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Option: Linguistics

Investigating Cultural components in the Algerian English Textbook

Case of Third Year Secondary school "New Prospects"

A Dissertation Submitted to the Department of Letters and English Language in Partial

Fulfillment of the Requirements for the Degree of Master in Language and Culture

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Dedication

I would like to dedicate this humble work to my family members, to my beloved father and mother, to my brother and my two sisters, all of them have supported and given me unconditional love and affection. This work is also dedicated for my two dear aunts and all my cousins, to my little angels: my nephew Ilyes and my niece Isra. This dedication goes to all my friends and colleagues and to all students and teachers of English.

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I am grateful to all my English teachers for guiding me to realize my dream and be in this place.

Abstract

The current research sheds light on analyzing the content of the Algerian secondary school third year textbook "New Prospects". It aims at investigating the cultural components of the textbook in order to examine whether learners are exposed to the target culture and the mother culture. Moreover, the study attempts to analyze the way culture is presented within the content of "New Prospects", the way it is classified, and more precisely whether this textbook helps learners to raise awareness about their own culture and the target culture. It also seeks to investigate if the content is enough to develop learners' intercultural competence toward learning the foreign culture and toward people of the target culture, in a way that would make them promote positive attitudes like acceptance, appreciation empathy, and adaptability, in this context a textbook evaluation is made in order to find answers to the research questions. The findings reveal that "New Prospects" does contain the cultural knowledge within its content, and learners are presented with the target and the foreign culture but in a superficial way. Hence, "New Prospects" still lacks more aspects of culture like values, beliefs and religion etc. Therefore, intercultural communicative competence would not be achieved through the use of this textbook.

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List of Abbreviations

FL: foreign language

FLL: foreign language learning

ICC: intercultural communicative competence

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General Introduction

English is a lingua franca, and the first widely used language in the world mainly because of globalization, technology and social media. Learners of English as a foreign language are motivated and enthusiastic to learn it, they expect to achieve a native like competency, so that they can effectively use English to communicate in different situations and with different people, and they also use the language to express themselves. Successful communication and good mastery of English require a cultural knowledge of the target culture in order to achieve an intercultural competence (IC) in which they learn not only the structure of the language but also the natives' way of life, traditions, history, beliefs and values. This knowledge leads them to appreciate and respect the target culture and maintain a positive attitude toward learning the foreign language.

Language and culture are strongly related in a way that they affect each other. Language is a part of culture, and culture is transmitted via language, they are interactively interwoven with each other. Effective language teaching is realized through the integration of culture in the learning program in which culture is presented through different materials and techniques. Consequently, it will create an enjoyable environment that pushes students to engage in the learning process and become a part of it.

Culture plays an essential role in language teaching. It raises learners' cultural awareness in a way they respect and appreciate their own culture and the target culture. Moreover, it makes them figure out the similarities and differences between their own culture and the target one. Besides, learners become more empathetic toward the other culture. It minimizes learners' cultural shock and offers them an opportunity to become familiar with the

complexity of the target culture. The focus of this study is to investigate whether culture is presented in the Algerian textbook "New Prospects".

1. Statement of the problem

Teaching a foreign language (FL) at the structural level seems incomplete since each language has to be accompanied with its own culture. Textbook is considered as the most useful teaching material that is used by teachers, it presents learners with the language program. Textbook should integrate elements of target culture within its content, those cultural elements should be exposed to learners effectively in order to develop students' intercultural competence and raise their cultural awareness.

2. Aims of the study

This study is conducted to get better insights into third year secondary textbook "New Prospects" in order to investigate the inclusion of cultural components. It also examines the condition and the situation of teaching culture; the material used and the techniques followed as well. This study seeks to evaluate learners 'cultural knowledge and background they get from the textbook and their learnt skills and achievements.

3. Research questions

This research seeks to answer the following questions:

-Is culture present within the content of secondary school textbook "New Prospects"?

- How culture is presented in the content of third year secondary school textbook "New Prospects"?

- Does the textbook develop learners' intercultural competence?

4. Research Hypothesis

If the Algerian third year textbook secondary textbook "New Prospects" includes the cultural elements within its content, students would develop their intercultural competence.

5. Research Methodology and Design

5.1 Research Method

Because of the research nature, this study is conducted through the descriptive method in which data are described, interpreted and analyzed via a textbook analysis.

6. Data Collection

At textbook analysis will be used as a research tool in order to investigate the cultural elements in the third year textbooks "New Prospects", to examine whether the content exposes learners to culture. The textbook evaluation includes analyzing units of "New Prospects", materials and aids (texts, pictures and tables).

7. Significance of the study

This study is significant because it will provide a detailed description and analysis of the content of third year textbook "New Prospects" in order to look for cultural components and how they are presented to learners, whether this textbook helps learners raising awareness toward the foreign culture or the native culture. This study will investigate learners' intercultural competence to see whether it is covered by "New Prospects".

8. Structure of the dissertation

The dissertation is composed of three chapters. The first chapter talks about culture in FL learning; it includes definition of culture, the relationship between language and culture, the importance of teaching culture and approaches and techniques of teaching culture, and it

will shed lights on the intercultural competence; its models, components and its importance. The second chapter deals theoretically with textbook evaluation, its methods, criteria, its functions and its importance in language teaching. The third chapter is devoted to the analysis of the third year secondary school textbook to investigate the cultural components within its content.

Chapter one: Culture in language teaching

Introduction

 This chapter aims to introduce the concept of culture. It starts with the definition of the culture and its relationship to language, its main characteristics and elements which shape it. Than it deals with the intercultural communicative competence in an attempt to introduce this skill, its origin, models in addition to the development of intercultural communicative competence. Than this chapter relates culture with the field of language teaching, it includes the history of the implementation of culture within this field, approaches which were used, the established strategies and the importance of teaching culture inside the classroom.

1.1 Definition of culture

 The concept of culture has been widely and differently discussed by many scholars, researchers and in various disciplines and fields of studies like anthropology, sociology, psychology and linguistics. The term is firstly defined by the anthropologist Tylor(1871:1) as" Culture… is that complex whole which includes knowledge, beliefs, art, morals, law, customs and any other capabilities and habits acquired by man as a member of a society" (as cited in Heidari, Ketabi, &Zonoobi, 2014. p.2). According to this definition culture is a social product which is typically related to humans as part of the society they belong to.

 Matsumoto(1996) believes that culture" is…a set of attitudes, values, beliefs and behaviors shared by a group of people, but different for each individual and communicated from one generation to the next".(as cited in Spencer-Oatey, 2012, p.2). From this definition, shared beliefs and behaviors of a particular social group represent their culture which is transmitted from one generation to another, but different from one individual to another.

 Culture is learned between individuals through socialization; it means through human interaction by exchanging knowledge ideas in daily life and within the same social group. It is

also transmitted behaviors, passed from one generation to another via communication with the use of language between individuals (Duranti, 1997, p. 24).

As a summary sentence:

Culture is a set of morals, beliefs and life styles which are learned through socialization, and shared between individuals of the same society. It is transmitted from generation to another via the medium of language.

1.2 The elements of culture

Andreatt and Ferarro(2013) classified a set of elements that shape and characterize culture as follows:

1.2.1 Ideas

Refer to humans communicate the meaning of their experiences through their ideas. Culture exists in humans via their ideas which are passed from one generation to another. It presents the non material aspect of culture (p. 34).

1.2.2 Beliefs

Are human acceptance about reality, things around them and the world they surround them. They are both personal and social means in which people reflect on their experiences. They are not scientifically proven, but they represent facts (p. 35).

1.2.3 Values

Each culture has its own specific values which are socially agreed and shared standards. Those values decide about what is accepted in a given society (P. 36).

1.2.4 Norms and sanctions

Norms are set of rules or ideals which regulate behaviors in a certain context. They

represent a set of instructions guiding people how to act and behave; in other words they are the rules of the society which indicate the right act to do within a certain social group, they represent the components of culture and they deal with morality and ethics of the society, they reflect peoples 'emotions and ideas. When someone breaks the norms, sanctions are to be imposed which goal is the control of behaviors, sanctions can be formal or informal and positive or negative (p.37).

1.2.5 Folkways

The term was introduced by William Sumner (1906). They consist of habits, conventions and customs that continue existing; they are habitual, popular and followed. Folkways are interconnected and arranged into independent social acts. They also highlight the degree of expectedness of behaviors (p. 38).

1.2.6Mores

Mores are social norms which play an important role in the development of the social group. They are concerned with normal and ethical values. Violating mores seems wrong and unethical; they are usually existed, accepted and developed through rituals or formal ceremonies (Panopio & Santico-Rolda, 2006, pp.34-40).

1.3Characteristics of culture

Rangriz and Harati(2017) suggested the following features which characterize culture:

1.3.1 Culture is learned

Culture is not innate or genetically transmitted, it is learned through socialization and human interaction in which people acquire behaviors, values, ideas and norms of their environment from birth as they integrate within their society, this process is called by

anthropologists as "enculturation". Although, there is a cultural variation, people acquire their culture following the same learning process

1.3.2 Culture is shared:

Culture is shared; this means that people of the same social group share a common meaning which is shared by its members who have the ability to predict what others think and behave, so they can overcome cultural misunderstanding that can result to a cultural shock when dealing with different culture. Even people who share the same culture can be differentiated from each other on the basis of gender, class, religion and ethnicity.

1.3.3 Culture changes:

Culture here is dynamic, it changes through time and it is influenced by external factors like borrowing from other culture and internal factors like technological inventions. The degree of change varies from one culture to another, some cultures experience a rapid change while others do not.

1.3.4 Culture is integrated

Culture consists of norms, behaviors, beliefs and values, all of these parts are interwoven and interconnected within each other in a way that each one affects the other, any change occurs in one of its parts brings change to the other.

1.3.5 Culture universals

All cultures are different from each other; each one has its own basic components; values and behaviors. However, cultures around the world share common characteristics which are consistent to each society such us; the way of satisfying human needs like food, water, in addition to the pattern of family and marriage, these characteristics are universal, they are called cultural universals.

1.3.6 Culture is adaptive

The adaptive nature of culture helps people to adapt and cope with the environment they live in for the sake of surviving. This feature of culture led people to discover new places and have ability to live and settle in places with hard conditions of life like; deserts, the polar region…

1.3.7 Culture is taken for granted

Culture exists in human mind unconsciously in a way that they often take it for granted. The study of anthropology takes the responsibility to raise human consciousness concerning other cultures as well as their own. (Andreatt, &Ferraro, 2013, pp.33- 49).

1.4 Relationship between culture and language

Since the existence of humans and language, one cannot say that language appeared alone, but within a group of people who share the same culture. Hence the relationship between language and culture is indispensable; in other words whenever language exists, culture exists too. This issue has been discussed by many scholars, first to talk about is the hypothesis of Sapir (1939) and Whorf (1941); it is made by E.Sapir and expanded by his student B.L.Whorf, it indicates that language is a means that expresses ideas of interlocutors. This hypothesis claims that no language can survive only in the existence of its culture, and culture which lacks its structure cannot survive too. This hypothesis is known as *the theory of Linguistic relativity,* in which it stresses on the point that every human sees the world from his own native language. (Tengku&Spideh, 2012, p.232).

Brown (2000 as cited in Freimth, 2006, p. 2) believes in the strong relationship of language and culture, he states that" it is apparent that culture………becomes highly important in the learning of a second language. A language is a part of culture, and culture is a part of language; the two are intricately interwoven….." (p.177). this was proved by a

research done by Robinson- Stuart and Nocon(1996), in addition to Scollon and Scollon(1995) who gave evidence to Brown's belief.(Freimuth, 2006, p.2-3).

A great number of linguists talked about the relationship of language and culture. For Nida(1998 as cited in Rangriz & Harrati, 2017, p. 211) both language and culture are two symbolic systems. Every form of language is used to express a certain meaning that is different, since it is related to a given culture which is wide in comparison to language. People with different cultures can use the same structure of language, but with different meaning (Rangriz, & Harati, 2017, p.211).

1.5 Intercultural Competence IC

The field of language Teaching has witnessed many innovations concerning the used approaches, from grammar translation method to audio-lingual method, direct method and communicative approach which aims to enhance learners' communicative competence. Unlike the communicative approach, the intercultural approach mainly focuses on culture and aims to develop learners' intercultural competence; although the two approaches share some common features, there are differences. (Lange, 2011, p.4).

Intercultural competence is defined as" the ability to relate and communicate effectively when individuals involved in the interaction do not share the same culture, ethnicity, language or other common experiences".(Samdepril & Gunther, 2012, p.2).

From the definition above IC is related to individuals' ability from different cultures and with different languages interacting with each other in a given context.

1.5 Components of intercultural competence

The following components of IC have been discussed by Barret(2012,p.3):

Attitude: is a cultural tolerance which includes curiosity for learning other cultures, accepting its differences, being open with people of other cultures, and having the desire to stop criticizing other cultures.

Skills: it refers to the capacity of listening to people of other cultures and interacting with them and to know how to deal suitably with their environment which includes; the ability of controlling gaps in communication, the ability of resolving differences in intercultural exchanges, and the ability of discovering the other culture, in addition to make an evaluation of other cultures in comparison to one's own.

Knowledge: it is to be culturally aware of the different linguistic and communicative procedures including products and practices of specific cultural groups, and a general cultural knowledge which refers to know the steps of individual and social interaction.

Behaviors: it is to behave in an adequate and effective way while communicating in an intercultural confrontation, and to be flexible in communicative and cultural behaviors. Also to be as much as possible an action oriented person; that is to say decreasing prejudice and discrimination for the sake of a successful intercultural communication (Barret, 2012, p.3).

1. 6 Models of intercultural competence

Many models have been established by intercultural scholars to show the development of intercultural competence in foreign language communicators. There are three main models to be discussed as follows:

1.6. 1 Bennet's Developmental Model of Intercultural Sensitivity (DMIS):

Among the traditional models of IC is that of Bennet (DMIS) model developed in (1986/1993). An observation was made on students, trainers and education. He discovered that individuals may find cultural differences during their learning. According to his

experience, he pointed out six stages showing how individuals develop cultural differences; it includes: denial, defense, minimization, acceptance, adaptation and integration. These stages are classified into two groups: the first one is called ethnocentric stages which are related to individual's philosophy and culture to comprehend reality. The second one ethnorelative stages in which individual comprehends his own culture vis-à-vis the other culture. For him, intercultural competence requires time to be developed with several stages (Langue, 2011, pp.12-13).

1.6.2 Kramsch Concept of Third Space:

This work is not considered as a model, but rather it talks about the impact of culture and language on the intercultural approach. When learning IC, Kramsch emphasizes on the learners' identity, she claims that it is not logical to compare the success of IC in foreign learners with native speakers. Learners should not blindly imitate the foreign language and culture while losing their own, in a way they will be "linguistically and culturally schizophrenic" (Byram, 1997, p.11). Kramsch criticized the native speaker model, but rather established her concept which she called "Looking for Third Place", this occurs between learners'new knowledge of the target culture they are acquiring, and the knowledge they already have about their own culture which affects the learning of the target culture. When students learn the foreign language and culture, they do not acquire a new identity, but rather they put new boundaries between the two cultures native and target, as a result the new culture occurs. For Kramsch, an intercultural speaker is the one who can" select those forms of accuracy and those forms of appropriateness that are called for in a given social context of use." (Kramsch cited in Bredella, 1999,p.91). In Kramsch's concept, teachers will have the opportunity to comprehend students' opinions about their intercultural competence as well as the difficulties they may face when they acquire a new culture (Langue, 2011, pp.13-14).

1. 6.3 Byram's model of Intercultural Competence

A well known model of intercultural competence is that of Byram in 1997, this model is made as a guide for teachers to make them get better knowledge on the concept of intercultural competence. Byram's model is influenced by Hymes communicative competence; he begins with pointing out the basic elements of IC which are; attitudes, knowledge and skills. For Byram, attitudes play a major role for the achievement of a good intercultural competence, they can be negative too. Byram relates attitudes to the capability by which individuals see the world around them, in addition to their own cultural identity. The second factor is knowledge, for him knowledge is classified into two classification; first, it is about individual's awareness of social groups and their culture of his country and the same knowledge of the speaker's country. (Byram, 1997, p.35). Second, it includes the knowledge of the progress of communication whether socially and individually (Ibid). It takes into consideration the linguistic and cultural behaviors of speaker. Third, Byram found two set of skills in relation to attitudes and knowledge, those skills have an impact on the effectiveness of IC. The first skills are individual's ability to render knowledge of another culture and then identify it with one's own culture (Spencer- Oatey& Franklin, 2009, p.66).

The second skills are concerned with the learning of new knowledge and how to apply this knowledge, attitudes and skills in real life communication (Ibid). In this model, he adds to intercultural competence the communicative competence in language teaching as following:

Figure1: *Model of intercultural communicative competence***.**
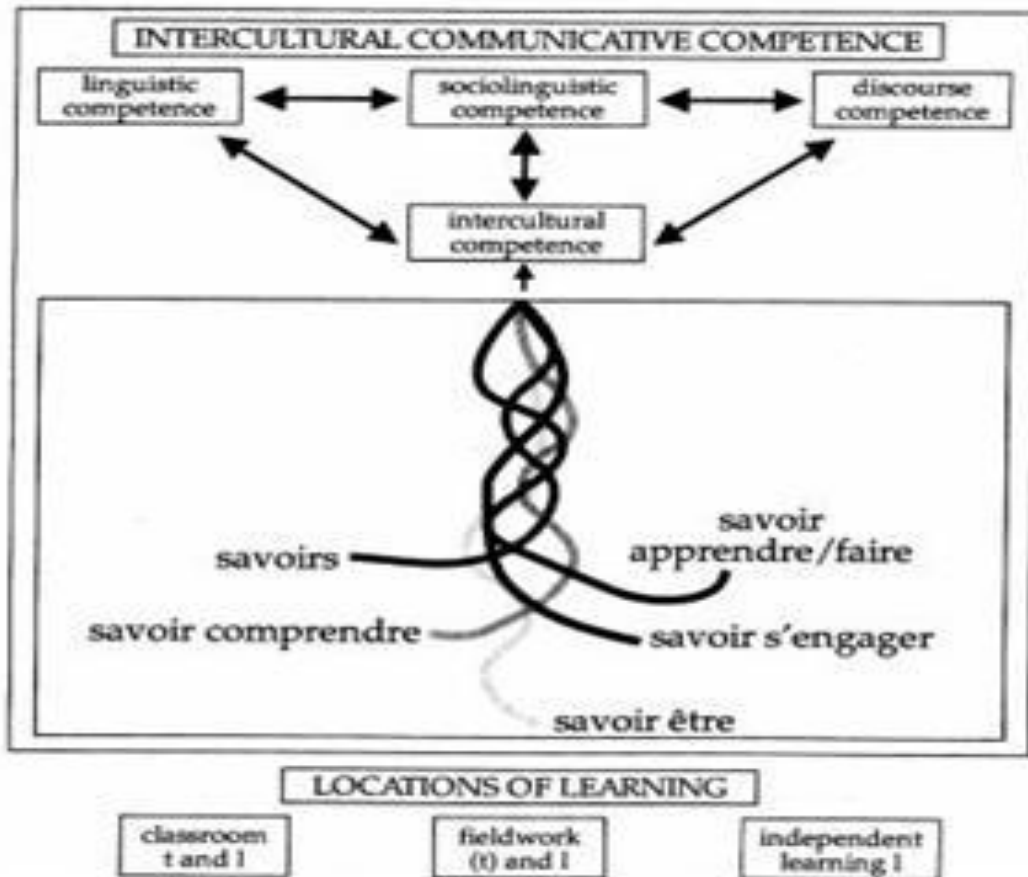
Note (Lange, 2011, p.16).

According to Byram; ICC is a combination of linguistic competence, sociolinguistic competence, discourse competence and intercultural competence. It contains five competences:

Savoirs: refers to the knowledge of basic features of the target culture which are specific to foreigners; in other words the cognitive side.

Savoir ètre: It relates to the affective side, Neuner characterized as that ability in which individual acquire an ethnocentric perspectives and attitudes toward the native culture while

having a cognitive ability to establish a relation between the native culture and the foreign culture.

Savoir comprendre: is related to the ability of interpreting and relating

Savoir apprendre: it is the skill of producing and operating explained issues in order to discover familiar or unknown cultural elements whether for new or familiar cultures.

Savoir s'engager: is a critical evaluation of the foreign culture accompanied with the native culture (Langue, 2011, pp.11-19).

1.7 Developing intercultural competence inside the classroom

Byram (2002) et al. argue that students need to learn how to evaluate materials through the use of activities by which students will be able to master the foreign language (comprehend, write and discus it) and with the availability of different sources. Critical Discourse Analysis (CDA) is used to provide students with principles helping them how to examine materials, which includes extracting the used vocabularies by particular groups of people, as well as taking into consideration the used prepositions in the text. Following CDA's guidelines imply the emphasis on the skills and the knowledge brought by materials. However, non authentic materials use the same guidelines in addition to other materials.

Lund (2014) focuses on the effectiveness of approaching cultural topics for the sake of getting away of stereotypes and simplification, as a result, a combination of different materials and different views will be made in the teaching field. Moreover, a successful intercultural competence indicates avoiding stereotypes and proposing different views (Rocha, 2016, p. 106).

1. 8 History of teaching culture

In the past, learning language was only based on teacher-centered approach, and

textbooks were the mainly sources of language (Wendt 92). People in the past were used to learn the foreign language for the sake of learning its literature, so students were exposed to the target culture only through novels without any combination between language and culture.

Cultural awareness started to appear in the sixties and seventies. Brooks changed the way of viewing culture through literature, but rather he focused on the importance of culture in relation to language learning. In his work *Language and Language Learning* (1964), Brooks suggested 64 cultural topics, for instance; greeting, verbal taboos and patterns of politeness and many others……Those topics are related to topics discussed in current textbooks.

Byram, Morgan et al. pointed out that 1980s witnessed the starting of studying culture and its effect on language learning by scholars. A view which is adopted nowadays in language learning has a relation to what has been established in the late 80s. Melde (1987) has proposed "Critical awareness" of social life which he views its important role in relation to language teaching, this latter have relation to cultural awareness that is considered as part of modern EFL.

Recently, because of globalization foreign language teaching has witnessed a necessity for communication. In addition, the relation between language and culture has never been interconnected like now. Unlike previous decades, Culture changed its traditional position, to have a similar position in the field of language teaching. For better language learning, cultural aspects need to be specified as well as how to integrate culture inside EFL classroom

 (Sun, 2013, pp. 273-274).

1.9 Approaches of teaching culture

The most common teaching approaches of teaching culture are:

1.9.1The Comparative Approach

This approach focuses on the foreign culture in relation to learners. Buttjes and Byram (1993, 13, cited in Edginton 2000: 136) believe that learners should be exposed to both knowledge of the foreign culture as well as their own culture. Comparative approach is based firstly on the values and beliefs which are considered as the basic elements of achieving a good communication with the target culture. For Byram(2000), the learner cannot move to another culture while denying his own culture. The comparative approach adds to learners' own culture the foreign culture at the same time keeping their own, without any tendency of making evaluation which is the best. In addition, the starting point of this approach varies from the familiar to the stranger or vice versa. Mainly this approach aims at making a comparison between the mother culture and the target culture, this comparison makes the learner knows the similarities and differences between the two cultures.

1.9.2 The Intercultural Approach

The focus of this approach is on the comparison, by which culture can be learned. The emphasis mainly is on the target culture, but it also takes into consideration the relationship between the country of the learner and the country of the foreign culture. The focus also may be on making comparison between the two.

The intercultural approach aims at raising the intercultural competence of learners, so that they can be intercultural communicator. The approach starts to be recognized in the 1980s.

1.9.3The Multicultural Approach

It is based on the idea that many cultures are in one culture. This approach highlights the linguistic and ethnic differences of the target country and of learners. Risager(1998,246)

stresses on the point of having anti-racist views of cultures. Also, the focus in this approach is that cultures are not monolithic.

1.9.4 The theme-based Approach/Thematic Approach

Teaching culture is related to basic themes like; symbolism, values, love, ceremony, common sense, family and religion….and so on. Nostrand (1974, cited in Seelye 1993, 133) claims that relationships between members of a certain group can be taught under basic themes. Thus, he defines theme as "An emotionally charged concern, which motivates or strongly influences the culture bearer's conduct in a wide variety of situations." However, this approach can lead learners to stereotypes because they can see and understand people under these themes.

1.9.5 The topic based Approach

It depends on general topics which tackle cultural issues. Wisniewska-Brogowska claims that this approach provides learners of the foreign language with the life of the foreign people, and it also promotes learners' views about the target culture. Moreover, Durant (1997:31) who is with this approach, emphasizes that learning should be based on the analytic and comparative method.

1.9.6 The Problem-oriented Approach

The aim of this approach is to raise learners' interest on the target culture and pushes them to make some researches. Seelye (1993:47) relates the teacher the role of introducing interesting problems to his learners. For him, the teacher should precise as possible as he can problems to learners, so that learners can easily achieve the desired results which can be presented whether written or spoken. The teacher also helps students in bibliographic works (Benmostefa, n.d, pp. 1-5).

1.10 Importance of teaching culture

Teaching culture in foreign language classroom is very important and beneficial:

Culture makes foreign students able to know native speakers in reality; as a result it helps them to make a link and a kind of comparison between abstract forms and sound of language with real people (Chastain, 1971). Learning culture creates authentic emotions in the learning processes. For a better learning process, students need to have a high degree of motivation (Gardnere& Hambter, 1972).Motivation can be increased in students especially in cultural classes where learners are exposed to activities like: role playing, storytelling. Thus, students can be free from restrictions with different views on the world around them.

Furthermore, culture has advantages in which learners will have a good knowledge about the target culture like; geography, history, life style, industry and agriculture of a particular country related to a particular culture which will eventually formulate students' views.

1.10.1 Teaching Vocabulary:

Vocabulary is an important part of language. Lewis (1993, 1997) founded the lexical approach in which vocabulary is considered very essential in communication, when students do not understand the meaning of words, consequently they cannot communicate effectively.

Lewis (1993, 1997) proposed for students to use words in chunks (collocation), for a better learning, students are exposed to culture-based materials which will help them where to use words collocation on its right context. Thus, cultural elements will guide students by raising their motivation, and they will learn how to use vocabulary appropriately.

The combination of culture and language in teaching vocabulary, because these words culturally differ in their connotation, for example; to have a date is very normal in some

countries while for other countries, it is considered as a taboo. Thus, language learning can be easier by relating vocabularies with their events (p. 116).

1.10.2 Gestures:

Language learners need to know how the language is used by native speakers. People' gestures differ from one individual to another, for example; eye contact which is interpreted differently through cultures. For the American society, Americans are familiar with use of eye contact between each other. Whereas, for some eastern and some Middle Eastern cultures, youth in general, and girls specifically should not look to elders as a sign of respect, girls also should not maintain a prolonged eye contact with the other gender. British people need to stare at the speaker in order to understand well the message(p. 117).

1.10.3 Social behaviors:

Cultural differences include everything like; norms, values and schemas. The possibility of cultural conflicts may occur between different cultural groups. What might be accepted in one culture may not be acceptable in other cultures; for instance the Japanese society avoid saying: "No" in public places, only between family members "no" can be said, while for other cultures things differ like the American culture. Therefore, concerning language teaching, teachers should not only teach grammar and lexicon, but also some other details of the target culture should be taken into consideration. Consequently, misunderstanding in communication can be avoided. Also, the intrinsic behaviors of the learners should be also highlighted; this happens when the teacher is teaching learners, and the two parts (teacher and learner) have a different mother tongue; here there should be an investigation on learners' behaviors and way of thinking.

1.10.4 Greeting

A successful intercultural communication requires knowledge of the appropriate

behaviors in different situations, in order to avoid intercultural misunderstanding. The way of greeting differ from one country to another, some people shake hands, others kiss cheeks and hands, while others ask questions about the weather and family, and even in Chinese culture for instance tend to ask question like;" Where are you going?", this latter is unaccepted in English speaking countries. Moreover, concerning proximity, some cultures prefer closeness in conversation, for other cultures, it is better to stay further between partners (p.118).

1.10.5 Linguistic Components:

Linguistically speaking, people use different strategies while communicating. In some countries; Latin- based languages tend to use abbreviations and acronyms in communication in order to save time and energy. Having such knowledge especially in oral session will help the learner to raise his awareness about these strategies, and help him too when communicating. In addition, there are countries where people cannot pronounce specific sounds for example; replacing voiced sounds with voiceless sounds. This will lead certainly to a better understanding and interpretation of what has been heard.

Another important thing which needs to be recognized by learners is the knowledge of proverbs and expressions and their significance. The learners need to know the behaviors and way of thinking of people of the target language, and the connotation of certain things. So, teaching language is not only about teaching grammar and vocabulary (Guilani, 2012, pp. 116-118).

1.10.6 Strategies and techniques of teaching culture

When teaching culture, the teacher uses different techniques and strategies (Seelye, 1993, pp.11-14).

1.11 Culture Clusters Strategy

This strategy was first introduced by Mede and Morrain in 1973. Cluster is a combined number of culture capsules, a pair or more form a cluster, and this later should be ended with an activity; for instance; a group work can be preceded by a role play. Parts of a cluster can be divided into lessons, culture cluster are improved by teachers.

1.11.1 The Audio-Motor unit strategy:

It is an extension to the Total Physical Response method. It was first set to be as a practical listening comprehension so that students will learn in a humoristic environment. The teacher here will ask his learners things to do (to learn cultural experiences), and they will reply by performing them. The audio-motor strategy provides learners with knowledge and practices which contain correct behaviors, however, Henrichsen(1998,22) claims that they do not increase learners' knowledge or empathy.

1.11.2 Self-Awareness Strategy

The goal of this strategy is to make students aware of the basic beliefs that determine their values and behaviors. Teachers will assess students via sensitivity activities, self-assessment questionnaires and problem- solving. For Chastain(1988, 311) believes that how people express themselves using the foreign language represents how they organize reality, and the teacher is responsible for examining the culture and language connection in the classroom.

1.11.3 Quiz Strategy

Quiz strategy is used in order to test what has been given by the teacher before, however it can be good for acquiring new information. Cullen(2000,7) emphasizes that it does not matter whether the student finds out the right answer or not, but via predicting, this

shows his interest on finding the right answer. It is up to the teacher to give the right answer by listening, reading or video. Quizzes are very useful strategy in keeping learners interested in the classroom.

1.11.4 Drama (dramatization) Strategy

This strategy is highly used in teaching culture, and it is used in explaining cross-cultural misunderstanding. Byram and Fleming (1998, 143) state that when teaching drama correctly, it is appropriate to discover the cultural values of the mother culture and the foreign culture. Drama includes role-playing and stimulus which pushes learners to put themeselves in the place of the other culture's members. Dramatization keeps cultural differences clear and remarkable, also drama reflects reality.

Fleming (1998, 152) claims that tension is the main component of drama. Concerning dramatization, he proposed that like these situations, it should be picked up when the tension results from the interpretation of the situation. Unlike drama which takes time to be prepared and it is based on students' willingness to participate.

1.11.5 Minidrama/ Miniskit Strategy

The minidrama was discovered by a social scientist for cross-cultural education. Minidrama consists of skits and scenes of daily life which depicts cultural actions. The scenes represent every day miscommunication. The skit is whether read or watched on a video or learners act it, after that teacher and learners will discuss the content of the skit. Seelye(1993,71) claims that the teacher should be non-judgmental. Also, he should ask appropriate questions, with the use of open-ended questions instead of yes or no questions. Moreover, the teacher should dominate the discussion using neutral probes for example; I see, go on…. and amount of knowledge. Mini drama works successfully when the teacher tackles emotional issues.

1. 11.6 Critical Incidents/ Problem Solving

Problem solving are sometimes equal to cultural assimilators, however, for Henrischen(1998,37) the two are different from each other. Critical incidents are set to describe situations which are based on participants' decision. Such situations can occur to everyone; unlike culture assimilators they do not need intercultural interaction. Students read the situation they are exposed to and then, a group work will be held where learners sit together to discuss what they have found. After that, classroom discussion will be made in which students share their decision with reasons. At the end, student will have the chance to compare their decisions with those of native speakers of the target culture. Henrichsen(1998:37) proposes that the teacher gives his students more than one critical incident from newspapers and magazines, about native speakers behaviors and the reasons behind them. Students will be familiar by solving cultural incidents and this will provide them with basic knowledge about the target culture (Seelye, 1993, pp. 11-14).

Conclusion

Culture is an effective part of language teaching because of its great role in promoting learners 'awareness about their own culture and the target culture as well. It is also a means which helps learners in achieving intercultural competence. Therefore, teachers should be provided with materials like textbooks that would help them incorporating culture effectively inside the classroom.

Chapter two: Textbook evaluation

Introduction

The present chapter sheds light mainly on textbook evaluation. It introduces at first the role of textbooks in language teaching, the advantages and disadvantages of using them, in addition to the notion of textbook evaluation and the reason behind it. Next it highlights the development of textbook evaluation; it also includes criteria, methods of textbook evaluation and its importance in language teaching. Finally, this chapter discusses the importance of including cultural elements in designing textbooks. It starts with an overview of the presentation of cultural elements in textbooks, and then it presents the categorization of those cultural elements. At the end, it deals with the learners attitudes towards the cultural content in EFL textbooks.

2.1 The role of textbooks in language teaching

Textbooks play a pivotal role in language teaching, they are considered as an authentic source for both teachers and learners covering different tasks of language: grammar, vocabulary, sound system and skills discovery…etc.

The following factors suggested by Trisha (2016) show the crucial role of textbooks in language learning and teaching:

2.1.1Developing sentence formation and vocabulary skills (reading):

Textbooks help learners in the development of their vocabulary skills. Cunningsworth (1995:38) believes that one cannot communicate without having a good storage of vocabulary. Eccleshare (2013 as cited in Trisha, 2016, p. 6) states that when students read books too much this leads to the enrichment of their vocabulary knowledge, and they will learn more about sentence structure and spelling. Hossain(2009 as cited in Trisha, 2016, p. 6) emphasizes the great role of the textbook on learning new words and knowing how to deal with unfamiliar ones.

2.1.2 Grammar

Grammar plays a crucial role in learning a foreign language; it helps students learn how to use the language correctly, Kitu (2009 as cited in Trisha, 2016, p.7) claims that through reading textbooks, students acquire grammatical rules of the mentioned sentences; here the student does not need to memorize the rules. Davis (1995 as cited in Trisha, 2016, p.7) believes that the selection of textbooks should be relevant to learners' interests in order to push them to read more.

2.1.3Textbooks promote writing:

Stosky(1983) and Krashen(1984 as cited in p.8) argue that in addition to the development of reading skill, textbooks enhance the writing skill as well. Warren (2009 as cited in p.8) claims that textbooks develop learners' writing creativity because students already have an idea about the topic they will write about from the textbook. As mentioned above, vocabulary and grammatical structure are acquired, here students are ready for writing, textbook also raise students' ability of note taking .

2.1.4Guideline for the teacher

Kayapiner (2009 as cited in p. 9) believes that textbooks are very common in language teaching since they contain a set of objectives, they also include a balanced content taking into consideration the four skills. Woodward (1987:511) considered textbooks as a guide that helps teachers in giving instructions. Kramsch (1988 as cited in p. 9) argues that the use of textbooks is parallel to the use of the Bible or instruction textbooks. Besides, Lemon (2015 as cited in p. 10) reported that people when they are asked about the textbook they used to learn from when they were young, they claim that textbooks were the only source used when learning the language, and they directly remember the topics they dealt with (Trisha,2016.p.6-10).

2.2. Advantages and disadvantages of textbooks

Textbooks are essential teaching materials which help both teachers and learners; however, the use of textbooks has advantages and disadvantages. On one hand, many linguists like Sheldon (1988), Cunningsgrowth (1995 as cited in Biljana, et al., 2016, p. 140), Cortaazi and Jin (1999 as cited in Biljana, p.140) and others emphasize on the importance of textbooks in language teaching. A textbook is a source of developing learners' linguistic skills; it enables them to know more about the content of the course, and the culture of foreign countries. Textbook is considered as a teaching program that supports teachers, especially beginners, in raising their confidence, explore new methodologies, and have insights on pedagogical issues. On the other hand, many researchers like Allright (1988 as cited in p. 141) and Renner (1997) find that textbooks lack authenticity because they represent biases of authors, as a result learners will make stereotypical representation of the other culture. In this context, Cathcart (1989 as cited in p. 142) claims that there is not only cultural and societal bias in textbook, but also the language itself is not authentic; for instance, language models and dialogues do not help preparing learners for real life situation. Moreover, authentic situations are rarely exemplified, this latter may cause misconceptions concerning the target society which will not help students in real life situation (Biljana,et al,2016, pp. 140-142).

2.3. Definition of textbook evaluation

In the field of language teaching, the selection of materials is very important before using them in practical context; it should be analyzed in order to see whether it meets the needs of the learning process or not. Textbooks are considered as the most useful teaching material; hence, it needs to be appropriately selected and effectively evaluated.

Huchinson and Waters (1987) define textbook evaluation as" the matter of judging the fitness of something for a particular purpose" (as cited in Gul & Syed &Humail, 2015, p. 79).

Evaluation is the process of judging the appropriateness of an element in order to realize a determined objective.

Textbook evaluation seems similar to textbook analysis, but in fact they are different. On one hand, evaluation refers to the judgment of the gathered information which needs to be transferred and well analyzed in order to help educators take a decision about its quality before using it (Gul, 2015, p. 79).

On the other hand, analysis refers to the process of looking at what is already existed in the textbook; it focuses on the material and its purpose. It is objective because of the nature of the description which is verifiable. Textbook analysis needs to be done before starting the textbook evaluation (Gul, 2015, p. 79).

2.4. The need for textbook evaluation?

Sheldom (1988) suggests two main reasons for evaluating textbook. Firstly, the evaluation would help teachers and programmers to take a correct decision in the scope of choosing the appropriate textbook. Secondly, the evaluation will lead teachers to recognize the weaknesses and the strengths of the textbook. This will give the teachers the opportunity to fitly adopt or modify materials for future instructions. Cunningsworth (1995) and Ellis (1997) state three types of textbook evaluation: pre-use evaluation which helps in selecting the appropriate textbook for a specific language classroom., in-use evaluation which indicates finding out the weaknesses and strengths of textbook while using it, and post-use evaluation in which the teachers access the quality of the textbook at the end of using it in different learning situations (Laabidi, 2016, p.143).

Textbook evaluation is a whole process of analyzing textbooks before or after using them in the teaching context. A good textbook evaluation requires a set of criteria that should be taken into account in order to be appropriately implied.

2.5 Function of textbook evaluation

Hrehovcik(2002) suggested the functions of textbook evaluation, they are summarized into the followings points:

2.5.1The corrective function

It entails that the results of evaluation is used for the sake of the improvement of the theoretical part of the textbook. In case the textbook is used, other means will be applied to work on the weaknesses.

2.5.2 Selective function

It is used mostly when variation is the main characteristic of the educational system rather than unified principles. Teachers and education staff have the freedom of choosing the teaching materials which suit the underlined purposes.

2.5.3Commercial function

It is made for motivating its users and obtaining public support. It overwhelms reviews published periodicals.

2.5.4 Administrative function

It relates to editorial assessment in which authority is dominated (Herihovcik, 2002, p . 219).

2.6. Methods of textbook evaluation

McGrath (2011 as cited in Fridreksson & Olsson, 2006, p. 11) suggested three methods of evaluating textbook. The first one is called the impressionistic method; it is about analyzing a textbook for the sake of having a general impression, this latter could be achieved via reading the blurb and the content page, or by a cursory reading through the book. The second method is called checklist method which cannot be used alone. This method is easy

compared to other methods and it is not time consuming. The third method is called in-depth method which proposes an intensive examination concerning the mentioned features like the design of a specific unit or exercise, or a given language element. (Fridreksson &Olsson, 2006, p.11-12).

2.7. Criteria for textbook evaluation

A good textbook selection and/or evaluation require a set of appropriate and well-determined criteria which help teachers become more objective. Harmer (1996) suggested a check list which contains general criteria that underline physical appearance, the content of the program, methodology, and purpose of the program in addition to the teacher's needs and the way to know whether the textbook would satisfy those needs. There should be well determined criteria to examine the prevalence of materials to social cultural surrounding; in this context, evaluators bring general information about the author's knowledge, the publisher and the price of the book, in addition to the availability and accessibility of textbooks which would facilitate things for learners. Specific language functions and grammar are also considered as very prominent criteria which should meet the learners' needs. Lis (2005) and Richards (2001) emphasize on the importance of presenting culture and gender components to the students' prior knowledge, personalities and needs. Richards (2001) suggested four types of factors that are related to textbook evaluation and selection: program factor, teacher factor, learner factor, and pedagogical factor. The material should also attract the learners' attention and accomplish their needs (American & Khaviar, 2014, p. 525).

2.8. Importance of textbook evaluation

Evaluating Textbooks has a vital role in language teaching because textbooks are considered as the most useful material. Textbook evaluation expands the learning abilities; it also examines the content of the textbook in relation to its appropriateness, suitability and

validity for the benefit of student and the learning process. Arguments and evidence are given because of the inadequacy of the course book in achieving its main objective.

Hachinson(1987) believes in the importance of textbook evaluation which influences the teacher's method. Besides, asking questions about the used material can help learners to know more about the deeper level of the materials (Cunningdworth, 1995, pp. 24-25).

2.9 An overview of the presentation of cultural components in English textbook

Intercultural competence can be improved in case the cultural knowledge is linked with the curriculum, the teacher's method, techniques, and the used materials. Bayram and Risager(1999 as cited in Faris, 2014, p. 17) emphasize on the role of teacher, textbook and curriculum developers in the appropriate representation of culture as a part of communicative competence, and textbooks are considered to be the most suitable tool of learning the target culture. It introduces culture in four categories; aesthetic, sociological, semantic, and pragmatic. First, the aesthetic sense of culture is related to music, media, cinema, and literature. It can be considered as a part of Culture with a big C. Sociological sense of culture includes family, home, interpersonal relations and customs. The sociological sense is related culture with small c. The pragmatic sense of culture is related to the conceptual system represented in the language. The semantic sense of culture contains food, clothes and intuition. Finally, the pragmatic sense of culture refers to the prior knowledge, social skills and paralinguistic skills. It includes also the language codes which help learners in achieving a good communication (Faris, 2014, p. 17-18).

Schultz (2006 as cited in Faris, 2014, p.17) states that:

In the United States, as yet there are no commonly agreed upon minimal cultural context that textbook author are expected to include in materials. For instance there are no agreements among teachers of German as to which

representative of German culture their students should know about (and) and

what event related to German history they should be familiar with. (p. 13)

According to this quote, Schultz argues that the textbook authors should take into consideration the element of culture which needs to be integrated in the learning context. No matter how, German teachers should give learners the chance to be exposed to their own culture and historical events of their country in any way.

The target cultural elements need to be presented with a great attention in textbook of inner circle countries (countries where English used as a native language), because cultural input can be mainly found in textbooks in EFL setting.

An observation was conducted in a study which claims that course books lack the issue of objectivity with regards to the presentation of the cultural knowledge.

Cunningsworth (1995 as cited in Toprak & Aksoyalp, 2014, p. 95) states concerning cultural content in textbook curriculum:

> If they have any content, course books will directly or in directly communicate a set of cultural and social values which are inherent in their makeup. This is the so called" hidden curriculum" which forms a part of any educational programme, but is unstated and disclosed. It may well be an expression of attitudes and values that are not consciously held but nevertheless influence the content and the image of teaching material, and indeed the whole curriculum. A curriculum (and teaching materials form part of this) cannot be neutral because it has to reflect a view of social order and express a values system, implicitly or explicitly. (p. 90)

The above mentioned hidden curriculum means the implicit, implied indirectly values without any tendency to be mentioned clearly in the classroom and within the curriculum. Because the curriculum content is represented through textbooks which contain hidden

messages concerning the target culture, this latter needs to be critically viewed. Moreover, since textbooks are considered as the main part of language teaching process, in this context teachers are required to plan their lessons following the instructions of the course book (Toprak & Aksoyalp, 2014, p. 94-95).

2.10. Categorization of cultural components in English textbook

Cultural components are presented in EFL textbooks in many ways. Cortazi and Jin (1991 as cited in Ulum& Bada, 2016, p. 17) classify EFL textbook into three categorization according to the way they treat culture, depending on the source culture, target culture, and international culture. Firstly, depending on the source culture i.e. at the national level in which learners only deal with their own culture (C1), they talk about it to others without any attempt to meet other cultures; here learners do not extend their cultural awareness. Secondly, the second category deals with the target culture where students talk to other countrieslike United States and England, these textbooks are typically commercial. Finally, international culture textbooks which contain a wide range of cultures including countries which speak English and other countries where English is used as an international language (Mehernooch, 2018, p.95).

Other categorization of cultural elements in EFL textbooks suggested by Kachru(1985), he points out three circle model which highlight three main circles; the first one is related to the inner circle which covers the linguistic and conventional grounds of English (ENL). The second is the outer circle that deals with non native grounds varieties (ESL) in places which suffered for a long time from colonization. The third one is the expanding circle which includes places where the performances varieties of language are used especially in EFL environment (Ulum & Bada, 2016, p. 17).

Figure 1: *A brief summary of five dimensions of culture*

Dimension	Examples
Products	Artifacts: foods, documents, language, money, tools Places: buildings, cities, houses Institution: family, law, economy, re- education, politics Art forms: music, clothes, dancing, painting, movie, architect religion
Practices	Operations: manipulation of cultural products Acts: ritualized communicative practices Scenarios: extended communicative practices Lives: stories of members of the future
Perspectives	They represent the perceptions, beliefs, values and attitudes that underlie the products and guide people's behavior in the practice of culture. They can be explicit but often they are implicit, outside conscious awareness
Communities	They include the specific social contexts (e.g. national cultures), circumstances (e.g. religious ceremonies), and groups (e.g. different social clubs) in which members carry out cultural practices.
Persons	They refer to individual members who embody the culture and its communities in unique ways. Personal identity and life history play key roles in the development of a cultural person

Note; (retrieved from Moran, 2001 as cited in Kim&Paek, 2015, p. 87).

2.11. Attitudes and perception towards cultural content in English textbook

Paige et al. (1999) studied the goal behind the development of culture in language teaching; they analyzed studies made in (1994) based on data of cultural learning. They have found that the cultural input provided in EFL textbook is superficial and simple in terms of culture treatment. The study therefore claimed that superficial treatment of culture can create positive or negative stereotypes.

Another study was conducted on learners in relation to the cultural knowledge presented in textbooks reveals the importance of textbooks in learning culture in EFL setting. In addition to that, the Durhan researchers (Byram 1991 as cited in Paige etal, 1999) discovered that textbook is used as an instructional guide, the author concluded after making an interview with learners that the textbook topics are poorly presented, this issue the author states that it should be the concern of all EFL educator.

From the mentioned studies, although textbooks play a significant role in language teaching and learning, they still lack the element of culture knowledge which still mentioned superficially and by accident. Thus, the cultural content included textbooks are analyzed by researchers.

Recent studies have investigated the learners' attitudes toward the target culture leaning in EFL classrooms, the studies show that the learners are interested and have positive attitudes toward learning the target cultural knowledge. However, negative attitudes developed by learners have been found too (Paige, 1999, p. 27).

Conclusion

Textbook is a pedagogical manual of instructions that is used by both teachers and learners in a formal context. Educators are required to examine the textbook before its utilization; this process is called textbook evaluation. Textbook evaluation is designed to analyze the content of the textbook for the sake of making it appropriate and valid in the learning and teaching of the foreign language. However, the cultural knowledge is very crucial in EFL learning and needs to be a part of it, hence textbook is the best input material of presenting the cultural input. In this issue many studies have been conducted in order to see the way cultural content is presented, and to investigate the learners' attitudes toward integrating this cultural content.

Chapter three: Textbook analysis of "New Prospects"

Introduction

This chapter includes the analysis of the Algerian third year English textbook "New Prospects" in order to Investigate the way cultural components are presented and introduced. First, this chapter begins with a general description of "New Prospects", and then each unit will be critically analyzed to look deeply at the content, objectives and activities of the textbook. Moreover, there will be a classification of material and aids used with the textbook. The main aim of this chapter is to find answers to the research questions.

3.1. Research methodology

Because of the research nature, this study is conducted through the descriptive method in which data are described, interpreted and via a textbook analysis. At the end of this study the finding are discussed and classified.

3.2. General description of the "New prospects"

The EFL textbook "New prospect" is designed for baccalaureate students in 2007; the textbook is designed by S.A.ARAB, B.RICHE and M.BENSEMMANE. "New Prospects" is divided into six units each of which has its own objective and theme. However, they share the same structure, each unit contains two main parts, and each part is composed of two sequences. The first part is called language outcomes, it is divided into two sequences "Listen and Considers", and "Read and Consider" deal with texts rubrics studying the grammatical structure, vocabulary, pronunciation and spelling. Both sequences ("Listen and Consider", Read and Consider) have a common rubric called; "Think, Pair and Share" in order to develop learners' speaking or writing skills. The thematic and language elements acquired throughout the sequence by foregrounding a particular function (advertising, comparing, informing).

The second part of the unit is called "Skills and Strategies Outcomes" puts an emphasis on the structural aspects of the reading texts of each unit, the concern here is on the compositional

and communicative skills. This part is composed of two sequences; "Listening and Speaking" and "Reading and Writing" taking into consideration language skills (listening, speaking, reading and writing) and social skills (group work and peer assessment). Those skills are embodied in rubrics entitled "Say it in writing" and "Writing Development".

At the end of the book, there are" Listening Scripts" which were used in the listening sequences, they are designed to be used as audio materials presented by the teacher, and "Grammar References" in which grammatical lessons from the units are re-explained. The last part is called "Resources Portfolio", it includes texts extracted from magazines and news papers to be used for further reading. After that there is a part dedicated for acknowledgements for authors and copyright material. All what is mentioned above are written in the map of the book (the content) which comes at the beginning.

3.3. Analysis of the units

3.3.1 Unit one

This unit is entitled "Exploring the past", its main theme is related to old civilizations. It aims at developing learners positive attitudes toward one's own culture and those of others. At the beginning of the unit, learners are exposed in the sequence "listen and consider" p. 15 in which there is a map of ancient civilization (figure 2) that dates back to1900-1500Bc, the teacher introduces to learners a listening script, it consists of an interview in the radio with a historian who talks about the earliest civilizations, their flourishment and reasons of their collapses. Here they are asked to answer questions and define the world civilization and with what they associate this concept. On (p.22) the sequence "Read and Consider" in which learners will deal with a text about local culture; entitled "Algeria at the crossroads of civilization" (appendix1) attached with an image of a rock painting in Sahara, this text

describes the geographic location of Algeria, then it talks about the ancient civilization that flourished in Mediterranean basin and Sahara during the prehistoric times (figure4).

This unit contains cultural components since learners are provided with old civilization like; Egyptian civilization in p. 36 in sequence "Reading and Writing" which shows pictures that represent pyramids and cultural myths like mummifying the corpus (figure6) and a text. In this text learners are asked to associate stories from their own culture with Egypt in order to raise awareness about the mother culture in comparison to other cultures. At the end of the unit, in the "Writing Development" rubric (p.40), students are asked to write about the Greek myths of Ulysses in addition to historical events which consist as a part of Greek culture, in addition to a task in which learners are supported with pictures that have relation with Greek myths and old cultural practices like Poliphemus the Cyclops, Paris Abduction of Helen and Trojan horse.

At the end of the unit, learners are supposed to make a project related to the main theme of the unit. In "Exploring the Past" the project entails that students will make the profile of ancient civilization. In fact there are items in p. 42 that help learners in producing the profile, these items include:

-Information about time and place of the flourishment of the Greek civilization

-Information on two ancient Greek major cities (Athens, Sparta).

-A short account of the life styles, beliefs, customs, myths, and laws of these cities

-Information on the contribution made by Ancient Egypt and Phoenicia to ancient Greek civilization

-A summary of the major achievement of this civilization in science, philosophy and politics

-Information on civilizations that preserved the Geek cultural heritage for humankind.

In this project, learners are asked to make a profile of the Greek civilization using three to four of the previous items, and illustrate them with maps or pictures of monument.

This assignment is given for students at the end of the unit to be like a reminder for learners about the Greek culture and its different elements (life style, customs beliefs and myths) and to help them discover more about this culture by themselves and add more cultural knowledge to what they have dealt with.

3.3.2 Unit two

This unit is called" Ill-Gotten Gains Never Prosper Again", it deals with ethics in business and how to fight fraud and corruption. Its purpose is to raise awareness about the negative effects of fraud and comparing how different countries fight corruption and fraud. In fact this unit does not contain any element of culture.

3.3.3 Unit three

It is called "Schools: Different and alike". This unit spots lights on the different educational systems in the world mostly in Algeria, Britain and America. It aims at raising awareness about the similarities and differences between today's educational systems in different countries around the world. In fact this unit introduces culture. The unit starts in (p. 74) with pictures that refer to a university lecture theatre and a university library as an introduction to the unit. In the sequence "Read and Consider", learners are required to answer questions in which they guess how education would be in Britain, here learners will use their imagination in, and they are accompanied with an image that depicts two graduates wearing their ceremonial dress (figure8). On the next page there is a text as response to learners' imagination, in rubric "Taking a closer look", the text discusses the educational system in Britain (appendix2), and here the British culture is present showing to what extent British people value education, the stages they pass through in their educational journey, the content

and the discipline. At the end of the text, learners are asked to point out the similarities and difference between of the Algerian educational system and the British system. Speaking about British education on (p. 92) there is a picture that represents a girls' secondary school in Britain in 1960 (figure9) in which girls are wearing uniforms which represents the official school dressing in Britain till nowadays.

In addition to the British education, this unit discusses education in America; there is a text which represents the American educational system (appendix3) in rubric "As you Read" on (pp. 98-99), the text shows the uniqueness of the American system (local and federal government) the Americans' great interest in education. It depicts to learners the Americans' disagreement of opinions concerning what should be taught (the content), the debate lies in the place of religion and moral education. After having all that cultural knowledge, students are asked to make a comparison between the American and Algerian educational systems.

3.3.4 Unit four

This unit is entitled "Safety First", it deals mainly with advertisement in different societies. It aims at understanding the importance of integrating cultural features of different societies into advertisement. According to the aim of this unit, learners will be certainly exposed to cultural input of different societies in the classroom concerning advertisement. However, the content of the unit does not fit with its objective, it means that the objective is highly cultural but the content does not refer to culture. Thus, "Safety first" does not contain any cultural elements whether in relation to the target or the foreign culture.

3.3.5 Unit five

It is called "It's Giant Leap for Mankind", its main concern is astronomy and man exploration in the universe, solar system and science fiction too. It aims at developing awareness of the importance of satellites for present-day societies and raising awareness about

man's place in the universe through the exploration of the theme of astronomy. After scanning the pages of the unit, it is worth mentioning that this unit is highly scientific and designed for scientific streams, i.e. it lacks the cultural knowledge and all what is related to the target culture.

3.3.6 Unit six

Entitled "We are Family" focuses on feelings, emotions and humor. It aims at developing and understanding expression of feelings across different cultures and societies. This unit contains some cultural knowledge in specific activities. It first starts with Algerian comedians to whom learners are introduced; within the sequence" Listen and Consider" the teacher asks them questions orally that are mentioned in the textbooks like: what is comedy? Do you think that comedy teaches us lessons? The purpose of these questions is to evaluate students' background knowledge in relation to the theme of the unit.

In this context and exactly in rubric "Let's hear it" the teacher reads for students a text chosen from the "Listening Script" (pp.208- 209), the text is an interview between a journalist and a humorist John Doe in which he explains humor and comedy. In this interview the humorist claims that the sense of humor is linked with national characteristics, and he illustrates his opinion with an American who can't laugh at a Russian joke and vice versa, also a Russian find it difficult to make an English man laugh to tears. These examples show that different cultures around the word have some features that are unique and relevant to its people who cannot share them with other cultures, for instance the way of expressing feelings and sense of humor, and this is the main theme of this unit "We are Family". Moving to the sequence "Read and consider" (pp. 174-175), a text is entitled "feelings" (appendix4). This text treats the way American and British people express their feelings and emotions in different situations. The text represents first the American culture in which people are extrovert; they prefer to share their experience, and show their tears instead of hiding them. On the other hand,

British people tend to hide their feelings publically, they feel embraced when they are seen crying. This contrast between the two cultures is depicted to learners in the text, so that they can make the difference between the two societies. Moreover, learners are asked at the end to compare between the Algerian attitudes and feeling with those of the American and the British. This type of questions is worth mentioning for learners of foreign language in order to be familiar with both cultures (the native and the target) for the sake of enriching their cultural knowledge.

In the rubric "Pronunciation and Spelling" in which the lesson is about the pronunciation of the final "ed", but the activity consists of a text that talks about the life of princess Diana(figure10), her deeds and death. Although the aim of the task is purely for the sake of a correct pronunciation, the content is typically cultural because it talks about a prominent figure (princess) from the British culture. After this task learners are asked to write a newspaper article in rubric "Think, pair and share" in which they will describe the Algerian men and women and how they express their feelings and emotions like; grief and love in various situations. In this task they make a cultural overview about gender differences of the Algerian society when expressing feelings. At the end learners exchange notes with each other in order to share cultural knowledge.

In sequence "Listening and speaking" (p.183) learners are given a list of words that indicate degrees of friendship in English culture, and then students are asked the following questions: Are the degrees of friendship in the English culture the same as those in your culture? Is there any equivalent for words in your language? These types of questions are very significant since; on one hand they are provided with words that belong to the foreign culture, on the other hand learners are required to refer to them in their own culture, in this context learners will be dealing with the two cultures at time.

3.4. Categorization of cultural content in" New Prospect"

The cultural content in "New Prospect" is classified into three categorizations: Audio materials/ aids, Written materials/ aids, Visual materials/aids.

3.4.1. Audio material/aids

They are materials in which learners are exposed to the content of this textbook orally by the teacher, and this mostly refers to the part that contains the listening scripts. The "Listening Scripts" are designed to be read out loud in the sequence listening and speaking or listen and consider, in other words whenever learners study this sequence. "Listening scripts" (from p. 196 to p. 210) consists of interviews and texts in each unit which tackles two listening scripts. As mentioned before the units; one, three, and six include cultural elements.

3.4.2 Written materials/aids

Each unit has two reading texts. These texts represent the written material in the textbook. In fact texts in "New Prospects" have a significant role in presenting culture to learners. It contains texts which vary in the discussion of the target culture or the native culture depending on the theme of the unit.

Table explains the following classification of audio and written materials:

Table 1: *Classification of written and audio materiaL*

Materials	Unit one "Exploring the Past"	Unit three "Schools different and Alike"	Unit six "We are Family"
Audio material Listening scripts	Script 1: radio interview p. 196-197(adapted from VisctorSkipp, out of ancient world).	Script1: p.201 (adapted from Cambridge First Certificate English, p.69).	Script1: pp. 208-210 (adapted from Skills in English, level 3).
Written material Reading texts	-Algeria at The Crossroads of Civilizations (adapted from Africa: The Encyclopedia of African and African American Experience, p. 69). - Untitled text talks about Egyptian civilization (pp.37-38).	-Education in Britain p.83-84 (from Guide to British and American Culture, p.66). -Text without title discusses American educational system pp.98-99 (from D.K. Stevenson, American life and Institution, USIA).	-Feelings p.174-175 (From The Oxford Guide to British and American Culture, p.192).

The table 3.1 shows the written and audio materials that exist and carry cultural meaning to learners. These materials present both cultures target and mother culture. In addition, these materials are designed to be used by the teachers in his lesson plan. However, learners can use them outside the classroom to revise or prepare their courses without the teacher's guidance, since they are organized in a given way; like it is shown in the table, and every unit follows the same order.

3.4.3 Visual materials/aids

In "New Prospects", elements of culture are presented in pictures; indeed the textbook

contains plenty of pictures that depict the cultural knowledge to learners in various units, those pictures are used to transmit a cultural message to learners in order to be decoded by them through questions asked either by the teacher or questions that come within the image (for instance what does this picture represent? Or describe the picture?). These images depict to learners the content of "New Prospects", they are used as supplement to support the content of the written and audio materials. Moreover, visual aids help learner to express their opinions and imagination from what they see.

3.4.4 Unit one: Exploring the past
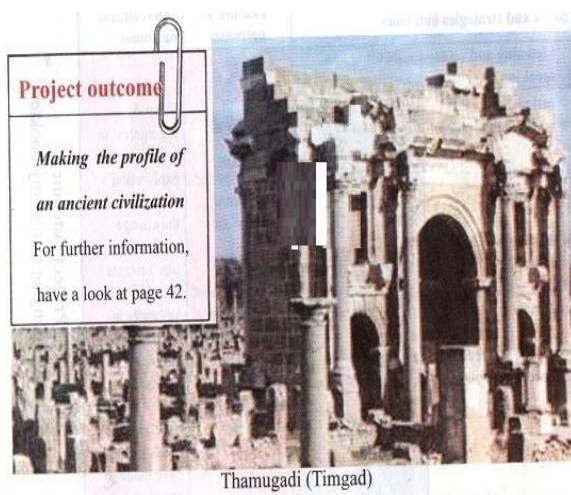
Figure 1 : *Thamugadi* (Arab, et al., 2007, p.14).   **Figure 2 :** *Ancient civilization map* (Arab, et al., 2007, p.15).
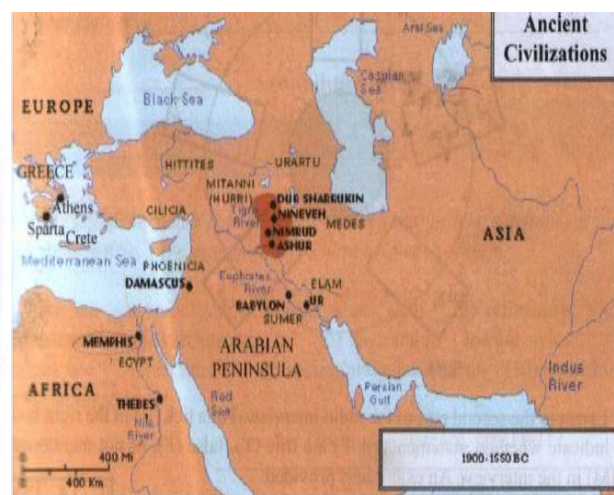
These two figures 1, 2 come at the beginning of unit "Exploring the Past", they present cultural knowledge. The first one represents Timgad that refers back to the Roman civilization which established in Algeria, whereas the second one is a map of ancient civilizations of the world. These two pictures summarize the content of the unit.
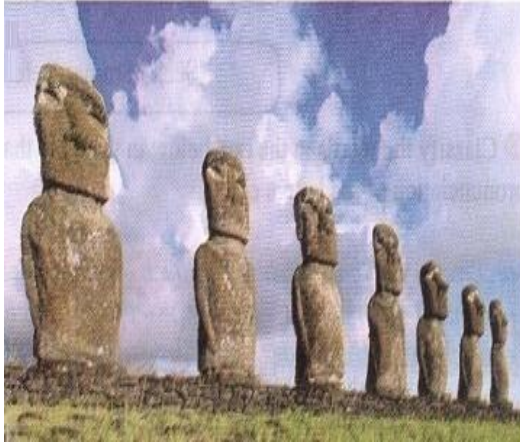
Figure 3: *Easter Island* (Arab, et al., 2007, p.27)   **Figure 4:** *Rock paintings* (Arab, et al., 2007, p.15)
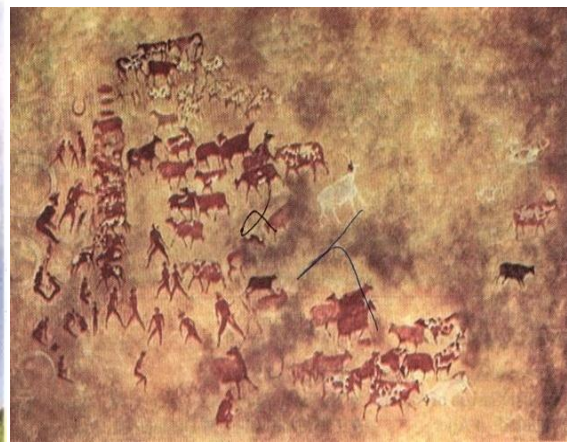
Figure 4 shows paintings on rocks that relates back to ancient civilizations which appeared in Algeria before centuries. For the second one, it is about Easter Island monuments, they are considered as the most heritages in the world, it existed before the European arrival.

Figure 5: *Piramyd* (Arab, et al., 2007, p.36)   **Figure 6** : *Mumifiying* (Arab, et al., 2007, p.36)

These two figures (5, 6) represent the Egyptian civilization; one belongs to the most famous seven wonders in the world "pyramid", and the other one is considered as an old practice which his called mummifying. These visual materials are put before a text that speaks about the Egyptian civilization, this mainly to put learners in the context of the text with images that make them understand better.

Unit three: "Different and Alike"
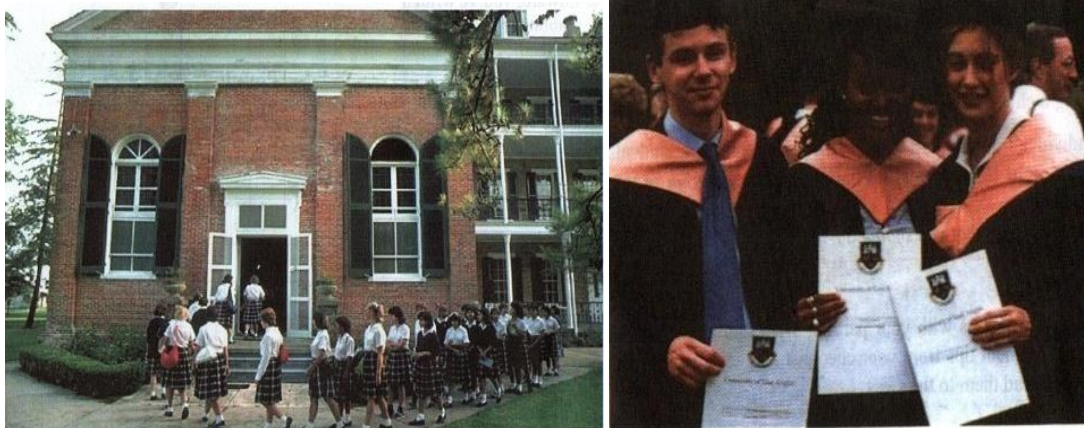
Figures 7/8: *british secondary school 1996/ Graduate students* (Arab, et al., 2007, pp.81/85)
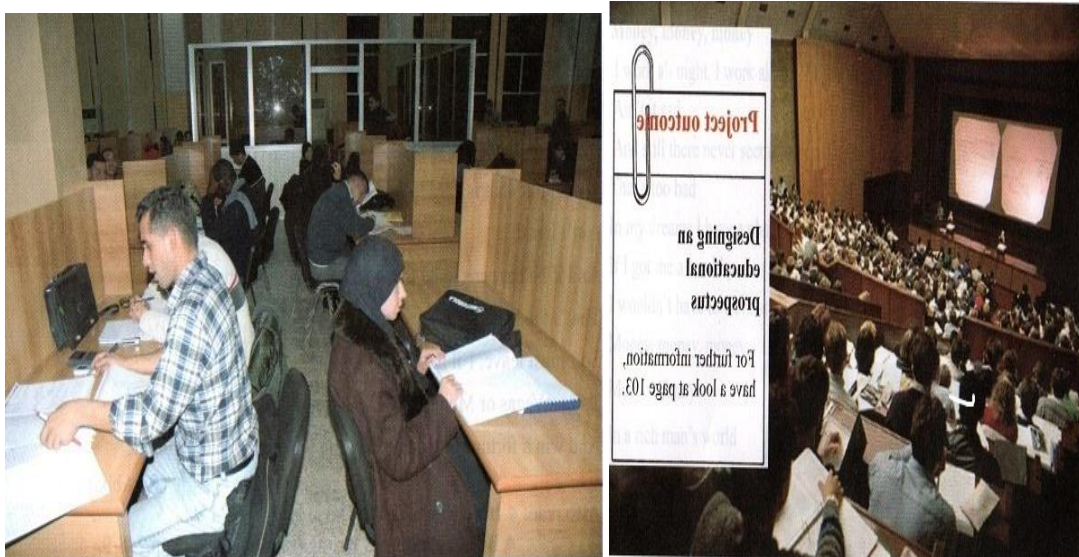
Figure 9: *Algerian university* (Arab, et al., 2007, p.74)

These two first figures indicate the target culture wearing in graduation ceremony, the other image shows girls wearing uniforms in elementary school. The two are very significant because learners are exposed to the protocols of the education of both Britain and America so that they will be aware of the differences between their educations and of their own. However, the two other figures depict the Algerian universities, i.e. learners are exposed to the native culture too.

Unit six "We are Family"

Figure 10: *lady Diana* (Arab, et al., 2007, p.179)

Figure 11: *Pink Floyed* (Arab, et al., 2007, p.175) **Figure 12:** *Algerian comedians* (Arab, et al., 2007, p.176)

The visual aids that exist in this unit are represented in the figures (11, 12). The first one is about the royal family members (the wedding of Lady Diana and Prince Charles), from the picture alone, learners will understand that it is related to a British culture from their clothes which show that it is a royal wedding. The figure is also used as supplement to the cultural content of the text. Whereas, the two other figures show stars of two cultures; one

shows stars of the British culture (music band Pink floyed) which represents famous figures of the target culture, however, the other picture shows stars of the Algerian culture(two comedians Bayouna and Saleh Ouguert) they also represent celebrities of the mother culture

3.5 Interpretation of the results

After analyzing the content of the six units of "New Prospects" in order to investigate the cultural knowledge, it is worth mentioning that only three units present the cultural knowledge. To begin with, having a look at the objectives of the units which indicate that the main concern of the textbook is to raise learners' awareness toward the foreign culture and develop their attitudes to make comparison between the native culture and the target culture. However, when reading the tasks or seeing the pictures which were used things differ since there are units which contrast with its main objective; for instance unit two and four; the former is mainly about advertisement in the world, its aim is -to understand the importance of integrating cultural features of a society into advertising-, whereas the content of the unit discusses the effects of advertisement on people, thus there is no element of culture. The latter is about how to fight fraud and corruption, according to its content the element of culture is totally absent. For unit five, it is interested in astronomy and the solar system; it prevents learners from the cultural knowledge within its content.

Concerning the remaining units, the components of culture do exist and they are present in different tasks and under different rubrics, culture can be depicted in texts, listening scripts and images and in a form of questions (in a writing development or a project assignment) or in poems. The unit one "Exploring the past" emphasize presenting two things. On one hand, it aims at introducing the mother culture (the Algerian civilization) instead of the target culture as a starting point, in a process called familiarization in which learners raise awareness about their own culture, in this context the approach that is used is the mono-cultural approach of culture; in this approach the exposure of culture is only from one

side(native culture), so that learners can have a first insight on the mother culture, this point can help them to discover mostly the civilizations occurred in the prehistoric times in Algeria to know more about this culture, its history, heroes and achievements(monuments and paintings). This unit offered learner with the picture of Thamugadi (Timgad) (figure;1) as a heritage of the Roman civilization(figure 1) and a cultural monument that dates back to prehistoric centuries, the picture comes at the very beginning of the unit on purpose, simply to remind them that there were civilizations that emerged and bloomed in this region. After exposing learners to the mother culture; they have positive attitudes and create kind of curiosity and openness to know more cultures and to be intercultural communicators as well. Besides, they will be prepared to accept the other cultures and all about their people without having stereotypical images toward their habits, beliefs, customs and life styles, this leads learners to develop cultural empathy. This latter means appreciating and understanding the other culture in comparison to one's own culture.

On the other hand, the unit presents historical components of culture like; myths, folk tales, heroes and life styles, those components are strongly related to ancient civilizations which are mentioned in the course book like; Greek, Sumerian, Egyptian, Roman and Chinese. This unit gives learners the opportunity to widen their cultural knowledge about human- made civilizations that appeared times ago. They are exposed to the most notable civilizations. They also recognize the timeline of the most famous ones like the Greek, Sumerian and the Egyptian civilization; when they emerged, how they flourished and developed, their main achievements, and under which conditions they collapsed, their famous figures, their geographic locations and their contributions to mankind. Having all that cultural knowledge about old cultures enrich learners' background of the main civilizations which help in the establishment and the progress of modern civilizations.

In this textbook, learners are exposed in unit three and six to cultural components associated with English speaking communities mainly British and American ones. In these units, textbook designers tend to present to learners the American and British attitudes and beliefs toward education (unit three), how they perceive it and to what extent they give it importance. In addition to the educational levels of the two societies that they go through are provided to learners too. All this information helps learners to know more about the culture of the English language, its people's opinions about education and the nature of the educational system that are foreign to their own country. The aim of unit three is to compare between different educational systems in the world, but the content of the unit introduces only those of the British and American system.

Unit six in "New Prospects" is in fact associated with American and British way of life; how they express their feelings and control them. This unit emphasizes showing learners the differences between two major communities speaking the same language in order to raise awareness between the two different cultures, and understand the nature of the British and American citizens, since each community has its own habits, life styles and values that are shared between them. Culture is also taken into consideration and emphasized in this unit, and learners are exposed to their own culture in relation to the old civilization that occurred in Algeria. This kind of culture is called historical culture which focuses on relating societies with their past. The other two units deal with the target culture mainly British and American, learners get cultural knowledge about these two communities, concerning their education, the way of expressing feelings and emotions, and their beliefs and way of life, all this is mainly related to what is called contemporary culture, this latter tends to describe cultures and societies of modern time.

Thus, this textbook puts learners between two shades of culture; the historical culture which attempts to take learners back to the past making them knowing not only the history of

old civilization but also their own culture for the sake of appreciating history. Furthermore, learners are provided with contemporary culture which refers to British and American cultures, this kind of culture deal with nowadays habits, practices and life style of societies that are foreign to learners' culture.

3.6 Investigating Intercultural Communicative Competence in "New Prospects"

This textbook includes cultural knowledge in its content, and there is a clear attempt to make learners learn more about the two cultures; foreign and mother culture. In this context "New Prospects" exposes learners to culture. However only the third unit which somehow attempts to combine between the mother and foreign culture mainly in assignment in (p.84) which entails to explain the similarities and the differences between the Algerian and the British or the American educational system, and this point of meeting the two cultures develops learners' intercultural competence. In overall "New Prospects" lacks such exercises and texts which can help learners develop attitudes like; empathy, tolerance and openness that are considered as the main basis of intercultural communication. This issue is very needed for FL learners so that they can be a successful intercultural communicators. Thus, this skill is not successfully covered in this textbook.

3.8 Limitation of the study

Because of the time constraints, this study is limited since it lacks more tools of investigations. At first there was an intention to conduct questionnaire for learners and teacher in order to investigate their attitudes toward the target culture as well as their opinions about different methods of teaching cultural element in "New Prospects". Therefore such kinds of research require a certain period of time due to the needed duration of each instrument. However, the used method which is textbook evaluation fits the needs of the research and helps in findings results.

3.9 Suggestions and recommendations

Based on the results, this study dedicates further recommendations to be appropriately implied in language teaching toward textbook designers and educators. This study suggests more exposure to cultural knowledge of the target and mother culture, and creates a link between the two cultures in order to achieve intercultural competence, like designing activities and texts which aim to raise learners' awareness about the similarities and the differences between their own cultures and the target culture. This kind of tasks are made at the end of each unit, here the teacher provides learners with pictures taken from the textbook, and learners will be given the freedom to express themselves orally commenting on these pictures which depict cultural elements of both cultures, and they point out the main differences and similarities.

Conclusion

This chapter shows practically the visible place of culture in the new prospects in which learners are exposed to the two sides of culture, the historical and contemporary culture. The former is related to the presentation of civilization during prehistoric times in addition to good exposure of the mother culture, the later consists of the presentation of the target culture which is related mainly to the British or American societies."New Prospects" does not develop learners' intercultural competence because the exposure is superficial.

General Conclusion

The current study aims at investigating the cultural elements in third year textbook "New Prospects" in which a textbook analysis is made to seek the way culture is presented and classified within the content of "New Prospects". The first chapter discusses culture in language teaching, it emphasizes on the great role of culture which is considered as the mirror that reflects the peoples' way of life, values and beliefs. In fact culture is part of language and vice versa, i.e. language and culture cannot be separated from each other. Culture also plays a crucial role in foreign language teaching. FL learners need to be aware of the target culture, because they cannot learn the foreign language unless they get knowledge about its culture. In this context, the field of FLT requires a more emphasis on integrating the cultural knowledge into classroom and textbooks content.

The second chapter deals with textbook evaluation. It starts with the role textbook which are considered as the most important pedagogical material that is used by both teachers and learners; however, this chapter shows the disadvantage of using textbooks by teacher and l. This chapter puts an emphasis on the criteria, methods and functions of textbook evaluation. At end it highlights the presentation and categorization of the cultural components in English textbooks.

The third chapter includes the analysis of "New Prospects", it starts with a general description, than each unit is analyzed, and materials are categorized too. The findings indicate that culture is present in "New Prospects", in fact culture here is categorized in two categories; first the historical culture which refers to ancient civilizations in general and specifically those civilizations related with the mother culture. Second contemporary culture which is related to the exposure of English speaking communities (British and American culture). Those two sides of culture are given considerable space in written, audio and visual aids in order to put learners in the context of British and American cultures. However,

learners cannot develop an intercultural competence because culture is covered in a shallow and superficial way. Thus, the content of this textbook does not help them to achieve it. The hypothesis of this research which claims that third year textbook "New Prospects" contains cultural components that help developing learners' intercultural competence is partially proved.

This study is conducted to find answers to the main research questions. In fact Culture exists within the content of third year secondary school textbook "New Prospects" but in a shallow and superficial way. It is presented and classified into two categories contemporary culture and historical culture. Contemporary culture refers to the presentation of the American and British culture. The historical culture id related to the presentation of ancient civilizations and precisely those related and appeared along with the mother culture. Besides cultural components are presented in various materials like texts, pictures, tables, and listening scripts. Thus, "New Prospects" does not fully contribute in developing learners' communicative competence since this skill requires more contact with native speakers. It also needs more cultural awareness about one's own culture and the target culture, and this textbook does not fully covers these issues.

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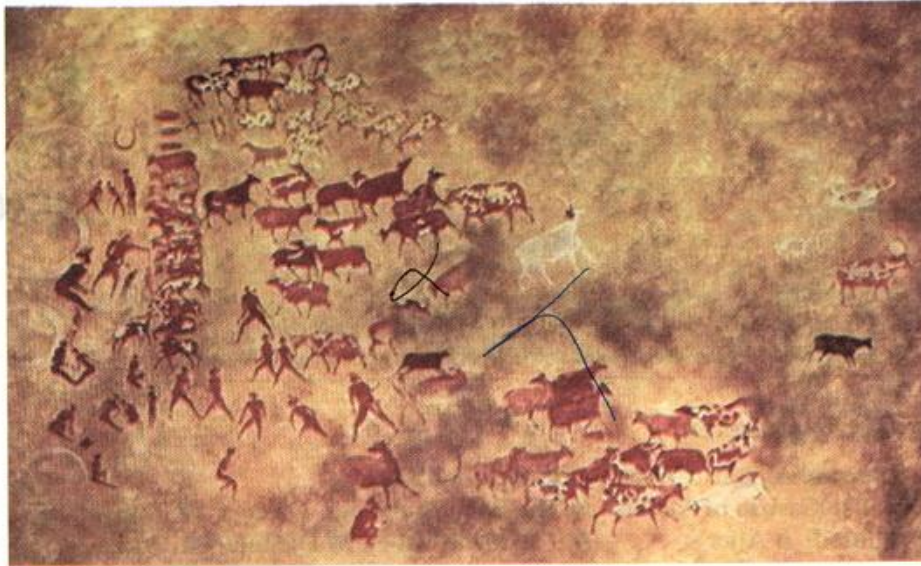
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Appendix 1

Algeria at the Crossroads of Civilizations

No country in North Africa has as much access to the Mediterranean and the Sahara as Algeria. Its privileged geographic position has made it open to many of the ancient civilizations that flourished in the Mediterranean Basin and to those that prospered in Africa south of the Sahara. Today few countries in the region can boast of as many World Heritage Sites as our country. Tipaza, Djemila, Tassili n' Ajjer, Timgad, the M'Zab Valley, The Qalaa of the Banu Hammad, and the Casbah of Algiers are standing witnesses both to its civilizational genius and to its enriching contacts with other civilizations. (§1)

Of all the sites of Southern Algeria, the Tassili n' Ajjer has the most prestige. It has more rock paintings and engravings than any other prehistoric Saharan sites, and it contains the most beautiful remains of the prehistoric civilizations of the Sahara. These rock paintings, engravings and remains have yielded as much information as we need in order for us to have a clear picture of what life used to be like in the Sahara in prehistoric times. They show clearly that the Algerian Sahara was one of the cradles of civilization. The Tassili n' Ajjer seems to have had as few exchanges with the Phoenecian and Roman civilizations as the other Saharan sites of our country. Archaeologists are still undecided about which of these Saharan sites contains the

/ˌmedɪtə'reɪnɪən/
/ˌsɪvəlaɪ'zeɪʃnz/

/'herɪtɪdʒ/

/'dʒiːnɪəs/

/saɪts/
/pres'tiːʒ/
/ˌpriːhɪ'stɒrɪk/

/ˌɪnfə'meɪʃn/

/kreɪdlz/

/sə'hɑːrən/

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fewest traces of these ancient civilizations. Yet the traces that have already been uncovered in the Tassili n'Ajjer speak eloquently of the fruitful contact of the Phoenician and Roman civilizations with that of the Sahara. (§2)

In the northern part of Algeria, the Casbah of Algiers undoubtedly holds the most important position among the historic sites. Its history is closely linked with the history of the city of Algiers. Algiers was built during multiple conquests, and layers of well-refined cultures can be found in its architecture and social character.There is little knowledge about its earliest times when it was founded by the Phoenecians as one of their trading posts. It was known to the Carthaginians and to the Romans as Icosium. The Vandals destroyed Icosium in the 5th century A.D. Five centuries later, Emir Bulughin rebuilt the town into an important Mediterranean trading port called al-Jaza'ir. Until then, Algiers had less influence on international commerce than the other Algerian maritime cities because it had fewer natural harbours. Therefore, despite the fact that it was considered a trading post by both the Romans and Phoenicians, only the least amount of merchandise transited through it. (§3)

After the Turkish Baba Aruj brothers had gained control of the city in 1516, Algiers thrived as a relatively independent city under the nominal control of the Ottoman Empire. Later, the Ottomans transformed the architectural character of the city by constructing mosques and palaces similar to those in Asia Minor and erecting the famous white-washed military fortification known as the Casbah. In spite of the fact that the Casbah underwent some changes during the French colonial rule, it still remains the throbbing cultural heart of the city of Algiers. (§4)

(Adapted from *Africana: The Encyclopedia of African and African American*

Experience, p.69)

/ˈeɪnʃənt/
/ʌnˈkʌvəd/
/ˈrəʊmən/
/ˈnɔːðən/
/pəˈzɪʃn/
/ˈhɪstrɪ/
/ˈkʌltʃəz/
/ˈkærəktə/
/ˈnɒlɪdʒ/
/ˌkɑːθəˈdʒɪnɪənz/
/ˈsentʃərɪz/
/ˌɪntəˈnæʃnəl/
/ˈhɑːbəz/
/ˈmɜːtʃəndaɪz/
/ˈtɜːkɪʃ/
/ˈempaɪə/
/ˌɑːkɪtˈektʃə/
/ˈpælɪsɪz/
/ˈeɪʃə maɪnə/
/ˈθrɒbɪŋ/

Around the text

Grammar Explorer I

① Pick out the sentences which contain the comparatives and the superlatives of **quantifiers** in the text above. Write them in the corresponding boxes on the next page.

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Appendix 2

Education in Britain

No subject has as much importance for the British people /im'pɔːtns/
as that of education. Most citizens believe that the state should /bɪ'liːv/
provide education free of charge and to a high standard as well. /prə'vaɪd/
At election time, politicians who promise to spend a great deal /ˌpolɪ'tɪʃnz/
of money on education are more popular than those who promise /'popjʊlə/
only a little. Recently there has been a lot of talk as to whether
students must pay their own fees at university or not. A lot of /ˌjuːnɪ'vɜːsətɪ/
people are afraid that Higher Education might be reserved for /ˌedʒʊ'keɪʃn/
the privileged few because poorer students would not receive
enough financial help from the government. This is the reason /ɪ'nʌf/
why private education is less accepted in Britain than it is in the /ək'septɪd/
United States. (§1)

Children are required to be in full-time education between /rɪ'kwaɪəd/
the ages of 5 and 16. Some receive their primary education at /'praɪmərɪ/
an infant school and then a junior school whereas others receive /'dʒuːnɪə/
it at a primary school that combines the two. At about 11, they /kəm'baɪnz/
begin their secondary education at a comprehensive school or /ˌkomprɪ'hensɪv/
a grammar school. Secondary schools are much larger than /'sekəndrɪ/
primary schools and students may have to travel longer distances /'dɪstənsɪz/
by school bus or public transport. The students take the Standard
Assessment Tests (SATs) at 14, then study towards the General /ə'sesmənt/
Certificate of Secondary Education (GCSE) in as many subjects /sə'tɪfɪkət/
as they can manage, usually eight to ten. Afterwards, some
students will start work while a few others will go to a sixth-form
college to study for Advanced (A) Levels in two, three, or four /'kolɪdʒ/

subjects in order to enter university. This requirement is more or less similar to what is required by American universities (§2)

/rɪˈkwaɪəmənt/

A National Curriculum was introduced in 1988. It has made the current British educational system different from the previous ones in at least two major aspects. First, unlike the old system, the present system sets the same subjects for all state schools. Children have to study the core subjects of English, mathematics and science, and also the foundation subjects of technology, geography, history, art and physical education. Second, in contrast to the old practice, standards at individual schools are watched closely by parents and the government. Schools are visited regularly by inspectors, and school performance tables are published annually to show how well individual schools have done in tests and exams. These 'league' tables enable parents to compare one school with another. Schools which do not make adequate progress run a high risk of being closed. (§3)

/kəˈrɪkjʊlem/
/ˈkʌrənt/
/ˈmeɪdʒə(r)/

/ˈmæθəˈmætɪks/

/dʒɪˈɒgrefɪ/
/ˌɪndɪˈvɪdʒʊəl/
/ˈpeərənts/
/ˈvɪsɪtɪd/
/ˈpʌblɪʃt/
/ɪˈneɪbl/

/ˈædɪkwət/

(From *Guide to British and American Culture*, p. 66)

② Explain in what ways the current British educational system is similar to and different from the Algerian educational system. Refer to the text.

Appendix 3

TEXT

Although in general Americans prefer to limit the influence of government, this is not the case where education is concerned. All levels of government are involved in education, and it is considered to be one of their most important responsibilities. The Federal Government provides some money for education through the Department of Education. But state and local governments have direct control and are responsible for the education of students between the ages of 5 and 18. Formal education is usually considered to begin at the age of 5 when children go to kindergarten. Kindergarten and the next five or six years of education (first grade, second grade, etc) are together usually called elementary school (the term primary school is less common in the US than in Britain). Grades seven to twelve are part of secondary education, and may be divided between junior high school and senior high school. Other school systems have middle school, where children spend two years. High school usually covers four years, from the ninth to the twelfth grade. Post-secondary education (also called University or Higher or Tertiary Education) after twelfth grade, is not free though state governments, which run most of the educational institutions, subsidize the cost for people who live in the state. By some standards, American education seems very successful. Although young people must attend school until they are 16, over 80% continue until they are 18. About 45 % of Americans have some post-secondary education and over 20% graduate from college or university. However, 20% of adults, i.e. about 40 million people, have very limited skills in reading and writing, and 4%, i.e., about 8 million people, are illiterate. Most educational institutions in the US are public (run by the government), but there are some private schools for which students have to pay a lot of money to attend. Many private schools have a high reputation, and parents send their children there so that they will have advantages later in life. Americans agree on the importance of education being available to all, but there is disagreement about what should be taught. The greatest area of disagreement is the place of religious and moral education. Commonly debated topics include whether teachers should ask students to say prayers and whether it is right to beat students for punishment. Sometimes the debate ends up in court of justice, and courts usually say that students shouldn't be forced to do something that is against their beliefs.

(From D.K. Stevenson, *American life and Institutions*, USIA)

/prɪˈfɜː/ /kənˈsɜːnd/ /ɪnˈvɒlvd/ /kənˈsɪdəd/ /ˈfedərəl/ /ˌedʒʊˈkeɪʃn/ /ˈkɪndəɡɑːtn/ /ˌelɪˈmentrɪ/ /ɡreɪdz/ /dɪˈvaɪdɪd/ /ˈkʌvəz/ /ˈtɜːʃərɪ/ /ˈsʌbsɪdaɪz/ /ˈstændədz/ /əˈmerɪkənz/ /ˈɡrædʒʊeɪt/ /ˈraɪtɪŋ/ /ˈpraɪvɪt/ /əˈtend/ /ədˈvæntɪdʒɪz/ /əˈveɪləbl/ /rɪˈlɪdʒəs/ /preəz/ /ˈpʌnɪʃmənt/

Appendix 4

Feelings

British and American people are similar in many ways, but in expressing feelings they haven't much in common. Nearly all Americans believe that it is better to share what they think or feel than hide it. A great many of them expect their relatives and friends to say, " I love you", "I care for you", or "I'm glad to have a friend like you". Almost all of them enjoy talking about their own experiences, and a few of them will go so far as to share ideas with foreign visitors the first time they come into contact with them. When some of them are upset they prefer to cry rather than retain their tears. Few Americans consider it bad to show anger in public. The great majority of them would rather let all of it out and say what they feel than bottle it up inside and make matters worse. (§1)

/'pi:pl/
/'fi:lɪŋz/
/bɪ'li:v/
/'relətɪvz/
/ɪk'spɪrɪənsɪz/
/'fɒrən/
/ˌʌp'set/
/mə'dʒɒrətɪ/

In contrast to this is the traditional British reserve, a national tendency to avoid showing strong emotion of any kind. The British like to keep a stiff upper lip. In other words, they don't like showing or talking about their feelings. They rather prefer hiding them because people who reveal their emotions are thought to be weak and bad-mannered. For example, showing anger in public is considered to be a sign

/trə'dɪʃənl/
/ɪ'məʊnɪ/
/'tɔ:kɪŋ/
/'haɪdɪŋ/
/θɔ:t/
/'æŋgə/

that the person hasn't much character. So few British people would dare vent even a little anger in public places. They give little attention to people who complain in public e.g., about being kept waiting in a traffic jam or in a restaurant. They may pretend not to hear them in order to avoid getting involved. (§2)

/'kærəktə/
/'pʌblɪk/
/kəm'pleɪn/
/ə'vɔɪd/

This attitude is far less common today than it used to be, but a lot of British people, especially among the elderly, still take a great deal of trouble to appear strong. Most British men and women are still embarrassed to be seen crying in public. People are also embarrassed when they see somebody crying, and do not know whether it is better to pretend they have not noticed or to try and comfort them. Women are more likely to respond than men and will put their arm round the person or touch their shoulder. (§3)

/'ætɪtju:d/
/ɪ'speʃəlɪ/
/ɪm'bærəst/
/nəʊ/
/'kʌmfət/
/'ʃəʊldə/

Many British youths now show feelings of affection in public. Women sometimes kiss each other on the cheek as a greeting and people may greet or say goodbye to each other with a hug. Lovers hold hands in public and sometimes embrace and kiss each other, but many elderly people do not like to see this. However, when British people are part of a crowd they are less worried about expressing their emotions. Football crowds sing and cheer when their side scores a goal. Players now hug one another when they score. Even cricket supporters, who had a reputation for being much quieter, enjoy cheering as well as giving the traditional polite applause. (§4)

/ju:θs/
/'wɪmɪn/
/ɪm'breɪs/
/kraʊd/
/sə'pɔ:təz/
/ə'plɔ:z/

(From The *Oxford Guide to British and American Culture*, p.192)

الملخص

يسلط هذا البحث الضوء على تقييم محتوى كتاب السنة الثالثة ثانوي "افاق جديدة", حيث يهدف المحتوى الثقافي في هذاالكتاب لمعرفة ما اذا كانت الثقافة الهدف و الثقافة الام تعرض على المتعلمين. علاوة على ذلك تهدف الدراسة الى تحليل الطريقة التي يتم بها تقييم الثقافة ضمن محتوى الكتاب و طريقة تصنيفها, و ما اذا كان الكتاب يساعد المتعلمين تحديدا علىزيادة الوعي بثقافتهم و الثقافة الهدف. و يسعى ايضا الى معرفة ما اذا كان محتوى الكتاب كافيا لتطوير كفاءة التفاعل بينالثقافات, و ايضا لتطوير سلوك ايجابي تجاه تعلم ثقافة اجنبية, و ايضا تجاه افراد هته الثقافة, مما يؤدي الى تطوير سلوكيات ايجابية مثل: القبول, التعاطف, و القدرة على التكيف. و في هذا السياق تم تقييم الكتاب المدرسي للإجابة على اسئلة البحث, وتكشف ا لنتائج ان المحتوى الثقافي يقدم للمتعلم بطريقة سطحية, و بالتالي لا يزال الكتاب يفتقرالمزيد منالجوانب الثقافية مثل: القيم, المعتقدات, الدين... و ما الى ذلك. وعليه الاعتماد على هذا الكتاب المدرسي غير كاف لتحقيق الكفاءة التواصلية بين الثقافات.