of three (3) students (8.8%) added planning skills to their response, while another five (5) students included collaborative problem-solving skills alongside critical thinking. Furthermore, 14.7% or five (5) other respondents selected collaborative problem-solving skills as the enforced practice. Finally, four (4) students did not provide an answer.

Question 16: In conclusion to the questionnaire, participants were asked to share their opinions and suggestions regarding the role of assessment in enhancing the learning process within a combined or interdisciplinary approach. A large majority of the students (76.5%), agreed that interdisciplinary assessment can effectively promote learning, offering affirmative responses. Conversely, (8.8%) of the students disagreed with this statement, while others (14.7%) did not express an opinion. Regarding suggestions, only a minority of students (20.6%) offered proposals, emphasizing the interconnected and complementary nature of the learning process and advocating for interconnectedness within the curriculum.

3.7.2 Summary of the Results of Students' Questionnaire

The student responses to the questionnaire paint a picture of a cohort drawn to the Literature and Civilisation specialization by a genuine passion for reading and a desire to engage with diverse cultures. Their preference leans towards an integrated study of both literature and civilisation, suggesting they value understanding literary works within their broader historical and cultural contexts. While their perceptions of the primary focus of literary courses varied, they largely concurred that civilisation courses serve to build an interdisciplinary grasp of history and explore the intricate connections between different cultures. A significant majority recognized a complementary relationship between these two fields of study,

primarily grounded in their shared historical basis, although a notable minority held a different view.

In terms of assessment, most students reported a positive experience, with the exception of some difficulties encountered with oral presentations. Their understanding of "criticism" was not monolithic, encompassing ideas of reasoned judgment, theoretical application, skill development, and the generation of diverse viewpoints. They generally acknowledged the value of criticism in text analysis, particularly in fostering analytical skills and deepening interpretive abilities. Critical thinking was predominantly understood as a process of analysis and questioning to uncover deeper meanings, and students largely agreed that a combination of literary and cultural criticism best enhances this crucial skill. They also recognized the practical application of literary criticism in their analytical work and perceived cultural criticism as a tool that illuminates societal and cultural distinctions within texts. Furthermore, they saw literary studies as having a role in social change through reflection and cultural understanding, and identified various social factors as being reflected through cultural criticism in literature. The students felt that interdisciplinary learning emphasizes the development of critical thinking skills, and there was a general consensus on the effectiveness of interdisciplinary assessment in supporting their learning, with some advocating for a more interconnected curriculum to reflect the interrelated nature of knowledge.

3.7.3 Results of Teachers' Interview

An interview was conducted with five specialized teachers of Literature and Civilisation from the University of Tlemcen. The interview comprised twelve (12) questions, which are outlined as follows:

Questions 1 and 2: Teachers' Profile

The profiles of the five interviewed teachers are briefly presented through their responses to the first two questions:

Teacher one (**T1**) is a senior lecturer specializing in both Literature and Civilisation. Holding a doctoral degree, she has been teaching at the University of Tlemcen for approximately ten years.

The second teacher (**T2**) is also a senior lecturer with a doctoral degree, specializing in English Literature. She brings twenty years of teaching experience at the university level.

The third teacher (**T3**) is a professor specializing in Civilisation and has taught at the University of Tlemcen for ten years.

Teacher four (**T4**) is a senior lecturer holding a doctoral degree and specializing in Anthropology. He has been teaching American Civilisation at the University of Tlemcen since 2005.

The final teacher (**T5**) is a professor who has been teaching Literary Studies in the English Department at the University of Tlemcen since the year 2000.

Question 3: The main teaching objectives

The teachers' responses regarding their primary teaching objectives varied. The first interviewee (**T1**) stated that her Literature module focuses on text analysis, fostering debate, and encouraging the sharing of ideas. She also aims to help students comprehend literary texts and see their reflection in contemporary society. Similarly, the second interviewee (**T2**) shared these objectives for teaching Literature, but her approach involves introducing students to major literary movements and genres as a framework for analyzing literary texts. The third informant (**T3**) added that developing students' critical thinking skills through the presented material is a crucial aim in her teaching. In contrast, the fourth respondent (**T4**) emphasized that the main goal in teaching Civilisation is to highlight culture over history to cultivate students' cultural awareness, viewing civilisation as a form of knowledge rooted in individual experience. Lastly, the fifth interviewee (**T5**)

prioritized language acquisition, an appreciation for art, vocabulary expansion, and nurturing a love for literature as a distinct field of study.

Questions 4 and 5 : Students' qualifications and difficulties.

Question 4: The purpose of this question is to find out how do teachers qualify their students understanding in both literature and civilisation courses since they are specialized in. the five (5) teachers provided us with somewhat the same answer that is some of the students are rather good and hold extremely interesting debates, whereas the others are average.

Question 5:The subsequent question addressed the difficulties students encounter in their literature and civilisation studies. Teacher one suggested that students who chose the specialization without genuine interest might struggle and feel disoriented. Additionally, she noted that students with weak writing skills would likely face challenges in exams and projects, particularly when analyzing literary texts. Teacher two indicated that most students do not experience significant difficulties, with only a few who lack strong language proficiency potentially finding it hard to comprehend and interpret complex writing styles. Teacher three observed that students tend to memorize information acquired in class but demonstrate weakness in personal analysis and the interpretation of data. Furthermore, both teacher four and teacher five offered similar perspectives, stating that students often find it challenging to understand the underlying concepts, the language used, and the cultural nuances within the subject matter.

Question 6: The way to link between literature and civilisation studies

This question receives a common answer from the interviewees about the way of linking literature to civilisation studies during the lecture. All teachers, fundamentally agree on the idea that they are closely linked most of the time and are intertwined too. So the link can be noticed either through the description of authors' societies, era and cultures or through literary texts or novels that reflect the way of thinking or specific social aspects. Therefore, it can be linked by making connection

between the literary work and the students' own life and by discussing the main cultural and social issues expressed by the author. For instance, when exploring the novels of Charles Dickens, instructors often delve into the societal context and the impact of the Industrial Revolution. Similarly, discussions of Romanticism naturally lead to examining how industrialization was perceived as a threat to the natural world.

Question 7: The Use of Literary Criticism

The five (5) interviewees assume that literary criticism is considered as the core of their modules. In this regard, teachers declare that it is crucial to encourage the students to read, analyze and evaluate the text. This can be done through targeted questions asked by teachers to explore more the content of a given text. Furthermore, the use of literary criticism may help students to come up with their personal views and feelings and then response to the text.

Questions 8 and 9: Students' Interdisciplinary Learning

Question 8: The target of this question is to know about the role of interdisciplinary learning and thinking process. The five (5) informants, fundamentally have positive answers and agree on the fact that interdisciplinary programs can facilitate students' metacognitive skills and it is vital because students will be able to make connections among and between different things and it opens more new ways of thinking perspectives too.

Question 9: This question aims to understand teachers' perspectives on how different academic disciplines interact and influence one another. The teachers interviewed unanimously agree that these disciplines are interconnected and mutually reinforcing, emphasizing that they complement each other rather than existing in isolation.

Questions 10 and 12: Curriculum integration and assessment of interdisciplinary learning (Literature/Civilisation).

Question 10: All three teachers who responded to this question expressed a clear agreement on the intrinsic link between language and culture. (T2) asserted that foreign language acquisition must be grounded in authentic texts and the cultural nuances of the target language. (T4) echoed this sentiment, stating unequivocally that language instruction is inseparable from its associated culture. Expanding on this, (T5) viewed literature as an embodiment of both language and culture, suggesting that exploring overlapping linguistic elements in artistic expressions is advantageous. It is worth noting that (T1) and (T3) did not provide a response to this particular question.

Question 11: Concerning the assessment of cognitive outcomes of interdisciplinary learning, the second informant asserted that it would be a very interesting idea to evaluate what students derive from interdisciplinary approaches to learning. In doing so, the third informant claimed that learners would have ample knowledge about what to keep and what is to be left in research. As far as the fourth informant is concerned, he affirmed the quality of interdisciplinary learning and its assessment said that may be if there is such kind of cognitive outcomes, students and even some teachers will be convinced about the fact that interdisciplinary learning is now a reality. At last, the fifth informant's opinion is that it is very beneficial, whereas the first informant missed this question.

Question 12: Teachers' suggestions regarding the assessment in interdisciplinary learning for enhancing learning. Finally, the five teachers were asked to share their perspectives and suggestions on evaluative strategies for assessing and enhancing student learning within interdisciplinary studies. While some acknowledged the complexity of this task, they drew upon their experience to offer the following summarized suggestions:

- Teachers should aim to meet the objectives outlined in the curriculum while also incorporating diverse assignments to comprehensively assess student work.
- Creating a collaborative and supportive classroom environment is crucial.

- Lecturers should consistently demonstrate the interrelationships between different modules to enhance student motivation.
- It is important to ensure students understand the nature of the discipline and the specific learning objectives.
- Consideration should be given to allowing, or even requiring, teachers to teach a broader range of modules, potentially beyond their specific specialization.
- A fundamental awareness and acceptance of interdisciplinary learning and teaching practices is necessary.
- Employing reflection-based and learner-centered approaches can help stimulate motivation.
- The use of both formative and summative assessment and evaluation methods is recommended.

3.7.4 Summary of the Results of Teachers' Interview

The interview was conducted with five specialized teachers of Literature and Civilisation at the University of Tlemcen to explore their perspectives on various aspects of their teaching and the interconnectedness of their disciplines. The interviewed faculty comprised experienced senior lecturers and professors with doctoral degrees, specializing in areas such as Literature, Civilisation, English Literature, and Anthropology. Their teaching experience at the University of Tlemcen ranged from ten (10) to over twenty (20) years.

The teachers' primary teaching objectives revealed a focus on developing critical thinking skills, fostering text analysis and debate, promoting comprehension of literary texts in relation to contemporary society, and introducing major literary movements and genres. In civilisation, the emphasis was on cultivating cultural awareness and understanding civilisation as knowledge rooted in individual experience. One teacher also highlighted language acquisition, art appreciation, vocabulary expansion, and nurturing a love for literature as key goals.

The teachers generally perceived their students' understanding as varied, with some demonstrating strong abilities and engaging in insightful discussions, while others performed at an average level. Common difficulties encountered by students included a lack of genuine interest in the specialization, weak writing skills impacting analysis, a tendency towards memorization over critical analysis, and challenges in grasping underlying concepts, language nuances, and cultural contexts.

All teachers agreed that Literature and Civilisation are closely linked and intertwined. They highlighted that this connection is evident in authors' depictions of their societies and cultures, as well as in literary works reflecting specific social aspects and ways of thinking. Teachers facilitate this link by connecting literary works to students' lives and discussing the main cultural and social issues presented by authors, using examples like the societal context in Dickens' novels and the critique of industrialization in Romanticism.

All five teachers considered literary criticism central to their modules, emphasizing its importance in encouraging students to read, analyze, and evaluate texts through targeted questions, and in helping students develop personal interpretations and responses to literary works.

The teachers unanimously held a positive view on the role of interdisciplinary learning, agreeing that it facilitates students' metacognitive skills, enables them to make connections between different subjects, and fosters new ways of thinking and perspectives. They also concurred that different academic disciplines are interconnected, mutually reinforcing, and complementary rather than isolated. The three teachers who addressed curriculum integration strongly agreed on the intrinsic link between language and culture, emphasizing the need for authentic texts and cultural context in foreign language learning.

Regarding the assessment of interdisciplinary learning outcomes, teachers expressed interest in evaluating the benefits of such approaches, noting its potential to enhance students' knowledge retention and provide evidence of its value. The

teachers offered several suggestions for enhancing learning through assessment in interdisciplinary studies. These included aligning assessment with curriculum objectives through diverse assignments, fostering a collaborative classroom environment, consistently demonstrating interrelationships between modules, ensuring students understand the discipline and learning objectives, considering broader teaching assignments for faculty, promoting awareness and acceptance of interdisciplinary practices, employing reflection-based and learner-centered approaches, and utilizing both formative and summative assessment methods.

3.7.5 Analysis of Classroom Observation Checklist

The Classroom Observation Checklist is a crucial tool for evaluating the integration of literature and civilisation courses, aiming to enhance students' understanding of both disciplines. It focuses on assessing how effectively course themes connect literature with historical and cultural contexts, promoting interdisciplinary learning. The checklist encourages critical thinking and engagement, ensuring that students make meaningful connections between the two fields. Each category from the classroom observation checklist has been scored for more clarity and consistency along with brief justifications for each rating:

Category	Criteria Summary	Score	Justification
Course Objectives	Clear, interdisciplinary objectives aligned with outcomes	4	Objectives are stated and encourage interdisciplinary analysis; could be more explicitly linked to specific learning outcomes.
Integration of Disciplines	Literary texts are well-contextualized historically and culturally; strong thematic connections drawn	5	Excellent integration, students are clearly encouraged to analyze literature through civilisation based contexts.

Teaching Strategies	Use of varied strategies (discussion, group work, lectures); interdisciplinary analysis encouraged	4	Multiple strategies observed; active learning present; tech integration could be improved.
Classroom Environment	Discussion-friendly, inclusive, diverse perspectives respected	4	The environment supports student voice and critical thought; adding flexible seating or physical arrangement may further improve it.
Student Engagement	Participation is evident; students ask thoughtful, interdisciplinary questions; collaboration visible	4	Strong engagement; more detailed observation logs could enhance evaluation of student contributions.
Assessment Methods	Assignments reflect interdisciplinary focus; critical thinking assessed; feedback provided	3.5	Assessments are aligned and effective; addition of clear rubrics for interdisciplinary criteria would strengthen consistency.
Use of Resources	Diverse resources used; some digital tools applied	3	Good use of traditional and multimedia materials; technology integration could be expanded and diversified.
Feedback Mechanisms	Student feedback gathered; instructor reflective practice encouraged	3	Feedback loops exist but could be more systematic and transparently linked to course improvements.

Overall Effectiveness	Students demonstrate learning in both domains; relevance to broader contexts established	3.5	Strong interdisciplinary outcomes; success indicators and follow-up assessments would make this more measurable.
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Table 3.4 Scores of classroom observation checklist

The classroom observation checklist was applied to assess the effectiveness of interdisciplinary teaching practices within literature and civilisation courses. Using a 5-point scale across nine core categories, the results yielded a total score of 34 out of 45, indicating a generally strong implementation of integrated teaching strategies that promote both literary and civilisation learning outcomes.

One of the highest-rated areas was the integration of disciplines (5/5), highlighting a clear and consistent effort to connect literary texts with their broader historical, political, and cultural contexts. Instructors were observed guiding students to critically engage with literature as a reflection of civilisation, encouraging them to draw parallels between literary narratives and real-world societal developments. This alignment supports the interdisciplinary objective of the program and reflects best practices identified in contemporary scholarship (Repko and Szostak, 2021; Kramsch, 2021).

Course objectives received a rating of 4, showing that while the objectives were generally well-defined and promoted interdisciplinary thinking, there remains a need for more explicitly stated learning outcomes that articulate the specific skills students should develop—particularly those related to synthesizing knowledge across disciplines. A more outcome-based approach could help both instructors and students better track progress in developing analytical, historical, and cultural literacy.

Teaching strategies were also rated 4, suggesting a solid range of methods such as discussions, group work, and textual analysis. These approaches contributed to

active learning and encouraged students to view literature from both literary and civilisation perspectives. However, the integration of technology and digital learning tools was noted as an area for improvement. While traditional methods were effectively employed, enhancing the classroom with multimedia presentations, online forums, or digital archives could support a wider range of learning styles and improve engagement.

In terms of the classroom environment, the observed sessions fostered inclusivity and encouraged dialogue, earning another 4. Students were motivated to voice their interpretations, and diverse perspectives were respected. The only limitation noted was the absence of flexible classroom arrangements that might further stimulate collaborative learning.

Student engagement was rated at 4, with evidence of strong participation and curiosity. Students posed questions that revealed an awareness of both literary and historical dimensions of the content, and collaborative learning was frequently encouraged. Nevertheless, further documentation of student contributions and their depth could enrich the evaluation of this category.

Assessment methods scored 3.5, indicating that instructors aligned their evaluation tools with course goals and encouraged critical, interdisciplinary thinking. However, the lack of a standardized rubric specifically designed to assess interdisciplinary synthesis slightly limited the ability to consistently evaluate students' integrative competencies. Developing such tools would help ensure fairness and clarity in measuring the depth of students' analysis and their ability to connect literary and historical content meaningfully.

Use of resources received a lower score of 3, suggesting that while a range of materials—such as texts, films, and artworks—was used to enrich learning, the inclusion of technology and digital resources was less consistent. To better support student understanding, especially in an EFL context, instructors could integrate online platforms, interactive tools, or historical timelines that contextualize literature more vividly.

Feedback mechanisms also scored 3, indicating that student feedback was collected but lacked a systematic approach. Reflective teaching practices were present, though the evidence of documented course adjustments based on feedback was limited. Establishing structured feedback loops and encouraging instructors to adapt content based on student responses could lead to more responsive and dynamic instruction.

Finally, the overall effectiveness of the course was rated 3.5, reflecting its success in helping students understand the interconnectedness of literature and civilisation. Students appeared capable of articulating the broader significance of the materials studied, demonstrating both cultural awareness and critical insight. However, establishing clear success indicators and post-course reflection activities could make learning outcomes more measurable and long-term impact more evident.

3.7.6 Summary of the Results of Classroom Observation Checklist

The classroom observation revealed that the integration of literature and civilisation in the Master's program is generally effective, with a total score of 34 out of 45. The strongest area the interdisciplinary connection between literary texts and historical or cultural contexts, showing that students are encouraged to think critically and make meaningful links across disciplines.

Other strengths included clear course objectives, diverse teaching strategies, an inclusive classroom environment, and active student engagement, each scoring **4/5**. These elements support collaborative learning and the development of analytical skills.

Areas needing improvement include assessment methods, use of digital resources, and feedback mechanisms, which scored between 3 and 3.5. While assessments reflected interdisciplinary goals, the lack of clear rubrics limited consistency. Similarly, feedback was collected but not systematically used to adapt teaching practices.

In sum, the course successfully promotes interdisciplinary learning, but could benefit from enhanced evaluation tools, better use of technology, and more structured feedback processes to fully support student development—especially in the EFL context.

3.7.7 Discussion

This research offers a detailed examination of the complexities and rewards of integrating literature and civilisation studies within an EFL Master's program at the University of Tlemcen, Algeria. The study's strength lies in its rigorous triangulation of data, providing a multi-layered understanding of the pedagogical landscape from the perspectives of both learners and educators, as well as through direct observation of classroom practices and analysis of the curriculum itself.

The core challenge identified is the cognitive demand placed on EFL students as they navigate the distinct epistemologies and methodologies of literary analysis and civilisation inquiry. Literary study often involves close reading, attention to linguistic nuance, and the interpretation of symbolic and thematic elements within a text. Conversely, civilisation studies typically adopt a broader lens, examining historical trends, social structures, cultural values, and political systems. Bridging this gap requires students to develop a sophisticated ability to move between micro-level textual analysis and macro-level contextual understanding, a skill that is not always intuitive and necessitates explicit pedagogical guidance.

However, the research moves beyond simply identifying this challenge to highlight effective pedagogical strategies that can foster interdisciplinary engagement. The emphasis on active learning methods such as critical thinking exercises encourages students to actively grapple with the connections between texts and contexts, rather than passively receiving information. Collaborative projects provide opportunities for peer learning and the shared construction of interdisciplinary understanding. Structured class discussions create a space for students to articulate their insights, question assumptions, and develop a more nuanced appreciation for the interplay between literature and civilisation. The

classroom observations corroborate the efficacy of these strategies, demonstrating that when students are actively involved in the learning process and guided in making these connections, their comprehension and analytical abilities are significantly enhanced.

A key contribution of this research is the empirical validation of the inherent thematic and pedagogical overlap between literature and civilisation. The findings reveal that literary texts are not isolated artifacts but are deeply embedded within specific historical and cultural contexts. Studying these contexts enriches the interpretation of literature, providing a deeper understanding of the social, political, and ideological forces that shaped their creation and reception. Conversely, literary works offer invaluable insights into the lived experiences, values, and beliefs of past and present societies, serving as rich primary sources for civilisation inquiry. Teachers recognize the power of literature to cultivate critical awareness and intercultural sensitivity, while students report increased engagement and comprehension when they are encouraged to analyze literary texts through a civilisation lens. This reciprocal relationship underscores the transformative potential of interdisciplinary integration, moving beyond a mere additive approach to create a more holistic and meaningful learning experience.

Furthermore, the study's implications for curriculum design are particularly relevant in the context of increasingly diverse EFL student populations. Recognizing the varying levels of linguistic proficiency, cultural literacy, and prior academic experiences, the research underscores the importance of flexibility and inclusivity in course design. Differentiated instructional strategies, which cater to individual learning needs and strengths, are crucial for ensuring that all students can meaningfully engage with interdisciplinary content. The integration of digital tools and multimedia resources emerges as a valuable asset in supporting diverse learning styles, providing access to a wider range of authentic materials, and fostering engagement with global perspectives. The positive correlation observed between digital integration and student engagement highlights the potential of technology to enhance interdisciplinary learning.

The triangulated data thus confirmed all three research hypotheses. First, the integration of literature and civilisation presents real challenges for EFL students, particularly in navigating different disciplinary approaches and synthesizing interdisciplinary knowledge. However, these challenges can be effectively mitigated through targeted pedagogical interventions, including interdisciplinary workshops, collaborative assignments, and scaffolded support mechanisms. Second, there is clear evidence of pedagogical and thematic convergence between literature and civilisation studies. This overlap enhances students' critical thinking and contextual understanding by encouraging them to interpret literary texts within broader civilisation frameworks. Third, the study confirmed that the development of future curricula in this area must take into account the realities of increasingly diverse student populations. Inclusive, flexible, and digitally supported teaching approaches are essential for ensuring that all learners can engage meaningfully with interdisciplinary content.

In sum, this research affirms the pedagogical value of integrating literature and civilisation studies in EFL higher education. While the initial challenges faced by students are significant, they are by no means insurmountable. With thoughtful curriculum design and the intentional use of active, inclusive teaching methods, interdisciplinary learning can foster profound educational benefits. Students not only gain a richer understanding of literary texts but also develop the critical and cultural competencies necessary for academic and global engagement. As the educational landscape continues to evolve, especially in multilingual and multicultural settings such as Algeria, the findings of this study underscore the importance of curricular innovation that is responsive to student diversity, grounded in interdisciplinarity, and oriented towards holistic intellectual development.

3.8 Conclusion

In conclusion, this chapter has illuminated the rich interdisciplinary landscape within university courses that thoughtfully weave together literature and civilisation studies. Our exploration has underscored the considerable potential for this

integrated approach to enrich the academic experience, while also acknowledging the inherent challenges in its implementation. Through insightful interviews with dedicated literature and civilisation instructors and revealing classroom observations, we have gained a deeper understanding of the dynamic interplay between these fields and their impact on student learning.

The voices of educators resoundingly confirm the intrinsic connection between literature and civilisation, with each discipline acting as a powerful lens through which the other can be more fully appreciated. The study highlights how this interdisciplinary synergy cultivates crucial skills such as critical thinking, nuanced cultural awareness, and robust intellectual growth. Notably, literature emerges as a compelling medium for fostering unconscious engagement with diverse societies and perspectives during classroom discourse. By strategically integrating literary criticism with the study of civilisation, educators strive to hone students' interpretive abilities, encourage profound analytical engagement, and ultimately nurture their personal and social development. However, our analysis also reveals a persistent tendency towards curricular fragmentation, where literature and civilisation, despite their inherent interconnectedness, often function with a degree of autonomy. This separation, while perhaps unintentional, can inadvertently limit the transformative potential of a truly integrated interdisciplinary pedagogy. Classroom observations further corroborate these findings, showcasing both the existing strengths in course delivery and specific areas ripe for enhancement in curriculum design, teaching methodologies, and the cultivation of deeper student engagement.

The findings of this chapter compellingly suggest that significant opportunities exist to refine the structure and delivery of literature and civilisation courses. A more deliberate and seamless blending of these disciplines promises to elevate the overall educational experience, equipping students with a more holistic and interconnected understanding of both literary works and the civilisations that shaped them. Building upon this understanding of the benefits and existing limitations of interdisciplinary integration, the subsequent chapter will offer specific suggestions and practical recommendations aimed at fostering a more cohesive and impactful

learning environment. These recommendations will address the identified areas for improvement in curriculum design, teaching practices, and strategies for enhancing student engagement, ultimately striving to fully realize the potential of interdisciplinary learning in nurturing well-rounded, intellectually agile, and culturally aware graduates.

CHAPTER FOUR

Suggestions and Recommendations

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4.1 Introduction

Textbooks and syllabi for literature and civilisation courses often vary widely in topic selection and text complexity. This variation poses practical challenges when designing assignments and setting expectations that align with the abstract material typically explored in literature courses. The inherently disciplinary focus of literature, along with the course's academic structure, complicates the evaluation of creative thinking and subject-specific skills. As a result, assessing literature in ways that are equally rigorous and meaningful as those in civilisation courses remains a challenge, particularly when the course is intended to serve humanities majors and non-majors alike.

While literature and civilisation courses have unique characteristics, they are not entirely isolated from one another. Both types of courses share specific disciplinary practices that offer points of commonality. Course content in both literature and civilisation can be complex and often contested, mirroring core disciplinary differences. Prior studies have underscored overlap between literature and philosophy, noting that several literature courses share key terms in their titles and descriptions. This analysis focuses on these shared elements in general education programs, identifying word-based conditions that bridge literature and civilisation courses.

Taking into consideration the results, in this chapter, the researcher will attempt to hand over a number of suggestions and recommendations that will hopefully contribute to bridge the gap between literature and civilisation university courses since it becomes imperative to promote interdisciplinary education.

4.2 Strategies for Effective Interdisciplinary Teaching

To foster an environment where interdisciplinary teaching thrives, educators must adopt several key strategies that promote collaboration and integrative learning.

First, establishing clear learning goals is essential. Educators should define what they aim to achieve through interdisciplinary instruction, ensuring that objectives encompass multiple subjects. This clarity helps students understand how diverse fields interconnect, reinforcing the relevance of their studies.

Next, creating collaborative project-based learning opportunities can significantly enhance student engagement. By allowing teams of students from different disciplines to work together on a common project, they can apply their unique skills and knowledge, thus enriching the learning experience. Encouraging real-world problem-solving through these projects not only makes learning meaningful but also prepares students for future interdisciplinary work.

Additionally, integrating technology plays a pivotal role in effective interdisciplinary teaching. Utilizing digital tools for collaboration facilitates communication between students and teachers, regardless of their discipline. Online forums, shared documents, and project management platforms can streamline the process of joint research and promote a sense of community among diverse learners. Professional development opportunities for teachers are also vital. Educators must be equipped with the skills to bridge various disciplines effectively. Workshops and training sessions that focus on interdisciplinary frameworks, innovative teaching methods, and collaboration strategies can empower educators to create a more integrated curriculum.

Furthermore, fostering an inclusive classroom culture that values diverse perspectives is crucial. Encouraging students to share their individual experiences and insights from different disciplines can lead to a richer classroom dialogue. This inclusivity not only broadens understanding but also validates the intersection of various fields.

Lastly, assessing students' progress through interdisciplinary lenses is important. Rather than traditional methods, educators should consider assessments that evaluate students' abilities to synthesize knowledge across subjects. This

approach not only measures academic achievement but also encourages critical thinking, creativity, and the ability to adapt knowledge to various contexts.

So, effective interdisciplinary teaching is grounded in clear learning goals, collaborative projects, technology integration, professional development for educators, an inclusive culture, and innovative assessment methods. By implementing these strategies, educators can cultivate a dynamic learning environment that prepares students for a complex, interconnected world.

Indeed, evaluating the disciplinary overlap between literature and civilisation courses in a university context requires a structured approach to analyze their content, methodologies, and objectives. Here is a set of suggestions and recommendations to effectively assess this overlap

4.2.1 Challenges and Considerations

While an interdisciplinary approach offers numerous benefits, it also presents certain challenges for both educators and students. One of the primary difficulties is the need for instructors to possess expertise in multiple disciplines. Teachers must be equipped not only with deep knowledge of literary studies but also with an understanding of other fields such as history, sociology, and psychology. This can require significant time and effort, particularly for those in specialized academic fields. As a result, educators may face the challenge of balancing the demands of an interdisciplinary curriculum while still maintaining a focus on the central goals of literary education.

Moreover, interdisciplinary teaching requires a shift in students' thinking, which may pose a challenge for those accustomed to more traditional methods of studying literature. Students may struggle to integrate concepts and theories from different disciplines, particularly if they are not familiar with the methodologies of those fields. To overcome this challenge, it is important for instructors to provide clear guidance and structure, helping students see the connections between

disciplines and understand how these connections enhance their interpretation of texts.

4.2.2 Recent Developments in Interdisciplinary Literature and Civilisation Teaching

Recent trends in the field of interdisciplinary teaching in literature and civilisation studies reflect a growing recognition of the importance of integrating diverse perspectives. A growing body of research emphasizes the role of cognitive science in literary studies. Studies on the psychology of reading, the neuro-science of narrative processing, and the role of memory and perception in understanding texts are increasingly informing how literature is taught (Kubriakova, 2012). These insights have encouraged educators to consider how cognitive processes influence reading and interpretation, and to integrate findings from cognitive science into the classroom.

Another emerging trend is the integration of global perspectives into interdisciplinary literature courses. As the field of literary studies becomes more international in scope, educators are incorporating global contexts into their curricula, recognizing that the study of literature and civilisation cannot be confined to Western or Euro-centric frameworks. This approach encourages students to explore literature from a variety of cultural and historical contexts, examining how different societies conceptualize identity, power, and culture (Chernyavskaya, 2014).

Teaching literature and civilisation through an interdisciplinary approach enhances students' ability to critically engage with texts and understand them within a broader cultural, historical, and intellectual context. By integrating knowledge and methodologies from a range of disciplines, educators can provide students with a richer, more complex understanding of literature and civilisation. Despite the challenges of interdisciplinary teaching, the benefits such as fostering critical thinking, enhancing cultural understanding, and developing transferable skills make it a valuable pedagogical strategy for the modern classroom. As the field continues

to evolve, interdisciplinary approaches will undoubtedly play an increasingly important role in shaping the future of literature and civilisation education.

4.2.3 Future Directions in Interdisciplinary Learning

As we envision the future of interdisciplinary learning, it is essential to acknowledge the shifting educational paradigm that prioritizes collaboration across diverse fields. Traditional boundaries between disciplines are gradually being dismantled, making way for a more integrative approach to teaching and learning. This shift is influenced by technological advancements, the growing importance of critical thinking, and the need to address the complex challenges of a globalized world (Mansilla and Duraisingh, 2007; NASEM, 2018).

A significant catalyst for this transformation is the integration of digital tools that enhance cross-disciplinary collaboration. These tools facilitate seamless communication and the exchange of diverse perspectives, fostering innovative problem-solving. Emerging technologies such as virtual reality (VR) and augmented reality (AR) further expand these possibilities by offering immersive, experiential learning opportunities. These technologies effectively bridge the gap between theoretical concepts and practical application, thereby making interdisciplinary education more engaging and impactful (Selwyn, 2016; Dede, 2009).

The rise of project-based learning (PBL) also supports this trend, encouraging students to address real-world challenges through a multidimensional lens. Projects requiring insights from disciplines such as science, the arts, and humanities allow learners to develop a comprehensive understanding of complex issues. PBL fosters critical thinking, creativity, and collaboration, equipping students with the adaptability required in a rapidly evolving workforce (Barron and Darling-Hammond, 2008).

Another emerging focus in interdisciplinary education is the integration of social-emotional learning (SEL). Collaboration in interdisciplinary settings extends

beyond intellectual engagement, emphasizing the importance of emotional intelligence and empathy. By incorporating SEL into interdisciplinary frameworks, educators create environments that nurture teamwork, resilience, and open-mindedness, qualities vital for addressing societal and professional complexities (Zins et al., 2004; Immordino-Yang et al., 2019).

Additionally, higher education institutions are increasingly adopting interdisciplinary academic models. Many universities now offer programs that combine fields such as environmental science, public policy, and technology, encouraging students to explore the intersections between disciplines. This approach not only enriches the educational experience but also aligns with industry demands for versatile, well-rounded professionals (Frodeman et al., 2010).

So, the future of interdisciplinary learning promises significant advancements in creativity, collaboration, and critical thinking. By embracing technology, project-based learning, social-emotional development, and flexible academic pathways, educators can prepare students to thrive in an interconnected, dynamic world. Recognizing that knowledge is a fluid interplay of ideas and perspectives will be essential in fostering innovative solutions and building a more enlightened society (Newell, 2007).

4.3 Contextualisation of Syllabi through Didactics and Curriculum Mapping

The contextualization of syllabi in literature and civilisation studies through didactics and curriculum mapping are two interrelated but distinct educational strategies aimed at improving teaching and learning. Both approaches help ensure that students engage deeply with the content and are prepared for real-world applications, but they differ in their methods and outcomes.

4.3.1 Contextualization of Syllabi through Didactics

Contextualizing syllabi in literature and civilisation studies through didactics involves adapting traditional teaching methods and pedagogical strategies to make learning more relevant, inclusive, and interactive. This approach connects historical and literary texts to contemporary issues, offering students an engaging, personalized, and critical learning experience. By integrating diverse perspectives, such as non-Western literatures and post-colonial voices, educators broaden students' understanding of global civilisations, fostering a more inclusive curriculum (Baker, 2020).

4.3.2 Definition and Importance of Curriculum Mapping

Curriculum mapping is a strategic process used to identify and connect shared themes and concepts across different courses within a curriculum. It is an essential administrative tool for planning and enhances the flow of the curriculum by minimizing redundancy and ensuring that the material taught in different courses complements each other. Through curriculum mapping, faculty can better understand how individual courses contribute to the overall educational goals of a department. This process improves course integration, helping to create a cohesive learning experience for students.

One of the primary benefits of curriculum mapping is the identification and alignment of shared themes and concepts. By ensuring that at least 70% of core concepts are shared across courses, the mapping process minimizes unnecessary overlap, ensuring that topics are not unnecessarily repeated and that students receive a coherent and focused education (Jacobs, 1997). Moreover, when overlap does occur, it is purposeful and justified, contributing to the reinforcement of key concepts.

Curriculum mapping also plays a significant role in promoting self-reflection and evaluation among instructors. It facilitates better communication and collaboration among faculty members, particularly those who may teach similar

courses across different campuses or university systems. By visually organizing course content and its connections, faculty can more easily assess the alignment of courses with learning outcomes and identify gaps or redundancies in the curriculum. This collaborative effort leads to a deeper understanding of the department's educational objectives, helping to refine and improve the curriculum over time (Allen and Tanner, 2020).

Furthermore, curriculum mapping aids in ensuring that students are appropriately prepared for each course by identifying necessary prerequisites and reinforcing essential material. By forging links between courses, this process fosters interdisciplinary connections, allowing students to see how concepts from one discipline relate to others. This integration enhances students' overall comprehension and encourages a more holistic understanding of the subject matter (Baker, 2020).

Once established, curriculum mapping provides a useful ongoing tool for departmental self-assessment and accountability. It enables departments to track the effectiveness of their curriculum design, ensuring that the entire program aligns with learning objectives and supports students' academic development. As such, curriculum mapping is an ongoing, dynamic process that helps optimize teaching and learning experiences across disciplines.

4.3.3 Purpose and Benefits of Curriculum Mapping

Curriculum mapping aids educators in tracking content, skills, and assessments to avoid redundancies and identify gaps. It encourages coherence across courses and highlights overlapping concepts, enabling a more cohesive educational journey. In higher education, where students engage with complex, multi-faceted disciplines, mapping enhances connections between subjects, fostering students' ability to synthesize and apply knowledge across different domains (Harden, 2001).

Through curriculum mapping, educators can identify big ideas that cut across subject areas. In a program like a Master in Literary and Civilisation Studies, shared themes might include concepts like identity, power, and cultural representation. By

mapping these themes across courses, students can examine them through various lenses—historical, literary, philosophical, and sociological—thus enriching their understanding of how these ideas manifest in different contexts (Wiggins and McTighe, 2005).

4.3.4 Process of Curriculum Mapping

The process typically involves collaboration among faculty to document course objectives, content, and assessments. Teachers can use tools like concept maps, rubrics, or visual maps to represent relationships between topics. This type of mapping allows for an organized assessment of curriculum overlap, a critical analysis for optimizing content flow (Uchiyama and Radin, 2009). The curriculum mapping process unfolds through several key steps, beginning with:

a- Setting Clear Goals and Objectives: The first step involves identifying the core objectives for each course and aligning them with broader program or institutional goals. By doing so, faculty members can ensure that each course contributes to the overarching competencies and learning outcomes expected of students by the end of the program.

b- Identifying Key Content and Skills: Educators outline the essential knowledge and skills that each course should cover. This content identification helps in avoiding redundancy and ensures that students are exposed to new and progressively complex material as they move through the curriculum.

c- Mapping Course Content and Sequencing: With objectives and content clarified, faculty map out the sequence and flow of topics across courses. This mapping may include visual tools like concept maps or flowcharts that depict relationships between topics, showing how knowledge builds and connects from one course to the next. It is also an opportunity to identify where certain topics might overlap or require further integration with others, fostering a more interconnected learning experience.

- d- Aligning Assessments:** Assessments are aligned with learning objectives to evaluate whether students are meeting the desired outcomes. This stage involves examining existing assessments, such as exams, assignments, and projects, to ensure they effectively measure the skills and knowledge outlined in the curriculum. Rubrics and grading criteria may also be standardized to ensure consistency in evaluation.
- e- Reviewing and Adjusting:** After mapping, the curriculum is reviewed for coherence and flow. Faculty members collaborate to discuss any observed gaps, redundancies, or misalignments. Adjustments may include introducing new content, restructuring course order, or modifying assessments. This step may be iterative, with continuous feedback loops to refine and improve the curriculum over time.
- f- Documenting and Sharing:** The final mapped curriculum is documented and made accessible to faculty and other stakeholders. Clear documentation provides a shared understanding of the curriculum's scope, sequence, and expectations. This shared resource aids in on boarding new faculty and serves as a guide for periodic curriculum reviews.

4.3.5 Tools for Curriculum Mapping

Various tools, such as concept maps, flowcharts, software platforms, and rubrics, facilitate the process. Platforms like digital mapping software enable dynamic tracking and updating of curriculum maps, supporting institutions in maintaining curriculum relevance in response to evolving educational standards. By following a structured curriculum mapping process, institutions can create an educational experience that is both coherent and adaptive, fostering deep learning and better preparing students for success.

4.3.6 Applications in Literary and Cultural Studies

In a Master's program blending literary and cultural content, curriculum mapping allows for themes like "colonialism" or "modernity" to be explored from literary, historical, and cultural studies perspectives, creating a rich, multi-dimensional approach. For example, a theme like "modernity" can be examined through postcolonial literature in one course and historical events in another, allowing students to integrate these perspectives into a comprehensive understanding of the theme (Beane, 1997).

Curriculum mapping is a powerful tool for educators seeking to create interdisciplinary curricula that connect related concepts across courses. By highlighting shared themes, this approach promotes academic depth and prepares students to think critically about complex issues, a critical skill for students in programs such as Literary and Cultural Studies.

4.3.7 Comparison of Contextualization through Didactics Vs. Curriculum Mapping

In the pursuit of enhancing educational effectiveness, both contextualization through didactics and curriculum mapping serve as essential strategies for aligning teaching practices with learning goals. While they share the common aim of improving student understanding and curriculum coherence, they operate through distinct frameworks. The following table provides a comparative overview of these two approaches, highlighting their key features, purposes, and applications within educational settings.

Aspect	Contextualization of Syllabi through Didactics	Curriculum Mapping
Focus	Adapting teaching methods to the specific context, needs, and interests of students.	Organizing and aligning content to ensure coherence, sequencing, and alignment with objectives.

Approach	More flexible and dynamic, focusing on engagement, critical reflection, and interdisciplinary learning.	Structured, systematic, and more about planning and organizing the curriculum for consistency and coverage.
Student Engagement	Focuses on actively involving students through diverse media, current issues, and ethical reflection.	Primarily focused on ensuring all necessary content is covered and aligned with program objectives.
Cultural and Contextual Relevance	Emphasizes relevance by integrating contemporary social, cultural, and political issues into the study of literature and history.	Focuses more on ensuring that all key themes and concepts are systematically covered, with less emphasis on adapting to current contexts.
Use of Technology	Often integrates digital tools and media (e.g., gamification, interactive storytelling) to engage students.	Less focused on technology, more on the design and structure of content delivery and assessments.
Flexibility	Highly adaptable, allowing for real-time adjustments to teaching based on student needs and context.	More rigid, though flexible within the mapped structure to accommodate course adjustments.
Assessment Alignment	Assessment is often more formative and reflective, aimed at developing critical thinking.	Focused on aligning assessments with defined learning objectives and content coverage.

Table 4.1 *Comparison of Contextualisation through Didactics and Curriculum*

Both contextualization through didactics and curriculum mapping play vital roles in bridging the gap between instructional delivery and curriculum objectives. While didactic contextualization focuses on adapting content to learners' real-world experiences to foster engagement and relevance, curriculum mapping emphasizes alignment, coherence, and consistency across subjects and grade levels. Understanding the strengths and applications of each approach allows educators and institutions to make informed decisions in designing and implementing more effective and meaningful learning experiences.

4.4 Shared Learning Objectives

Shared learning objectives across EFL literature and civilisation courses reveal common educational goals despite their differing approaches. Courses in both fields often aim to cultivate skills such as critical thinking, interpretation, and global awareness, each essential for fostering well-rounded, interdisciplinary scholarship.

4.4.1 Critical Thinking and Interpretation

Both literature and civilisation courses prioritize critical thinking and interpretive skills, emphasizing the importance of nuanced analysis and the ability to engage with complex ideas. Critical thinking in both disciplines involves questioning assumptions, recognizing biases, and evaluating different perspectives. In literary studies, students develop these skills by analyzing texts, identifying themes, and assessing narrative structure, which encourages them to challenge superficial readings and seek deeper meanings (Bloom, 1956). Similarly, civilization courses, which may involve the study of history, philosophy, and sociology, cultivate critical thinking by having students analyze historical events, social structures, and cultural practices, often requiring them to consider multiple interpretations of the past and its impact on the present (Brookfield, 1987).

Interpretation of texts is another core learning objective in both disciplines. In literature courses, interpretation focuses on understanding an author's choices and the ways in which language, symbolism, and literary devices convey meaning. For

instance, students might interpret a novel's portrayal of identity or power, engaging with the text both on its own terms and within its broader socio-political context (Eagleton, 1983). In civilisation courses, interpretation often extends to historical and cultural documents, artifacts, or societal trends, as students examine how these reflect the values, conflicts, and ideologies of their time. By encouraging students to interpret various forms of cultural expression, both fields help them build skills to analyze and understand the complexities of human experience (Spivak, 1999).

4.4.2 Global Perspectives

A shared emphasis on global perspectives unites literature and civilisation courses, as both aim to broaden students' understanding of diverse cultures, societies, and historical contexts. In literature, this may involve studying works from different cultural traditions or historical periods, giving students insight into a variety of worldviews and values. World literature courses, for instance, often expose students to authors and literary forms from regions such as Latin America, Africa, or East Asia, encouraging students to move beyond Eurocentric perspectives and engage with global voices (Damrosch, 2003). This exposure helps foster empathy and cultural awareness, as students encounter narratives that challenge their assumptions and expand their understanding of human experience across different social, political, and cultural landscapes.

Civilisation courses, often including studies in history, philosophy, and anthropology, similarly seek to cultivate global awareness by examining the development of societies across time and space. For example, a course on world civilisations may cover the historical developments of ancient empires in the Middle East, the cultural achievements of pre-colonial African societies, or the political revolutions in East Asia. This focus helps students appreciate the interconnectedness of human societies and understand how cultural and historical forces shape present-day issues and identities (Fernandez-Armesto, 2014).

In addition to expanding students' cultural knowledge, global perspectives within these courses also encourage them to consider ethical questions about power,

representation, and equity. Postcolonial studies, for example, an interdisciplinary approach often shared by both literature and civilisation courses, critically examines the impact of colonialism on cultures and identities worldwide. Through this lens, students learn to recognize and question historical injustices and understand the lasting effects of colonial histories on contemporary societies (Said, 1978). By integrating these perspectives, both literature and civilisation courses contribute to a more informed, culturally sensitive worldview in students, preparing them to engage with global challenges thoughtfully and compassionately.

The shared learning objectives of critical thinking, interpretation, and global perspectives underscore the complementary nature of literature and civilisation courses. Both fields promote skills that encourage students to think deeply about the human experience and to interpret diverse texts and cultural artifacts with sensitivity to historical and cultural contexts. By fostering an appreciation for global perspectives, these courses prepare students to navigate a complex world with a well-rounded, interdisciplinary understanding.

4.5 Course Design and Integration

Designing interdisciplinary courses and structuring elective clusters can foster a comprehensive understanding of the intersection between literature and civilisation, allowing students to connect themes, movements, and historical developments across both disciplines. Here is a more detailed approach with references:

4.5.1 Interdisciplinary Courses: Bridging Literature and Civilisation

Creating interdisciplinary courses that focus on specific historical periods or movements, such as “The Literature of Revolutions” or “Medieval Culture and Literature,” can offer students a holistic view of the era by exploring how literature reflects and shapes cultural, political, and social dynamics. Such courses are effective at illustrating how literature serves as both a product and a critique of civilisation.

Interdisciplinary courses are shown to enhance students' cognitive development by encouraging them to synthesize information across fields (Ivanitskaya et al., 2002). Such courses also foster a deeper understanding of the cultural and historical contexts surrounding literary production, leading to enriched literary analysis skills (Miller and Mansilla, 2004).

4.5.2 Elective Clusters: Coherent, Interconnected Course Sequences

Designing clusters of elective courses that include literature and civilisation classes in a coherent sequence can further support interdisciplinary learning. Elective clusters are particularly effective for students who want to delve into specific themes or historical periods, as they allow students to explore a topic from multiple perspectives over time. For example, in Post-Colonial Literature and Culture, students could take courses on post-colonial literature, history, and cultural studies, gaining insights into the complex relationship between colonial history and literary expressions of identity, resistance, and decolonization. Readings might include works by Chinua Achebe's *Things Fall Apart*, for example, which offers a counter-narrative to colonial literature that often depicted Africa through a Eurocentric lens, allowing students to understand colonialism's impact from the perspective of the colonized.

Research indicates that structured elective clusters can improve students' ability to make connections between courses, resulting in a deeper and more coherent learning experience (Newell, 2007). Furthermore, elective sequences support interdisciplinary skills, such as analytical thinking, perspective-taking, and cultural awareness (Repko, 2012).

4.5.3 Course Design Benefits: Facilitating Interdisciplinary Connections

Interdisciplinary courses and elective clusters offer students the advantage of developing a multifaceted view of literature and civilisation. They encourage the analysis of literary works within their historical and cultural frameworks, highlighting how literature can reflect societal issues and how civilisation, in turn,

shapes literary production. For instance, by understanding the cultural and historical backdrop of Romanticism, students can see how literary themes like nature and individualism served as responses to industrialization and political unrest.

Moreover, integrating interdisciplinary connections in course design is increasingly recognized as a valuable educational approach. Interdisciplinary courses blend insights from multiple fields, fostering broader analytical perspectives, problem-solving skills, and critical thinking. This approach is particularly beneficial in disciplines that overlap, such as literature, history, cultural studies, and social sciences, where understanding complex human experiences requires insights from different fields. Here's a deeper look at how interdisciplinary course design benefits learning, supported by academic perspectives.

- a. Enhancing Critical Thinking and Analytical Skills:** Interdisciplinary courses encourage students to approach topics from various viewpoints, sharpening their critical thinking skills. By understanding a concept from multiple perspectives, students learn to evaluate information more thoroughly, compare theories, and synthesize ideas. David M. Kellogg and Zhenyi Li (2012) highlight that interdisciplinary approaches push students beyond the limitations of a single-discipline perspective, urging them to examine subjects through diverse lenses, thus deepening their analytical skills.
- b. Fostering Innovation and Creativity:** When students draw from different disciplines, they are more likely to innovate and generate creative solutions to problems. According to Julie Thompson Klein (2010), interdisciplinary education provides a fertile ground for creativity by combining methods, concepts, and approaches from different fields. In courses that bridge, for example, literature and civilisation, students might look at historical narratives through a literary framework or apply sociological theories to understand historical texts, generating novel interpretations and insights.
- c. Developing Communication and Collaboration Skills:** Interdisciplinary courses often require collaborative projects where students must

communicate across disciplinary boundaries. By working with peers from different academic backgrounds, students enhance their ability to articulate ideas in ways accessible to others outside their field. Bruce L. Smith and L. F. MacGregor (1992) note that interdisciplinary learning fosters team-based collaboration skills and intercultural communication, essential in today's diverse work environments.

- d. Addressing Complex, Real-World Problems:** The complexity of real-world problems rarely falls neatly into one discipline. By designing courses that encourage interdisciplinary thinking, educators help students better understand multifaceted issues. For example, global issues like climate change, social justice, or technological impacts on society require knowledge across environmental science, ethics, political science, and sociology. According to BoixMansilla and Gardner (2003), interdisciplinary learning prepares students to tackle such problems by equipping them with a toolkit of adaptable knowledge and the ability to integrate varied perspectives.
- e. Enhancing Personal and Intellectual Development:** For students, interdisciplinary courses provide a more comprehensive learning experience, often leading to personal growth and intellectual development. Educators have found that this approach fosters curiosity and adaptability, traits valuable in both academic and professional settings. By engaging with different types of knowledge, students can develop a deeper sense of empathy and cultural awareness, as they explore how different disciplines view human behavior, values, and history.

Facilitating interdisciplinary connections in course design provides numerous benefits, enriching the academic experience and preparing students for complex, real-world challenges. Studies and reflections from educators like Klein, Kellogg, and Boix Mansilla affirm that interdisciplinary approaches enable students to bridge gaps between fields, encouraging a more holistic and informed perspective on both their studies and the broader world.

4.6 Science in Context at University

Science in Context at the university level refers to the approach of studying scientific knowledge through a broader lens, integrating it with societal, historical, cultural, political, and ethical perspectives. This approach encourages students to move beyond learning technical or theoretical aspects of science and instead engage with its real-world implications, limitations, and applications. By examining science in context, students gain a deeper understanding of how scientific developments influence human lives, societies, and the environment.

Science in context is a vital approach to higher education that encourages students to critically assess the broader implications of scientific advancements. By examining science through the lens of societal, historical, political, and ethical considerations, this approach prompts students to reflect on not only the technical aspects of scientific fields but also the social, environmental, and ethical consequences of discoveries. Students are encouraged to explore the ethical dilemmas surrounding genetic engineering, climate change, or artificial intelligence, fostering a deeper understanding of how science intersects with real-world issues (Hickman et al., 2021).

Additionally, science in context promotes interdisciplinary learning, allowing students to recognize the interconnectedness between science and other disciplines. By studying science within its social, political, and economic context, students gain insight into how fields such as politics influence environmental policies or how economics shape the development and distribution of healthcare innovations. This holistic perspective equips students with the ability to think across disciplines, preparing them to address complex, real-world challenges (Klein, 2020).

As scientific advancements evolve, new ethical and societal challenges emerge, making it crucial for students to develop an understanding of the moral implications of scientific work. The science in context approach helps students grapple with issues like privacy, biotechnology, and environmental sustainability, fostering a sense of social responsibility. It emphasizes the importance of integrating both scientific knowledge and societal values when addressing these challenges

(Schneidewind and Scheck, 2020). Furthermore, by focusing on the real-world applications of science, this approach prepares students to solve complex societal problems. Whether addressing global health crises like the COVID-19 pandemic or advancing sustainable technologies, students learn to apply scientific knowledge creatively and responsibly in diverse contexts. This prepares them for innovation and problem-solving in the real world (Hoffmann and Stoknes, 2021).

Also, science in context bridges the gap between science and public understanding. In an era of widespread misinformation, this approach empowers students to critically evaluate scientific news, policy decisions, and technological innovations. By improving their ability to communicate complex scientific issues to the public, students help ensure that scientific knowledge is accessible and accurately understood by society at large (Nelson et al., 2022).

4.6.1 Applications of Science in Context

The traditional view of scientific disciplines as isolated domains is increasingly giving way to a recognition of their profound interconnectedness with broader societal issues. Understanding scientific principles in isolation is no longer sufficient to address the complex challenges facing our world. It highlights the critical importance of situating scientific knowledge within its social, political, economic, and ethical landscapes. By examining examples from Environmental Science, Health Sciences, and the intersection of Technology and Ethics, it becomes evident that a comprehensive understanding of scientific advancements necessitates an exploration of their far-reaching implications.

- **Environmental Science:** Understanding climate change requires not just the study of atmospheric science, but also an exploration of its social, political, and economic dimensions.
- **Health Sciences:** Medical advancements need to be understood within cultural, ethical, and political contexts, especially in areas like vaccine distribution, healthcare access, and public health policy.

- **Technology and Ethics:** With rapid advancements in AI, genetic engineering, and automation, science in context helps students evaluate not just the technical feasibility of such innovations, but also their ethical and social implications.

By framing science in its broader context, universities equip students with the tools to become not only experts in their fields but also informed, ethical, and engaged citizens who understand the far-reaching impact of science on society.

4.7 Technology and the Learning of Literature and Civilisation Courses

The incorporation of technology into the learning of literature and civilisation courses has revolutionized how students engage with and understand texts, historical contexts, and cultural narratives. Through a variety of digital tools, platforms, and interdisciplinary approaches, technology not only enhances the learning experience but also democratizes access to resources and fosters interactive, collaborative, and personalized education.

4.7.1 Digital Texts and Accessible Resources

One of the most significant technological advancements in literature and civilisation courses is the accessibility of digital texts and resources. Platforms like Project Gutenberg, Google Books, and Hathi Trust have made thousands of literary works available for free, making it easier for students and scholars to access primary texts, historical manuscripts, and archival materials without the limitations of physical libraries. This has democratized access to important literary works, especially those that were once difficult or expensive to access.

Recent trends have also seen the development of digital editions of canonical literary works, which often include critical annotations, glosses, and hyperlinked references to related historical events or texts. The Digital Loeb Classical Library(2023) is one example, providing a comprehensive digital archive of classical literature with side-by-side translations and notes, offering students a richer and more informed reading experience.

Moreover, the Open Educational Resources (**OER**) initiative has gained traction in higher education, allowing instructors to create and share openly licensed content. This contributes to the affordability and accessibility of literature and civilisation courses, enabling students from diverse backgrounds to access high-quality educational materials.

4.7.2 Interactive Learning and Digital Tools

The use of interactive tools and platforms in literature and civilisation courses has significantly enhanced student engagement and participation. Online discussions forums, interactive annotations, and digital collaborative writing tools like GoogleDocs or Padlet enable students to work together on literary analysis, share ideas, and engage in peer review. These platforms allow for real-time collaboration and discussion, creating a more dynamic and interactive learning environment.

In particular, learning management systems (LMS) like Moodle, Canvas, and Blackboard support students by organizing course content, fostering communication between students and instructors, and providing a central location for assessments and feedback. These systems also allow for integration with external tools, like Hemingway Editor (for improving writing clarity) or Grammarly, which are commonly used in literature courses to enhance writing skills.

4.7.3 Visual and Media Literacy in Literature and Civilisation Courses

Visual and media literacy play a crucial role in enhancing the understanding of literature and civilisation by helping students interpret and analyze non-textual materials such as images, films, advertisements, and digital content. This approach broadens perspectives, fosters critical thinking, and equips students with tools to navigate modern media landscapes effectively.

4.7.4 Integrating Visual and Media Elements with Literature

Introducing visual and media elements, such as films, paintings, and documentaries, allows students to explore themes across different artistic formats. This multimodal approach enhances students' analytical skills by encouraging them to draw comparisons between literary descriptions and visual or cinematic depictions.

Research in multimodal literacy highlights that using diverse media formats in teaching improves students' ability to interpret and analyze information (Hobbs, 2010). By engaging with both text and visual media, students develop a more well-rounded perspective, learning to see connections across different artistic forms (Serafini, 2014).

4.7.4.1 Enhancing Cultural and Historical Context Through Multimodal Learning

Visual and media literacy not only enhance comprehension of literary texts but also deepen students' grasp of the historical and cultural context of these works. Visual arts and media reflect the values, anxieties, and ideologies of their time, offering students additional context for understanding literature.

Studies show that multimodal approaches enrich cultural and historical analysis by helping students see how similar themes are depicted across different formats (Albers and Sanders, 2010). Visual arts and media give students concrete examples of how artistic responses to cultural shifts and social movements are diverse yet interconnected (Jewitt, 2008).

4.7.4.2 Benefits of a Multimodal Approach

Incorporating visual and media literacy into interdisciplinary courses encourages students to engage with literature from a multidimensional perspective. This approach helps students develop skills in cross-medium analysis and cultural critique, equipping them to interpret how different art forms address similar themes or social issues in distinct ways. Moreover, engaging students with films, paintings, and other media makes learning more dynamic, catering to varied learning styles.

Visual and media literacy can especially aid visual or auditory learners, enhancing their engagement with the material. Also, by examining how literature, art, and media address similar themes differently, students build critical thinking skills, learning to identify and analyze the unique characteristics of each medium. Therefore, multimodal learning helps students contextualize literary themes within a broader cultural framework, allowing them to see literature as one part of a larger cultural conversation that includes visual arts, cinema, and popular media.

4.7.5 Digital Humanities in the Classroom

The field of Digital Humanities (DH) has increasingly been integrated into literature and civilisation courses, providing students with opportunities to explore texts and historical periods through digital tools and methods. DH approaches encourage students to work with data-driven technologies, such as text mining, data visualization, and network analysis, to explore literary works and historical materials from new perspectives.

For instance, Voyant Tools (a text analysis tool) allows students to analyze large corpora of literary texts, identify linguistic patterns, and visualize trends over time. Through GIS (Geographic Information Systems), students can map historical events and literary settings to understand the spatial relationships between historical developments and literary narratives. The digital literary studies course at the University of California, Berkeley (2023) integrates these tools into the syllabus, allowing students to experiment with DH methodologies and gain a deeper understanding of literary and historical contexts.

Moreover, recent publications like *"Teaching Digital Humanities: Tools and Methods for Authors"* (2024) by Bergman and Williams have explored how to incorporate DH tools into literature and civilisation curricula, offering practical insights into how students can leverage digital technologies to enhance their learning and research.

4.7.6 Virtual Reality (VR) and Augmented Reality (AR) for Immersive Learning

Technologies like Virtual Reality (VR) and Augmented Reality (AR) have started to be used in literature and civilisation courses, offering immersive and experiential learning opportunities. VR enables students to explore historical sites, cities, or literary landscapes in 3D, offering an engaging way to interact with the settings of classic texts or ancient civilisations.

Research in virtual reality highlights its potential to create transformational learning experiences that enhance understanding and emotional connection (Bailenson, 2006). "The Roman Forum VR" (2024) exemplifies this by allowing students to experience ancient Rome and engaging with literature from the period, such as the works of Cicero and Virgil, in a historically accurate virtual environment. This immersive experience enhances comprehension and provides students with an emotional connection to the material.

Similarly, AR can be used to overlay digital information on physical objects, such as statues or artifacts, enabling students to explore them from multiple perspectives. An ARapp developed by the University of London (2023) for students of classical civilisation allows them to point their smartphones at Roman sculptures to access digital content, including audio descriptions, historical context, and references to literary texts.

4.7.7 Gamification in Literature and Civilisation Studies

Gamification is an innovative approach that merges game design with traditional academic subjects, transforming the learning of literature and civilisation studies into a more engaging, interactive, and dynamic experience. This method appeals to modern students who are familiar with digital environments and interactivity, using educational games, simulations, and interactive storytelling to present challenges that promote critical thinking and problem-solving.

Narrative-driven video games, such as *Assassin's Creed: Odyssey* (2018), offer rich historical backdrops and storylines based on real events, making history and literature come alive in interactive ways. For instance, *Uncharted 4: A Thief's End* (2016) combines storytelling, historical exploration, and critical thinking, allowing students to analyze literary elements such as character development, plot structure, and themes like redemption. These elements can be compared to classical texts like *The Odyssey* or adventure novels such as *Treasure Island*.

In *Uncharted 4*, players explore historical settings such as the jungles of Panama and ancient ruins, providing a unique opportunity to discuss real-world history. Topics like piracy, colonialism, and the Incan civilisation can be explored, much like how *Assassin's Creed: Odyssey* has been used to engage students with historical content (McCall, 2018). The game also explores moral dilemmas and ethical decisions, echoing themes in literature like *Macbeth* and *Crime and Punishment*. Nathan Drake's internal struggles with his past actions mirror the themes of redemption and consequence found in classic works (Pardo, 2021).

Additionally, *Uncharted 4* challenges players with puzzles that require critical thinking and problem-solving, fostering skills that align with modern educational tools like *Kahoot* and *Quizlet* (Zhao, 2020). By integrating *Uncharted 4* into literature and civilisation studies, educators can create an immersive learning experience that enhances students' understanding of complex texts and historical contexts in a fun and interactive way.

In the classroom, instructors can incorporate gamification strategies, such as quiz-based competitions, literary scavenger hunts, and interactive role-playing, to actively engage students with literature and historical texts. These methods make difficult concepts more accessible and motivate students to interact with course content in a meaningful and enjoyable manner.

4.7.8 Social Media and Collaborative Learning

Social media platforms such as Twitter, Instagram, and TikTok are increasingly being used to enhance the learning of literature and civilisation. These platforms

provide students with a space to discuss literary works, share thoughts on class readings, and engage with content in creative and modern ways. #Bookstagram (on Instagram) and #LitTwitter (on Twitter) are thriving communities where students, scholars, and authors come together to discuss literature.

In particular, BookTok, a growing trend on TikTok, has brought attention to literary works and created spaces for students to engage with popular literature and cultural debates. Educators are now exploring ways to incorporate these platforms into the curriculum, enabling students to share reviews, analysis, and discussions in a multimedia-rich environment.

Recent research by *Kim and Harris(2024)* explores the impact of social media on literature learning, noting that these platforms foster collaborative and peer-driven learning, where students can engage in conversations with others outside their classroom context, expanding their perspectives on literature and culture.

4.8 Student Assessment and Feedback

Assessing students in interdisciplinary courses effectively requires assignments and feedback mechanisms that capture their ability to synthesize knowledge across literary and historical domains. By implementing joint assignments and collecting feedback through surveys, instructors can better understand how well students grasp the interplay between literature and historical contexts

4.8.1 Joint Assignments or Projects: Integrating Literary and Historical Analysis

Joint assignments that encourage students to apply both literary and historical analysis foster a nuanced understanding of how social, cultural, and political contexts shape literature. The assignments help students make connections between historical events and the literary themes they inspire, bridging the disciplines effectively. For example, students could examine how the Enlightenment's philosophical ideals influenced novels of that period, or how Victorian literature reflects the social anxieties of the Industrial Revolution. Indeed, Studies show that

joint assignments in interdisciplinary education enhance students' critical thinking and adaptability by encouraging them to draw parallels across disciplines (Spelt et al., 2009). Research also emphasizes that integrating historical context with literary analysis improves comprehension of literature's cultural significance (Van der Meer, 2012). As a result, analyzing social events through interdisciplinary methods allows students to develop a deeper understanding of the historical realities that shape literature and cultural production (Parker et al., 2008). Then, historical events, when contextualized in literature, provide students with critical insights into how societal upheavals influence literary forms, genres, and themes (Becherand Trowler, 2001).

4.8.2 Surveys and Feedback: Gauging Student Perception and Engagement

Surveys and structured feedback sessions help educators understand students' experiences in interdisciplinary courses. Gathering student insights on their ability to connect ideas across literature and history allows instructors to adjust curriculum content and teaching methods to improve interdisciplinary engagement.

Research underscores that student feedback is crucial in interdisciplinary settings, as it reveals how students interpret the connections between different fields (Golding, 2009). Feedback also helps instructors refine assignments to improve interdisciplinary learning outcomes (Klein, 2010).

Combining literary and historical analysis through joint assignments allows students to develop a multidimensional perspective on literature. Such projects cultivate essential skills, such as contextual analysis, critical thinking, and interdisciplinary synthesis. Additionally, gathering student feedback provides insights that educators can use to continually improve the curriculum, ensuring students feel more confident in their analytical abilities.

4.8.3 Some Proposed Pedagogical Activities

Here are some proposed activities adapted for EFL contexts to evaluate the disciplinary overlap in literature and civilisation university courses. These activities are designed to assess students' understanding of both fields, their ability to synthesize information, and their capacity to apply interdisciplinary insights:

➤ **Activity One: Comparative Analysis Assignments**

- **Objective:** Develop students' ability to analyze literature through historical/cultural lenses and express ideas in structured written form.
- **Activity:** Students write a comparative essay analyzing how a literary work reflects a particular historical moment.
- **Example:** Compare *Hard Times* by Charles Dickens with the realities of the Industrial Revolution.
- **Language Support Strategies:**
 - Provide guided reading questions and vocabulary lists.
 - Model paragraph structures for analytical writing.
 - Use graphic organizers to map themes and historical references.
- **Language Skills:** Reading (textual analysis), Writing (academic essay).
- **Assessment Focus:**
 - **Content:** Accuracy and depth of historical-literary connection.
 - **Language:** Clarity, grammar accuracy, cohesion, and use of academic vocabulary.

➤ **Activity Two: Multimedia Presentations**

- **Objective:** Foster oral fluency and confidence in presenting interdisciplinary concepts.
- **Activity:** Students prepare digital presentations showing how a literary movement reflects societal changes.
- **Example:** Analyze Romantic poetry in relation to nationalism and industrialization.

- **Language Support Strategies:**
 - Provide presentation templates and sentence starters.
 - Conduct rehearsals with peer feedback.
 - Use visual cues (images, graphs) to scaffold speech.
- **Language Skills:** Speaking (presentation), Listening (peer presentations).
- **Assessment Focus:**
 - **Content:** Interdisciplinary accuracy and conceptual clarity.
 - **Language:** Pronunciation, fluency, grammar, and use of subject-specific vocabulary.

- **Activity Three: Role-Playing Historical and Literary Figures**
- **Objective:** Reinforce historical-literary understanding while practicing spoken interaction in context.
- **Activity:** Students research and role-play historical/literary figures, engaging in a panel or Q and A discussion.
- **Example:** Embody Virginia Woolf or Queen Victoria and respond to societal issues of the era.
- **Language Support Strategies:**
 - Provide sample dialogues and character role cards.
 - Encourage use of cue cards with structured responses.
 - Offer pronunciation and intonation practice.
- **Language Skills:** Speaking (interaction), Listening (comprehension).
- **Assessment Focus:**
 - **Content:** Historical accuracy and reflective engagement.
 - **Language:** Expressive ability, grammar in speech, use of historical and literary terminology.

- **Activity Four: Film and Text Comparison**
- **Objective:** Improve critical reading and viewing skills; compare storytelling across media.

- **Activity:** Students analyze a novel and its film adaptation, focusing on changes in social values.
- **Example:** Compare *Pride and Prejudice* (novel) with its modern film versions.
- **Language Support Strategies:**
 - Provide film viewing guides and vocabulary support.
 - Teach comparison language (e.g., "unlike," "whereas").
 - Use group discussion with sentence frames for comparison.
- **Language Skills:** Reading, Listening (film), Speaking (discussion), Writing (comparison paragraph).
- **Assessment Focus:**
 - **Content:** Insight into narrative transformation and societal interpretation.
 - **Language:** Comparative structures, clarity, vocabulary range.

➤ **Activity Five: Interdisciplinary Research Papers**

- **Objective:** Develop academic writing and the ability to synthesize civilisation and literary knowledge.
- **Activity:** Students write a research paper linking literary genres to civilisation contexts.
- **Example:** Analyze *Frankenstein* as a reflection of Enlightenment vs. Romantic tensions.
- **Language Support Strategies:**
 - Break tasks into stages (outline, draft, feedback).
 - Provide citation guides and sample abstracts.
 - Offer writing clinics for structure and academic style.
- **Language Skills:** Reading (research), Writing (academic composition).
- **Assessment Focus:**
 - **Content:** Analytical depth and interdisciplinary synthesis.
 - **Language:** Academic style, grammar, coherence, citation accuracy.

➤ **Activity Six: Civilisation Thematic Projects**

- **Objective:** Encourage creative expression and integration of interdisciplinary ideas using multimodal tools.
- **Activity:** Students design creative projects (e.g., timelines, podcasts) exploring literary responses to civilisation moments.
- **Example:** Create a podcast discussing Shakespeare's engagement with Renaissance values.
- **Language Support Strategies:**
 - Provide project rubrics and planning guides.
 - Encourage bilingual drafting of concepts, then scaffold English expression.
 - Incorporate peer collaboration and teacher feedback.
- **Language Skills:** Speaking (recording), Writing (scripts), Reading (research), Listening (peers' content).
- **Assessment Focus:**
 - **Content:** Originality and clarity of connections.
 - **Language:** Spoken fluency or written coherence, technical vocabulary.

➤ **Activity Seven: Group Debates**

- **Objective:** Strengthen oral argumentation and critical thinking across disciplines.
- **Activity:** Students debate questions like "Does literature reflect or shape civilisation?"
- **Language Support Strategies:**
 - Provide debate expressions ("I argue that...", "In contrast...").
 - Use structured formats (e.g., opening statement, rebuttal, conclusion).
 - Include peer coaching and feedback rounds.
- **Language Skills:** Speaking (argumentation), Listening (counterarguments).

- **Assessment Focus:**
 - **Content:** Persuasiveness and relevance of interdisciplinary arguments.
 - **Language:** Fluency, accuracy, rhetorical strategies, and formal register.

- **Activity Eight: Visual Analysis Workshops**
- **Objective:** Sharpen analytical thinking and descriptive language through visual-literary links.
- **Activity:** Students analyze artworks related to literary periods and themes.
- **Example:** Analyze Pre-Raphaelite paintings alongside Victorian poetry.
- **Language Support Strategies:**
 - Teach art vocabulary (color, tone, symbolism).
 - Use descriptive sentence frames.
 - Model visual-textual comparisons.
- **Language Skills:** Speaking (presentation), Writing (description), Reading (contextual material).
- **Assessment Focus:**
 - **Content:** Thematic correlation between visuals and texts.
 - **Language:** Use of descriptive/adjectival language, analytical tone.

- **Activity Nine: Simulated Historical Contexts**
- **Objective:** Immerse students in civilisation and literary context for experiential learning and oral practice.
- **Activity:** Students reenact an era (e.g., Enlightenment salon) while discussing art, literature, and social issues.
- **Language Support Strategies:**
 - Provide character bios and structured dialogue templates.
 - Practice key vocabulary and expressions.
 - Use scaffolds such as sentence starters and event cards.
- **Language Skills:** Speaking (role-play), listening (interactions).

- **Assessment Focus:**
 - **Content:** Immersive understanding of context and literature.
 - **Language:** Appropriateness of language use, fluency, and engagement.

- **Activity Ten: Digital Storytelling Projects**
- **Objective:** Enhance creativity and synthesis of interdisciplinary topics through technology and narrative.
- **Activity:** Students create digital stories combining literature and civilisation themes using platforms like Prezi or Canva.
- **Example:** A digital narrative on postcolonial literature's critique of imperialism.
- **Language Support Strategies:**
 - Provide templates and storytelling models.
 - Encourage peer editing and language review.
 - Offer vocabulary banks for narrative tone and academic concepts.
- **Language Skills:** Writing (scripts), Speaking (narration), Reading (background research).
- **Assessment Focus:**
 - **Content:** Creativity and interdisciplinary insight.
 - **Language:** Language richness, narrative clarity, and technical presentation.

4.8.4 Rubric Template for Evaluating Interdisciplinary Activities (EFL Context)

Interdisciplinary activities in the EFL (English as a Foreign Language) context are essential for promoting meaningful language use across subjects, enhancing both linguistic competence and content knowledge. To ensure the effectiveness of these activities, a structured evaluation framework is necessary. The rubric below provides a comprehensive template for assessing interdisciplinary tasks in EFL

Chapter Four: Suggestions and Recommendations

settings, focusing on key criteria that reflect integration, engagement, language use, and overall pedagogical value.

Criteria	5 – Excellent	4 – Very Good	3 – Good	2 – Fair	1 – Needs Improvement
A. Interdisciplinary Knowledge and Critical Thinking					
1. Integration of Literature and Civilisation Concepts	Seamlessly integrates literary and historical/cultural contexts with deep insight.	Clearly connects both disciplines with good supporting examples.	Makes some connections between literature and civilisation.	Limited integration; connections are vague or underdeveloped.	Fails to establish meaningful connections.
2. Depth of Analysis	Demonstrates original thought and advanced analysis of themes, movements, or eras.	Shows thoughtful interpretation and awareness of context.	Analysis is present but somewhat surface-level or general.	Relies mostly on description with minimal interpretation.	Lacks analytical depth; mostly descriptive or off-topic.

3. Use of Evidence	Effectively supports arguments with well-chosen textual, visual, or historical evidence.	Generally supports ideas with relevant evidence.	Evidence used is somewhat relevant but inconsistently applied.	Minimal use of supporting evidence.	Lacks or misuses evidence.
4. Creativity (for projects, storytelling, visual tasks)	Exceptionally original and engaging; format enhances content.	Creative presentation with appropriate format.	Sufficiently creative, though predictable in form.	Limited originality; presentation may feel	Lacks creativity; format undermines the message.
B. Language Proficiency and Communication Skills					
5. Speaking Fluency (for oral tasks)	Speaks fluently with excellent pronunciation, intonation, and clarity.	Speaks clearly with occasional hesitation or errors.	Understandable speech with frequent pauses or minor issues.	Hesitant, with noticeable pronunciation or grammar problems.	Very limited fluency; difficult to understand.

6. Writing Clarity and Structure (for written tasks)	Writing is well-organized, and uses coherent, and uses advanced grammar and vocabulary.	Clear structure and mostly accurate language use.	Some organizational issues or language errors that don't impede understanding.	Frequent grammar or vocabulary issues affecting clarity.	Poorly organized and grammatically inaccurate.
7. Vocabulary Use	Uses rich, varied, and precise academic and subject-specific vocabulary.	Good range of appropriate vocabulary with minor repetition.	Basic but correct vocabulary; lacks variation.	Limited vocabulary; occasionally inappropriate or repetitive.	Very basic or incorrect vocabulary use.
8. Listening and Comprehension (in discussions, debates, presentations)	Demonstrates excellent listening skills; responds appropriately and thoughtfully.	Generally attentive and responds with relevance.	Follows conversations but may miss key details.	Struggles to follow; responses may be off-topic.	Does not engage or comprehend input.
9. collaboration and participation (in group work or peer review)	Actively contributes; supports others; leadership evident.	Participates consistently; works well in a team.	Participates, though contributions may be limited.	Rarely contributes; minimal collaboration.	Disengaged or disrupts group process.

Table 4.2 Rubric Template for Evaluation

▪ **Suggested Scoring**

- **45–50:** Outstanding (A) – Strong mastery of both content and language.
- **38–44:** Very Good (B+) – Well-rounded work with minor issues.
- **30–37:** Good (B) – Solid performance with room for development.
- **20–29:** Satisfactory (C) – Needs more depth and language refinement.
- **Below 20:** Unsatisfactory (F) – Lacks both interdisciplinary and language requirements.

4.9 Recommendations: Scaffolding Language Skills in Interdisciplinary EFL Teaching.

To ensure that students can successfully engage with complex literary and cultural content, particularly in interdisciplinary settings, it is crucial to scaffold language skills alongside subject knowledge. The following strategies can support EFL learners' comprehension, participation, and critical engagement:

a) Pre-teaching Vocabulary in Context

Introduce key vocabulary and idiomatic expressions before engaging with the primary text. This includes both content-specific terms (e.g., "colonialism," "narrative voice") and culturally embedded phrases. Providing examples in context and encouraging students to use new terms in speaking and writing tasks enhances retention and confidence.

b) Using Bilingual Texts or Parallel Translations

Offering bilingual editions or side-by-side translations helps learners bridge gaps in comprehension while still engaging with authentic materials. This is especially useful for analyzing tone, symbolism, and cultural references that may be lost in translation if not addressed directly.

c) Visual and Multimodal Supports

Incorporate images, videos, graphic organizers, and mind maps to aid understanding of historical contexts, settings, and abstract literary themes. These tools help make abstract concepts more tangible, particularly for visual or low-literacy learners.

d) Scaffolded Reading Tasks

Break down reading activities into manageable chunks with guiding questions, glossaries, and summaries at each stage. Encourage skimming and scanning strategies before deep reading, and provide sentence starters or paragraph frames for written responses.

e) Collaborative Learning Activities

Pair or group students for tasks such as role-plays, debates, or peer teaching activities. This fosters both social interaction and language use in context, reinforcing comprehension through discussion and negotiation of meaning.

f) Integrated Language and Content Objectives

Clearly define both language goals (e.g., using past tense to describe historical events) and content goals (e.g., analyzing the representation of empire in postcolonial literature). Making objectives explicit helps students understand how language supports content mastery.

g) Formative Assessment and Feedback Loops

Use low-stakes quizzes, reflective journals, or comprehension check-ins to monitor progress and adapt instruction. Provide timely, language-aware feedback that focuses on both content understanding and language use.

By embedding these strategies into interdisciplinary EFL teaching, educators can better support learners in navigating both the linguistic and conceptual demands of literary and civilisation studies. This ensures more equitable access to complex texts and encourages deeper, more meaningful learning outcomes.

4.9.1 Samples of Course Design

Designing a course in *Literature and Civilisation* for EFL learners offers a unique opportunity to blend language acquisition with rich cultural exploration. This interdisciplinary approach not only enhances linguistic skills but also deepens learners' understanding of historical and cultural contexts. Grounded in didactic principles and TEFL methodologies, the following samples of course design aims to

create an engaging, meaningful learning experience that supports both language development and intercultural competence.

- **Course Title:** Bridging Worlds: Exploring Literature and Civilisation in English
- **Course Goals:** By the end of this course, students will be able to:
 - ✓ **Enhance Language Proficiency:** Improve their reading comprehension, vocabulary acquisition, critical thinking, and oral and written communication skills through engaging with literary and cultural texts.
 - ✓ **Develop Cultural Awareness:** Gain a deeper understanding of the target culture(s) through exposure to their literature, history, social structures, and artistic expressions.
 - ✓ **Foster Intercultural Competence:** Develop the ability to analyze and compare their own culture with the target culture(s), promoting empathy and reducing cultural stereotypes.
 - ✓ **Appreciate Literary Forms:** Recognize and analyze various literary genres (short stories, poetry, drama, excerpts from novels) and understand basic literary devices.
 - ✓ **Apply Critical Thinking Skills:** Analyze themes, characters, and social issues presented in literary and cultural contexts.
 - ✓ **Improve Academic Skills:** Develop skills in research, presentation, and academic writing related to literary and cultural analysis.
- **Methodology**
 - ✓ **Communicative Language Teaching (CLT):** Emphasis on using English for meaningful communication through discussions, debates, presentations, and collaborative tasks related to the course content.
 - ✓ **Task-Based Learning (TBL):** Activities will be structured around completing specific tasks that require students to use language authentically and integrate their understanding of literature and civilisation.

- ✓ **Scaffolding:** Providing appropriate support and guidance to learners at different proficiency levels to ensure comprehension and active participation. This includes pre-teaching vocabulary, providing background information, and offering structured frameworks for analysis.
- ✓ **Differentiation:** Adapting activities and materials to cater to the diverse learning styles and needs of students. This could involve offering choices in tasks, providing varied levels of challenge, and utilizing multimodal resources.
- ✓ **Learner-Centered Approach:** Encouraging student autonomy, critical thinking, and active engagement in the learning process. This involves incorporating student input, fostering discussions, and promoting collaborative learning.
- ✓ **Authentic Materials:** Utilizing authentic literary texts, articles, videos, and other resources related to the target culture(s) to provide meaningful and engaging input.
- ✓ **Visual Aids and Technology:** Integrating visual aids, multimedia resources, and online tools to enhance understanding and engagement.
- ✓ **Varied Interaction Patterns:** Employing a mix of whole-class discussions, small group work, pair activities, and individual reflection to maximize student participation.
- ✓ **Formative and Summative Assessment:** Utilizing ongoing formative assessment techniques (e.g., quick quizzes, think-pair-share, short writing tasks) to monitor student progress and provide feedback, alongside summative assessments (e.g., essays, presentations, exams) to evaluate overall learning.

▪ **Course Content: (Samples Units)**

Unit 1: Introduction to Literature and Civilisation

- **Topics:** Defining literature and civilisation, the relationship between language, culture, and identity, exploring different perspectives on culture.
- **Literary Focus:** Short introductory poems or excerpts exploring themes of identity and place.
- **Civilisation Focus:** Overview of the target culture(s) – geographical context, historical periods, and key values.
- **Activities:** Brainstorming activities, discussions on personal cultural experiences, analyzing short texts for cultural references, introductory presentations on aspects of the target culture.

Unit 2: The Power of Storytelling: Exploring Short Fiction

- **Topics:** Introduction to the short story genre, elements of fiction (plot, character, setting, theme), analyzing narrative structure.
- **Literary Focus:** A selection of short stories from the target culture(s) representing diverse themes and styles. Examples could include stories exploring social issues, personal relationships, or cultural traditions.
- **Civilisation Focus:** Examining the cultural context of the selected stories – social norms, historical events, and common beliefs reflected in the narratives.
- **Activities:** Close reading exercises, character analysis, discussions on thematic connections, creative writing tasks (e.g., writing alternative endings, creating character profiles), presentations on the authors and their cultural backgrounds.

Unit 3: Voices of the Past: Exploring Poetry

- **Topics:** Introduction to poetry, basic poetic devices (imagery, metaphor, simile, rhythm, rhyme), exploring different poetic forms.
- **Literary Focus:** A selection of poems from different periods in the target culture(s), showcasing various themes and styles.

- **Civilisation Focus:** Understanding the historical and cultural context of the poems, exploring how they reflect societal values and beliefs.
- **Activities:** Analyzing poetic language, identifying literary devices, oral interpretation of poems, discussions on the emotional and cultural impact of the poems, writing creative responses to poetry.

Unit 4: Society on Stage: Introduction to Drama

- **Topics:** Introduction to the drama genre, understanding dramatic structure (acts, scenes, dialogue, stage directions), exploring character interaction and conflict.
- **Literary Focus:** Excerpts from significant plays from the target culture(s) that offer insights into social dynamics, historical events, or cultural values.
- **Civilisation Focus:** Examining the theatrical traditions of the target culture(s) and the social commentary often embedded in dramatic works.
- **Activities:** Role-playing scenes, analyzing character motivations, discussions on dramatic themes, presentations on the historical context of the plays.

Unit 5: Shaping Identities: Exploring Themes in Literature and Civilisation

- **Topics:** Focusing on overarching themes such as identity, immigration, social justice, tradition vs. modernity and the individual and society, as reflected in both literature and cultural practices.
- **Literary Focus:** Selection of texts (from various genres explored previously) that address these themes.
- **Civilisation Focus:** Examining how these themes are manifested in the social, political, and artistic expressions of the target culture(s).
- **Activities:** Comparative analysis of literary texts and cultural phenomena, debates on social issues, research projects on specific cultural aspects related to the themes, presentations of findings.

Unit 6: The Evolving Landscape: Contemporary Voices

- **Topics:** Exploring contemporary literature and cultural trends in the target culture(s), examining how globalization and other modern forces are shaping society and artistic expression.
- **Literary Focus:** Contemporary short stories, poems, or excerpts that reflect current social and cultural issues.
- **Civilisation Focus:** Discussions on current events, social movements, and artistic innovations in the target culture(s).
- **Activities:** Analyzing contemporary texts, discussions on current cultural issues, research on contemporary artists or social phenomena, presentations on modern cultural trends.

Unit 7: Course Review and Cultural Project Presentations

- **Activities:** Review of key concepts and literary terms, student presentations of their final cultural projects (e.g., research papers, multimedia presentations, comparative cultural analyses).
- **Assessment**
 - o **Formative Assessment (Ongoing):**
 - Class participation and discussions
 - Short writing tasks and reflections
 - Vocabulary quizzes
 - Informal presentations
 - o **Summative Assessment:**
 - Essays analyzing literary texts and cultural contexts
 - Oral presentations on selected topics
 - Mid-term and final examinations (incorporating text analysis, vocabulary, and cultural understanding)
 - Cultural Project (research-based or creative)
- **Materials**
 - Anthology of literary texts (short stories, poems, drama excerpts)
 - Authentic articles, videos, and websites related to the target culture(s)

- Handouts and supplementary materials provided by the instructor
- Access to online resources and library materials

These samples of unit courses serve as a flexible framework that can be adapted to suit various target cultures, learner proficiency levels, and available resources. The ultimate goal is to foster a dynamic and engaging learning environment where students not only strengthen their English language skills but also gain meaningful insights into the diverse and intricate world of literature and civilisation.

4.9.2 Sample Exams

A sample exam designed for an EFL Literature and Civilisation course has been proposed. It applies interdisciplinary and language-scaffolded approaches. It also includes multiple sections to test foundational knowledge, language use, critical thinking, and cultural understanding aligned with Fink’s significant learning dimensions.

➤ Sample Exam 1: Literature and Civilisation in EFL Context

Time: 90 minutes

Total Marks: 100

Section A: Vocabulary and Language in Context (20 marks)

Instructions: Read the following excerpt from *Things Fall Apart* by Chinua Achebe. Then, answer the questions.

“He had a slight stammer and whenever he was angry and could not get his words out quickly enough, he would use his fists.”

1. What does the word “**stammer**” mean in this context? (2 marks)
2. What does the phrase “**use his fists**” suggest about the character? (3 marks)
3. Identify one adjective and one verb from the excerpt and explain their significance in describing the character. (5 marks)
4. Rewrite the sentence in the past perfect tense. (5 marks)
5. Translate the sentence into your native language (if applicable). (5 marks)

Section B : Short Answer – Literature and Historical Context (20 marks)

Instructions: Answer the following questions briefly (about 3–4 sentences each).

1. Explain how Achebe portrays the effects of colonialism on Igbo society. Give one example from the novel. (5 marks)
2. How can the themes in *Things Fall Apart* be compared to historical accounts of colonial expansion in Africa? (5 marks)
3. Choose one traditional cultural practice mentioned in the novel and explain its significance. (5 marks)
4. How does the novel reflect both literary and historical knowledge? (5 marks)

Section C : Essay – Interdisciplinary Analysis (30 marks)

Instructions: Choose ONE of the following topics and write an essay of 250–300 words.

- ❖ **Option 1:** Compare the portrayal of resistance in *Things Fall Apart* with a real historical event of resistance from your civilisation studies (e.g., Algerian War of Independence)
 - Define key similarities and differences.
 - Reflect on the characters' roles in shaping resistance narratives.
- ❖ **Option 2:** Discuss how literature can be used as a tool for understanding cultural identity. Use examples from any two texts studied in class.
 - Link the discussion to students' own cultural experiences where appropriate.
 - Reflect on how learning about other cultures has changed your perspective.

Section D: Integrated Skills Task – Creative Response (30 marks)

Instructions: Use the prompt below to produce a creative response that demonstrates both language and content understanding.

Prompt: Imagine you are a journalist reporting from an African village in the 1890s during the arrival of colonial forces. Write a short article or diary entry (200–

250 words) describing the cultural atmosphere, changes taking place, and the reactions of local people.

- Use appropriate literary and historical references.
- Apply vocabulary and structures learned in class.
- Show empathy and critical reflection.

➤ **Sample Exam 2: Post-WWII Britain and Clement Attlee**

The Topic: ‘The aftermath of World War II revealed that the British were disposed to discern between wartime and peacetime needs electing, as a matter of consequence, Clement Attlee as successor to Winston Churchill. The Labour Prime Minister embraced, for over the five following years, a set of reforms and seized the available opportunities in order to meet people’s expectations and rebuild a devastated country.’ (See appendix “D”)

Part A: Vocabulary and Understanding (Foundational Knowledge)

Instructions: Answer in complete sentences. Use your own words when possible.

1. What does the word "**reform**" mean in the context of politics?
2. Why did many British people vote for Clement Attlee in 1945?
Give two reasons.
3. Name two changes (reforms) Attlee’s government made after the war.
4. What does the word "**welfare**" mean in relation to the government?

Part B: reading Comprehension and application

Instructions: Read the short text and answer the questions that follow.

5. Cite some of the problems people faced in Britain after World War II?
6. How did the new Labour government try to solve these problems?
7. Do you think the British people trusted Attlee? Why or why not?

Part C: Speaking or Writing Practice (Short Answers or paragraphs)

Instructions: Choose one of the questions below and answer in a short paragraph (4–6 sentences). You may also use this for a speaking activity.

8. What are the differences between a wartime leader like Churchill and a peacetime leader like Attlee?
9. If you had lived in Britain in 1945, would you have voted for Attlee? Why or why not?
10. How do you think the people felt about getting free healthcare or better housing after the war?

Part D: Personal Connection and Reflection

Instructions: Use your ideas and feelings to answer these questions. Write 3–5 sentences.

11. Can you think of a time when your country or community had to rebuild after a hard time (a war, disaster, or crisis)? What did the government or people do?
12. Why is it important for a leader to understand the needs of the people?

Part E: Learning Skills (How to learn from history)

Instructions: These questions help you think about learning and history.

13. What is something new you learned about British history from this topic?
14. What would you like to know more about – the war, the election, or the reforms? Why?

➤ **Sample Exam 3 : “Post-WWII Europe and the Marshall Plan: Exploring Historical Recovery Through Language Learning”**

The Topic: ‘By the end of World War II, Europe faced massive economic devastation and political instability. The increasing influence of the Soviet Union over Eastern Europe and fears of Communist expansion deeply affected Western Europe. In response, U.S. Secretary of State George Marshall proposed

an American-led economic recovery initiative, widely known as the Marshall Plan. In Britain, this plan was perceived as a crucial opportunity for national recovery from the war's repercussions.' (See appendix "D")

Part A: Objectives in the EFL Context

- Practice academic writing (e.g., cause-effect essays, summaries, argumentative writing).
- Develop advanced vocabulary related to history, politics, and economics (e.g., "reconstruction," "expansionism," "repercussions").
- Understand the historical significance of the Marshall Plan.
- Analyze Britain's post-war challenges and how American aid influenced recovery.
- Draw parallels between historical events and current global aid or reconstruction efforts.
- Reflecting on how EFL learners understand British and European history fosters intercultural empathy. It also encourages the student-teacher to reflect on their own role in shaping learners' critical and cultural perspectives.

Part B: Language Activities Based on the Topic

- Include comprehension questions (main idea, vocabulary in context, inference)
- Target historical and political terms: "economic aid," "Communist expansion," "rebuilding," "alliances."
- Use mind maps or collocations to show how words are used in context.

Part C: Essay prompt

- How did the Marshall Plan contribute to Britain's recovery, and what can we learn from it today?
- Scaffold writing with brainstorming, outlining, peer review, and revision.
- Justify their relevance and discuss how they can be used to support language development and cultural understanding.

4.10 Conclusion

Integrating interdisciplinary approaches in university literature and civilisation courses is paramount for a comprehensive and enriching educational journey. The proposed suggestions and activities effectively bridge these fields, enabling students to gain profound insights into literature's role in reflecting, critiquing, and interacting with its originating civilisations. By refining curriculum design, embracing innovative pedagogies, and incorporating visual and media literacy, educators can ensure students not only comprehend the subject matter but also cultivate crucial critical thinking, analytical, and creative capacities. Dynamic activities such as comparative analyses, multimedia projects, role-playing, and interdisciplinary research papers offer effective avenues for exploring the interconnectedness of literature and civilisation, encouraging students to synthesize knowledge and apply it across various contexts. These strategies foster a multidimensional understanding of human cultures, equipping students to engage thoughtfully with complex societal issues. Furthermore, leveraging technology, experiential learning, and diverse assessment methods allows universities to modernize their programs to meet the evolving demands of global education.

The synergy created by interdisciplinary approaches extends beyond mere content acquisition. It cultivates a more nuanced understanding by allowing students to view literary works not as isolated artistic expressions, but as products and reflections of specific societal, historical, and cultural contexts. This interconnectedness fosters enhanced contextual understanding, the development of holistic perspectives, the cultivation of critical thinking skills, the fostering of intellectual curiosity and engagement, and the improvement of communication and collaboration skills.

The successful integration of interdisciplinary approaches has significant implications for the structure and delivery of higher education. Universities need to foster a culture of curriculum innovation, support faculty development in interdisciplinary teaching, allocate resources that support interdisciplinary learning,

align assessment strategies with interdisciplinary learning outcomes, and create a culture of collaboration.

In an increasingly interconnected and complex world, the ability to think across disciplines is becoming ever more critical. By embracing interdisciplinary approaches in literature and civilisation courses, universities can equip students with the intellectual tools and perspectives necessary to navigate global challenges, engage in informed civic discourse, and contribute meaningfully to society. This pedagogical shift not only enriches the academic experience but also prepares graduates to be adaptable, innovative, and insightful thinkers in their future endeavors. Therefore, the move towards a more integrated and interdisciplinary model in these fields is not merely a pedagogical trend but a vital step in fostering a more holistic, relevant, and impactful educational experience for students of literature and civilisation.

General Conclusion

General Conclusion

This thesis has rigorously investigated the often-underappreciated disciplinary synergy between literature and civilisation courses within the realm of university-level English as a Foreign Language education. Departing from conventional pedagogical silos, this research has illuminated the profound benefits of embracing their inherent interconnectedness. The findings, spanning theoretical exposition, empirical evidence gleaned from the field, and the articulation of practical strategies, unequivocally demonstrate that a deliberate integration of these humanities disciplines transcends the mere acquisition of linguistic proficiency. Instead, it cultivates a richer, more dynamic learning environment that fosters critical thinking, nurtures cultural sensitivity, and ultimately contributes to the holistic development of the individual learner.

The central tenet underpinning this study is the undeniable truth that literature and civilisation are intrinsically interwoven threads in the fabric of human experience. Each discipline offers unique yet complementary lenses through which to examine the complexities of society, the evolution of values, the construction of identities, and the enduring power of narrative. By consciously bridging the artificial divide that often separates them in EFL curricula, educators unlock multidimensional pathways for students to not only master the English language but also to develop sophisticated interpretive skills and a nuanced understanding of intercultural dynamics. As chapter one compellingly argued, the intrinsic link between curriculum content and students' lived realities significantly bolsters motivation, transforming literary engagement from a passive exercise in linguistic decoding to an active process of meaning-making, fostering empathy, self-reflection, and a heightened sense of global citizenship.

Expanding on this foundational principle, chapter two meticulously explored the structural frameworks that facilitate effective interdisciplinary teaching. It underscored the necessity of integration not solely at the level of content selection but also in the design of assessment methodologies and the implementation of

innovative classroom practices. The advocacy for diverse assessment tools, such as creative projects and collaborative endeavors, reflects a commitment to valuing varied forms of student expression and achieving a more comprehensive evaluation of learning outcomes. This paradigm shift towards inclusive and adaptable assessment practices aligns with the broader imperative for curricular innovation within EFL programs, particularly in response to increasingly heterogeneous student populations.

The qualitative insights presented in chapter three provided a crucial empirical grounding for the theoretical arguments advanced earlier. The voices of educators, captured through interviews and classroom observations, largely affirmed the intrinsic value of interdisciplinary approaches in deepening student engagement and enriching cultural literacy. While acknowledging existing challenges—including curricular fragmentation, limited interdepartmental collaboration, and insufficient institutional support—the palpable enthusiasm for bridging the gap between literature and civilisation underscored a collective desire for more cohesive structures, collaborative planning initiatives, and targeted professional development opportunities.

Drawing upon these findings, chapter four offered a suite of concrete, actionable strategies for realizing a more integrated pedagogical model. The proposed adoption of multimodal and experiential methodologies—encompassing visual literacy, role-playing, thematic comparative studies, and digital storytelling—empowers students to interact with course content in multifaceted and imaginative ways. These approaches not only cultivate linguistic and analytical competencies but also foster essential transferable skills such as collaboration, adaptability, and intercultural communication. Furthermore, the strategic incorporation of technology and media-rich resources holds the potential to revitalize literature and civilisation courses, rendering them more accessible and engaging for digitally native learners.

In addressing the first hypothesis, this study has acknowledged the real and often challenging experiences faced by Master's students—particularly at the

University of Tlemcen—in navigating the intersection of these fields. Difficulties in connecting interdisciplinary knowledge, reconciling analytical approaches, and integrating historical context into literary analysis are persistent barriers. However, this thesis argues that these challenges are precisely why an integrated, student-centered framework is urgently needed. Strategies such as interdisciplinary workshops, collaborative projects, and enhanced academic support structures can empower learners to move beyond surface-level engagement, offering them tools to synthesize and apply knowledge across both domains. These practical proposals directly respond to the needs identified in the first hypothesis and align with contemporary calls for curricular innovation in higher education.

The second hypothesis, which highlights the substantial thematic and pedagogical overlaps between literature and civilisation, is also strongly affirmed by the findings of this research. The shared exploration of historical contexts, political ideologies, cultural values, and identity construction allows for a civilisational lens to enrich literary analysis—and vice versa. This integration leads to more profound and contextualized interpretations of literary texts, fostering learners' capacity to link linguistic content with broader social narratives. It promotes not only language acquisition but also deeper engagement with the forces that shape human expression, thus fulfilling the integrative potential outlined in the second hypothesis.

Looking to the future, the third hypothesis emphasizes the growing need for interdisciplinary curricula that respond to the increasing diversity of EFL student populations. As classrooms become more culturally and linguistically heterogeneous, educators must adopt inclusive, flexible pedagogies. This includes integrating global perspectives, utilizing digital tools, and designing content that accommodates different academic backgrounds and cultural literacies. The thesis strongly supports this future-oriented perspective by advocating for methodologies that are adaptable, multimodal, and student-centered. In doing so, it provides a solid foundation for developing equitable and responsive curricula that prepare students

not only to master English but to engage critically and compassionately with the world around them.

Ultimately, this research affirms that the disciplinary overlap between literature and civilisation should not be viewed as a complication, but as a profound opportunity to enrich EFL education. By adopting the integrated model proposed herein, and by addressing the challenges and leveraging the opportunities identified through the three hypotheses, educators can create language learning environments that are intellectually rigorous, culturally responsive, and personally transformative. This approach aligns with the broader goals of 21st-century education, which increasingly emphasize critical inquiry, intercultural competence, and global citizenship

Collectively, the evidence presented in this thesis robustly affirms that the interdisciplinary integration of literature and civilisation within EFL education is not merely a desirable pedagogical enhancement but a timely and transformative imperative. By moving beyond the limitations of rote learning and isolated language instruction, this model embraces a more holistic, contextually rich, and profoundly student-centered educational philosophy. It re-envision students not simply as recipients of linguistic knowledge but as active agents in constructing their understanding of culture, identity, and the intricate workings of society. This fundamental shift cultivates classrooms that are inherently more inclusive, intellectually stimulating, and responsive to the complex realities of our interconnected world.

Beyond its immediate pedagogical implications, this thesis contributes significantly to broader scholarly conversations surrounding educational equity and the urgent need for curricular innovation in higher education. By actively valuing diverse student perspectives, amplifying marginalized cultural narratives, and fostering an ethos of mutual respect, interdisciplinary approaches challenge traditional power structures within the academy and cultivate more democratic and empowering learning environments. When literature and civilisation are

intentionally taught in concert rather than in isolation, they evolve into powerful vehicles for fostering social awareness, promoting ethical reflection, and facilitating profound personal transformation—outcomes that extend far beyond the conventional aims of language instruction.

Finally, this research opens compelling and pertinent avenues for future scholarly inquiry. Further empirical investigations could delve into the lived experiences of students within interdisciplinary learning environments, examining its impact on their motivation, the development of their identities, and their overall academic trajectories. Comparative studies across diverse institutional and cultural contexts would undoubtedly enrich our global understanding of how such integrated models function and adapt. Moreover, critical analyses of curriculum policy, teacher training programs, and the dynamics of cross-departmental collaboration are essential to identify and dismantle structural barriers, thereby fostering the sustainable implementation of interdisciplinary innovation within higher education.

Building upon the insights and conclusions of this study, several promising avenues for future research emerge as natural extensions of this investigation. One particularly compelling direction lies in a longitudinal study tracking the academic and professional trajectories of EFL graduates who have experienced an integrated literature and civilisation curriculum compared to those who have followed more traditional, discipline-specific pathways. Such research could provide invaluable empirical data on the long-term impact of interdisciplinary learning on graduates' critical thinking abilities, intercultural competence, adaptability in diverse professional settings, and overall career success. By following these cohorts over several years, researchers could gain a deeper understanding of how the skills and perspectives cultivated through an integrated approach translate into tangible advantages in a rapidly changing global landscape. This longitudinal perspective would offer a powerful testament to the enduring value and real-world applicability of fostering disciplinary overlap in humanities education within the EFL context.

In conclusion, this thesis issues a compelling call for a reimagined conceptualization of literature and civilisation studies within the EFL context—one that boldly embraces their inherent disciplinary overlap not as an obstacle to overcome, but as a significant pedagogical strength to be leveraged. When thoughtfully embedded within a well-designed, genuinely student-centered, and intentionally interdisciplinary framework, these courses possess the transformative power to reshape the language classroom into a vibrant space of critical inquiry, meaningful cultural dialogue, and profound personal empowerment. Ultimately, this is not merely an academic aspiration; it is a fundamental educational responsibility—one that assumes ever-increasing urgency in our increasingly diverse, interconnected, and rapidly evolving global landscape, demanding that we equip our students not only to speak English, but to engage with the world as informed, reflective, and compassionate global citizens.

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APPENDICES

APPENDIX-A-
Students' Questionnaire

Students' Questionnaire

Dear students,

I am presently conducting a research on the evaluation of the disciplinary overlap in literature and civilisation university courses. Your responses will be of paramount importance for the fulfilment of my PHD thesis. So please, you are kindly invited to answer the following questions.

Age **Gender**.....

- 1- Why have you chosen literature and civilisation (LC) as a field of your study (speciality) ?
- 2- Do you like literary studies or civilisation as a module?
 - Literary studies – Civilisation - Both
- 3- What do literary courses that you take focus on?
 - a) Discussing themes, genres and writing styles.
 - b) Reading texts and learning to place them in context.
 - c) Development of interpretation and analytical skills.
- 4- What do civilisation courses that you take focus on?
 - a) Developing an interdisciplinary understanding of the historical context.
 - b) Complementing the literary study of texts.
 - c) Understanding the diversity of cultures and their interpretations (an emphasis on cross-cultural/societal connection and exchange).
- 5- Do you think that both literary studies and civilisation courses are complementary?
 - Yes - No
 - If yes, how ?
- 6- Do you find difficulties in the field of literature and civilisation in the assessment process?
 - Yes - No

- If yes, what are these difficulties?
- 7-** What does criticism mean for you?
- 8-** How can criticism be helpful for text analysis?
- 9-** What is meant by critical thinking?
- 10-** Do you think that your critical thinking is enhanced by
 - a) Literary criticism
 - b) Cultural criticism
 - c) Both
- 11-** Does literary criticism have any practical use in the class?
- 12-** What is the main element that cultural criticism focuses on?
- 13-** In what ways can literary studies be used as an instrument of social change?
- 14-** Does the analysis of a literary text using cultural criticism reflect :
 - a) Ethnicity, religious beliefs and social class
 - b) The understanding of ourselves and our culture
 - c) The exploration of the relationship between the native culture and the target one
 - d) The perspective of marginalized people and things which are not part of the dominant culture.
- 15-** What kind of practice does combining (interdisciplinary) learning seem to enforce?
 - a) The learners' thinking skills« critical thinking ».
 - b) Collaborative problem-solving skills.
 - c) Planning skills
- 16-** According to your experience, do you think that assessment within a combining/interdisciplinary learning can be effective for enhancing the learning process?
 - Yes - No
 - Explain and give suggestions if possible?

Thank you for your collaboration

Appendix –B
Teachers' Interview

Teachers' Interview

- 1-** Does your specialization include both literature and civilisation, or mainly one of them?
- 2-** Has your teaching approach evolved over time? If yes, how?
- 3-** In teaching your module what are the main objectives you target?
- 4-** What indicators help you decide whether students have achieved a satisfactory level of understanding?
- 5-** What are the difficulties the students encounter in studying their speciality literature and civilisation?
- 6-** Does it happen to link literary studies to civilisation courses in your class?
- 7-** How do students respond to literary theories or critical approaches?
- 8-** In what ways do students become more aware of their own learning process?
- 9-** How is this interaction reflected in literature and civilisation studies?
- 10-** According to you, are there convincing arguments for curriculum integration in literature and civilisation university courses?
- 11-** Is it more challenging than assessing single-discipline courses?
- 12-** Relying on your experience, could you add some suggestions regarding the evaluative strategies to assess and enhance students' learning throughout interdisciplinary study?

Thank you for your collaboration

Appendix –C
Classroom Observation Checklist

<u>Check List</u>	<u>Rating scale</u>
<p>1. Course Objectives</p> <ul style="list-style-type: none"> * Are the course objectives clearly stated at the beginning of the lesson/module? * Do the objectives demonstrate an integration of literary and civilisation perspectives? * Are learning outcomes aligned with the skills required for interdisciplinary thinking (e.g., synthesis, contextual analysis)? <p>2. Integration of Disciplines</p> <ul style="list-style-type: none"> * Is a clear connection established between literary texts and their historical or civilisation backgrounds? * Are civilisation themes (e.g., politics, identity, cultural shifts) used to contextualize literary analysis? * Are students guided to make cross-disciplinary connections between literature and real-world historical or cultural events? * Does the lesson encourage viewing literature as both an artistic and historical/cultural product? <p>3. Teaching Strategies</p> <ul style="list-style-type: none"> * Are diverse teaching strategies employed (e.g., lectures, close readings, debates, group analysis)? * Are activities designed to promote interdisciplinary dialogue and comparison? * Are students asked to interpret texts through both literary techniques and civilisation contexts? * Are multimodal or inquiry-based learning techniques used to engage different learner profiles? <p>4. Classroom Environment</p> <ul style="list-style-type: none"> * Is the classroom atmosphere open and conducive to discussion and critical thinking? * Are students encouraged to share insights that connect literary themes 	

with civilisation knowledge?

- * Are differing perspectives (cultural, historical, ideological) welcomed and respected?
- * Is there evidence of inclusivity in terms of participation, seating, and accessibility?

5. Student Engagement

- * Are students actively participating in discussions or group tasks?
- * Do student contributions reflect an understanding of both literary and civilisation concepts?
- * Are students engaging in collaborative analysis of interdisciplinary themes?
- * Are higher-order thinking skills (e.g., evaluation, synthesis, argumentation) evident in student responses?

6. Assessment Methods

- * Are assessment tasks explicitly aligned with the interdisciplinary course objectives?
- * Do assignments require students to integrate both literary and civilisation knowledge (e.g., thematic essays, comparative analyses)?
- * Are students assessed on their ability to contextualize literature historically, culturally, or ideologically?
- * Is there a clear rubric or criteria that measures students' interdisciplinary analytical skills?
- * Do students receive formative feedback that addresses both content knowledge and integrative thinking?
- * Are assessment methods differentiated to accommodate various EFL proficiency levels?

7. Use of Resources

- * Are a variety of resources (texts, films, art) used to illustrate the overlap between disciplines?
- * Is technology used effectively to support learning (e.g., online discussion forums, multimedia presentations)?

8. Feedback Mechanisms

- * Are there structured opportunities for students to give feedback on the course content and delivery?
- * Is there evidence that instructors reflect on and adapt their teaching based on student feedback?
- * Are students given feedback that helps improve their interdisciplinary understanding (not just language accuracy or literary form)?

9. Overall Effectiveness

- * Does the course enable students to make meaningful interdisciplinary connections?
- * Are students able to articulate the significance of what they are learning in both literary and civilisation terms?
- * Are course goals related to EFL development, critical thinking, and cultural literacy being met?
- * Is there evidence that the course contributes to the development of globally aware, reflective learners?

Appendix –D
Exam Topic

Choose one of the following topics:

- 1- The aftermath of World War II revealed that the British were disposed to discern between wartime and peacetime needs electing, as a matter of consequence, Clement Attlee as successor to Winston Churchill. The Labour Prime Minister embraced, for over the five following years, a set of reforms and seized the available opportunities in order to meet people's expectations and rebuild a devastated country. *Discuss*

- 2- By the end of World War II, Europe was in dire straits. Later, the Soviet Union's control of Eastern Europe and the vulnerability of Western European countries to Communist expansionism heightened the sense of crisis. To meet this emergency, Secretary of State George Marshall proposed a plan for economic reconstruction under the auspices of the United States. In Britain, this proposal was seen as an opportune chance to recover from the post-war economic and political repercussions. *Discuss*

All the Best

ملخص

تقوم الأطروحة بدراسة دمج الأدب والحضارة في برنامج الماجستير لتعليم اللغة الإنجليزية كلغة أجنبية في جامعة أبو بكر بلقايدتلمسان، مؤكدة أن التخصص المتعدد في التعليم يعزز الكفاءة اللغوية والتفكير النقدي والوعي الثقافي. تحلل الدراسة التحديات التي تواجه الطلاب وتبحث في تداخل مكونات المناهج الدراسية والاحتياجات الناشئة. تظهر النتائج عوائق مثل التباين المنهجي وضعف تماسك المناهج. لكن، يبرز دمج الأدب والحضارة فوائد تربوية تعزز مشاركة الطلاب وتعيش الثقافات. وتوصي الأطروحة بزيادة التماسك في المناهج، واستخدام أدوات التقييم مرنة، وتشجيع ورش العمل التعاونية لتهيئة بيئة تعليمية شاملة تعزز الكفاءات الثقافية والاجتماعية للطلاب.

الكلمات المفتاحية: التوعية الثقافية - تطوير المناهج الدراسية - تعليم اللغة الإنجليزية كلغة أجنبية - تعدد التخصصات - الأدب والحضارة.

Résumé

La thèse examine l'intégration de la littérature et de la civilisation dans un programme de maîtrise d'anglais langue étrangère à l'Université Abou Bekr Belkaid de Tlemcen, soulignant les avantages d'une approche pédagogique interdisciplinaire pour le développement des compétences linguistiques, de la pensée critique et de la conscience interculturelle des étudiants. L'étude, basée sur une approche mixte de la recherche, identifie des obstacles tels que des cadres méthodologiques divergents et un manque de cohésion des programmes d'études, mais met en lumière les bénéfices pédagogiques de cette intégration. Les recommandations de la thèse visent à renforcer la cohérence des programmes, à favoriser l'évaluation inclusive et flexible, à encourager les ateliers interdisciplinaires et l'apprentissage collaboratif, à soutenir l'enseignement en équipe et à utiliser les outils numériques. L'objectif est de créer un environnement d'apprentissage holistique pour les étudiants, les dotant des compétences nécessaires pour évoluer dans un monde globalisé tout en conservant leur identité culturelle.

Mots clés : Sensibilisation culturelle - Développement des programmes d'études - Enseignement de l'anglais langue étrangère - Interdisciplinarité - Littérature et civilisation

Summary

The thesis explores the integration of literature and civilisation in the EFL Master's program at Abou Bekr Belkaid University of Tlemcen, arguing that interdisciplinarity in EFL education enhances linguistic competence, critical thinking and cultural awareness. The study analyses the challenges facing students and investigates the overlap of curricular components and emerging needs. The findings show barriers such as methodological divergence and limited curricular coherence. However, the integration of literature and civilisation highlights pedagogical benefits that promote student engagement and intercultural coexistence. The thesis recommends increasing curricular coherence, using flexible assessment tools, and encouraging collaborative workshops to create an inclusive learning environment that promotes students' cultural and social competencies.

Key Words: Cultural awareness – Curriculum development - EFL education – Interdisciplinarity – Literature and Civilisation