

**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 Edddine,*

*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.*



## Acknowledgement:

*First and foremost, to my supervisor, Dr. Ghoular Amor, for working so hard on this project and for truly understanding what this dissertation is all about. And to my dear friend and colleague Mr. Bechar Ahmed, who was unstinting in his support, reading drafts of the paper and making thought-provoking ideas.*

*I cannot fully express my gratitude to the exceptional team of our department, for their generosity, faith, and superb guidance. Thank you especially to Mr. Bechar Maamar, Mr. Torki Barket, Mr. Temagoult Slimane, Mr. Boukhama Haroune, Mr. Rahal Ogbi, and Dr. Menani Nabil.*

*My sincere appreciation to Mr. John and Misses Rebeqa for their assistance and insightful ideas.*

*For their generous contribution in the research of this dissertation, I would like to acknowledge all the students of English department at Biskra University.*

*I would like to thank my family, SALHI & SAID for their emotional support.*

*Finally, I thank my beloved husband ISLEM, who, though he does not know it, has helped me in one of the most difficult situations in my life. "He is the One".*

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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 2<sup>nd</sup>, 3<sup>rd</sup>, and the 4<sup>th</sup> 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 4<sup>th</sup> year learners), except for its foreign policy.