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**Foreign Culture Awareness in the Algerian Teaching Manuals:
Investigating Culture Bound Texts with Reference to Third Year
Textbook of English (New Prospects)**

Thesis submitted in Partial fulfillment of the requirements for
Master Degree in

Didactics

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Dedication

*To our parents to whom we owe all our Love for their help and patience
To our cheerful families 'the **MAGHRAOUIs**' and 'the **SARIRs**'
To all our friends*

Acknowledgement

We wish to acknowledge the great depth we owe to all those who helped us in the realization of this work.

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List of Abbreviations

EFL: English as Foreign Language

ELT: English Language Teaching

FL: Foreign Language

TC: Target Culture

U.S.A: United States of America

U.K: United Kingdom

I.C.C: Intercultural Communicative Competence

Abstract

This study is to investigate culture-bound teaching material in EFL classrooms. More precisely, in the Algerian secondary schools and to get an overview concerning the teachers' consciousness about this matter. It also analyzes the effective ways and instruments that should be used by teachers and all practitioners in the teaching-learning field to enhance and facilitate the learning process in the English context. It also seeks to find out the possible obstacles faced in learning and teaching the target culture. For conducting this research, the method used is based on a questionnaire administered to both 30 secondary school teachers and third year secondary school learners to obtain their attitudes about the contents of Algerian text-books designed for teaching English, and a textbook evaluation to know if the English culture is implemented in third year textbook of English (New Prospects). The findings reveal that there is a total absence of the implementation of English culture in the Algerian manuals designed for secondary education programmes.

Key Words: language, culture, text-book, context of culture, linguistic environment, material authenticity

General Introduction

The interrelationship between language and culture is not a new debate, and the integration of culture in teaching a foreign language has been discussed for long years. However, the implementation of culture teaching in ELT varies from one place to another. The question of when to teach it and how to integrate it are still aspects that need to be carefully considered. Therefore, this research was conducted to explore EFL teachers' beliefs about culture teaching in English classes and their classroom practices. It is widely recognized that learning a language involves not only knowledge of grammar, phonology and lexis but also some characteristics of culture. Moreover, as far as English language is concerned EFL learners cannot acquire a great knowledge and information if they are not provided with cultural patterns related to the country of this language. Concluding that, they will not enhance their intercultural communicative competence.

Another point is that the culture in the Algerian society is not given equal attention. Algerian EFL teachers focus only on grammatical and linguistic courses and neglect the vital importance of culture in the process of teaching and learning. Moreover, the teaching of culture in Algerian educational system witnesses lack of authentic materials which can be considered as a primer obstacle which enable EFL learners to practice the language effectively outside the classrooms.

The major purpose of this study is to shed light on the integration of culture in EFL classes and whether culture is taught as a supplemented element or as a core item in the curriculum in order to suggest further solution for textbook designers and teachers to enhance the culture teaching process and increase both of the learners' and the teachers' consciousness about the target culture, as well as to motivate EFL learners to be more open-minded and flexible about other culture.

For getting valid and credible information, this research investigation includes two different instruments: a questionnaire provided for secondary school teachers to acknowledge their perspectives concerning the implementation of culture and to which extent they are aware of its importance. Using the textbook evaluation also gives us the opportunity to collect data on a wide range of behaviours and to openly explore the position of culture in EFL classrooms.

This work tends to answer different questions related to this issue:

1-Does the third year textbook of English include element of culture?

2-Is culture perceived as an important element in the curriculum or is neglected?

3-How EFL teachers teach the target culture?

The researchers hypothesized that:

1- Third year textbook of English includes some aspects of the foreign cultures

2- EFL teachers are still not aware of the vital importance of culture and some of them sorrowfully neglect it.

3- EFL teachers may use different ways to implement culture in their culture teaching.

This research consists of two chapters: the first chapter carries a literature review on the main elements related to culture including definition, some characteristics of culture as well as aims of the integration of culture in EFL teaching. The second chapter deals with the theoretical part to know the teachers' perspectives about their awareness of culture, how they transfer the cultural knowledge effectively as well as the textbook evaluation of third year textbook of English (New prospects).

Chapter One

Literature Review

1.1. Introduction

This chapter provides a clear image about the meaning of culture. The first part is mainly about the relationship between language and culture, which has been a focus of attention for many years.

In addition to the crucial aims of teaching culture especially for the EFL learners. It also tackled the difficulties of integrating culture in teaching. Concerning the second part, it involves the potential ways of including culture in EFL teaching.

1.2. Definition of Language

There is no consensus about the meaning of language. In broadest sense, language is perceived as a body of words and systems for their use common to people who are of the same Community or Nation, the same geographical area or of the same cultural tradition. Language is a medium of communication or conversation between two things. It is the method of human communication either spoken or written considering the use of words in structural and conversational way. Language is also “*a system of signs that is seen as having itself a cultural value*”. (Hofstede, 1984:51).

1.3. Definition of Culture

It is still a hard task to find a definition that covers all aspects of culture. Generally culture is perceived as a set of relationships, values, attitudes and behaviors that are particular to a community whether consciously or unconsciously. It is dynamic since it allows for possible changes in aspects including lifestyles, language, art, traditions and clothes. These patterns link individuals together and distinguish them from other groups. That is to say, Durantic (1997: 24) defines culture as: “*Something learned transmitted from one generation to the next, through human actions, often in the form of face to face interaction, and of course, through linguistic communications*”.

Culture means the knowledge that is what “*people must know in order to act as they do make the things they make and interpret their experience in the distinctive way they do*”. (Quinn and Holland, 1987: 4).

Other linguists like Tylor described it as “*that complex whole which includes knowledge, beliefs, art, moral, law, custom and other capabilities and habits acquired by man as a member of society*”. (Tylor, 1874: 1).

Lowie's endeavor to condense this definition as the "*sum total of what an individual acquires from his society*". (Lowie, 1937: 3). Although there is no general consensus on the definition of culture, Kroeber and Kluckhohn observed that in almost all the definition of culture put forward by different anthropologist, there is a general agreement in the fact that :

- a) Culture is acquired by learning
- b) It is greatly variable in nature
- c) Institutions, thought patterns and materials objects are cultural manifestations (Kroeber and Kluckhohn, 1952).

1.4. Characteristics of Culture

Anthropologists provide some basic characteristics that are applicable to any culture which are mentioning

Culture is shared:

Culture is something shared by members of a particular group. As Lederach stated: "*culture is the shared knowledge and schemes created by a set pf people for perceiving interpreting, expressing, and responding to the social realities around them.*"(Lederach, 1995: 9). In this sense, individuals of the same community share particular patterns that distinguish them from others.

Culture is learned and enduring:

Each individual carries within him or herself all what was learned during their lifetime including feelings, patterns of thinking and actions. Greet Hofstede sees culture as a consisting of mental programs "*Culture is the collective programming of the mind which distinguishes the members of one category of people from another*". (Hofstede, 1984:51).

Culture is a powerful influence on behavior:

Although behavioral scientists often use culture as an explanation of behavior. It plays a significant role in determining how an individual behaves in any given environment. For example, in some places, women can go outside at night and it is seen as normal while in other places it is forbidden and might even be considered as an unethical act. Some places allow males and females to mingle freely in public places while other individuals elsewhere are not allowed. This has a tremendous impact on behavior, and is evident when these people go to a place that has a different culture compared to theirs. They encounter what is known as "culture shock".

Culture is systematic and organized:

A third important element is that cultures are integrated coherent systems. Culture is more than a random assortment of customs. It is an organized system of values, attitudes, beliefs and behavioral meanings related to each other, to a cultural groups 'physical environment, and other cultural groups.

Culture is largely invisible:

Culture is not only concerned with understanding surface behaviors like handshakes invitations, ceremonies, bows and body language .It is more about the invisible elements of culture for example, the different ways of thinking, the cultural values and the social structures that are most important.

1.5. The Importance of Culture

Teaching culture plays a significant role in language learning. Yet, there has been a heated discussion about the role of teaching it. William Labov believed that the language learner should not only study the cultural context but should also be made aware the interaction between language and culture. In other words, language learners should not only develop their linguistic competence but also be exposed to the target culture in order to develop their intercultural communicative competence. Besides, language and culture are closely connected because language is a key element for saving traditions, culture, and traditional cultures that must exist to create good art. The Kenyan writer Ngugi Wa Thiong'o states that:

“Culture is a community in motion. Culture is to a community what a flower is to a plant. A flower is very beautiful to see. But it is the result of the roots, the stem, the branches and the leaves. However, the flower is special because it contains the seeds. These seeds are the future. It is the product of the past, and is ready for tomorrow”. (Ngugi Wa Thiong'o, 2006).

Consequently, teaching culture is very important since it gives the opportunity for people to interact with each other and behave properly in a new society.

1.6. Integration of Culture in EFL Teaching

Culture plays an essential role in language teaching with the goal of promoting communicative competence for learners. Language competence and culture are intimately and

dynamically connected (Rodrigues, 200). In this sense, language teachers have to shift from using traditional methods in their teaching and helping their students to develop and improve their competencies for effective learning.

1.6.1. How to include Culture in EFL Teaching

There are various ways to teach culture in EFL classrooms for example, learners may read articles from magazines or newspapers of the target society create web pages for visitors or simply by exposing the learners to the target culture by introducing films, series, songs or any different activity to enhance their learning.

The easiest way to design a cultural syllabus is to design a list of topics that are important for or of interest to students. In this sense, EFL teachers choose topics for teaching culture that better fit the learners' needs and interests. Their lists include, for example, greeting, patterns of politeness, verbal taboos, festivals, folklore, medicine, hobbies, meals and many other topics related to the target culture.

From topics to larger categories:

To design list of topics is considered as the easiest way while creating a cultural syllabus. However, this may lead to unsystematic provision of information. Concluding that some researchers have classified these chosen topics into different categories

The teacher may propose a list of categories. These categories will be regrouped and supplemented according the students' essays of writings. Yet, he has to focus on their interests and suggestions. These topics are concerned with the learner's intercultural abilities. Such topics helped them to practice the target language in real life settings. These abilities include the capacity of coping with daily life activities, traditions and living conditions for instance in home, school and at festivals, the ability to deal with social practices like good manners dressing and meeting people, confidence with the values ,beliefs and attitudes of the EFL users. For example, what they are proud of, worry about and find funny.

Last but not least, EFL learners should be able to use verbal communications, for instance, apologizing, greetings, expressing embarrassment, gratitude and love in addition to the body language and facial expressions.

Creating an authentic environment for more memorable learning, EFL teachers may develop their learning strategies by using posters, displays, and bulletin boards, maps in order to create a visual and tangible presence of the foreign culture, especially when language and

culture are learnt far away from the target country. Students can also create culture wall charts. Huges (1986: 168) calls this strategy the “Culture Island”.

As far as, the slice-of-life strategy is concerned, the teacher chooses a small part of life from the target culture and usually introduces it to learners at the beginning of the class. This short segment can be, for example a song related to the topic, short piece of writing or a poem. The main aim of this strategy is that it both raises the learners’ attention and arouses their motivation and interest. It does not take up much of a valuable class time.

1.7. Aims of Teaching Culture

Language teaching and learning rely largely on setting smart aims with many dimensions:

A-learners have to get knowledge about the social groups and their practices and customs. In other words, the main aim of teaching a culture is to develop the intercultural communicative competence.

B-Learners should become aware of the link between language and culture and their environment.

C-Language learners have to develop their awareness of the target language and draw a positive attitude towards foreign societies.

D-Learners should learn different types of language experience that is appropriate for different contexts.

1.8. Aims of Teaching Culture in EFL

To avoid possible misunderstandings in teaching culture in EFL classrooms, enable learners to be more aware of the foreign culture and give them opportunity to evaluate and adjust other cultures when necessary.

Learners of the foreign culture cannot be competent in the target language if they do not understand the other cultures and acknowledge the assimilation with our own culture. EFL learners should comprehend the target language and communicate with it inside and outside the classrooms. (Ladson Billing, 1992: 314) believes that the aim of teaching culture as “*The kind of teaching that is designed not only to fit the school culture to the students’ culture but also to*

use student cultures as the basis for helping students understand themselves and others structures, social interaction and conceptualize knowledge”.

Culture provides the opportunity for learners to know one’s self and one’s heritage. This ensures that learners will develop a strong sense of identity, leading to greater self-confidence.

1.9. Difficulty of Incorporating Culture in EFL Teaching

Teachers and pupils are facing difficulties while incorporating culture. The primer issue is differences in cultures because varying ethnic groups have different cultures. The second trouble is time insufficiency, the majority if not all of language teachers suffer from this issue and could not incorporate culture properly in EFL classrooms.

Another point is the inadequacy of teaching materials especially in Algerian schools. This problem unable pupils to interact in real life contexts. The importance of materials as *“authentic would be materials designed for native speakers of English used in the classroom in a way similar to the one it was designed for”*(Widdowson, 1990 : 233).

1.10. Conclusion:

To conclude this chapter, it is worth mentioning that language and culture are closely connected and it is of a great importance to include it in teaching English as a foreign language for teachers and learners. However, most importantly pupils should focus on how to communicate effectively by taking into consideration their real experiences. More precisely this chapter introduced the definition of both language and culture and the link between them as well as the aims of culture and its crucial importance. In addition to how teachers of foreign language should integrate it in EFL classrooms.

Chapter Two:

**Data Analysis
and Textbook Evaluation**

2.1. Introduction

EFL classes mostly rely on three major operators, textbooks, teachers and learners. Textbooks serve at replicating the approaches and the teaching philosophies adopted by the educational designers, while teachers stand for mediators that contribute to embodying the systematic and comprehensive graduation of the textbook content. On the other hand the learner's competent performance of the language knowledge stands for an assessment to the entire teaching process. Textbooks' cultural-bound content and the teacher's cultural awareness are crucial factors in enhancing the learning outcomes and establishing for a communicative competence.

In accordance with the rationale of this research, this chapter focuses on examining these three major pillars of an EFL teaching, textbook, teachers and learners and classroom observation. Therefore this chapter introduces the practical answers to this research questions.

2.2. Sample

This chapter derives its findings from secondary school teachers ; third year secondary school learners, third year secondary school textbook , and an observation to a third year secondary school classroom of foreign languages.

The teachers addressed are exclusively those currently in charge of third year secondary school learners from three different schools in three different communes in Tiaret. Questionnaires collected reached twenty two (22) papers.

Learners approached were exclusively foreign languages students as they are supposed to receive language-bound knowledge through an intensive and a comprehensive syllabus. An observation parallely took place at their classrooms to examine the atmosphere in which language is transmitted.

Third year secondary school Textbook formally entitled « New Prospect » is examined through a cultural-biased evaluation presented by Souryana, Y. (2008). « New Prospect » is selected since it is to be the ultimate stage of the curriculum.

2.3. Investigation tools

This research adopted a descriptive analytical approach, it was conducted through questionnaires ; classroom observation ; and textbook evaluation, in order to answer three main questions stimulated by this research ; are the cultural aspects of the English target community incorporated in the Algerian teaching manuals ? Are teachers aware of the importance of teaching culture along with language? Are learners adequately competent to know about the target community?

2.4. Teachers' questionnaire

EFL teachers in secondary schools provided important information about the implementation of the cultural aspects throughout the textbook and the entire curriculum. Twenty two (22) teachers answered the questionnaire from 3 different schools in Tiaret: Ali ibn Abi taleb High school, Zakaria Medjdoub high school and Hadj ahmed hatab The questionnaire was submitted online because of several reasons.

2.4.1. Interpretation of the teachers' questionnaire

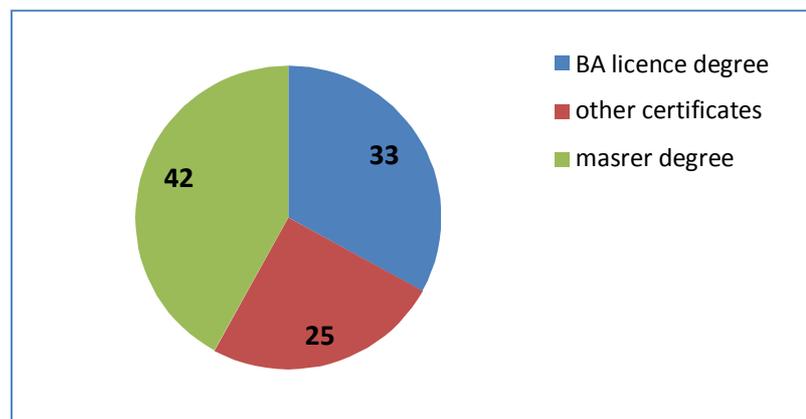
Teachers answered a two- part questionnaire.

Part One:

The first part included 6 personal close-ended questions:

Q.1 Educational Degree

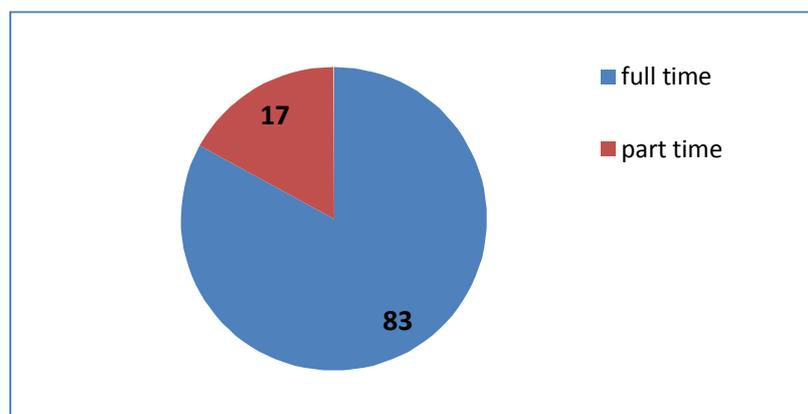
The data shows that 33% of teachers had BA License degree, 42% respondents hold a Master degree while only 25% of teachers had other certificates.



Graph 1: The teachers' educational degree.

Q. 2 Employment Statues

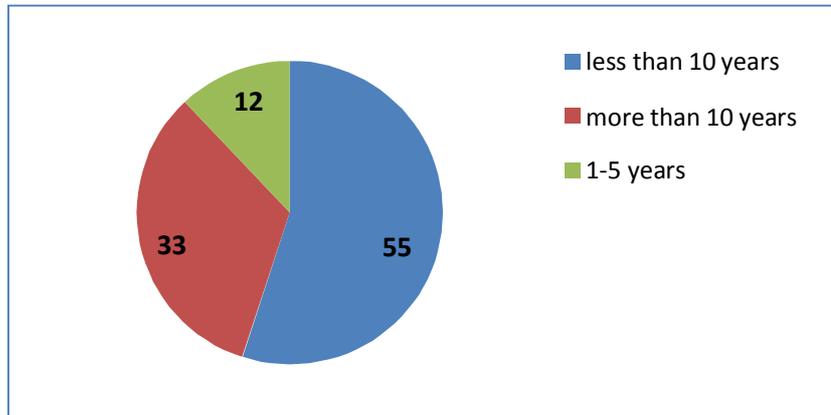
The study shows that 83% of teachers were full time teachers while only 17% were Part time teachers.



Graph 2: The teachers' professional status.

Q.3 Work Experience

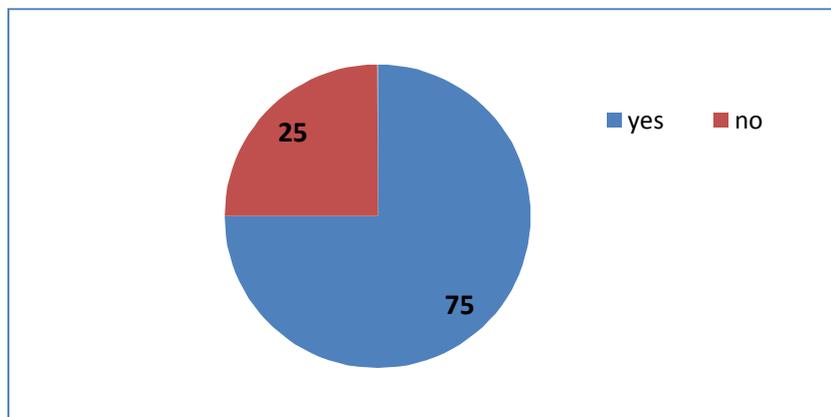
Teachers selected for this research varied in their teaching experience, 33% taught English for more than 10 years, 55% had been teaching English for a bit less than 10years, while 12% of them have not reached five years of service.



Graph 3: The teachers' work experience.

Q.4 Have you ever been to an English speaking country?

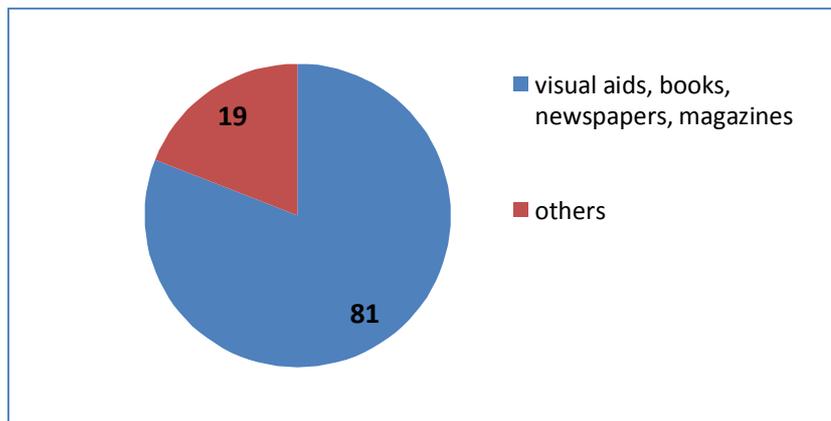
In response to the question, whether the respondents have already been in an English speaking country Only 25% had the chance to be abroad. While 75 % declared that they have not been abroad. Yet teachers who had been abroad noted that their visit was not funded by the Ministry of Education but either for the PHD degree or other personal matters.



Graph 4: Teachers who traveled abroad.

Q 5: Which teaching materials do you use as a teacher?

It is clearly indicated that audio visual aids are rarely used by teachers notably for the current academic year because of different reasons comprehensible reasons such as the exceptional program introduced by the ministry of education and time constraints. Only 19 % of teachers declared that they still base their teaching upon books, newspapers, videos, pictures, and auditory aids.

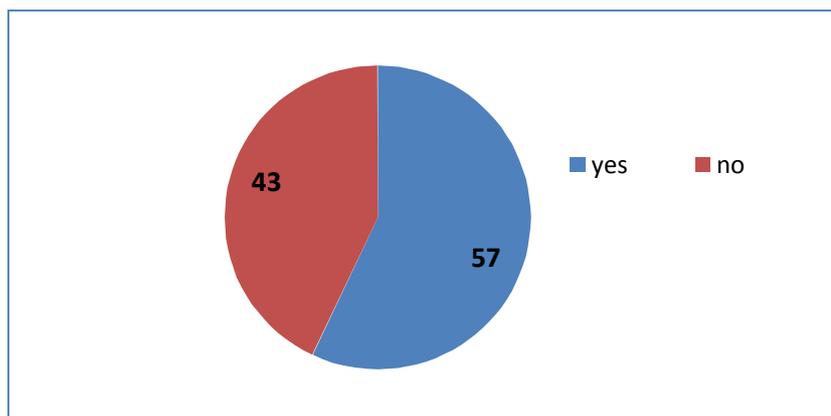


Graph 5: Materials used for teaching culture.

Section two: Teacher's Conception of Teaching Culture

Q.1 Do you think that teaching a foreign language means teaching its culture?

In response to this question 57% of teachers strongly believed that culture is a Core element in teaching a foreign language, while unfortunately 43% declared that culture is not a necessary subject for EFLT.

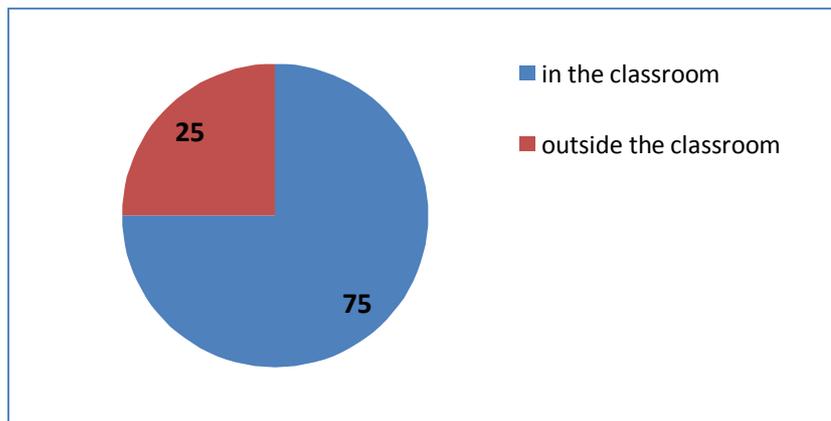


Graph 6: Teacher's perception about culture teaching.

Q.2 Do you think that the teaching of culture should take a place?

- Outside the classroom.
- In the classroom.

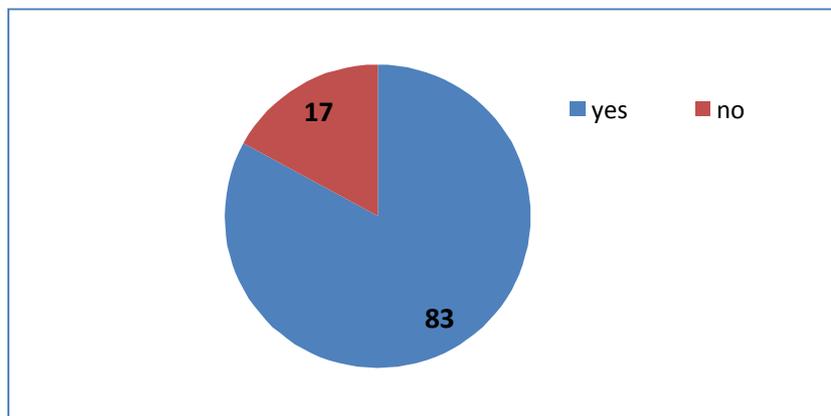
From the answers provided for this question, 75% of teachers believed that culture should normally be taught in the classroom through a specific syllabus and well-designed materials. While 25% believed that culture is a supplementary element that could be introduced to learners outside the classroom through different sources.



Graph 7: The place of teaching culture.

Q 3: Do you think that culture should be implemented in the coming reformation as a fifth skill to be taught while teaching English?

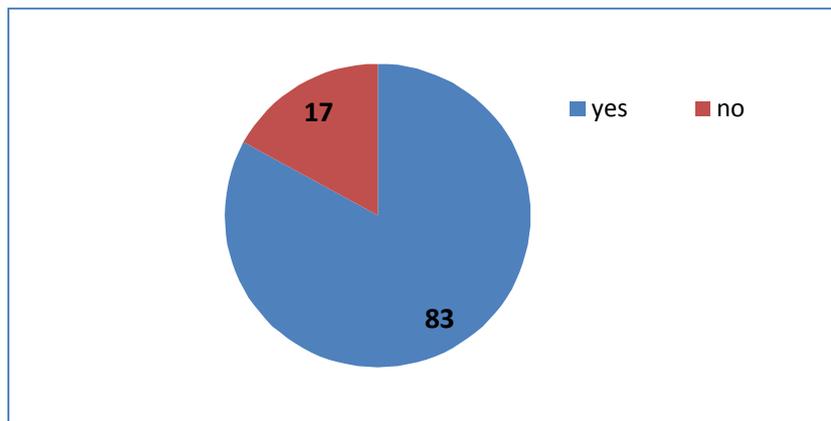
The results show that a great majority of the respondents 83% welcomed the suggestion while 17% of them did not necessarily believe in reconsidering culture in the coming reformations.



Graph 8: The Respondents' views on the teaching of culture as the fifth skill.

Q.4 Do you think that the teaching materials used are good enough for teaching culture?

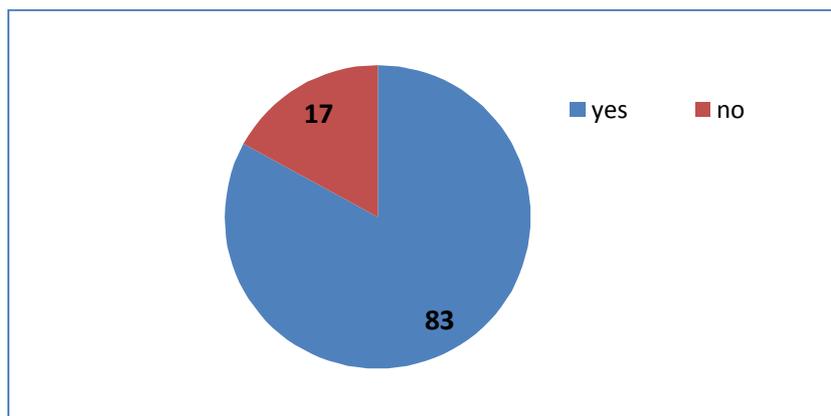
Great number of teachers 75% think that the teaching materials used for teaching Culture could be considered little good. 17% of them felt that these materials are good in transmitting a culture-bound knowledge. While only one teacher claims that they are not at all good for teaching Culture in EFL classes.



Graph 9: The Respondents' views on the teaching of culture as the fifth skill.

Q.5 Do you train your learners to be broad minded and encourage them to accept the different lifestyles in USA and Britain? justify your answer.

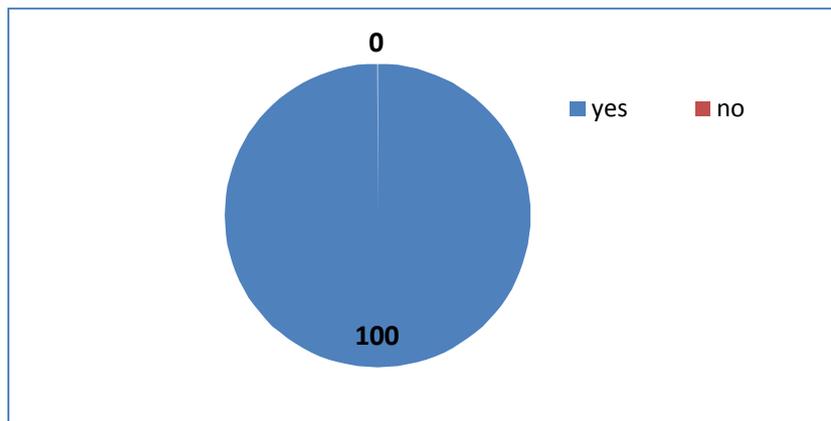
The question shows that most of teachers 83% neither introduce traditions and styles of living in USA and Britain nor encourage learners to accept them. These teachers justify their answers by the intensive grammatical agenda and the time constraints; others consider foreign cultures as a threat to learners own culture. On the other hand 17% of the respondents support their learners to be more open-minded and accept the cultural aspects of Britain and USA because they think that teaching a foreign language means teaching its culture.



Graph 10: The teachers' views on encouraging the learners to accept different lifestyles in USA and UK.

Q.6 Do you think that the baccalaureate exam and the intensive syllabus prevent you from incorporating culture in your teaching?

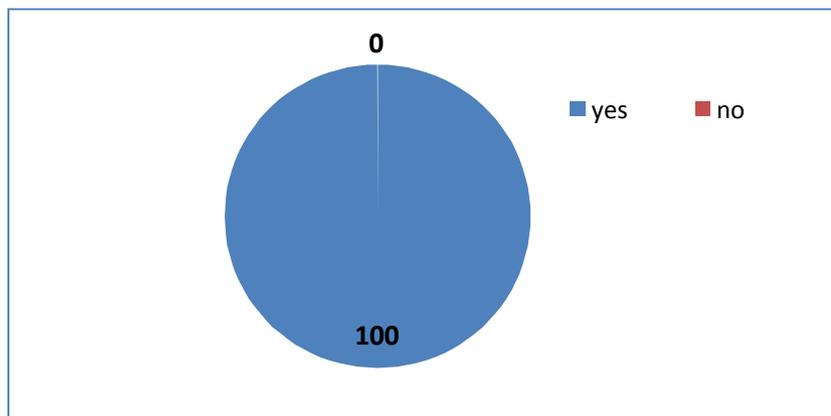
Interestingly all the teachers agreed with the situation introduced by the question as all of them believe that the instructions provided by the inspector and the grammar points to be covered for the baccalaureate exam restrict their teaching and marginalize teaching culture.



Graph 11: The teachers' perception about the baccalaureate exam and the intensive syllabus.

Q.7 Do you think that the Algerian curriculum serves well at preparing learners to interact well in a real life setting?

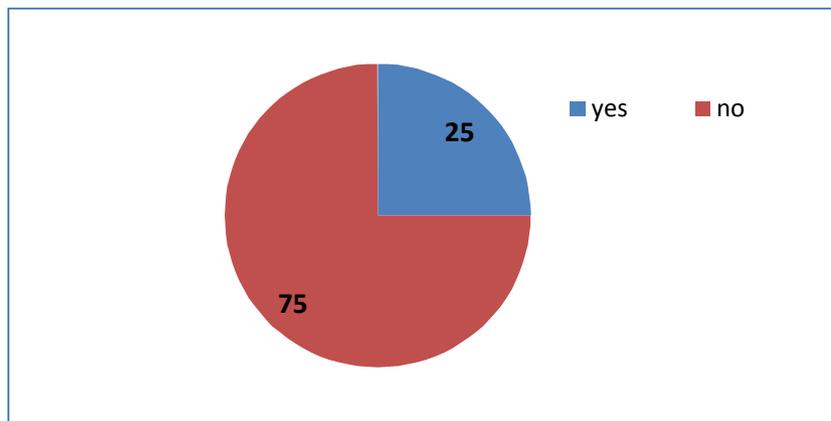
The answers provided by teachers show that all teachers believe that the linguistic competence prevails over the objectives described by the Algerian curriculum, which does not necessarily prepare learners to communicate in a real life setting.



Graph 12: The teachers' views on the Algerian curriculum.

Q.8 Do you think that it is the teacher responsibility to deliver cultural knowledge?

The graph demonstrates that 75% of teachers believed that it is not their responsibility to deliver the cultural knowledge if it is not recommended by the inspector or covered by the syllabus and the textbook. They said that they had better focus on teaching the four skills oral, listening, reading, writing and other aspects of language. While only 25% of the respondents strongly believed that the teacher is the main source for delivering the cultural knowledge, motivation, classroom atmosphere, the methodology and the common techniques.



Graph 13: The responsible of the cultural knowledge.

2.4.2. Analysis of the teachers' questionnaire

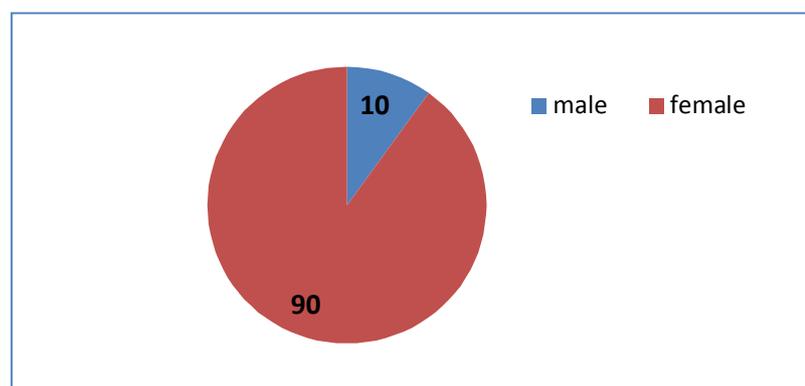
Although all the teachers selected for this study agreed on the importance that should be assigned to teaching the cultural aspects about the target community, most of them marginalize teaching culture because of various reasons such as privileging the learners' linguistic Competence. Furthermore the instructions and the recommendations introduced by the inspectors do not include furthering learners' ability to communicate in a real life setting or expending their knowledge about the culture of the target community rather they solely emphasize other aspects of the teaching process. Other reasons for marginalizing culture in the Algerian EFLT include teachers' unawareness of the importance of teaching culture, their insufficient knowledge about the target culture themselves, in addition the answers demonstrated by the questionnaire show that the more experienced teachers are the less they care about expending their teaching beyond the textbook.

Learners' questionnaire

Third year foreign languages learners were chosen from the same high schools as teachers. The questions introduced were to be an evaluation to their information about the English community. Learners approached reached forty three (43) learners.

Q.1 Male or Female?

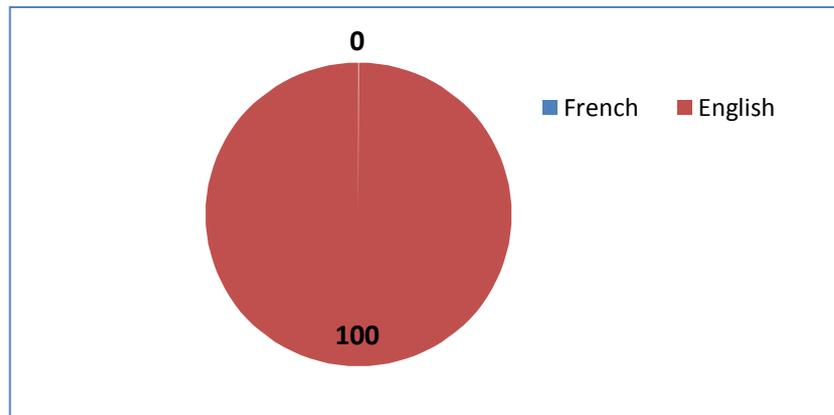
This questionnaire randomly approached 30 girls and 13 boys.



Graph 14: Learners' gender.

Q.2 Which foreign language would you choose? English or French

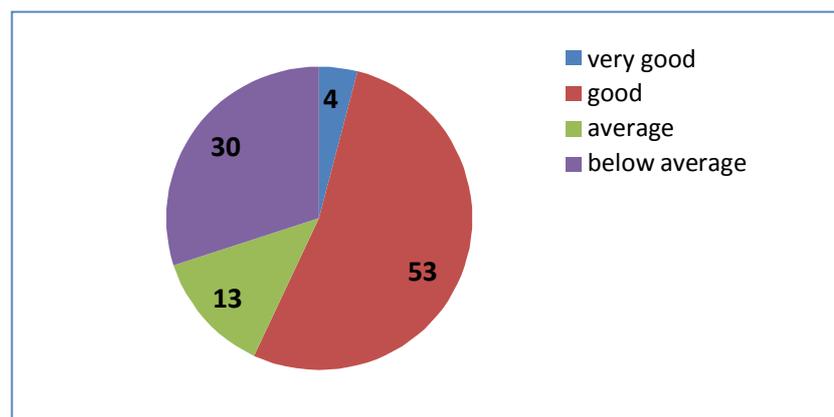
Interestingly all the students selected English over French.



Graph 15: Learners' favourite language.

Q.3 How would you describe your English?

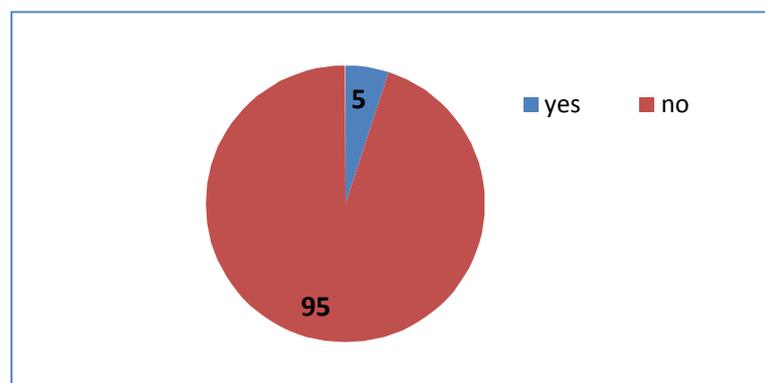
This question was introduced by four (4) options, 23 consider themselves good, 13 selected average, and 6 learners consider their English below average. Yet only one student selected very good.



Graph 16: Learners' perception of their English.

Q.4 Do you like your textbook of English? Justify your answer.

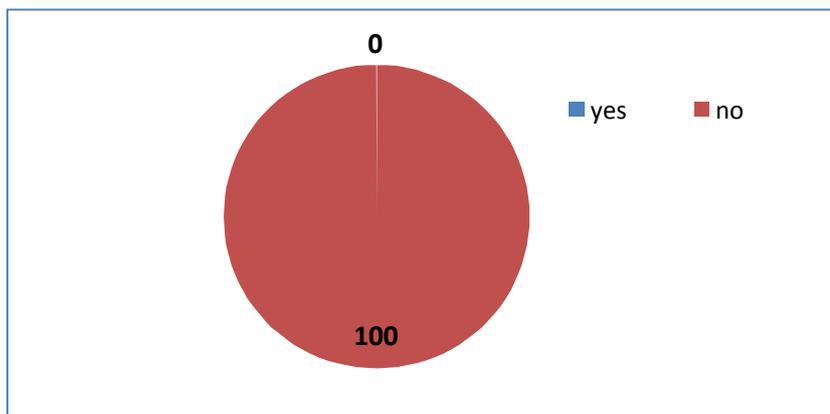
This question shows that most students (41) are not attracted by the textbook of English. This lack of appreciation is a result of several factors such as stimulation of boredom, outdated content, and the combination of difficult vocabulary and long texts.



Graph 17: Learners' perception about their textbook of English.

Q.5 Do you know why both USA and Britain speak English? If yes say why.

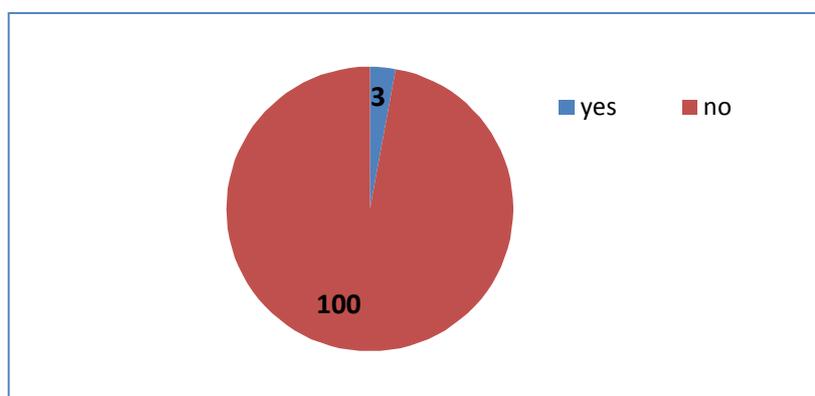
The answers displayed by the graph show that all the students are not aware of the reasons why English is spoken in both USA and Britain. Even the students who claimed they know why presented inaccurate justifications.



Graph 18: The learners' knowledge about English history.

Q.6 Do you know what is the difference between Great Britain and England? Justify your answer.

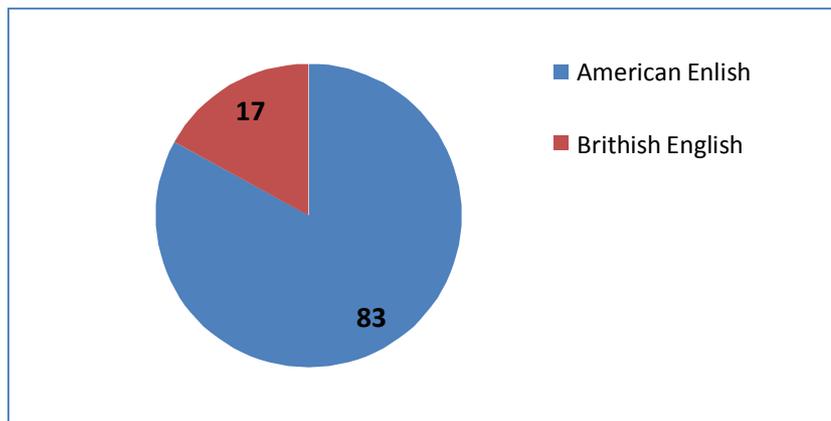
Answers to this question show that most learners (42) ignored that could be any difference between the two words. Still one learner brought the right justification.



Graph 19: The learners' knowledge about the difference between Great Britain and England.

Q.7 Cite some English accents that you know.

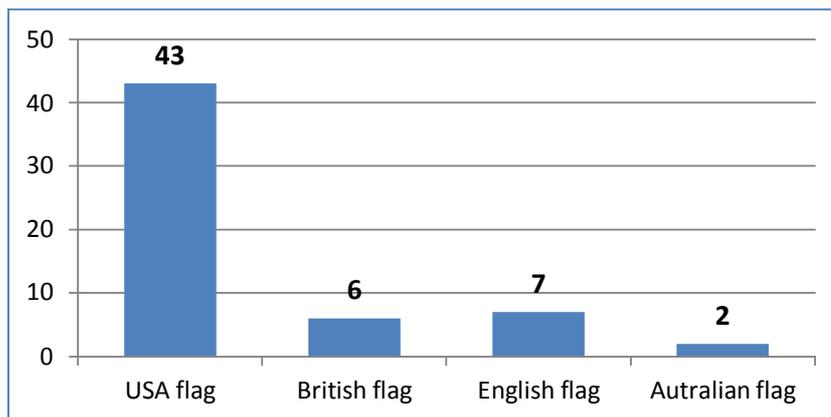
In answering this question most learners asked for help and could not figure out the answers however from the explanation provided by the researchers all the students (43) answered either with American English (36) or British English (7).



Graph 20: The learners' knowledge about English accents.

Q.8 Match those flags with the following countries.

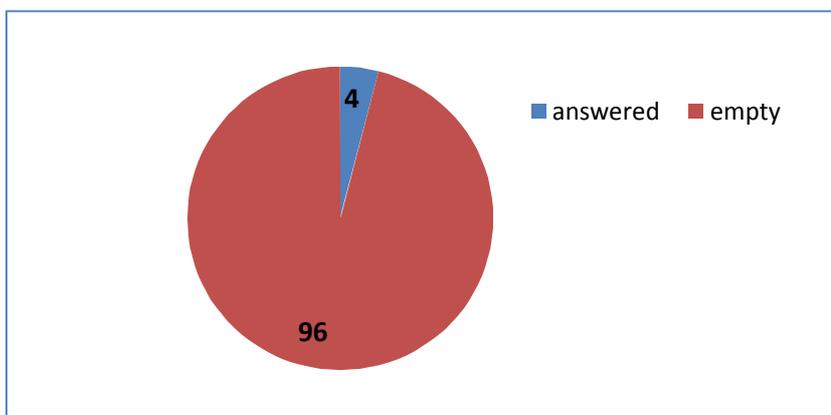
In this question students were given the four flags of USA, Great Britain, England, and Australia. All the learners (43) as shown on the graph figured out the flag of USA. The flag of Britain figured out by 6 learners. England solved by 7 learners. While only 2 learners identified the flag of Australia.



Graph 21: The learners' recognition of different flags.

Q.9 Cite some English writers or English novels that you read or heard of.

This question was left empty by most of the learners, still two (2) of them wrote Harry Potter.

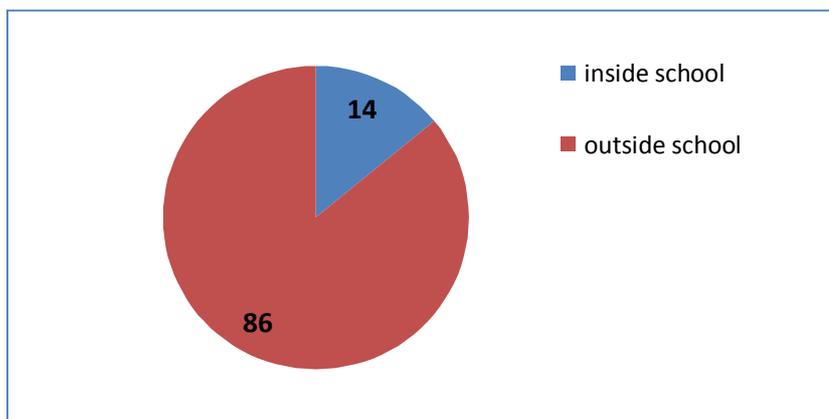


Graph 22: The learners' knowledge about English literature.

Q.10 Do you think that most of your English comes from:

- a) School / your teacher / the textbook.
- b) Television/ movies / songs / YouTube videos / podcasts.

From the answers provided for this question, it is clear that the majority of the learners (37) believe that they are learning English outside school. While six (6) learners still believe in learning either from their teacher or the textbook.



Graph 23: The learners' input of English.

2.1. Analysis of the learners' questionnaire

Learners were approached by a questionnaire that attempted to assess their knowledge about the target community. From the answers introduced by the respondents, it is obvious that they significantly ignore the basic knowledge that one must possess before learning any language. The answers collected call into question the aims set forth in the Algerian curriculum and question the reasons why learners consider the knowledge provided academically is less sufficient when compared with that offered on different platforms.

The educational designers in Algeria must be aware that the youth are gradually and dramatically reorienting their interests towards English, still this reorientation is embedded by an outdated curriculum that was designed to another generation. This deficiency in the Algerian EFLT does not only discourage learners but also the teachers in charge of EFL classes.

2.5. Textbook evaluation

This study mainly aims at investigating the presence of the cultural aspects of the English community throughout the content of « New Prospect ». This investigation is conducted with reference to model. It aims at evaluating The linguistic and visual constituents incorporated in the textbook by the educational designers. Mention can be made of the unified approach used

In presenting the six (06) teaching units in disregard of the different aims set for each teaching stream in particular. Such affinity in the presentation permits to this research to base

its investigation upon one random unit of the textbook in order to conclude the same findings.

The evaluation starts by introducing the textbook and providing an overview of the content before presenting an in-depth evaluation of one unit.

Presentation of the Textbook

✓ **The structure of the textbook**

« New Prospect » is the official textbook introduced by the Algerian Ministry of Education to third year secondary school learners. It has been first presented in 2007 in parallel with the academic reformation that adopted the competency-based approach. This textbook replaced the former one sharing the same Title « New Prospect »

✓ **Introduction of the textbook**

- a) **Name of the textbook** : New Prospects
- b) **Type Date of Publication** : 2007
- c) **Authors** : S. A. ARAB, B. Riche and M. Bensemmane
- d) **Publishing House** : The National Authority for School Publications
- e) **Type of The Textbook** : teaching manual to teach and learn English for secondary school
- f) **Target Learners** : Third year secondary school learners
- g) **Teaching methodology** : Competency Based Approach for Language Teaching
- h) **Number of pages** : 270

✓ **Presentation of the front and back cover**

The front page of the textbook denotes the name of the country 'The people's Democratic Republic of Algeria' and the Ministry of National Education written in Arabic at the top of the cover. It displays a joint picture of men and women in different occupations preceded by the title of the course book in bold letters. At the bottom of the cover the destined population is written in both Arabic and English.

The back page appears to be empty with the book mechanical information denoted at the bottom in Arabic such as the price the copy right information and the logo of the printing office.

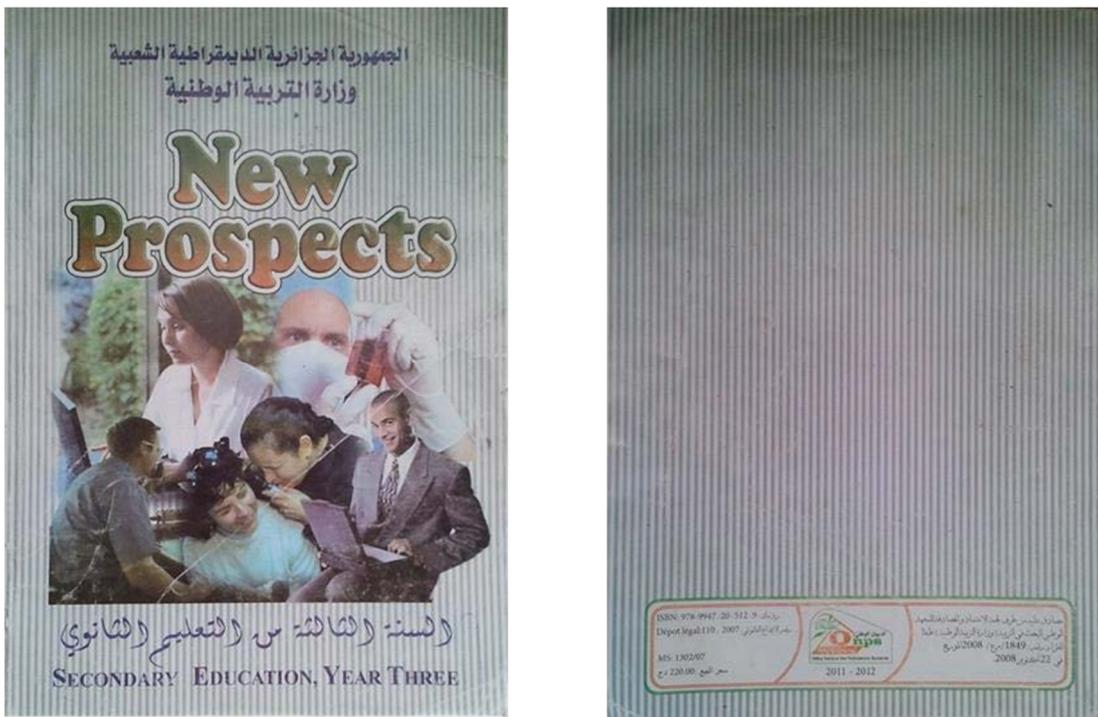


Image 1: The front and back cover of the textbook.

✓ **Content of the textbook**

« New Prospect » is designed to all third year streams, with a unified approach of presentation. It includes Six (06) teaching units as follows:

Teaching units	Themes of the units
Unit 1 : Exploring The Past.	Ancient civilizations
Unit 2: ill-gains never prosper.	Ethics in business : fighting fraud and corruption
Unit 3: schools: different and alike.	Education in the world: comparing educational systems.
Unit 4 : safety first.	Advertising, consumers, and safety
Unit 5: it's a Giant Leap for Mankind.	Astronomy and the solar system.
Unit 6: We Are a Family!	Feelings, Emotions, Humor and related Topics

Table 1: titles of the units and themes in « New Prospect ».

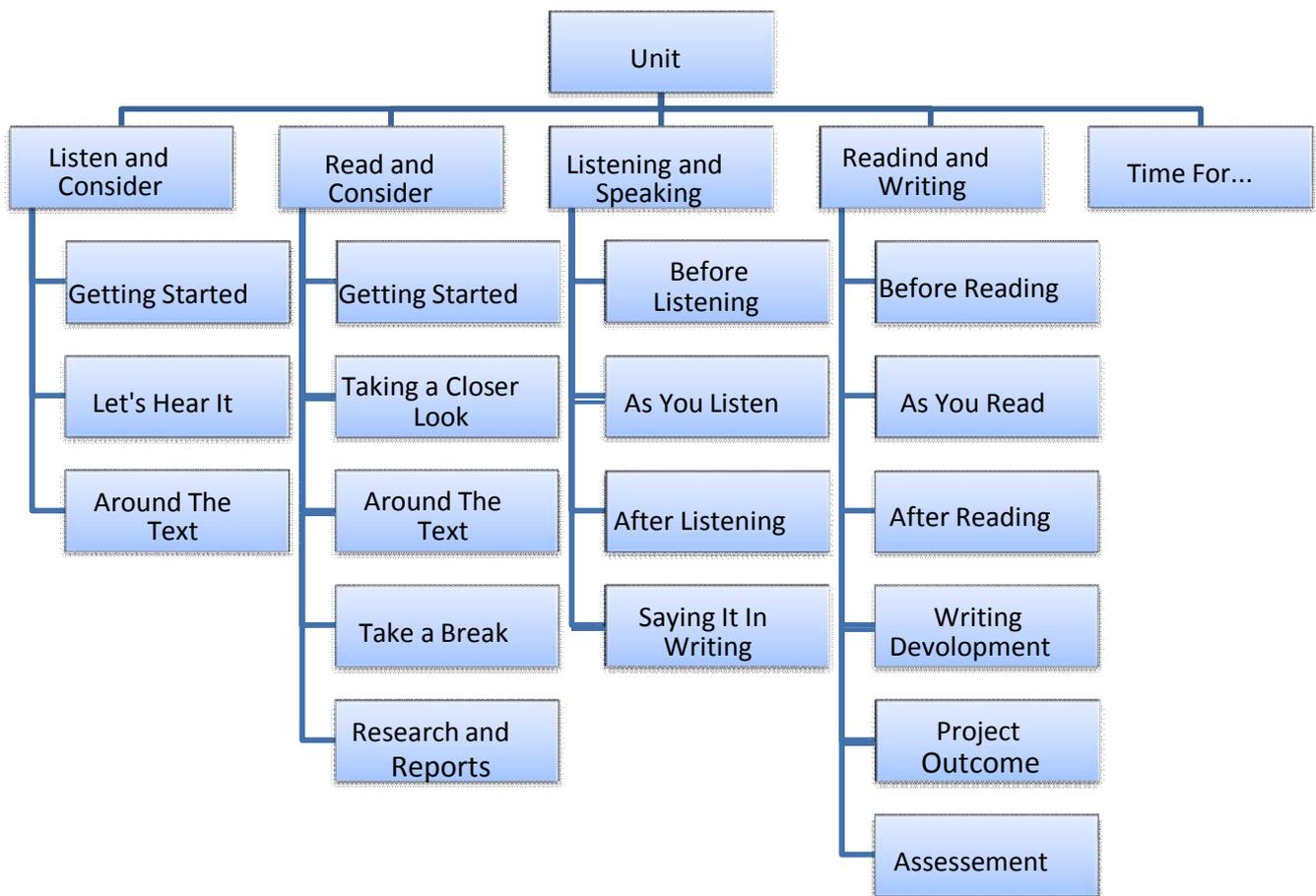


Diagram 01: New Prospect unit structure.

Units in « New Prospect » are introduced with two pictures that illustrate the title and the theme of the unit with accompanied notes of the project that is to be accomplished at the end of the unit.

Each unit is inaugurated with 'Listen and Consider' which is divided into three subsections, 'Getting Started' is a picture-based activity that serves as a warm-up to the entire unit; 'Let's Hear It' is a subsequence that tends to develop the learners' listening skills through answering a bunch of questions related to a listening script (from the textbook) that is read by the teacher. 'Around the Text' is a rubric that is designed to help learners revise grammatical rules along with vocabulary and pronunciation.

'Read and consider' is the second sequence that is based on a text-related activities. This sections starts with 'Getting Started' that includes some questions related to the main topic. 'Taking a Closer Look' includes a text accompanied with an illustrating picture and phonetical transcriptions of some words from the text, which is followed by 'Around the Text' that tends to present the grammatical rules, vocabulary, pronunciation and the spelling items that are to be taught throughout the unit. This rubric ends with an assignment to be accomplished, and is followed by 'Take a Break' and 'Research and Report'.

'Listening and Speaking' includes four subsections: 'Before Listening', 'As You

Listen', 'After Listening', and ends with an activity of 'Saying in It in Writing' that tends to round up the sequence learning outcomes in a short paragraph.

'Reading and Writing' is the last teaching sequence that concludes each unit. 'Before Reading' represents a picture-based activity followed by 'After Reading', 'Writing Development', 'Project Outcomes', and 'Assessment'.

Every unit ends either with a poem or a song under the title of 'Time For'

✓ **The presence of culture in the linguistic and the visual constituents of the textbook**

New Prospects (2007) comprises training units with a rich visual style that incorporates a plethora of images, many of which are colored photographs with a lot of cultural significance. In the portion of 'Listen and Consider' under the banner of 'Let's Hear It,' each unit has two listening scripts that are supposed to be heard by the students and used in answering various questions. In addition, each unit has a reading text in the 'Read and Consider' part under the title of 'Taking a Closer Look. 'In addition, there is another text under the heading of « As You Read » in the section « Reading and Writing. » Each lesson has two texts with questions concerning their content; the first acts as an example, while the second usually tries to improve the students' language skills. Finally, towards the end of the textbook, there are the extra reading materials, which range from three (03) to six (06) reading texts per unit and are organized thematically according to each subject. The teacher uses the listening scripts and two reading texts, and the additional reading texts are frequently ignored in the classroom.

Except for "How Is Your Energy Balance ?", a reading text in unit 4 "Safety First," that is written by the designers in order to expand the outcomes of the unit, the other texts with references are simplified and adapted from original ones written by British and American writers. A review of the six instructional units demonstrates that each one approaches culture in a unique way.

In unit one, culture is taught as a historical reality and the local culture is used to teach the foreign language. It situates the Algerian culture alongside the Egyptian and the Phoenician ones. The highlight of this union may be considered to be a positive diversity, and even the incorporation of the local culture encourages students to appreciate their culture and consider it to be a part of the universal culture.

In units two (02) three (03) and six (06) culture is introduced as a set of universal ideals consisting of traditions, social behaviors, Attitudes, and practices related to lifestyles, few of which represent majorly the British and American communities among all the existing English ones.

Units four (04) and five (05) incorporate various linguistic and visual materials that

favor the target language culture as the setting in which the target language is taught.

Several concerns are raised from both sides, some users (teachers and learners) view New Prospect as an outdated material that have to be replaced with a more recent one and supplemented with other authentic audiovisual aids that provide learners with an authentic perspective of the target English communities. On the other hand other voices disclaim the explicit incorporation of foreign cultural aspects in fear of vanishing the learners' own culture.

When the text/script is of the culture-general kind, we detect a trend in the activities linked to reading texts and listening scripts: queries are usually about the content with no reference to culture. When the text/script is of a culture-specific nature, such as the target culture, questions may test the learners' cross-cultural comprehension by contrasting the target and the source cultures.

On a visual level, the textbook contains a total of 95 images of various types for various purposes. The photos are organized in the table below:

Images in New Prospects	Photographs	Diagrams	Maps	Cartoons	Total
Number	62	16	02	15	95

Table 2: Image Distribution in New Prospects.

The majority of the images in New Prospects depict foreigners, both famous and unknown as representatives of their countries in comparison to Algerians; the textbook also includes images of foreign settings representing various cultures and countries.

Foreign persons and settings are depicted on the same page as Algerian people and settings; often, this interaction is illustrated on the first page of each unit. This shows that the textbook's creators attempted to create a cultural equivalent, between the foreign and the local. They believe that the students' identities will continue to be a decisive factor in their ability to learn a foreign language.

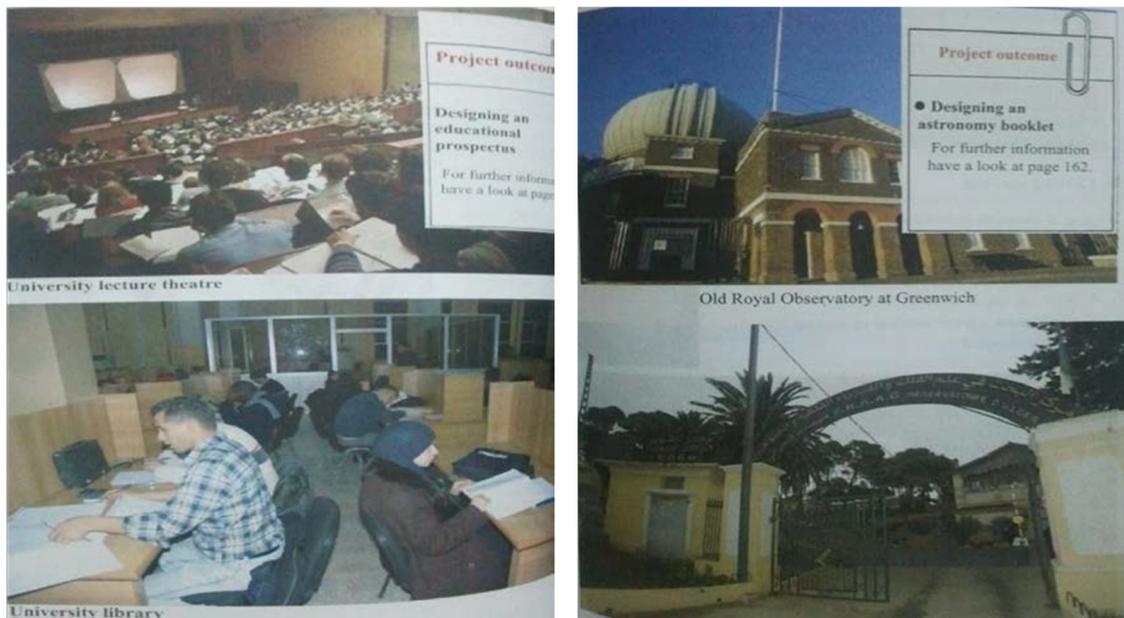


Image 2: Unit 3 Front Page Image 5 : Unit 5 Front Page.

In general, the visual component of the textbook portrays both local and foreign culture in a favorable light. The local and foreign cultures have balanced the cultural content of the photos is significant. The textbook's visual constituents, on the other hand, do not challenge students' perceptions of what is stereotypical about a foreign culture. Furthermore, some of the pictures happen to be outdated depicting celebrities from the 1960s and 1980s. As a result, learners may feel alienated from what they represent, and eventually from their culture. This could be owing to the designers' pursuit of authenticity or their deficient knowledge of contemporary popular cultures.

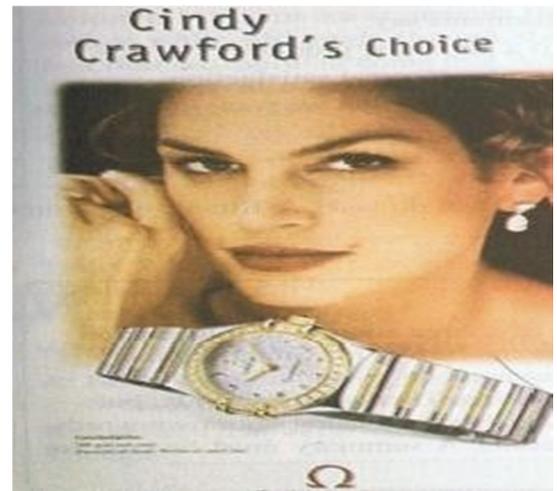


Image 3: Presentation of the foreign culture.

2.3.3.1. Culture-based evaluation for Unit Three (03)

The unit is untitled 'Schools: different and alike' it is devoted to introduce various educational systems to learners with an explicit emphasis on comparing the American and British schools. This evaluation includes the pictures, the Listening scripts, the activities, the reading texts, and the assigned activities.

Getting started

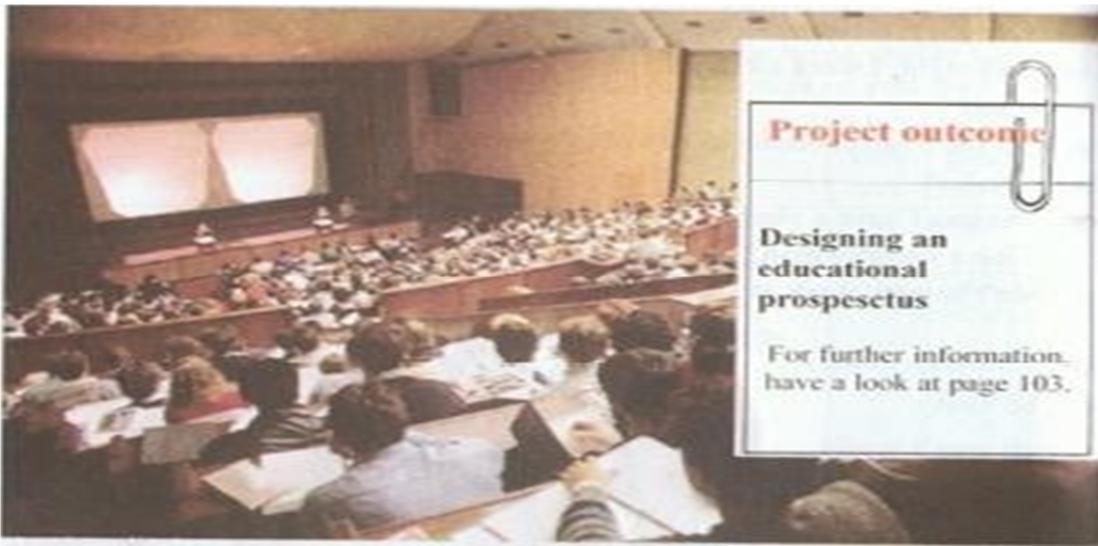


Image 4: a foreign amphitheater in a given university.

Presentation of the image

- Type of image
- Source of image
- The role of the image:

Unit three (03) begins with a picture with no attribution to the source or a copy right.

Although this image does not include any joint questions or tasks, it is intended to introduce the unit and provide opportunities for students to practice their oral skills

Cultural attribution

- What does the image represent?
- How does it represent the target culture?
- How does it portray foreigners?

It illustrates what appears to be a foreign amphitheater in a given university. It is culturally unimportant in depicting a western lifestyle because it duplicates a common scene that can occur both locally and in the target audience. It depicts inanimate objects that have been photographed at random. Nonetheless, this image is related to the unit's theme.

The pedagogical role

No activity or inquiry is recommended.



Image 5: a bunch of Algerian students in a university's library.

Presentation of the image

- a. Type of image
- b. Source of image
- c. The role of the image

similarly to the previous picture has not an attribution to source or the copy right, it is also intended to introduce the unit and establish a cultural comparison.

Cultural attribution

- a. What does the image represent?
- b. How does it represent the local culture?
- c. How does it portray foreigners?

This picture represents a bunch of Algerian students in a university's library. It represents The local culture in a quite positive manner provided that it includes the use of technology and high education. The actors appear to be inanimate and do not focus on the viewer.

The pedagogical role

No activity or inquiry is recommended.



Image 6: local and foreign actors in different occupations.

Presentation of the image

- a. Type of image
- b. Source of image
- c. The role of the image

Image 03 taken from Suzan Sheerin et. al. Spotlight on Britain , OUP,1990, p.89.

Encarta. It tends to establish for a coming reading activity and brainstorm learners.

Cultural attribution

- a. What does the image represent?
- b. How does it represent the local culture?
- c. How does it portray foreigners?

It represents both local and foreign actors in different occupations. Such a depiction stimulates the learner's reconsideration of the importance of education in the world, thus it introduces culture in a positive way. Actors in the photograph are Divided into tiny icons according to their jobs.

Pedagogical role

It is associated with a set of picture-based questions although some of which are not related to the conception conveyed by the image.

Script 1: A School Child's Parent in the Headmaster's Office

Presentation of the script

The listening script is derived from Cambridge First Certificate English, page 69, and is headed « A School Child's Parent in the Headmaster's Office. » There are no details regarding the author or the publication date. The script isn't genuine.

Cultural attribution

- What does the image represent?
- How does it represent the local culture?
- How does it portray foreigners?

The script depicts a conversation between the headmaster and a parent of a student, in an office regarding his child's future. The text is culturally distinctive, and it uses a dialogue structure to reflect the target culture (British) this conversation Displays the British people's cultural beliefs in terms of which decision is best for the future of Mr. Harris's son, in this situation, it replicates a positive image of the other members of society.

The pedagogical role

The listening script-related questions are aimed at improving the learners' listening skills. They do not, however, focus on the cultural aspect of the meeting in order to push the learners cultivate intercultural awareness.



Image 7: British students holding their diplomas at their graduation ceremonials.

Presentation of the image

- Type of image
- Source of image
- The role of the image

It is an insourced picture that tends to establish door an ore-reading activity and brainstorm learners.

Cultural attribution

- a. What does the image represent?
- b. How does it represent the local culture?
- c. How does it portray foreigners?

It portrays a bunch of British students holding their diplomas at their graduation ceremonials. Similarly to the previous pictures this one provides learners with a positive insight into education and culture. It emphasizes the formal graduation attire which could be held for an authentic portrayal of the British traditions

The pedagogical role

The four photo-related questions are difficult for the students to answer, and they initiate a dialogue that inquires about education in Britain and the equivalents of British degrees in Algeria and Algerian institutions in Britain.

Text 01: Education in Britain**Presentation of the text**

The title of the text is « Education in Britain. » It is an excerpt from the book « Guide to British and American Culture. » There are no further details about its author, publication date, or location. There is a link to the page where it was extracted (p 66). The text is an adapted extract, so it is not authentic

Cultural attribution

The text analyzes and contrasts the British and American educational systems, as well as providing information on their relevance to the people. It highlights the variations in attitudes about private schooling between British and American citizens. Although it presents a favorable view of other cultures, it portrays it as a collection of certainties and it ignores the prototypes of minor cultures.

Pedagogical role

The majority of text-related questions focus on issues other than cultural ones. However, there is a question concerning the contrasts and similarities between the British and Algerian schools that try to develop knowledge about the disparities between the local and the target cultures.



Image 8: British girls with the schooling uniform at a given British school .

Presentation of the image

- a. Type of image
- b. Source of image
- c. The role of the image

Image five (05) is a picture taken from Encarta that is supposed to interpret a given cultural aspect.

Cultural attribution

- a. What does the image represent?
- b. How does it represent the local culture?
- c. How does it portray foreigners?

It presents a group of British girls with the schooling uniform at a given British school reserved to girls. The graphic depicts Britain's respected and extensive history of education. Even though clichéd, it portrays the other as a favorable figure that represents discipline. The picture is taken at random as the social actors are an interacting with the viewer.

Pedagogical role

No activity or inquiry is recommended.

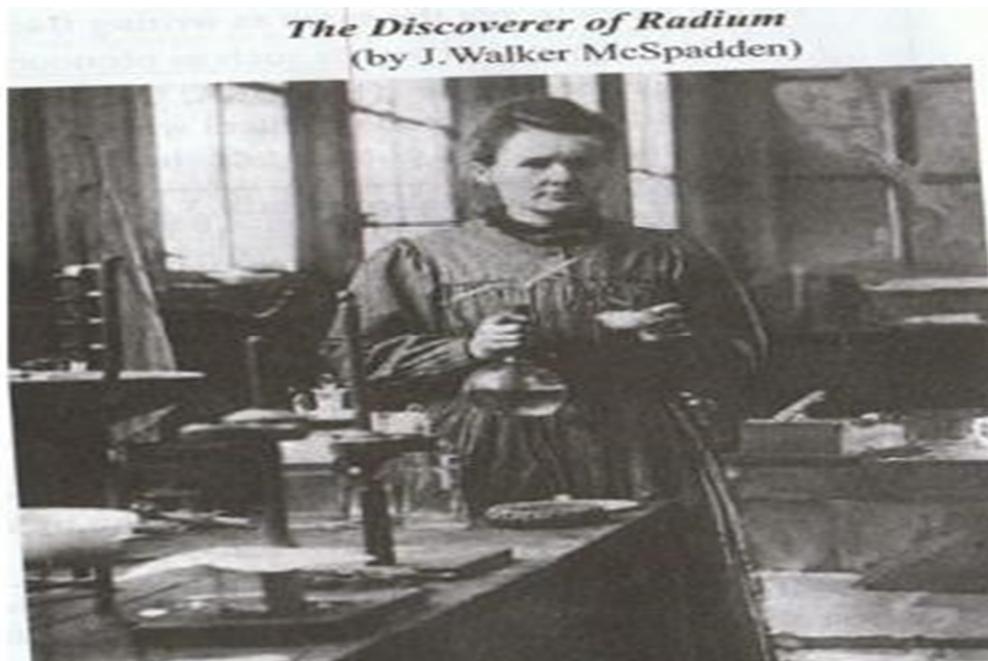


Image 9: 'Adventures Ahead', Companion Series, Hrcourt by Eva Meushaw.

Presentation of the image

- Type of image
- Source of image
- The role of the image

It is a black-and-white picture taken from, 'Adventures Ahead', Companion Series, Hrcourt by Eva Meushaw. It introduces the topic of the upcoming listening script.

Cultural attribution

- What does the image represent?
- How does it represent the local culture?
- How does it portray foreigners?

The image display a picture for the scientist Marie Cury is a laboratory holding two experimental tools. It depicts the positive impact of scientific discoveries on humanity and the modern life. The scientist is showcased in a specific position facing the readers.

Pedagogical role

The picture's five questions mainly concern Marie Curry's life, such as her birthplace, country, occupation, and education. These sets of questions do not hold any intercultural function.

Listening Script 2

Presentation of the script:

The second listening script is untitled. It is based on Eva Meushaw's *Adventures Ahead*, published by Harcourt. There is no evidence of when it was published. There is no reference to the page from which the script is pulled implying that the content has been altered therefore is not genuine.

Cultural attribution

The script is not culture-specific, and it does not overtly depict any culture. The script is parted into two sections and introduces Marie Curry's life in Poland and France. The text incorporates a concept of culture as facts, and refers to tiny cultural prototypes that depict some features of the main character's lifestyle.

Pedagogical role

The three (03) questions devoted to the script do not stimulate any cross-cultural interaction among students. Yet they are set to enhance the learners' note taking skill through breaking down Curry's life.

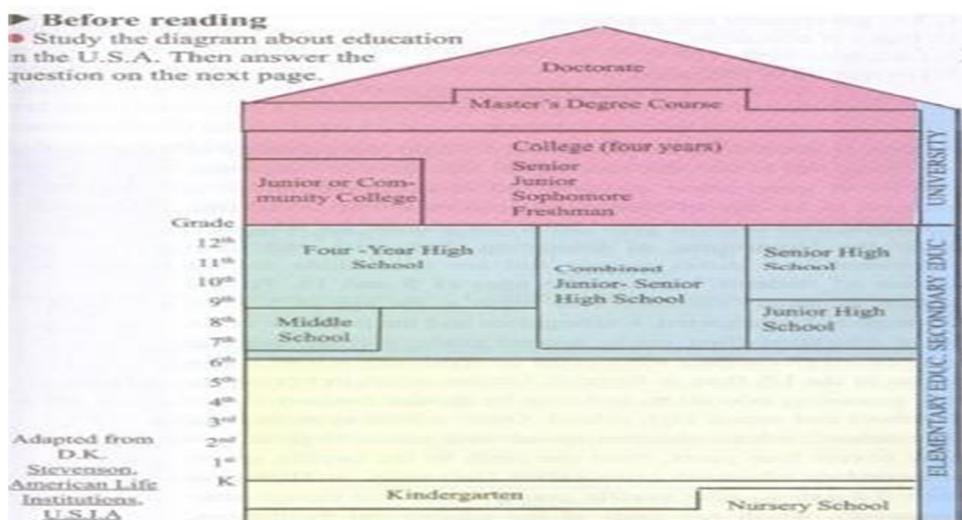


Image 10: diagram from American Life InstitD.K. Stevenson.

Presentation of the image

- Type of image
- Source of image
- The role of the image

It is a diagram from American Life InstitD.K. Stevenson. It serves as a warm-up to the reading text and an illustration to the pre-reading activity.

Cultural attribution

- a. What does the image represent
- b. How does it represent the local culture?
- c. How does it portray foreigners?

This diagram normally comes with no social actors. I illustrate the schooling levels in USA and makes learners aware of the differences and similarities between the American and the Algerian education.

Pedagogical role

The figure serves as a springboard for discussion regarding the disparities between Algeria's educational system and that of the United States of America. Therefore it facilitates the intercultural exchange between the two cultures through a sole question posed by the image.

Text 02**Presentation of the text**

The text is untitled; it is an excerpt from USIA's American Life and Institutions, by D.K. Stevenson. However, there is no indication of the page's number or date of publication. The text is not original, but has been modified to fit the instructional needs of the lesson.

Cultural attribution

The text alludes to large cultures. It positively depicts cultural aspects within the target community (American). It belongs to culture-specific genre.

Pedagogical role.

The associated questions do not address any cultural aspects and are only concerned with improving the learners' reading abilities.

2.6. Conclusion

The cultural conceptualization in New Prospects gives a fair and favorable depiction of both national and target cultures. It includes several explicit visual representations, yet it prioritizes British and American cultures while marginalizing other English cultures. The texts and scripts assigned for the unit mainly lack authenticity and replicate some unreliable language forms and outdated cultural depiction. The texts and images represented throughout the unit content do not eliminate the stereotypical information about the target cultures.

General Conclusion

This research attempted to investigate the presence of culture in the Algerian EFL classes by approaching the learners, the teachers, and scrutinizing the content of third year secondary school textbook 'New Prospects' from a cultural-biased approach. No one can deny that teaching and emphasizing the four main skills of any language is a critical factor to establishing a strong linguistic foundation, but no one can also deny that teaching any language also does necessarily entail teaching its culture. In overall, the findings of this inquiry are ambiguous and reveal a significant gap in Algerian EFL classes. Teachers, although acknowledging and emphasizing the significance of teaching the target culture, refuse to accept any responsibility for the cultural deficit caused by a number of significant forces. Learners, on the other hand, find themselves locked in a solely linguistic environment. They have a severe lack of understanding to the basic information about the target language, which is a major cause of boredom and a lack of drive to fully engage in the learning process. Providing that teaching languages in Algeria is entirely reliant on the content provided by the official textbooks, the designers do share a great amount of the responsibility. By scrutinizing the third-year secondary school textbook 'New Prospects,' this study exposed many complexities that marginalized many cultural instances of the target community. The textbook includes many visual supplements that are intended to represent both the local and the target cultures it does not attempt to correct some stereotypical information. The language conveyed by the texts does not appear to be authentic or useful in a real-life settings, in addition to that the pictures that are used in the textbook or the information introduced through some texts are fully outdated to the extent to be often inaccurate. By evaluating the textbook content one can understand how much the culture of other English groups is marginalized.

The textbook designers attempted to introduce the foreign culture as well as the local one in order for the learners to understand the differences and alike between both cultures. Many positive points are held for the textbook yet it should be presented to other recent reformations in order to enhance the learning outcomes in EFL classes.

This research stands out for a basis to other studies and inquiries that try to improve the Algerian teaching and level up the agenda held by the general curriculum.

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Appendices

Appendix A

Teachers' Questionnaire

The following questionnaire aims at knowing your own opinion concerning the teaching culture to EFL learners. You are kindly requested to answer these questions.

Dear teacher,

We are carrying out a survey to complete the requirement for obtaining a master's degree in English language; our research is about "English Culture Integration in Teaching English as a Foreign language in Oran Secondary Schools" we would be very grateful if you answer the following questions to help us in our research. Please tick the appropriate answer (✓) and make full statement when necessary.

Part one: Background information

1- Gender:

a- Male b- female

2- Age:

3- Which degree you hold?

a- BA (License)

b- M A (Magister / Master)

4- What is your employment- status in your institution?

a- Full time b- part time

5- How many years have you been teaching English?

Number of years:

6- Have you ever been to an English speaking country?

a- Yes b- No

7- If you ever been to an English speaking country?

.....

8- Do you think that teaching a foreign language means teaching its culture?

a- Yes b- No

Part two: Teacher's conception of teaching culture in EFL classroom:

Q1) do you think that the teaching of culture should:

- a) Take place in the classroom.
- b) Take place outside the classroom.

Why?

Q2) do you think cultural differences affect your learner's integration with people?

- a) Strongly agree
- b) Agree
- c) Disagree
- d) Strongly disagree

Q3) do you think that culture should be the fifth skill to be taught while teaching a foreign language?

a) Yes b) No

Why?

Q4) what are the major goals of teaching culture?

Goals	yes	No
To develop and encourage learner's intercultural curiosity and empathy about the target culture.		
To encourage the learners to recognize their cultural identity.		
To accept all aspects of target culture and appreciate them.		
To toss aside our primary culture		

Teaching materials	
Audio visual aids	
Books, newspaper, magazines	
Chalk and board	
Others ...	

Q6) do you think that the teaching materials used are good enough for teaching culture?

- b) Yes
- c) Little
- d) Not at all

Q7) do you train your learners to be broad minded and encourage them to accept traditions and styles of living in USA and Britain, if yes why?

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Q8) how do you measure the Algerian programmers in shaping the learner's cultural knowledge, communicative skills to behave adequately in linguistic and cultural setting?

- a) Very poor
- b) Poor
- c) Average
- d) Good
- e) Very good

Q9) do you think that it is the teacher's responsibility to deliver the cultural knowledge?

Justify.....

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Abstract: This study is to investigate culture-bound teaching material in EFL classrooms. More precisely, in the Algerian secondary schools and to get an overview concerning the teachers' consciousness about this matter. It also analyzes the effective ways and instruments that should be used by teachers and all practitioners in the teaching-learning field to enhance and facilitate the learning process in the English context. It also seeks to find out the possible obstacles faced in learning and teaching the target culture. For conducting this research, the method used is based on a questionnaire administered to both 30 secondary school teachers and third year secondary school learners to obtain their attitudes about the contents of Algerian text-books designed for teaching English, and a textbook evaluation to know if the English culture is implemented in third year textbook of English (New Prospects). The findings reveal that there is a total absence of the implementation of English culture in the Algerian manuals designed for secondary education programmes

المخلص: تهدف هذه الدراسة إلى التحقق من المواد التعليمية المرتبطة بالثقافة في فصول اللغة الإنجليزية كلغة أجنبية. بتعبير أدق، في المدارس الثانوية الجزائرية وللحصول على نظرة عامة حول وعي المعلمين بهذا الأمر. كما يحلل الطرق والأدوات الفعالة التي يجب أن يستخدمها المعلمون وجميع الممارسين في مجال التعليم والتعلم لتعزيز وتسهيل عملية التعلم في سياق اللغة الإنجليزية. كما يسعى إلى معرفة العقبات المحتملة التي تواجه تعلم وتعليم الثقافة المستهدفة. لإجراء هذا البحث، تعتمد الطريقة المستخدمة على استبيان تم إجراؤه لكل من 30 معلماً في المرحلة الثانوية ومنتلمي الصف الثالث الثانوي لمعرفة مواقفهم حول محتويات الكتب المدرسية الجزائرية المصممة لتدريس اللغة الإنجليزية، وتقييم الكتاب المدرسي لمعرفة ما إذا كان يتم تنفيذ الثقافة الإنجليزية في كتاب السنة الثالثة للغة الإنجليزية (أفاق جديدة). تكشف النتائج أن هناك غياب تام لتطبيق الثقافة الإنجليزية في الكتيبات الجزائرية المصممة لبرامج التعليم الثانوي

Résumé : Cette étude vise à étudier le matériel pédagogique lié à la culture dans les salles de classe EFL. Plus précisément, dans les lycées algériens et pour avoir un aperçu de la conscience des enseignants à ce sujet. Il analyse également les moyens et les instruments efficaces qui devraient être utilisés par les enseignants et tous les praticiens dans le domaine de l'enseignement-apprentissage pour améliorer et faciliter le processus d'apprentissage dans le contexte anglais. Il cherche également à découvrir les obstacles possibles rencontrés dans l'apprentissage et l'enseignement de la culture cible. Pour mener cette recherche, la méthode utilisée s'appuie sur un questionnaire administré à la fois à 30 enseignants du secondaire et à des élèves de troisième année du secondaire pour connaître leurs attitudes vis-à-vis du contenu des manuels algériens destinés à l'enseignement de l'anglais, et une évaluation des manuels pour savoir si la culture anglaise est mise en œuvre dans le manuel de troisième année d'anglais (New Prospects). Les résultats révèlent qu'il y a une absence totale de la mise en œuvre de la culture anglaise dans les manuels algériens conçus pour les programmes d'enseignement secondaire