

Dedication:

To my beloved parents, Nour Eddine & Louiza SALHI

To my beloved grand-parents, Lazhar & Khadoudja GUEMAZI

To my beloved parents-in-law, Abdelouhab & Fatima Zohra SAID

To my sisters Souheir & Ines,

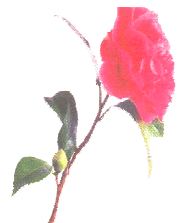
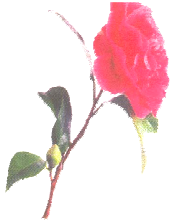
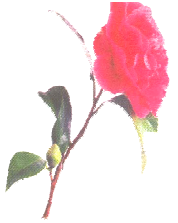
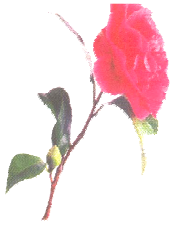
To my dear brother Chems Eddine,

To my brothers-in-law Ilyes & Ihab,

To my dear friends Nouna, Salima, Nachoua, Sabrina, Hanene, Nadjette

Hanene, Ferial...

And to my husband ISLEM...again. More than ever.



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Abstract:

The present study focuses on the effects of American civilization courses on the learners of the English at Mohamed Kheider University -Biskra. The main premises of our work is to answer some interesting questions that been asked by many teachers notably those of American civilization.

We have attempted to find out to what extent our learners in 2nd, 3rd, and the 4th year are attracted by the US glossy way of life, especially after studying the US civilization module.

We have assumed that learners of English change their attitudes toward the United States of America, (either positively or negatively) as long as they move from one year to the next. Therefore, we have tried to unveil other factors may contribute in forming those attitudes like mass media.

Our research is divided into two main parts: theoretical part and a field- work. As far as the first part, it contains:

In *Chapter one*, we tackled the main differences between civilization and culture. We conclude that culture is an integral part of civilization and in the teaching-learning process; one cannot teach civilization without introducing cultural aspects.

In *Chapter two*, we highlighted the main themes that a learner of English language is exposed to. We also suggested some other themes that, in our view, may be added to the curriculum.

In *Chapter three*, we described the context wherein American civilization teaching-learning process takes place. As a conclusion we may say that teaching American civilization in our Department is not efficient due to many factors.

In the *Field- work*, we have used some data tools in order to approve or disapprove our hypothesis. We have found that learners have totally positive attitudes towards the USA (especially 4th year learners), except for its foreign policy.