

**The Mastery of Concepts and the Teaching of Civilisation: A Case Study for Second-Year Literature and Civilisation Master's Students, Mascara University**

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**Abstract:**

This paper deals with one of the neglected issues related to teaching civilisation in Algerian Departments of English, namely teaching the mastery of concepts regarding civilisation. Therefore, this paper seeks to discuss the students' position towards the study of the mastery of concepts in civilisation through a questionnaire administered to second-year literature and civilisation master's students in the Department of English Language and Literature at Mustapha Stambouli-Mascara University, Algeria. Additionally, semi-structured interviews were conducted with Civilisation teachers to gain insights into their pedagogical approaches and perceptions of the mastery of concepts. The results reached include that this module has been helpful to them at different levels and should have been taught before, notably at the licence level.

**Keywords:**

Learners' Perceptions; Mastery of Concepts; Teachers' Insights; Teaching Civilisation.

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## **1. INTRODUCTION**

Different issues related to the teaching and learning of civilisation are tackled in the Departments of English Language and Literature in Algerian universities. These issues comprise different rationales, such as whether to teach civilisation or history or civilisation through literature or simply the place and utility of civilisation in the syllabus of English studies in Algeria. However, the teaching and learning of civilisation and its relationship with the mastery of concepts has been given little consideration. Therefore, this paper aims to deal with one aspect of this relationship: the students' attitude towards mastering concepts regarding civilisation in the Department of English at Mascara University, Algeria, besides their teachers' insights.

## **2. The Current State of Civilisation Teaching in Algerian Departments of English**

In the Algerian Departments of English Language and Literature, students attend the Civilisation module, which is given in the form of lessons prepared with the support of books and articles written by scholars in the field. These lessons are delivered to students through thorough information about historical events, encompassing the personalities' names, deeds, dates, and places (Bouahala, 2017; Mahdaoui, 2015). Some students are satisfied with this content, whereas others consider it boring and without any benefit; it can be seen in the students' declining attendance and results (Mahdaoui, 2013; Mahdaoui, 2015). The main reason that can explain this is that Civilisation teachers skip over an essential step in preparing the lessons, namely, the conceptual process.

To understand the importance of concepts, one must explain how concepts are necessary for students to learn civilisation. In British Civilisation, students deal with political, economic and social events such as 'the Magna Carta', 'the Industrial Revolution' and 'British Health and Education'. To understand these events, these students need to master their concepts. This latter includes mastering concepts such as constitution, industry, health and education.

## **3. The Role of Concepts in Civilisation Teaching**

Before tackling the use of concepts in civilisation, one must deal with the different definitions of concepts. Carney (2001) defines them as

“the light bulb that is displayed above the head of a comic strip character when she (he) has a good idea” (pp. xi-xii). He also adds that concepts are “the ‘why’: Why am I doing this, what happens when I do this, why does it work, etc” (p.14). Thereafter, he sums up the characteristics of concepts as follows:

1. They are adaptable to new situations
2. They can exist in our conscious thoughts or our subconscious thoughts.
3. They are difficult to communicate
4. They provide the foundation for most of our daily routine activities.
5. They act as filters to our organisation of ..... knowledge.
6. They are embodied in “Why” questions. (pp. 25-26).”

Boxtel and Drie (2018) and Carretero and Lee (2014) refer to concepts as knowledge made of two distinct levels: The First Order Knowledge and the Second Order Knowledge. The former includes themes such as ‘modern imperialism’, and the latter comprises metahistorical concepts such as ‘continuity and change’, ‘causes and consequences’, and ‘differences and similarities’. Lomas (2019) focuses on the second-order concept as composed of time, change and chronology, reasons and results, interpretations, historical evidence and significance. In their turn, Moreno-Vera and Alvé (2020) explain concepts in terms of historical significance, use of evidence, continuity and change, cause and consequence, historical perspective and ethical dimension of History. They also refer to an additional concept, historical consciousness.

Generally, these concepts can provide students with definitions and explanations about the different fields they study, which help them identify the keywords of a given field and elaborate questions on them. After that, the students can answer them using civilisation or history books. These definitions and explanations are found in specialised books on politics, economics and society and written by specialists in their respective fields.

The table of contents found in Leslie et al. (1980) book includes various concepts such as "Government," "Culture," "Population," "Family," "Religion," and "Education." Students can select concepts relevant to their studies in civilisation and begin their conceptual work.

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Two paragraphs have been chosen from the book mentioned above to illustrate this conceptual work, one about education and one about religion:

Paragraph One

**Local governments** in the United States have general responsibility for and authority over public schools, operating them following **federal laws**. The federal government's role is limited to **passing measures** to support the state's school systems. The United States Supreme Court has also, on occasion, declared policies of local school districts to be unconstitutional—for example, racially segregated schools in 1954 and **the compulsory recitation of prayers in 1963**. Legal control of the schools rests with the states, which, in turn, delegate it to the local government (p. 394).

Here, we have identified some keywords related to the concept of education, which are in bold. These words include ‘local government’, ‘public schools’, and ‘segregated schools’. These keywords can be used to elaborate research questions such as: ‘What are the different kinds of schools?’, ‘How are the central and local educational administrations organised?’, ‘What is their relationship with the schools?’, ‘What are the different educational acts that are passed?’ and ‘What effects do they have on education?’.

In the second paragraph, religion has been considered, and once again, keywords have been identified in bold:

Paragraph Two

J. Milton Yinger defines religion as “a system of **beliefs and practices** by means of which a **group of people** struggles with...ultimate **problems** of human life.” Similarly, Charles Glock and Rodney Stark write that religion consists of “those **institutionalised systems of beliefs, symbols, values and practices** that provide groups of men with **solutions to their questions of ultimate meaning** (p. 355).

These words comprise ‘beliefs’, ‘practices’, and ‘institutionalised systems’, which can be used to formulate research questions such as: ‘Who

are these believers?', 'What are their problems, beliefs, practices, symbols, values and ultimate meaning?' and 'What solutions can religion bring to these believers?' Once these questions are coherently organised, the students can consult books on civilisation or history to find answers.

Believing in the importance of concepts and the issues related to their mastery, this study aims to answer the following questions:

1. To what extent do Algerian literature and civilisation master's students perceive the mastery of concepts as valuable in their studies?
2. How does integrating conceptual mastery into the civilisation curriculum impact Algerian students' understanding and performance?

To meet this end, it is hypothesised that:

1. Algerian literature and civilisation master's students who grasp concepts well will demonstrate higher levels of understanding and performance in their coursework.
2. Implementing a more concept-focused approach to civilisation teaching will positively influence Algerian students' learning outcomes.

#### **4. A Review of the Mastery of Concepts in Civilisation**

Yacine (2006) enunciates the aims of teaching Civilisation as follows: "to understand the forms of organisations, concepts and pattern of behaviour of the target culture community" (p.129). Henceforth, understanding concepts and their mastery is one of the objectives the civilisation module seeks to reach. To do this, she stressed the critical role played by the teacher in this process.

Louahala (2017) considers the mastery of concepts an essential step in the civilisation-teaching process. She associates it with meaning, conceptual frameworks, and thinking strategies. The conceptual frameworks include aspects such as "themes, questions, timelines, maps and graphic organisers," and the thinking strategies comprise "comparing and contrasting cultures, continuity and change over time and cause and effect relationships" (pp. 192-96).

Mahdaoui (2013) also tackles the issue of teaching civilisation and its relationship with concepts. He notably refers to one of the aspects of concepts: “comparison with identifying similarities and differences in the development of British and American civilisation” (p. 50). However, no reference was made to the other aspects of concepts in civilisation, given the emphasis on the relationship between civilisation teaching and English-language teaching. Mahdaoui (2015) also writes about two aspects connected to concepts, which are ‘theme’ and ‘comparison’. He encourages the teaching of Civilisation, not through history with its chronology and content, but via the thematic approach with themes and their comparisons. Whether in British or American Civilisation, these themes comprise “origin and identification, ethnicity, social organisation, immigration, family, religion and beliefs” (pp.21-23).

Carney (2001) underscores the significance of concepts in comprehending the world, adapting to new circumstances, and initiating change. He believes that the human brain's capacity to analyse information and generate novel ideas is indispensable for navigating the present and future. He critiques the overreliance on memorising facts and dates in history education, advocating for a greater emphasis on understanding the fundamental concepts and ideas. He proposes that concentrating on the causes, consequences, and resolutions of historical events can offer valuable insights for addressing contemporary challenges.

In their turn, Boxtel and Drie (2018) point out the importance of concepts as part of the reasoning process undertaken in historical research. They advocate that First- and Second-Order Knowledge are essential to improving the quality of historical thinking and reasoning.

Lomas (2019) stresses the importance and difficulty of mastering concepts in history. He writes: “Perhaps one of the most perplexing aspects of teaching history is fostering conceptual understanding. History subject leaders often find this a challenging issue. Even if they have a decent grasp themselves, it can be difficult for others in the school who have to teach the subject” (p. 9). He also concentrates on the issue of second-order concept

aspects and their importance, which provide a framework for understanding historical events and processes. These concepts help organise historical knowledge, enabling students to see the bigger picture and understand the significance of different historical periods.

Carretero and Lee (2014) highlight the importance of understanding how historical concepts evolve and vary across different contexts. They emphasise the need for history teaching to consider how students interpret these concepts, taking into account their prior knowledge and cultural experiences. They also argue that students initially view history as a series of isolated events. As they mature, they develop a more complex understanding of interconnected historical concepts. However, adolescents often struggle to connect different aspects of social reality.

Also, Moreno-Vera and Alvén (2020) discuss the importance of mastering concepts. They notably question the method of memorisation to the detriment of the scientific conceptual one and argue for its role in explaining the causes and consequences of historical facts. All this is based on understanding historical facts instead of memorisation.

Overall, the studies mentioned above reflect the importance of the mastery of concepts in teaching history. Additionally, they highlight the neglect of this importance in the students' learning process. Therefore, this paper seeks to address this gap by tackling the students' attitudes and their teachers' perceptions towards mastering concepts of civilisation.

## **5. Method**

To conduct this study, the researchers opted for mixed methods research, consisting of a semi-structured interview with two teachers and a questionnaire administered to twenty-five Master's students. The objective was to identify students' perceptions of and attitudes toward the teaching of the mastery of concepts regarding civilisation. The questionnaire consisted of nine questions of different types, including open-ended questions, e.g., "Has it helped you in other aspects of your studies or research? If yes, what are they and how?" Close-ended questions, e.g., "When you were at the graduation level, were you aware of the importance of mastering concepts

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in the Civilisation module? Yes, No”, and rating scale questions, e.g., “How did you find its learning process?

1-Difficult 2-Average 3-Easy 4-Others”

The interview consisted of twelve questions of different types. The researchers opted for open-ended questions, such as "Do you feel comfortable and confident in your understanding of concepts related to civilisation?" and close-ended questions, such as "Have you ever taught the module of mastery of concepts to students of English?"

## **6. Participants**

Twenty-five Literature and Civilisation Master’s students in the Department of English Language and Literature at Mustapha Stambouli-Mascara University were purposefully selected to conduct the present study. Two teachers in charge of the module of the mastery of concepts were also selected non-randomly. This could be explained by the fact that the researchers want to gain insights from both parameters, notably students and their teachers.

## **7. Results**

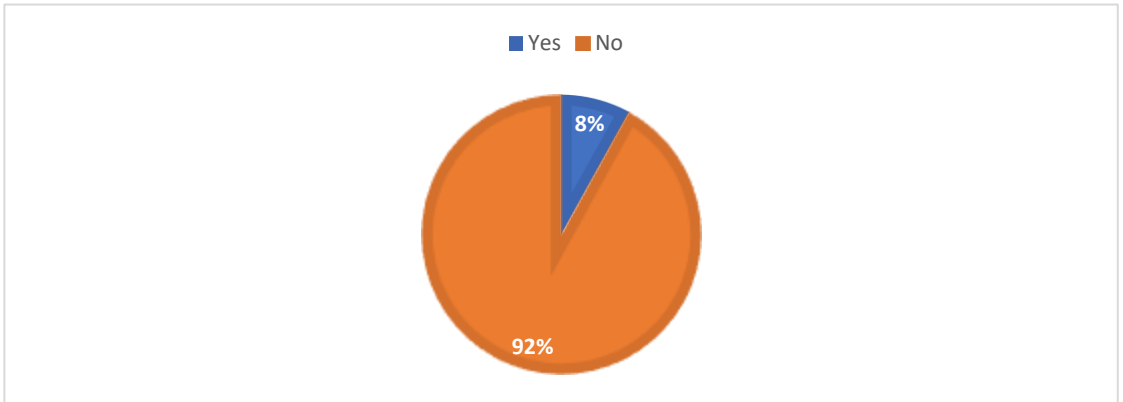
Following the reception of the answers of teachers and their learners, the data collected were organised, described, discussed, analysed and presented below:

### **7.1. Learners’ Questionnaire Results**

Data collected from the learners’ questionnaire are as follows:

1-When you were at the graduation level, were you aware of the importance of mastering concepts in the Civilisation module?

Pie chart 1: Students’ Awareness of the Concepts’ Mastery Importance



As it is evident from the students' answers on whether they were aware of the importance of the Mastery of Concepts Module at the graduation level, most were not. Indeed, 92% answered 'no', whereas only 8% stated that they were aware of its importance.

2-When you were at the graduation level, were you taught concepts or their importance for the Civilisation module?

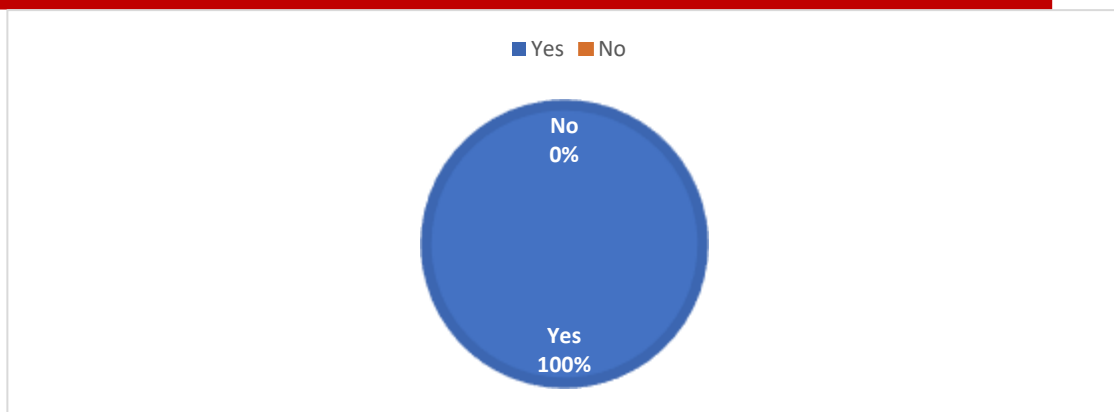
Pie Chart 2: The Teaching of Concepts and their Importance in Civilisation



The respondents' answers were negative regarding teaching concepts for Civilisation or their importance at graduation. 96% agreed to answer "no," whereas only 4% said "yes."

3-Did you study the mastery of concepts regarding Civilisation at the master's level?

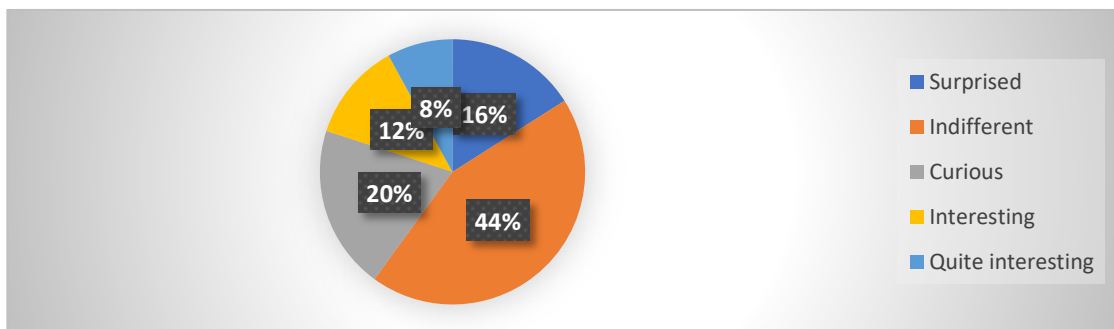
Pie Chart 3: The Study of the Mastery of Concepts at the Master's Degree Level



100% of the informants revealed that they studied the mastery of concepts at the master's level. This shows that the module was taught only at the master's level.

4-What reaction did you have when studying it?

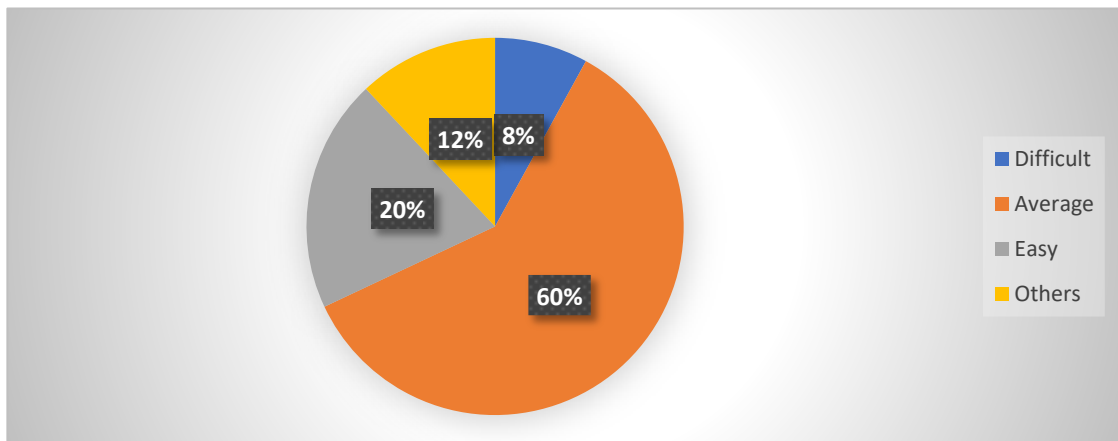
Pie Chart 4: Students' Reaction Towards the Mastery of Concepts' Study



When it came to tackling the students' reactions to the study of the module on mastery of concepts, 46% were indifferent. 21% were curious to learn specific concepts related to their field. 17% were surprised. 12% find it interesting. Only 4% believe that it is quite interesting for them.

5 How did you find its learning process?

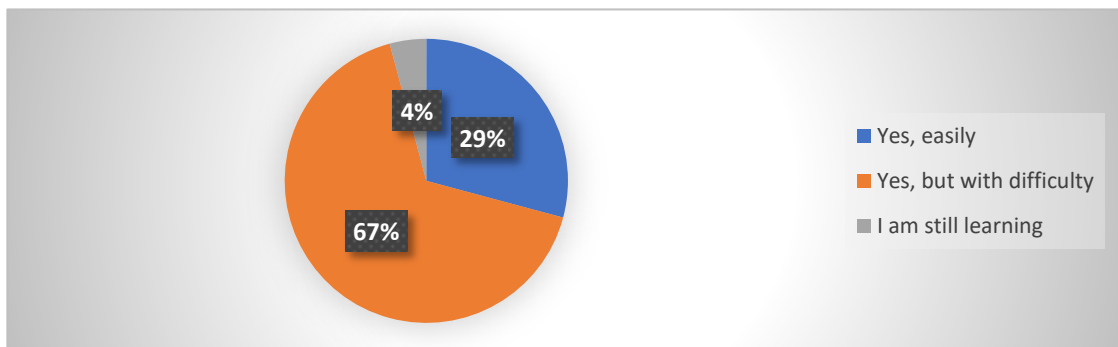
Pie Chart 5: Students' Perception of the Learning Process



The process of learning the Mastery of Concepts module was also addressed. Most answers were ‘average’. Then, the answer followed was ‘easy’ with 21% and ‘difficult’ with 9%.

6-Were you able to master the application of concepts in Civilisation?

Pie Chart 6: The Application of Mastery of Concepts in Civilisation



Concerning their ability to master concepts and their application, the dominant answer was “yes, but with difficulty”, with 67%. This was followed by “yes, easily”, with 29% responses, respectively. Yet, 4% believe that they are still learning.

7-Has the mastery of concepts helped you make the study of the module of Civilisation easier?

Pie Chart 7: The Contribution of the Mastery of Concepts as Regards Civilisation



Their answers were divided regarding the contribution of the mastery of concepts brought to the respondents. Most answered “Yes, but I still encounter difficulties,” with 48%. They were followed by those who responded “yes, definitely,” with 44%, and “no, it has not changed anything,” with 8%.

8-Has the mastery of concepts helped you obtain better marks in Civilisation?

Pie Chart 8: Marks for the Mastery of Concepts as Regards Civilisation



Regarding the role of mastery of concepts in improving the students’ answers and their results in the Civilisation module, most answered “yes, but average marks,” with 51%, respectively. 24% answered “yes, good marks.” Yet, 20% gave the negative answer, “No, it has not changed anything.” 5% revealed that “It depends on the exam question.”

9-Has it helped you in other aspects of your studies or research? If yes, what are they and how?

According to the informants' answers, the module on the mastery of concepts has helped them in many ways. Their answers are summarised as follows:

- Presentations, Courses Preparation and Dissertation Writing.
- Understanding philosophical and historical issues.
- Focusing on keywords and understanding specific terms and texts.
- Collecting and analysing data, developing research questions and Drawing outlines.
- Developing their critical thinking skill.

Nevertheless, some students found it difficult, as they have mentioned, “It was interesting when selecting concepts and making questions but difficult to answer them” and “It was fine as a starting point to learn more about concepts”.

## **7.2. Teachers' Interview Results**

As mentioned above, two teachers were interviewed. The results gathered are summarised below:

1. Would you introduce yourself, your qualifications and teaching experience?

Based on the teachers' answers, both respondents hold a doctorate in British civilisation. Their teaching experience varies from eight to twenty-two years at the university level.

2. Have you ever taught the module of mastery of concepts to students of English? If so, please describe how you have done so.

Informants revealed that they have taught the module for three to seven years. The ADEPT method is used to facilitate learners' understanding of the needed key concepts. R1 explained: “The first lesson focuses on theory, after which I guide students to apply the method in understanding and explaining ideas related to civilisation. My approach emphasises hands-on practice rather than rote memorisation.” R2 moved further and highlighted that he: “gave texts related to politics, economy or society taken from books of sociology and asked students to extract

keywords from them. Then, transformed them into research questions that can be used in civilisation research.”

3. Do you feel comfortable and confident in understanding concepts related to civilisation?

The informants’ answers varied depending on their teaching experience. The first informant, R1, stressed the need to learn more, as he has three years of teaching experience in this module. R2 revealed that he was comfortable, having seven years of teaching experience.

4. What training or experience have you had in this area?

R1 revealed that he did not receive any training to teach this module. R2 mentioned two essential elements, including his training during his studies at the Magister level and his autonomous learning, which is crucial in the absence of formal training.

5. How do you view the importance of mastery of concepts in teaching civilisation?

As for the importance of the mastery of concepts in teaching civilisation, both informants agreed upon the crucial role played by the mastery of concepts. In this vein, R1 stated: “Mastery of concepts is essential in teaching civilisation because it allows students to develop a deeper understanding of complex historical, social, and cultural ideas. Rather than memorising facts, students who master key concepts can critically analyse the evolution of civilisations, recognise patterns, and make connections between different periods and societies. This deeper comprehension fosters critical thinking, enabling students to engage more meaningfully with the subject matter and apply their knowledge to broader contexts. Ultimately, it equips them with the skills needed to understand the foundations of civilisation and its relevance to the present”. R2 joined him by stating, "Without the mastery of concepts, no one can understand the keywords and ideas found in history books. No one can identify what is important and primary and what is secondary. No one can grasp the ideas and reasoning of the scholars they read.”

6. What specific benefits do you believe it offers students?

While discussing the specific benefits this module offers for the students, informants agreed that the module provides students with a deeper

understanding of complex material, enhances problem-solving skills, fosters interdisciplinary connections, aids in research question formulation, and stimulates critical reading and analysis.

7. According to you, what challenges have you encountered in incorporating specific concepts into your civilisation courses?

Informants encountered challenges in incorporating specific concepts due to diverse student backgrounds, the complexity of simplifying abstract ideas, time constraints, maintaining student engagement, the difficulty of applying theory, and the neglect of the module due to its low coefficient.

8. How have you addressed these challenges?

To address the already mentioned challenges, informants suggest the following:

- Sensibilise the students to their importance.
- Select real topics and ask them to apply the mastery of concepts to them for three semesters to master them.
- Implement the ADEPT method in a competitive setting to engage students actively.

9. Based on your experience, how do students generally respond to the teaching of concepts in civilisation?

Informants stressed the shift in the learners' awareness of the importance of this module. R1 explained: "They initially find the material challenging, especially if unfamiliar with the historical or cultural context. Over time, as they grasp the concepts, their confidence and interest tend to grow. Engaging teaching methods, like discussions and practical examples, often help students stay motivated and more invested in the subject matter." R2 went further and mentioned: "At the beginning, they do not consider it as important. However, with them, after grasping its importance, they start doing their homework, and their participation in the classroom becomes more active."

10. Are there any common misconceptions or difficulties they encounter?

According to respondents, students often struggle with oversimplified historical or cultural concepts, abstract ideas without concrete examples, applying theoretical concepts to practical scenarios, and

the distinction between identifying keywords and understanding them. Providing clear explanations and full context can help address these challenges.

11. What recommendations would you offer for improving the teaching of the mastery of concepts in civilisation courses at Algerian universities?

To enhance the mastery of concepts in civilisation courses, respondents recommend a curriculum that progressively builds on foundational concepts using interactive methods. Incorporating real-world examples, current events, and technology can make abstract ideas more relevant. Regular assessments and feedback should be used to monitor student progress. Additionally, including this module in the licence-level curriculum with increased hours and coefficient, as well as providing teacher training and student sensitisation, can significantly improve the learning experience.

12. Do you believe there is a need for additional resources or curriculum guidelines?

As for the need for additional resources or curriculum guidelines, informants stressed the need for “additional resources.” Moving further, R2 expressed the urgent need to “design specialised course books to help students master this module and its application. It should be taught starting from the licence level.”

## **8. Discussion**

### **8.1. Learners' Questionnaire**

From the students' answers, it can be said that the mastery of concepts is a neglected aspect in teaching Civilisation, which is from the beginning of their studies at the university. This neglect is due to its absence in the curriculum and the teachers' tasks. It naturally prevents our students from completely understanding the lessons they study, notably in Civilisation, and the recourse to the reasoning process, which is essential for their understanding and writing at the university level. Its teaching at the master's level shows that its study is delayed, and its mastery is ineffective since they only studied it for two years, which is insufficient. At this level,

It can be said that both “neglect” and “delay” impede the mastery of concepts and, therefore, the study of Civilisation in general.

Another impediment to the mastery of concepts is its novelty as a module at the master’s level. As a result, the students’ reaction is notably translated into a feeling of indifference and difficulty while learning it. This can be illustrated by the students’ answers to the fourth question, “indifferent”, and to the fifth question, “average”, which are possibly explained by the fact that when they studied the mastery of concepts for the first time, they were not familiar with it and they did not recognise its importance.

When it comes to the role played by the mastery of concepts in helping our students in civilisation, most of the answers were positive, which shows its considerable contribution. This highlights the effective role that the mastery of concepts had in the mastery of the field of Civilisation. However, it did not improve the students’ marks in civilisation since most of them were average. This can be interpreted by the fact that other parameters could influence the scores, such as the language level and the veracity of the data given by students.

Moving further, mastering concepts is also associated with helping and improving other aspects of the students’ studies. This includes assignments, coursework, and dissertations, where understanding concepts and their subsequent reasoning process was necessary to provide good, coherent, analytical, or critical work for the teachers. At some point, its role can go beyond the world of studies by helping students in their future private and professional lives.

In the end, it can be said that once the mastery of concepts was taught, the students became aware of its importance and contribution to their studies, either in general or specifically in the module of civilisation, which confirms the results found in the research mentioned previously in the literature review.

## **8.2. Teachers’ Interview**

Based on the results mentioned above, the teachers demonstrated an important interest in teaching the mastery of concepts in civilisation. Even though they did not have enough training and experience in the teaching of

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this module, they made extra efforts in order to master the teaching of this module and make it affordable for their students.

The teachers also acknowledged the importance of mastering concepts in the teaching of civilisation. This importance is related to the development of the reasoning process, notably in establishing the application of skills that would help them master Civilisation. One illustration of this skill is critical thinking. However, they also refer to challenges they encountered when teaching this module, namely the time allocated to its teaching, the low coefficient and the students' difficulty in grasping the essence and practice of the module. This displays that there is a positive will on the part of the teachers to incorporate this module and its resulting skills into the curriculum despite the impediments encountered.

Naturally, the teachers' answers showed that deficiencies existed and called for their remedies. Their recommendations were centred around the inclusion of the module in the curriculum starting from the licence level. The reconsideration of this module in terms of the number of hours taught and its coefficient and the attempt to connect the module's content with real situations to make teaching and learning more practical is needed.

To sum up, and based on the findings mentioned above, it can be stated that students at Mascara University are facing significant challenges in the mastery of the concepts module. This issue is mainly related to different parameters, including curriculum design, teaching methods, and student engagement.

In this line of consideration, existing research suggests that early exposure to fundamental skills like reasoning and critical thinking is essential for understanding complex subjects (Biggs, 2011; Bloom et al., 1956). However, within the context of civilisation, the actual curriculum lacks a structured approach that fosters these skills. As a result, students struggle to connect with the material and find it difficult to apply the concepts.

This late introduction of complex ideas, mainly at the Masters level, aligns with the findings of Prince and Felder (2006), who emphasise the importance of iterative exposure to complex concepts. Without early scaffolding, students may lack motivation and understanding of the vital

role played by the module (Fry et al., 2008). Moving further, Wenger's (1998) work on communities of practice further supports this idea, suggesting that students need to see the real-world applications of their learning to stay engaged.

Teachers recognise the need for additional training to teach abstract concepts (Shulman, 1986) effectively. They, along with their students, also highlight the importance of practical application, aligning with Kolb's (1984) theory of experiential learning. Both students and teachers call for the design of a curriculum that integrates the mastery of concepts earlier and more comprehensively. This latter finding aligns with Astin's (1993) emphasis on prioritising essential skills and creating supportive learning environments.

Furthermore, to address the challenges faced by students in the Mastery of concepts, decision-makers should consider implementing the following:

- Curriculum Reform: Align the curriculum with the needs of students to prioritise essential skills and provide early exposure.
- Teacher Training: Equip teachers with the necessary skills and competencies to promote critical thinking and facilitate learning.
- Supportive Learning Environments: Create a learning environment that fosters engagement and motivation for both parameters, teachers and learners.

Adopting these steps is believed to facilitate teachers' tasks, help students increase their motivation, and improve their achievement so they can succeed in their academic and professional lives.

## **9. CONCLUSION**

To sum up, the paper has concluded that the students' mastery of concepts is essential for their study of Civilisation. This is visible in the content of the literature review and the students' insights on the issue, notably originating from their study process. However, they consider it not sufficient. Therefore, they recommend both consideration and emphasis on the mastery of concepts.

Based on these findings, several recommendations can be proposed to improve the place of the teaching of the mastery of concepts in Civilisation

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in the Department of English, Mascara University. These recommendations are outlined as follows:

Given that modules in the Algerian University generally last one hour and a half, Civilisation teachers can devote the first quarter of the session to helping students identify the different components of the concept of the lesson. They can show them how to transform these components into questions during the second quarter. Finally, they can spend the rest of the time answering these questions, which can form the content of the whole lesson. Otherwise, the teachers can start the lesson with the reasoning process by asking questions without explaining how they are elaborated and answering them in the form of lesson content.

The mastery of concepts can also be introduced directly through a module dealing specifically with concepts. For each semester, the students will have to read texts dealing with the different fields related to the historical events they study in civilisation and learn how to identify the keywords of a given field and transform them into questions. Then, they will try to find their answers in history or civilisation books. Naturally, this method has its benefits, but it also has its drawbacks.

The mastery of concepts should also be used to solve the problem of plagiarism, content and style in Civilisation writing. Civilisation students would know what to look for in history books, take the necessary ideas, not the sentences written in these books, and reformulate them using their style. This has the natural effect of reducing the spread of plagiarism in the writing of Civilisation and revolutionising Civilisation teaching while focusing on reasoning rather than learning by heart.

Still, reliance on reasoning while teaching Civilisation can make teachers devote more time to mastering concepts, to the detriment of historical content. Students are generally familiar with history content and struggle to grasp the concepts' mastery process. Therefore, it would compel the teacher to explain it and take over the time devoted to history details. It would also create problems in evaluating the students in examinations since they would fall into the trap of not knowing which part to mark better, the reasoning or the content. In this vein, further studies are needed to address one of these issues.

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