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**Exploring Foreign Culture Representation through Textbooks' Literary Texts**  
**Case Study: The Algerian Third Year Secondary School Textbook 'New**  
**Prospects'**

**A Dissertation Submitted to the Department of Letters and English Language in Partial**  
**Fulfillment of the Requirements for Master's Degree in Language and Culture**

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## **DEDICATION**

This modest work is dedicated to:

Our parents,

Our sisters and brothers,

Us

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This dissertation has become a reality first with the help of our God the Almighty thanks to the wisdom he bestowed upon us, the strength and good health to finish this work.

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## ABSTRACT

This research study is concerned with the analysis and evaluation of the Algerian third year secondary school textbook of English 'New Prospects' where the focus will be on the book's EFL cultural content reflected in literary texts. More precisely, this study aims at exploring whether or not the target culture is sufficiently represented in the textbook through literary texts. It also emphasizes the role of culture in enhancing learners' language acquiring merely through literature. It is thereby hypothesized that 'New Prospects' may display insufficient EFL cultural knowledge through literary texts. To reject or confirm the aforementioned hypothesis, and answer the theoretical questions of the research, two research tools are going to be conducted during this study, namely; a textbook evaluation of 'New Prospects', using both a quantitative and qualitative checklists, and a teachers' questionnaire administered for Secondary School teachers who already have an experience in teaching third year classes. A total of 75 secondary school EFL teachers of Guelma were involved in the questionnaire's sample. The findings obtained from the textbook analysis and evaluation confirmed the lack of EFL culture representation through literary texts, this is further reinforced by the majority of participants who asserted this claim. Therefore, textbook designers ought to take into serious account the integration of EFL culture in school textbooks.

**Keywords:** EFL culture, literary content, textbooks, textbook analysis, textbook evaluation.

## **List of Abbreviations**

**EFL:** English as a Foreign Language

**CT:** Critical Thinking

**ELT:** English Language Teaching

## List of Tables

The following list presents all the tables used in the Field Investigation.

<b>Table 3.1:</b> Detailed Quantitative checklist of Unit One.....	54
<b>Table 3.2:</b> Quantitative Checklist of Unit One.....	59
<b>Table 3.3:</b> Detailed Quantitative Checklist of Unit Two.....	62
<b>Table 3.4.:</b> Quantitative Checklist of Unit Two.....	66
<b>Table 3.5:</b> Detailed Quantitative Checklist of Unit Three.....	69
<b>Table 3.6:</b> Quantitative Checklist of Unit Three.....	72
<b>Table 3.7:</b> Detailed Quantitative Checklist of Unit Four.....	74
<b>Table 3.8:</b> Quantitative Checklist of Unit Four .....	79
<b>Table 3.9:</b> Detailed Quantitative Checklist of Unit Five.....	82
<b>Table3.10:</b> Quantitative Checklist of Unit Five.....	86
<b>Table3.11:</b> Detailed Quantitative Checklist of Unit Six.....	89
<b>Table3.12:</b> Quantitative Checklist of Unit Six.....	94
<b>Table3.13:</b> Quantitative Analysis of the Textbook as Whole.....	96
<b>Table3.14:</b> Qualitative Checklist of ‘New Prospects’ .....	97
<b>Table3.15:</b> Teachers’ Qualifications.....	101
<b>Table3.16:</b> Teachers’ Teaching Experience.....	101
<b>Table 3.17:</b> Teachers’ Perception of the Meaning of Textbook.....	102
<b>Table 3.18:</b> Frequency of Using the Textbook.....	103
<b>Table 3.19:</b> Textbook’s Role in Facilitating Teaching English.....	104
<b>Table 3.20:</b> Teachers’ Aims Behind Textbook’s Use.....	104
<b>Table 3.21:</b> Limitations in the Textbook.....	105
<b>Table 3.22:</b> Teachers’ Knowledge about Textbook Evaluation and Analysis...	106
<b>Table3.23:</b> The Importance of Textbook Evaluation.....	107

<b>Table3.24:</b> the Usefulness of Textbook Evaluation.....	108
<b>Table3.25:</b> Teachers’ Definition of Culture.....	108
<b>Table 3.26:</b> Learning Foreign Languages through Culture.....	109
<b>Table3.27:</b> Teachers’ Knowledge about Approaches to Teaching Culture.....	111
<b>Table3.28:</b> The Importance of Integrating EFL Culture in the Textbook.....	112
<b>Table3.29:</b> Culture Representation in the Textbook.....	113
<b>Table3.30:</b> Causes behind the Importance of Literary Texts to EFL Learners ...	114
<b>Table3.31:</b> Teachers’ Knowledge of Approaches of Teaching Literature.....	115
<b>Table3.32:</b> Literary Genres’ Availability in ‘New Prospects’ .....	116
<b>Table3.33</b> Criteria to Literary Texts’ Selection.....	116
<b>Table3.34:</b> Textbook’s Representation of Culture through Literary Texts.....	117
<b>Table3.35:</b> Teachers’ Alternatives to Textbook’s Literary Texts.....	118

## Contents

DEDICATION.....	i
ACKNOWLEDGMENTS.....	ii
ABSTRACT.....	iii
LIST OF ABBRIVIATIONS.....	iv
LIST OF TABLES .....	v
CONTENTS.....	vii
<b>General Introduction</b> .....	1
1. Statement of the Problem.....	2
2. Aims of the Study.....	2
3. Research Questions.....	2
4. Research Hypothesis.....	3
5. Research Methodology and Design.....	3
5.1. Research Method.....	3
5.2. Population of the Study.....	3
5.3. Data Gathering Tools.....	4
6. Structure of the Dissertation.....	4
<b>CHAPTER ONE: Textbook Evaluation</b> .....	6
<b>Introduction</b> .....	6
1.1. Definition of Textbook .....	7
1.2. Terminology .....	8
1.2.1. Curriculum .....	8
1.2. 2. Syllabus .....	9
1.2.3. Program.....	10
1.2.4. Course Book.....	10



1.3. Types of Textbooks.....	10
1.3.1. International Textbooks.....	11
1.3.2. Local Textbooks.....	11
1.4. The Role of the Textbook in the English Classroom .....	11
1. 5. Limitations of Textbooks.....	14
1.6. Critical Thinking and Textbook Analysis .....	17
1.7. Textbook Analysis and Textbook Evaluation.....	18
1.7.1. Definition of Textbook Analysis.....	18
1.7.2. Definition of Textbook Evaluation.....	19
1.7.3. Definition of the Checklist.....	19
1.7.4. Reasons of Textbook analysis and Evaluation.....	20
1.7.5. Criteria for Textbook Evaluation .....	22
1.7.5.1. Cunningsworth’s Checklist.....	22
1.7.5.2. Sheldon’s Evaluative Checklist.....	23
1.7.5.3. Skierso’s Checklist.....	23
1.7.5.4. Browns’ Checklist.....	23
1.7.5.5. Byram and Eskerte’s Checklist.....	24
<b>Conclusion.....</b>	<b>25</b>
<b>CHAPTER TWO: Culture Representation through EFL Literary Texts.....</b>	<b>26</b>
<b>Introduction.....</b>	<b>26</b>
2.1. Culture.....	26
2.1.1 Definition of Culture .....	28
2.1.2. Types of Culture .....	28
2.1.2.1. Big ‘C’ Culture vs Small ‘c’ Culture.....	28
2.1.2.2. Material Culture vs Non Material Culture.....	28

2.1.3. Characteristics of Culture.....	29
2.1.4. Elements of Culture .....	32
2.1.4.1.Norms.....	34
2.1.4.2.Values.....	33
2.1.4.3. Language.....	33
2.1.4.4. Assumption.....	34
2.1.5. Approaches to Culture Teaching in Foreign Language Education .....	34
2.1.5.1 Knowledge-based Approach.....	34
2.1.5.2. Behavior-based Approach.....	35
2.1.5.3. Meaning-based Approach.....	35
2.1.6. The Relation between Language and Culture.....	35
2.1.7. The Importance of Teaching Culture in EFL Classrooms.....	36
2.2. Literary Texts.....	37
2.2.1. Definition of Literature .....	37
2.2.2. Literary Genres.....	38
2.2.2.1. Poetry, Prose, and Drama.....	38
2.2.2.2. Fiction and Non-Fiction.....	39
2.2.3. The Importance of Teaching Literature in EFL Classes.....	40
2.2.4 Approaches to Teaching Literature.....	42
2.2.5. Literature in EFL Textbooks.....	44
2.2.6. Literature and Cultural Competence.....	45
2.2.7. Culture representation through Literary Texts .....	47
Conclusion.....	48
<b>CHAPTER THREE: Field Investigation.....</b>	<b>49</b>
<b>Introduction.....</b>	<b>49</b>

3.1. General Presentation of “New Prospects” .....	49
3.2. Description of the Research Method.....	50
3.3. Tools of Investigation.....	51
3.3.1. Checklists.....	51
3.4. New Prospects’ Analysis.....	53
3.4.1. Quantitative Units analysis.....	53
3.4.1.1. Analysis of Unit One: Exploring the Past.....	53
3.4.1.1.1. Analysis of the Data.....	61
3.4.1.2. Analysis of Unit Two: Ill Gotten Gain Never Prosper .....	62
3.4.1.2.1. Analysis of the Data.....	67
3.4.1.3. Analysis of Unit Three: Schools: Different and Alike.....	68
3.4.1.3.1. Analysis of the Data.....	73
3.4.1.4. Analysis of Unit Four: Safety First.....	74
3.4.1.4.1. Analysis of the Data.....	80
3.4.1.5. Analysis of Unit Five: It is a Giant Leap for Mankind.....	82
3.4.1.5.1. Analysis of the Data.....	88
3.4.1.6. Analysis of Unit Six: We are Family.....	89
3.4.1.6.1. Analysis of the Data.....	95
3.4.1.7. Quantitative Analysis of the Whole Units.....	96
3.4.1.8. Qualitative Analysis of the Whole Units.....	97
3.4.1.8.1. Analysis of the Data.....	98
3.5 The Secondary School Teachers' Questionnaire.....	99
3.5.1 Population of the Study.....	99
3.5.2 Description of Teachers' Questionnaire.....	99
3.5.3. The Administration of the Questionnaire.....	100

3.5.4. Analysis of the Questionnaire.....	100
3.5.5. Summary of Results and Findings from Teachers' Questionnaire.....	120
<b>Conclusion</b> .....	123
<b>General Conclusion</b> .....	125
1. Concluding Remarks.....	125
2. Pedagogical Implications and Recommendations.....	126
3. Limitations of the Study.....	128
<b>References</b> .....	129

## **APPENDICES**

Appendix A: Teachers' Questionnaire

**Résumé**

**ملخص**

## **General Introduction**

Textbooks seem to be the mediator between teachers and learners which provide guidance in course activity and design. They play a crucial role in representing the foreign culture through various materials that are well-chosen and designed like language activities, pictures, and literary texts. Literary elements open the door that leads to a wider and closer look at the target culture. Even with all the advanced technologies and the easy access to any kind of information particularly that about the EFL culture, textbooks are still very crucial in the EFL teaching /learning process. However, in order to know how effective they really are, a textbook evaluation must be conducted. The latter is very important for it shows how closely textbooks match with the course aims and objectives. Consequently, this contributes to a better acquiring of the language beyond the mere memorization of words and basic grammar rules

Since language is not just about the accumulation of words, it is then very important to learn the culture of the target language because culture plays a role in providing the learner with a particular context that helps him/her give the right meaning to every new word s/he encounters. Especially that recent methods and approaches to teaching foreign languages have shifted their attention from the linguistic dimension and perspective to the cultural dimension of the language being taught. Indeed, culture has become a crucial element in foreign language teaching. Several experts, authors and textbook designers insist on the fact that culture has to be taught simultaneously with language by exposing learners to some classroom materials -such as textbooks- reflecting the target culture. Culture can be represented through various ways one of which is the literary content found in EFL school textbooks. Thus, in order to find out about the representation of culture in 'New Prospects', an evaluation of the textbook must be conducted.

## **1. Statement of the Problem**

Integrating culture in EFL textbooks is of crucial importance for it helps learners acquire the foreign language even better. Exposing learners to the target culture through integrating the latter in literary content is one of the best ways for it facilitates the process of language acquiring and learning especially when it is accompanied with some authentic materials provided in the textbook. It has been recently highlighted by many researchers in the field of foreign language teaching and learning that literature is a very successful tool when it comes to express the foreign culture. Yet, it seems that Algerian textbook designers overlook to some extent the role literature plays in reflecting the EFL culture successfully. Indeed, Algerian textbooks of English appear lacking literary texts that exhibit the EFL culture, and even learners seem to be unacquainted with it.

## **2. Aims of the Study**

The major purpose motivating this study is the need for studies that examine the nature of materials used in the teaching of culture in Algeria. It is intended to find out how EFL culture is represented in the Algerian textbook of English “New Prospects” and whether it provides sufficient/ insufficient literary content that reflects the EFL culture.

In short, the research aims basically at:

- Finding out the ways via which literature is manifested in the Algerian textbook ‘New prospects’.
- Investigating whether the Algerian textbook of English “New Prospects” provides sufficient/ insufficient literary content that reflects the EFL culture
- Showing the importance of integrating literature in EFL textbooks to better represent the EFL culture.

## **3. Research Questions**

Our study addresses the following questions:

1. To what extent is the EFL culture represented in the secondary school textbook of English ‘New Prospects’?
2. Does third year secondary school textbook “New Prospects” display sufficient literary content to teach the EFL culture?
3. Which culture prevails more in the textbook; EFL culture, local culture, or other?

#### **4. Research Hypothesis**

As a major step in the present research, we put forward the following hypotheses:

H<sup>1</sup>: Third-year secondary school textbook of English “New Prospects” displays insufficient EFL cultural content through literary texts.

H<sup>0</sup>: Third year secondary school textbook of English “New Prospects” does not display insufficient EFL cultural content through literary texts.

#### **5. Research Methodology Design**

##### **5.1 Research Method**

To meet the objectives of the study, an analysis of the English textbook “New Prospects” is conducted to extract out all the literary elements in order to examine how culture is reflected in the textbook. The quantitative descriptive method was followed through the use of a quantitative checklist which is designed as a tool of counting the literary elements. Furthermore, a qualitative checklist will be designed to check and evaluate the presence of some prepared criteria related to literature and culture. By the end of this study, a questionnaire is going to be administered to secondary school teachers from different secondary schools in Guelma in order to find out about their opinions whether or not ‘New Prospects’ reflects sufficient EFL culture through literary texts.

##### **5.2 Research Population**

The questionnaire is composed of 75 secondary school teachers from different secondary schools in Guelma. However, the teachers chosen are particularly those who have experience

with teaching third year classes. The chosen sample will provide data about the sufficient or insufficient existence of EFL culture in secondary textbooks through literary content.

### **5.3 Research Tools**

In order to test the research hypothesis, both quantitative and qualitative checklists have been held. The quantitative checklist has been used to count all the literary elements included in 'New Prospects' and the qualitative checklist has been conducted to check and evaluate the presence of some prepared criteria to either confirm or disconfirm the hypothesis stated above. In addition to this, a teachers' questionnaire was administered to teachers of English in Guelma city. The questionnaire has been used to provide the necessary information about whether the literary content included in 'New Prospects' represent EFL culture sufficiently or insufficiently. The questionnaire has provided valuable data for analysis and interpretation, which helped check the research hypothesis and its theoretical assumptions.

### **6. Structure of the Dissertation**

The present study is divided into two parts; the theoretical part and the practical part. The theoretical part consists of two chapters. The first chapter which is entitled 'Textbook Evaluation' starts by defining the term 'textbook' and providing other definitions of some related terms. Then, it highlights the textbooks' role in EFL classes as well as the limitations that may face teachers while using textbooks. After that, it moves to define both textbook analysis and evaluation and the reasons that lead teachers or course book designers to analyse and evaluate textbooks. The last element deals with the criteria followed to carry out such evaluation. The second chapter which is entitled 'Culture Representation in EFL Literary Texts' defines the terms 'culture' and 'literature', their importance in EFL textbooks, and the approaches of how to teach both of them. It further discusses the importance of integrating literature in the process of language teaching to better reflect the target culture. The practical part is the field of investigation which deals with 'New Prospects' literary texts' analysis and



evaluation by using both quantitative and qualitative checklists, in addition to administering a teachers' questionnaire. The chapter concludes with general recommendations for future projects and limitations and hardships that faced the students carrying out the research.

## **Chapter One**

### **Textbook Evaluation**

#### **Introduction**

The textbook is one of the most crucial aids in the teaching process. It is helpful and beneficial for both the students and teachers in terms of saving time, organizing the steps of lesson delivery and easing the workload of the teacher. This is why a rigorous textbook evaluation must be carried out before designing any textbook. It is preferable that such activity is taken collaboratively by all the teaching staff for it helps diagnosing textbooks' weaknesses and strengths thus making future modifications and choosing what is best for the learners. Especially that most scholars agree on the fact that the quality of teaching is mostly related to the quality of textbooks. Textbooks are necessary tools for language teaching and learning. On the one hand, they help students develop their language skills, learn about the subject content, and become familiarized with cultures foreign peoples' way of life.

The present chapter sheds light mainly on textbooks. First, it begins with a set of definitions of textbook by different authors as well as other key concepts of some related terms which most people confuse between or use interchangeably with the term textbook such as 'syllabus' 'curriculum', 'program'...etc, hence, a clear distinction between these terms is provided. After that, this chapter discusses the significant roles a textbook plays in EFL classes in addition to its limitations that may face teachers during the teaching process. Moreover, it emphasizes the integration of the critical thinking process while conducting a textbook analysis and stresses at the same time the vital role of textbook analysis and evaluation that both help improving the textbooks' content but at the same time grabbing attention to the fact that there is no ideal textbook that suits all classes and situations. Finally, it discusses some already set checklists by some well-known authors as evaluative criteria.

## **1.1 Definition of Textbook**

According to the Online Oxford Advanced Learner's Dictionary, a textbook is defined as "a book that teaches a particular subject and that is used especially in schools and colleges." In accordance with the provided definition, EFL textbooks serve as a standard source of authentic knowledge, language skills and information about the English speaking countries mainly Great Britain and The United States, aiming at preparing them for the interaction with foreign people of various cultural backgrounds. Hutchinson & Torres (1994) stated that the textbook is almost considered as a universal component of English language teaching. Every year, millions of copies are sold, and several charity projects to produce them in various countries are organized. Any teaching/learning situation that has no relevant textbook of its own is then considered as incomplete (p. 315). From Hutchinson's and Torres' definition, we can deduce that English textbooks provide learners with universal knowledge about English, and that the process of designing and making textbooks is continuous in every country. Moreover, Sheldon (1988) stated that "textbooks do not only represent the visible heart of any ELT program, but also offer considerable advantages" (p. 237). Hutchinson & Gault (2009) explained that a textbook provides learners with enough literary and practical knowledge and that it incorporates traditional as well as contemporary approaches concerning language teaching. It provides grammar framework and practices of vocabulary, grammatical structures and functions (p. 4).

In the same sense, Richards (1998) claimed that 'textbooks' used in classroom embody the curriculum. They reflect the objectives of the language program, the kind of syllabus used, the skills being taught, and the methodologies being implemented (p. 125). Additionally, Johanson et. al. (2001) assumed that textbooks are books used for educational purposes as well as those books that are published privately and used as an instrument for classroom situations (as cited in Lappalainen, 2011, p. 7).

According to what has been stated above, a textbook is a source of teaching the language which is considered credible for it contains authentic content.

## **1.2 Terminology**

When the word textbook is uttered, quite often some other related terms jump into mind such as curriculum, syllabus, program and course book. Some people may even synonymously misuse them, yet there are substantial differences between some of the terms.

### **1.2.1 Curriculum**

The term curriculum is often associated to the one of textbook; however, they are not the same. Ralph Tyler (1957) stated, “The curriculum is all the learning experiences planned and directed by the school to attain its educational goals” (p. 79). Based upon Ralph’s definition, we can say that the curriculum is a set of planned courses offered by a school or university, and it is based on series of syllabi which specify what topics should be tackled and what abilities must be mastered and developed. Thus, a curriculum refers to all the courses offered at a school. In Robert Gagne’s view(1967), “curriculum is a sequence of content units arranged in such a way that the learning of each unit may be accomplished as a single act, provided the capabilities described by specified prior units have been mastered by the learner” (p. 23). Similarly, Wood & Davis (1978) defined the curriculum as, “totality of courses that constitute a course of study offered by an institution and followed by a student” (p. 73). Besides White (1988) referred to curriculum as the unity of content to be realized within one school or educational system (p. 4). A curriculum, then, is a plan of courses and a process of organization of different experiences that learners should go through for the purpose of changing and developing behaviours.

Moreover, Banerjee (2006) defined curriculum as a collection of planned activities to achieve an educational aim and to determine what should be taught and the different skills, and attitudes to be fostered (p. 6). Likewise, Arora (2005) stated that “curriculum is the core

of formal education system consisting of school education, teacher education and higher education” (p. 1). In other words, it is the most fundamental element incorporated in education.

### **1.2.2 Syllabus**

People often use the terms “textbook” and “syllabus” interchangeably to mean the same thing, but in fact they have totally different meanings. In this perspective, Nunan (1999) stated “a syllabus consists of a list of content to be taught through a course of study” (p. 73). Breen (1984) defined syllabus as, “...plan of what is to be achieved through our teaching and our students’ learning” (p. 47). Thus, a syllabus can be defined as a general plan or structure of a course of study and a summary of the content to which learners will be exposed. Simply, it is what learners are going to be taught and learnt. Moreover, Hutchinson & Waters (1987) defined syllabus as follows, "At its simplest level a syllabus can be described as a statement of what is to be learnt. It reflects language and linguistic performance." (p. 80). Furthermore, Yalden (1987) stated, “syllabus is seen as an approximation of what will be taught and that it cannot accurately predict what will be learnt.” (p. 87). According to the previous statements, a syllabus is a document that outlines the most important elements to be taught in terms of topics that will be covered, the test, and assignments. However, it cannot guarantee what learners will eventually learn.

Moreover, Dubin & Olshtain (1986) defined syllabus as, “a more detailed and operational statement of teaching and learning elements which translates the philosophy of the curriculum into a series of planned steps leading towards more narrowly defined objectives at each level” (p. 28). Furthermore, according to Hamada (2007), syllabus gives answers to ‘what’, ‘why’, and ‘how’ to teach (p. 129). Thus, a syllabus is the interpretation of the broader goals of the curriculum into more specific objective in other words; a syllabus is the specification of a curriculum.

### **1.2.3 Program**

The term “program” is also used confusingly sometimes by people to mean the same as the term “textbook”. Indeed, people ignore the fundamental meaning of program. According to the accreditation standards of the ACCJC, an educational program is defined as, “a combination of courses and related activities organized for the attainment of broad educational objectives described by the institution” (2016, p. 23). From the provided definition, we can define an educational program as a set of planned courses with their contents and activities offered by a school or institution to meet the desired objectives. Thus, both curriculum and program can be used interchangeably to mean the same thing.

### **1.2.4 Course Book**

Course book and textbook are frequently used synonymously in the same sense. Indeed, both terms have the same meaning. Bascon (1935) defined a course book as, “a book that is designed carefully for classroom usage and it is prepared by experts to support teaching learning process” (as cited in Tarigan, 1986, p. 11). Thus, the term course book and textbook are synonymous and can be used interchangeably to refer to that book used by teachers and learners to acquire standard knowledge about a particular subject matter. Moreover, Zohrabi (2010) declared that course books play a vital role in EFL classrooms for they have an impact on the teaching methods used by teachers as well as the role that students play inside the classroom and they also decide the classroom activities (p. 214).

## **1.3 Types of Textbooks**

Textbooks are means of delivering essential content either to groups of students at the local level or globally at the broader level. For that, two of the most common types of textbooks are being distinguished.

### **1.3.1 International Textbooks**

Pulverness (1995) claimed that international textbooks are concerned mainly with cross-cultural topics; which mean topics relating to or involving more than one culture (p. 7). In other words; such textbooks can fit everywhere and can be adopted by any culture for they are considered global. They are very popular and witness a huge use internationally thanks to their universal content.

### **1.3.2 Local Textbooks**

Skopinskaja (2003) claimed that these textbooks consist of materials that comply with the requirements of a particular country's national curriculum. The most important rule the authorities insist on complying with is the ideology of the national curricula. This type of textbooks raises learners' awareness about the cultural differences between their native culture and foreign culture. Consequently, they become more conscious about their own identity and tolerant toward other cultural diversities (as cited in Ait Aissa, 2016, p. 168).

## **1.4 The Role of the Textbook in the English Language Classroom**

Textbooks have various roles in EFL classes. Many authors wrote about the roles a textbook can play inside a foreign language class. In this perspective, Valverde et al. (2002) described textbooks as:

Textbooks are artifacts. They are a part of schooling that many stakeholders have the chance to examine and understand. In most classrooms, they are designed to translate the abstractions of curriculum policy that teachers and students can carry out. They are intended as mediators between the intentions of the designers of curriculum policy and the teachers that provide instruction in classrooms. Their precise mediating role may vary according to the specifics of different nations, educational systems and classrooms. Their great importance is constant (p. 2)

Consequently, textbooks are conveyors of the curriculum and serve as mediators between the intended curriculum as official policy and the implemented curriculum by teachers. Valverde et al. (2002) emphasized on the crucial importance textbooks play for they shape teachers and students' views about school subjects (p. 2). Likewise, Tomlinson (2001) argued that a textbook is the most convenient form of presenting materials. It helps achieve consistency and continuation, it gives learners a sense of system, cohesion and progress, and it helps teachers prepare and learners revise (p. 67).

On his behalf, Cunningsworth (1995, p.7) identified the roles of a textbook as:

1. An effective resource for self-directed learning and self-study;
2. A valuable resource for presentation material (written and spoken);
3. A resource, ideas and activities for learner practice and communicative interaction;
4. A reference for students;
5. A syllabus;
6. A support for less experienced teachers to gain confidence and demonstrate new methodologies;

In Cunningsworth's view, textbooks are a source for autonomous learners that are rich of various materials, syllabi, activities, etc., and they are a guide for novice teachers. Cunningsworth (1995) added, "Course books are seen as a resource in achieving aims and objectives that have already been set in terms of learners' needs" (p. 7). In other words, course books help teachers meet their desired aims and objectives. Cortazzi & Jin (1999) referred to a textbook as a teacher, a map, a resource, a trainer, and an authority (pp. 196-219). In the same respect, president Thwing stated, "the textbook is the teacher of teachers" (as cited in Buckingham et al, 1952, p. 241). This means that a textbook is an intellectual and reliable power as it provides guaranteed knowledge about the various aspects of language such as grammar, vocabulary, phonology, culture... It is also considered as a map because it guides



both teachers and learners in a smooth way towards their objectives, as a resource in the sense that it contains rich activities and materials. A textbook is a trainer for less experienced teachers. It is an authority that teachers should follow because it is written by eminent experts and published by authorized ministers of education.

Moreover, textbooks are one of the most common resources in the classroom. They are very beneficial for both teachers and pupils. Harmer stated (2001, p. 304), “many good textbooks are attractively presented and they are prepared with a good structure that offers a coherent syllabus, satisfactory language control and motivating texts and tapes” (as cited in Nilsson, 2006, P. 3). Textbooks then are designed in a way that attracts pupils and contain topics of interest to them to make the learning process enjoyable. Textbooks are also well structured, organized and purposefully designed to facilitate learning.

In the same vein, Richards (2001, p. 1) stated that the textbook is the backbone of the program and without it; the latter would have no essence. Learners would also get affected since the syllabus they are learning has not undergone a systematic process. Moreover, students would be tested fairly if the teacher works with the same textbook with all classes because they would receive the same theoretical as well as practical content and, tests can even be unified or at least cover the same elements; consequently, all pupils would be tested justly. Richards (as in cited in Nilsson, 2006, p. 4)

Furthermore, Richards added that textbooks can be considered as training for untrained teachers or teachers who still need further training to develop their teaching skills. In addition to the Standard English language the textbook offers and which is of help to teachers especially those whose English is not their mother tongue (as cited in Nilsson, 2006, p. 4) . In addition to this, textbooks may play the role of a tool that reminds learners of what they seen in classroom, they may be considered as a reference point in identifying their development in language learning, and may show them what to be tackled next and to prepare for the desired

objectives (Lawrence,2011, pp. 6-7). In agreement with Lawrence’s idea, Sheldon (1988) stated, “textbooks are not only the visible heart of any ELT program, but are also accredited by learners as more effective “in-house” tool that help them with language learning”(p. 237). Thus, textbooks not only embody the ELT program that helps teachers in their teaching process, but also help and serve learners in their quest to foreign language learning. Nunan (1999, p. 98) further stated that “a textbook is the main component of any instructional program and it is difficult to imagine a class without it”. According to Nunan, no academic teaching/learning process can ever happen without textbooks. Moreover, textbooks cover the four skills; listening, speaking, reading and writing in addition to activities that help learners practise consequently, they develop these skills. Textbooks also provide a framework which both teachers and pupils can follow thoroughly and in an organized manner. According to Ur (1996) textbooks help teachers and learners know both the starting and ending points and every step ahead; consequently, they feel secure for they have a well structured teaching/learning plan. Furthermore, textbooks are cheaper compared to other materials and time-saving since they contain already designed lessons, and tasks supported by pictures. Ur (as cited in Khodabakhshi, 2014).

### **1.5 Limitations of Textbooks**

Textbooks play crucial roles in EFL classes; still they have some limitations. To this effect, Cunningsworth (1984) claimed that:

No course book will be totally suited to a particular teaching situation. The teacher will have to find his own way of using it and adapting it if necessary. So we should not be looking for the perfect course book which meets all our requirements, but rather for the best possible fit between what the course book offers and what we as teachers and our students need (p. 6).

In Cunningsworth's view, there is no ideal textbook that suits all the teaching situations. He insisted on the need to adapt textbooks to meet learners' needs. In the same sense, Allwright (1981) assumed that learning a language is such a complex process that textbooks cannot meet different needs of learners. He insisted on the fact that there is no perfect textbook that suits all learners' needs, teachers and curricula each textbook has its fair share of strengths and weaknesses (p. 8). In the same respect, Hutchinson & Torres (1994) declared that textbooks may not reflect learners' needs because they often reflect the interests of the textbooks' designers and they are usually not up-dated to meet the newly interests of the learners (p. 315).

Furthermore, Graves (2000) claimed, "what one teacher considers an advantage in a textbook, another teacher may consider a disadvantage" (p. 175). Each teacher has his own methods, approaches and techniques, so not all textbooks suit all teachers and not all teachers agree on one ideal book to use. Allwright (1981) again argued that textbooks are too rigid and reflect the psychological and linguistic tendencies and biases of their authors. He also added that textbooks impose on teachers procedures to follow blindly; thus, they restrict teachers and kill their creativity and motivation (pp. 9-10). Similarly, Littlejohn (1992) stated that textbooks disenable teachers in terms of their teaching skills when they are forced to depend on textbooks in taking every decision. In other words, 'teachers' role can be reduced to that of a technician whose main function is to use already existing materials (as cited in Meriahi, 2019, p. 38). Thus, Over-dependence on textbooks might take over the teacher's role in classroom activities. In short, both authors shed light on the fact that textbooks limit teachers and that they are reflections of the authors' beliefs and biased ideas; thus, each teacher should have the freedom to choose the textbook he/she finds suitable. Furthermore, other linguists also hold negative views to textbooks. Porreca (1984), Cathcart (1989), J.Clarke & M.Clarke (1990), Carrell, & Korwitz (1994) & Renner (1997) claimed that the texts included in

textbooks are not all authentic for textbook authors incorporate their thoughts and biases. Consequently, this results in misjudgments, misconceptions, and stereotypes about people of other countries. They also consider textbooks as inappropriate and inconvenient for classroom usage. (as cited in Bojanic & Topalov, 2016, p. 140). Likewise other authors stressed the integration of the target culture and language in textbooks. Widdowson (1983) claimed that it is impossible to teach the target language without incorporating its culture and though some textbooks represent the target culture, they reflect it in an unnatural and inappropriate way for communicative or cooperative language teaching. He added that textbooks may have some cultural biases like misrepresentation of the target culture, gender bias, and stereotyping (pp. 36-42). Thus integrating EFL culture in textbooks is very important for language teaching. However, if it is misrepresented, it may lead learners to have culture shock or intolerance toward cultural differences.

On the other hand, there are other authors who have a whole different view about textbooks which is neither too negative nor too positive. O'Neill (1982) for instance claimed that textbooks provide a base material and a starting point for the teacher and his/her learners; they also act as a grammatical and practical framework allowing more space for learners to speak and perform spontaneously without preparation (p. 110). Moreover, the author stated that textbooks help in avoiding gaps in the teaching and learning processes for they are well structured. Consequently, learners feel secure because they know what the next point is and where it ends (p. 110). Harmer (2001) also supported such a view stating that textbooks provide suggestions for action not orders that has to be followed. It is then up to the teachers to choose whether to use textbooks suggestions or opt for other materials (p. 8). This view draws importance to the use of textbooks inside the classrooms because textbooks act as a jumping off point to start a lesson and give learners enough space to speak up their minds and be creative. However, this same viewpoint does not require full dependency on the textbook

where teachers get lost without it. It rather gives them a choice to decide whether to work with it or opt for new materials.

A more common limitation is that some textbooks are expensive to get, and may represent a financial burden for learners (Richards, 1993). He went further to say that textbooks became part of business since governments in the educational sector, or private publishers profit from selling them to learners (p. 14). This means that considering textbooks as a source of profit would only hinder learners' motivation to the target language learning.

Therefore, textbook limitations require teachers and textbook designer to analyse and evaluate the books they use to diagnose areas of strengths and weaknesses that will finally meet their objectives.

### **1.6 Critical thinking and Textbook Analysis**

Butterworth & Thwaites (2013) suggested that “critical thinking is a fair and open-minded active and informed, sceptical, and independent process” (pp. 8-9). That is to say, open-mindedness helps making just and objective judgments. Moreover, the critical thinking process is full of doubts and reservations and requires strong evidence and proofs to reach rigorous and firm results that are taken later as facts. In the same vein, Facione (2011) emphasized that (CT) is a purposeful process that clarifies the meaning of a given point, proves it or refutes it, or solves a problem. However, such a process does not require fierce competition and contest but rather cooperative working where there is mutual assistance to achieve a common goal (p. 4). Furthermore, Hughes (2014) asserted that critical thinking “is about finding out whether something is true, partly, or not true at all” (p. 2). This statement encourages critical thinking because it is the solely way of proving the validity of any argument or point. Especially that it is hard to distinguish between facts and personal opinions and biases. Moreover, Schafersman (1991) defined critical thinking as, “reasonable, reflective, responsible and skillful thinking that is focused on deciding what to believe or do”

(p. 3). This means that CT is characterized by sound judgment and deep thought that enables one to make firm and clear decision about something they want to do or believe in; this decision is basically founded upon true and valid beliefs.

In the same respect, McGrath, (2002) defined analysis as “a process which leads to an objective, verifiable description” (as cited in Fuyudloturromaniyah, 2015, p. 52). Analysis then is a process that is neither biased nor influenced by personal feelings or opinions in considering and representing facts. Furthermore, likewise Sheldon provided a definition to textbook analysis he claimed that: ‘textbook analysis can be defined as a thorough investigation of textbooks using some kind of consistent evaluation to identifying the particular strengths and shortcomings in textbooks already in use’ (as cited in Fuyudloturromaniyah, 2015, pp. 52-53). Similarly to critical thinking which is an objective process based on logical findings, textbook analysis is a process that requires the application of CT to identify the pros and cons in a textbook.

## **1.7 Textbook Analysis and Evaluation**

Textbooks are the most famous sources of knowledge transmitting. The curriculum in such textbooks must be of benefit to both teachers and students to attain a successful teaching/learning process. This is mainly done through carrying out a textbook evaluation in order to diagnose areas of strengths and weaknesses and help teachers and learners to improve teaching and learning.

### **1.7.1 Definition of Textbook Analysis**

Textbook analysis can be defined as a deep investigation of textbooks using consistent procedures to identify both the strengths and weaknesses of textbooks already in use. McGrath (2002) defined textbook analysis as, “a process which leads to an objective, verifiable description” (p. 22). There are two types of analysis: quantitative and qualitative. According to Long-man Business English Dictionary (2000), quantitative analysis is defined

as, “a type of research where the results are shown in the form of numbers or percentages” (p. 411). Thus, quantitative analysis is a study in which the researcher works objectively using scientific procedures showing the results in the form of numbers or percentages. Qualitative analysis however is defined as: “a type of research that aims to find out people’s attitudes and opinions, where the results cannot be shown in numbers” (Long-man Business English Dictionary, 2000, p. 411).

### **1.7.2 Definition of Textbook Evaluation**

Evaluation is a process of judging the appropriateness, effectiveness and quality of textbook content. For that reason, McGrath (2002) stated that, “evaluation involves the making of judgment” (p. 22). In the same vein, Hutchinson & Watters (1997) defined textbook evaluation as, “the matter of judging the fitness of something for a particular purpose...concerned with relative merit...no absolute good or bad-only the degree of fitness for the required purpose” (p. 96). Accordingly, evaluation may be regarded as a more subjective process than the one of analysis.

From McGrath’s definitions of textbook analysis and evaluation, we can say that textbook analysis is the process of looking deeply at what already exists in textbooks in use. It is an objective and systematic study that does not include any personal judgment or opinions due to the nature of description which is verifiable while textbook evaluation refers to the personal judgment and assessment of textbook content and materials.

### **1.7.3 Definition of the Checklist**

McGrath (2002) pointed out that checklists are systematic in that they can guarantee that all elements judged important are taken into account, they are cost effective which helps compile data in a relatively short space of time; information is recorded in a format that is convenient for purposes of comparison between competing materials; they are explicit and categories involved are clear to all those concerned by evaluation. Checklists can also present

a common framework for decision-making (as cited in Bader, 2017, p. 119).

#### **1.7.4 Reasons for Textbook Analysis and Evaluation**

It is highly recognised by great authors and experts that textbook analysis and evaluation are two necessary processes any teacher should conduct for many reasons. In this sense, Cunningsworth (1995) claimed that “careful selection is made, and that materials selected closely reflect the needs of the learners and the aims, methods, and values of the teaching program” (p. 7). He showed the first and foremost reason of textbook analysis and evaluation. Textbooks should reflect learners’ needs and should help the teacher meet his/her desired objectives. Thus, by evaluating a textbook, one can figure out whether the chosen textbook goes with learners’ needs or not. The processes of analysis and evaluation facilitate for teachers the processes of modification, adaptation, etc. Similarly, Azizifar & Baghelani (2014) mentioned one significant reason for textbook analysis and evaluation. Textbook analysis and evaluation offer the opportunity for parties who are involved in education program to recognize points of strengths and weaknesses in course books (p. 23). Thus, by analysing the textbook; it becomes easier to find out its areas of strengths and weaknesses. Tomlinson & Masuhara (2004) argued that textbook evaluation measures the value of the effect of the textbook (p. 31). This means that the processes of analysis and evaluation help in measuring the effectiveness of a textbook.

Moreover, Hutchinson (1987) assured that textbook evaluation enables teachers to select the appropriate teaching materials to use in class (p. 96). In the same sense, McDonough & Shaw (2003) proposed that textbook evaluation is a practical and beneficial process because it gives teachers conception of the materials and helps them to maintain the improvement in the field (p. 60). Littlejohn (2011) argued that textbook analysis and evaluation enable all educational parties to look deep inside the content of course books, thus to take control over its package and function (p. 183). Littlejohn meant that controlling the



textbook and succeeding in using it necessitates mastering and knowing its content. Richards (2007) as well insisted on the fact that textbooks should be analysed and evaluated because they might be suitable in a particular situation with particular group of students, but they might not be suitable and useful in another situation with another group of students (p. 256). This simply means that not all textbooks suit all class situations and go along with all students' needs and interests. Cunningsworth (1995) also stated that textbook evaluation is very important for it helps teachers gain an overall view about the nature of the textbook being used in terms of context; finding out about whether the topics are of interest to the learners, in terms of accuracy; the content included must be true and up-to date, in terms of usefulness; the content must be beneficial to learners, they must learn something that can help them in their daily life, and in terms of system; the textbook must be designed according to a fixed and a well structured plan that can help both teachers and learners follow and carry on with the teaching/learning process (Cunningsworth, 1995, as cited in Razavi 2014, p. 1).

Furthermore, McGrath emphasized on the importance of textbook evaluation stating that evaluative checklists ensure that both the elements and information considered crucial are all included in a systematic way, and in a short period of time. In addition to this, the recorded information is arranged in a suitable, proper, and compatible format that allows an easy comparison between different materials (McGrath, 2002 as cited in Jusuf, 2018, p. 21). All in all, thorough textbook evaluation may allow curriculum developers, syllabus designers, textbooks authors, and teacher and learners to judge all the available textbooks and try to come out with suitable ones in terms of learners' need. Thanks to this process, it would be easy to identify and anticipate any limitations in the textbooks (Sheldon, 1998, as cited in Aiat Aissa, 2016, pp. 173-174).

### **1.7.5 Criteria for Textbook Evaluation**

The process of textbook evaluation is carried out using checklists as evaluative criteria proposed by well-known authors and experts in the field of textbook evaluation and analysis such as; Cunningsworth (1995), Skierso (1991), Sheldon (1988), Brown (1988)... Those experts agreed that textbook evaluation should be conducted depending on a set of criteria referring to aims, objectives, learners' needs, methodology, approaches to teaching and cultural information....

#### **1.7.5.1 Cunningsworth's Checklist (1995)**

Cunningsworth claimed that in order to evaluate a material there are three types of textbook evaluation to follow. The most famous type is the one that inspects the potential of the textbook's performance in the future. In other words; textbooks that are not yet in use, this evaluation type is called 'predictive' or 'pre-use' evaluation. The second type is the one that examines textbooks that are being used at the current time and it is known as the 'in-use' evaluation. The last type is known as 'the retrospective' or 'post-use' type that is used to put under evaluation the textbooks that has already been used in particular institutions (as cited in Birjandi & Alizadeh, 2013, p. 30).

Cunningsworth (1995) has offered a checklist that is based on a given set of rules. His checklist, suggests four criteria to conduct a textbook evaluation. First, textbooks need to meet language learning objectives and should correspond to learners' needs. Second, textbooks should help learners use the foreign language effectively. Third, course books should facilitate the learning process. Fourth, course books should have a clear role as a support for learning (Rahmawanti, Sutarsyah, Nurweni, p. 3).

His checklist contains eight categories: aims of the English teaching program, approaches, design and organization, language content, skills, topics, methodology, teacher's books and practical consideration (Rahmawanti, Sutarsyah, Nurweni, p. 4).

### **1.7.5.2 Sheldon's Evaluative Checklist (1988)**

Sheldon is a Director of ELT, Pitman Education and Training Ltd. He (1988, pp. 242-252) designed his evaluative checklist which comprises of seventeen criteria: rationale, availability, layout, accessibility, linkage, selection, grading, authenticity, appropriateness and cultural bias...He explored the fields of cultural and social topics pointing out that teachers should pay attention to stereotypes, misconception, race, nationality...etc in textbooks.

### **1.7.5.3 Skierso's Checklist (1991)**

Skierso's model is concerned with integrating culture in the textbook different elements such as: texts, exercises, and dialogues. The main goal of this model is to find out whether contextualization helps learners comprehend social situations. Skierso's main concern is to improve the learners' cultural skills through the use of authentic texts. Besides, in this model, before deciding about what to include in a textbook, there are some questions that need to be asked such as whether the information included is accurate and incorporates the latest developments and trends, whether it is devoid of gender, race, and cultural stereotypes; whether the target society is depicted as it is or it is full of ideologies which is something need to be avoided, and finally, whether the facts provided are placed in context or are presented in isolation.

Skierso's checklist is divided into five sections: bibliographical data, aims and goals, subject matter, vocabulary and structures, layout and physical makeup (Hussin, Nimehchisalem, Kalajahi, p. 28)

### **1.7.5.4 Brown's Checklist (2001)**

Brown (2001, p. 142) proposed a checklist that can be used to choose a textbook or evaluate one that is already in use. His checklist consists of twelve categories. Those categories include general criteria for textbook evaluation: goals of the course, background of the students, theoretical approach, language skills, sequencing, format, teacher's guide. Brown's checklist

is considered the most comprehensive one made by scholars because it includes both general and specific criteria of textbook evaluation.

#### **1.7.5.5 Byram and Escarte Sarrie's Checklist**

Byram & Escarte (1991) provided an intelligible model that is concerned with the evaluation of cultural content in textbooks. They argued that textbooks need to mirror the real intricate foreign culture to have learners get a correct image of other societies (p. 180). In other words; textbooks should depict culture as it is; the real culture lived in particular societies. In addition to this, these authors asserted that when different cultures come across each other, this helps develop learners' linguistic and social competence.

Their model consists of four levels of analysis:

- **Micro-social level**

Firstly, the micro-social level is about examining the characters' social and geographic identities that exist in the textbook. The authors also suggested that there should be coverage to the whole groups that represent a particular culture because if the focus is on one group only, the rest of the groups may be thought of as not worthy enough to represent their culture. Learners must pay attention to the social interactions occurring between the texts' characters and the latter must show positive attitudes that best represent the culture such as: showing emotions, talk about and solve problems, and defend values (as cited in Djerfi, 2013, P. 34).

- **Macro-social level**

Secondly, the macro-social level's main interest is to represent general facts of the target culture in order to depict its general image. That is to say; the historical facts that shaped a country's cultural identity is the main target of the evaluation. The latter takes into account the socio-political and economic aspects. The aim of this level is to

be an effective part in the target culture society which can only be done by having a global image about this society (as cited in Djerfi, 2013, P. 34).

- **Intercultural level**

Thirdly, conducting a comparison between the learners' native culture and the foreign culture is the main concern of this level. Evaluation of both cultures that is to say; local culture and foreign culture is the major interest of the evaluation in order to raise awareness and be tolerant about the intercultural differences (as cited in Djerfi, 2013, P. 34).

- **Analysis of the view point taken by the author, either explicitly or implicitly**

The characters included in a story help discover the author's view point and in the same time reflect the reality of the foreign culture. In addition to this, the impression created about the target culture contributes to the analysis of the ideologies and ideas of the author (as cited in Djerfi, 2013, P. 34).

## **Conclusion**

The main focus of this chapter was textbooks and textbook evaluation. It started by removing the vagueness over some terms that are usually confused with the term 'textbook'. It also mentioned the pros and cons of textbooks by citing several authors' different views. In this chapter, there was a huge emphasis on the significant role the textbook evaluation plays for it helps diagnosing the textbook's areas of strengths and weaknesses, select the content that best suits the learner and meets his/her needs, and keep learners up-dates. For this reason, it was unveiled that textbook evaluation is an essential process that must take place before setting the last version of the official EFL School textbook. Finally, chapter one concludes by explaining several models of common checklists designed by well-known authors.

## **Chapter Two**

### **Culture Representation in EFL Literary Texts**

#### **Introduction**

This chapter starts by defining the word culture by different authors. It also attempts to relate between the terms culture and literature which will be tackled after. Then, it mentions its types making a distinction between big ‘C’ culture and small ‘c’ culture as well as material and non-material culture in addition to its different characteristics and elements such as: norms, values, language...etc. Moreover, it tackles the most important approaches on how to teach culture in EFL classes. After that, it attempts to find out about the relation between language and culture and emphasizes the importance of teaching culture in EFL classes. As with culture, this chapter provides some definitions of literature by a group of authors. Second, it mentions the various literary genres such as poetry, drama, fiction...etc. Then, it highlights the importance of integrating literature in EFL textbooks and the different approaches to teaching it. Furthermore, this chapter tackles the different criteria to be followed in order to integrate literature in school textbooks of English. In addition to this, it stresses on the importance of literature in raising awareness about the cultural differences also known as cultural competence. The last point tackled in this chapter is how culture is presented in EFL textbooks through literature.

#### **2.1 Culture**

##### **2.1.1 Definition of Culture**

The term culture is not easily defined for it incorporates many aspects. Several authors have provided definitions to this word; some of them were similar, and others differed to some extent. Defining the term culture is not an easy task for it involves so many layers of meaning. Hofstede et al. (1991) defined culture as, “a catchword for all those patterns of thinking, feeling, and acting. Not only activities supposed to refine the mind are included, but

also the ordinary and menial things in life: greeting, eating, showing or not showing feelings, keeping a certain physical distance from others, making love, and maintaining body hygiene.” (p. 5). This means that culture is an inclusive word which besides covering activities that lead to the mind refinement such as the way people think, feel, and act, it also covers people’s common and simple behaviors and daily activities which do not require much skill.

A more detailed definition has been provided by the British anthropologist Edward Taylor (1870) who said that “Culture is that complex whole which includes knowledge, belief, art, morals, law, custom and any other capabilities and habits acquired by man as a member of society” (p. 1). Similar definitions are provided by a number of authors; for instance culture is defined as, “the cumulative deposit of knowledge, experience, beliefs, values, attitudes, meanings, hierarchies, religion, notions of time, roles, spatial relations, concepts of the universe, and material objects and possessions acquired by a group of people in the course of generations through individual and group striving” (as cited in Kashyap, Pathak, & Papnai, 2012 P. 81). Kluckkohn stated that “Culture consists in patterned ways of thinking, feeling, and reacting, acquired and transmitted mainly by symbols, constituting the distinctive achievements of human groups, including their embodiments in artifacts: of culture consists traditional (i.e. historically derived and selected) ideas and specially their attached values.” (1951, as cited in Lebrón, 2013). Moreover, Mulholland defined it as, “a set of shared and enduring meaning, values, and beliefs that characterize national, ethnic, or other groups and orient their behavior” (as cited in Belshek, 2013, p. 3).

Depending on these definitions, culture can be defined by dividing it into two aspects; intangible aspects such as: norms, values, feelings, beliefs, knowledge...etc., and tangible aspects such as: artifacts, artistic creations, built heritage such as buildings and monuments...etc. These two aspects characterize a particular society and distinguish it from another, and shape the people’s behavior.

Kramersch (1995), on the other hand, provided a different definition to culture. Making a distinction between material and non-material definitions of culture, she wrote:

The first definition comes from the humanities; it focuses on the way a social group represents itself and others through its material productions, by their works of art, literature, social institutions, or artifacts of everyday life, and the mechanisms for their reproduction and reservation through history (p. 83).

In this definition, Kramersch emphasized the material products created throughout history by a group of people, recording their understanding to the world and the way they see it. So, since the concern is on the material products, literature is then one of the leading aspects in the list.

### **2.1.2 Types of Culture**

There are two types of culture: big ‘C’ culture vs. small ‘c’ culture and material vs. non-material culture.

#### **2.1.2.1. Big ‘C’ Culture vs. Small ‘c’ Culture**

Tomalin and Stempleski (1993) made a distinction between culture with small ‘c’ and culture with big ‘C’. According to them big ‘C’ culture refers to the human achievements in different fields such as: history geography, institutions, literature, art, and music. Small “c” culture however, refers to the beliefs and perceptions that are influenced by culture and that are expressed through language (p. 6)

#### **2.1.2.2 Material Culture vs. Non-Material Culture**

Material culture is any significant object produced or used by humans such as: tools, weapons, utensils, machines, ornaments, art, buildings, monuments, written records, religious images, and clothing (Bhutia, 2018). In other words, it refers to any ponderable objects produced or used by humans to satisfy their needs. According to Triandis (2002), culture is divided into two crucial elements material culture and subjective culture. Material culture he said: ‘consists of such elements as dress, food, houses, highways, tools, and machines.’(p. 3). In other words,



material culture refers to tangible things that can be seen and touched. Subjective culture also known as non-material culture on the other hand, he stated, “is the society’s characteristic way of perceiving its social environment.” (p. 3). That is to say, subjective culture refers to the intangible part of culture such as ideas, knowledge, assumptions, attitudes...etc. It is also referred to as ‘deep culture’ by Shaules (2007) who defined it as, “the unconscious frameworks of meaning, values, norms and hidden assumptions that we use to interpret our experience” (p. 2). To put it another way, assumptions, norms, values, and language are the invisible parts of culture. (A. Kaur & M. Kaur, 2016) explained that non material culture also refers to the non-tangible things such as: ideas, attitudes, and beliefs of a society (p. 141). That is to say, nonphysical ideas people have about their culture.

Material culture would still be preserved even if human beings disappeared. However, non-material culture would disappear with the disappearance of human beings (Bhutia, 2018).

### **2.1.3 Characteristics of Culture**

The first characteristic of culture is that it is manifested at different layers of depth; when analyzing the culture of a specific society, there are three levels at which culture is manifested that should be taken into consideration; observable artifacts, values, and basic underlying assumptions. (Oatey, 2012, p. 3)

First, artifacts are the first thing to notice when one is first introduced to a new organization. These include the arrangement of pieces of equipment in the production area, the way people dress and speak to each other and the overall atmosphere and feeling that the place reflects, in addition to letters, reports, notes, memos, photographs and every form of a permanent archive (Schein, 1990, as cited in Oatey, 2012, p. 3)

According to Oatey (2012), in the visible artifacts level, it is easy to get data, but very hard to interpret it. This is why this level is considered somehow deceptive, complicated, and needs care and skill. For instance, it is easy to describe ‘how’ people of a given society form and shape their environment, and ‘what’ behaviours are most noticeable. However, it is hard

to tell 'why' these people behave the way they do (p. 3). To answer such a question, Oatey (2012) suggested that values which are the second level are taken into consideration, but as values are difficult to observe, it is preferable to either make interviews with some essential members of an organization to deduce them, or by analyzing documents and charters. However, in order to understand a culture and its values and people's behavior, it is necessary to dive deep into a new level which is the underlying assumptions. Oatey (2012) also stated that although these assumptions are unconscious, they describe the way members of a given society, think, feel, and perceive. These assumptions are themselves learned responses that arise as adopted values. Then, when a value provokes certain behaviour and this behaviour solves a problem which, in the first place, stimulated it, the value gradually becomes an underlying assumption about how everything works or how everything really is. The assumption is then considered true, real, and unquestionable (pp. 3-4).

The term 'assumption' is more suitable for values which are considered true and non-debatable, while values which can be discussed and not taken for granted take the term 'values'. The unconscious assumptions can be brought back to awareness by an insider who keeps making such unconscious assumptions and an outsider who asks the right questions to expose and reveal those assumptions (Oatey ,2012, pp. 3-4)

The second characteristic of culture is that it affects behaviour and interpretations of behaviour, i.e some cultural aspects can physically be seen, however; their cultural meaning can be hidden and only insiders can interpret them. Some gestures can mean something positive in some countries, but in other countries they can be an insult. For instance, the thumb and forefinger touching conveys agreement in the USA, UK, and Canada; however, it is considered an obscene gesture in many Mediterranean countries (Hofstede, 1991, as cited in Oatey, 2012, p. 4).

Universal human nature and unique individual personality are two aspects that are

not linked to culture. Oatey (2012) stated, “Culture is learned, not inherited. It derives from one’s social environment, not from one’s genes.” (p. 6). This statement means that culture should be discrete from both human nature and from an individual’s personality. Human nature is what all human beings share and have in common; their ability to experience different feelings such as anger, love, fear, joy...etc all lies in the genes. However, it is culture that shapes how they express those feelings.

Hofstede (1994) stated that the individual’s personality refers to mental programs which are unique to the individual himself/herself and which are not shared with anybody else. A part of this personality is inherited with the individual’s genes and the other part is learned; in other words, it is shaped by culture and personal experiences (as cited in Oatey, 2012, p. 6).

The human being’s biological processes are influenced by culture. Oatey (2012) explained this further by saying that we acquire most of our conscious behavior by interacting with people from the same culture. This includes responding to our biological needs such as eating, defecating, sneezing...etc. For instance, eating is a common behavior which all human beings share; however, the dishes we eat, with whom we share them, at what time we have them, and how many times a day we eat...etc, all are adjusted by culture (p. 7)

Ferraro maintained that “Culture is shared by at least two or more people, and of course real, live societies are always larger than that.” (Ferraro, 1990, as cited in Oatey, 2012, p.7). In other words; to consider a behavior as cultural, it must be shared by a group of people. That is to say; if an individual has a specific way of behavior, that behavior is not considered cultural, but personal and belongs only to that individual.

Oatey (2012) argued that people are born in a given society; thus, they acquire the culture of that society by learning through watching and imitating adults and how they react to things. This shows another characteristic of culture which is culture is learned. For instance,

two individuals who are born in two different societies may react differently to the same thing (p. 12). He gave the following example; some parents teach their children to smile to strangers for it is a polite behavior, while others teach their children to smile only in very special occasions. Oatey (2012) provided another example, that in the USA some children can sometimes make their own decisions, while in other societies, it is up to their parents to decide (p. 12).

According to Diafi (2017), culture is subject to gradual change and is not static. It is dynamic and fluid and changes all the time (p. 9). Every culture's society is subject to change in a very delicate and precise way that is difficult to analyze or describe. However, each culture takes different periods of time and also reasons to change (Diafi, 2017, p. 9).

#### **2.1.4 Elements of Culture**

Culture refers to all behaviours that are learned and socially transmitted. It constitutes of many items referred to as 'cultural elements' which form and shape the cultural structure of any society.

##### **2.1.4.1 Norms**

A.Kaur & M.Kaur (2016) defined norms as, "shared rules, customs, and guidelines that govern society and define how people should behave in the company of others." That is to say, norms define how one must behave according to what society regards as good, important, and right and by which all members of the society should abide. They determine the expected behavior in a given situation. For instance, greeting differs from one culture to another such as: handshaking, kissing both cheeks, or bowing...etc.

A.Kaur & M.Kaur (2016) claimed that 'Norms tend to be institutionalized and internalized (p. 225). Institutionalized norms are those formal norms passed by higher authorities as laws. Internalized norms on the other hand are those to which people adhere because of indoctrination and societal pressure. Usually when people conform to their norms,

they get rewarded. These rewards can be praise, smiles...etc. However, when they do not conform to these norms, they get punished. The punishment can be imprisonment, condemnation, accusation of being guilty...etc (A.Kaur & M.Kaur, 2016, p.225)

#### **2.1.4.2 Values**

A.Kaur & M.Kaur (2016) defined values as, “intangible qualities or beliefs accepted and endorsed by a given society.” (p.4). In a less complex way, values are set of acquired standards to differentiate between what is good and just and upon which an organization has agreed and accepted. A.Kaur & M.Kaur (2016) characterized values as being intangible; they cannot be observed. They also vary culturally and historically which means values change through history and from one culture to another. In other words, the values that used to be followed in ancient times are not the same followed today. In much the same way, values which are culturally accepted in a given country such as Japan are not necessary the same as those accepted in the USA. Values such as democracy, success, freedom, independence, scientific discovery...etc seem too perfect to be achieved in a society. This is another characteristic of values that they ‘tend to express an idealized state of being’ (A.Kaur & M.Kaur, 2016, p. 4).

#### **2.1.4.3 Language**

Language for A.Kaur & M.Kaur (2016), ‘is the combination of symbols expressing ideas enabling people to think and communicate amongst each other, either verbally or nonverbally’ (p.6). In other words, language is a system of communication between people that depends on the use of symbols and that helps them to convey different messages either by using words which is referred to as ‘verbal language’ or by using eye-contact, gestures, or facial expressions...which is referred to as ‘non-verbal language’.

People use language when they share their experiences, feelings and knowledge. Thus, it helps maintaining solidarity in the society. In the same respect, A.Kaur & M.Kaur (2016)

state, “it also serves as a unique tool in manipulation of symbols for the expression of abstract concepts and rules therefore creating and transmitting culture between generations.” (p. 6). In a less complex way, if tangible things such as: monuments, buildings...etc help future generations to know about ancient cultures, then it is language that helps them know about intangible things; ‘abstract concepts’ such as: ideas, rules, thoughts...etc. S.Tengku & M.Tengku (2012) argued that “Language is the symbolic presentation of a nation or a specific community. In other words, language is the symbolic presentation of a culture.” (p. 234).

#### **2.1.4.4 Assumptions**

Chittleborough and Delin (1994) defined assumptions as, “implicit premises for thought and action, that they may be unconscious, or at least unnoticed, and that people can consciously attend to them.”(p. 115). In other words, assumptions are presumptions of which a person is not even aware when he/she makes them. They usually rise from one’s opinion rather than from facts without being questions or proved.

#### **2.1.5 Approaches to Teaching Culture in Foreign Language Education**

In a foreign language teaching, there are three approaches to teaching culture:

##### **2.1.5.1 Knowledge-Based Approach**

The WWII inspired many countries in the foreign language teaching. They needed to gather information about other foreign countries and their people to include it as content in the language program. There were many accomplishments in both anthropology and sociology which greatly affected foreign language education (Deng, 2015, p. 93). Language teachers believe that it is better to learn the culture of the foreign language in order to better learn this language (ChenShen, 1999, as cited in Deng, 2015, p. 93).

Adding cultural content to the foreign language program is knowledge focused. This knowledge helps students to know more about the foreign culture of the language being learned.

### **2.1.5.2 Behavior-Based Approach**

The communicative teaching which reached North America and the whole world was actually a European-British phenomenon that characterized the period between 1970s and 1980s. The communicative approach was proposed by Hymes (1972) and is based on behavior (as cited in Deng, 2015, p.93). Communicative competence was first a theory then became a practice and was officially implemented.

In order to satisfy the learners' communicative needs, a 'learner-oriented syllabus' was designed to further specify the language content. This syllabus in turn led to the creation of another syllabus; 'task-based syllabus'. A task refers to an activity where communication is necessary to learn both the language and its culture (Deng, 2015, p.94).

Language learners are taught the foreign culture in order to behave and to communicate using the target language (ChenShen, 1999, as cited in Deng, 2015, p. 94).

### **2.1.5.3 Meaning-Based Approach**

In the 1970s, a new discipline in the USA was adopted which put much focus on the issue of teaching culture; 'the intercultural communication'.

'Kramsch (1993) viewed language as a social signifying practice (as cited in Deng 2015, p. 94). In other words, the implication language has for society, and how language affects society. Kramsch, focused on the term 'context' which covers five dimensions: linguistic, situational, interactional, cultural and inter-textual. She also stated: 'text and context are mutually defining.' In other words, both text and context describe and show the essential meaning of each other.

Studies during the 1970s were focused more on implicated cultural meaning of a person, thus; the 'meaning-based approach' was the most suitable title that characterized this period's study.

### **2.1.6 The Relation between Language and Culture**

Brown (1994) stated that “a language is a part of a culture and a culture is a part of a language; the two are intricately interwoven; so that one cannot separate the two without losing the significance of either language or culture” (p. 165). This means that teaching a foreign language must be done by taking its culture into consideration otherwise educators will be teaching meaningless symbols to which learners give wrong meaning. Language helps transmit the culture which shows that both are much intertwined.

According to Kramersch (1998), there are three ways that show how much language and culture are interrelated. First, people are able to talk not only about their thoughts and ideas using words, but also about their attitudes. This shows how language plays a crucial role in expressing cultural reality. Second, while trying to express and talk about their experiences ideas and feelings and give them a tangible or a visible form and meaning, people communicate with each other. Language here plays another role in embodying cultural reality. Third, belonging to a social group means having one’s own social identity. People are categorized from others by the language they speak which means language becomes a symbol of social identity and plays another role which is symbolizing cultural reality (as cited in. Diafi, 2017, pp. 10-11).

### **2.1.7 The Importance of Teaching Culture in EFL Classroom**

As it is previously seen that language and culture are two inseparable parts where one cannot be taught without taking into consideration the other. This leaves no room for doubting whether to teach culture or not. Teaching culture is a very important part that should be taken into consideration when teaching English as a foreign language since one of the crucial aims of teaching a foreign language is intercultural communicative competence (ICC). This in turn will raise interest and foster competence in the language being learned.

According to Diafi (2017) when learners know about the culture of the target



language, this helps them communicate with native speakers because they have the needed information and skills. It also allows them to get more knowledge about the way people live, how they behave in different situations, what appropriate and inappropriate acts are, things in which they believe (p.4). Knowing all these things will help learners avoid embarrassing situations, or situations where they might disrespect natives without being aware of it (Thanasoulas, 2001). Furthermore, Diafi (2017) declared that culture helps learners be tolerant toward others and be aware of their own culture (p.14). Choudhury (2013) fostered this feeling of tolerance when he stated, “Students’ world view is determined by the values of their own culture. This can lead to problems when they are confronted with different cultures.” (p. 22). In other words, students are familiar with the aspects of their own culture only. They do not know about other cultures because they have never come across them; but once this happens, they face cultural shock because they are coming across things which are very different from what they used to see. This is another reason to why teaching culture is important because learners will be more tolerant when dealing with people from different cultures.

## **2.2 Literary Texts**

### **2.2.1 Definition of Literature**

Literature is defined in the Merriam Webster Dictionary as writings in prose or verse especially writings having excellence of form or expression and expressing ideas of permanent or universal interest. Literature stands related to man as science stands to nature. Literature is also defined as the body of writings on a particular subject such as: scientific literature. In addition to this, literature is a body of written works produced in a particular language, country, or age like: French literature and Renaissance literature (Merriam Webster Dictionary).

Furthermore, the Merriam Webster defined literature as a printed matter (such as leaflets or circulars) i.e. Campaign literature. It also provided further definitions as the production of literary work especially as an occupation, for instance, literature is his profession. Moreover, literature is the aggregate of a usually specified type of musical compositions, for example, the Brahms piano literature (Merriam Webster Dictionary).

Krystal (2014) stated in his magazine's article, "lit (t) eratura referred to any writing formed with letters" (p.89). He follows saying:

That's what literature is about, isn't it?—a record of one human being's sojourn on earth, proffered in verse or prose that artfully weaves together knowledge of the past with a heightened awareness of the present in ever new verbal configurations (Krystal 2014, p. 94).

The Russian Formalists described Literature as a kind of writing that breaks down and recreates ordinary language. Thus, Literature represents what the Formalist Jacobson called an 'organized violence committed on ordinary speech' (Jacobson, cited in Payal, 2016, para 2)

A further definition is suggested by McFadden (1978, p. 56) as:

Literature is a canon which consists of those works in language by which a community defines itself through the course of its history. It includes works primarily artistic and also those whose aesthetic qualities are only secondary. The self-defining activity of the community is conducted in the light of the works, as its members have come to read them or concretize them.

In the light of these definitions, literature refers to the sum of both the scripted and printed works that are considered a prestigious, enduring and permanent artistic treasure.

### **2.2.2 Literary Genres**

Literature is usually composed of branches, also called genres. The word genre means kind or type. Each of these genres has particular characteristics in terms of style or form of expression (Anigbogu & Uwakwe, 2016, pp.3-4).

### **2.2.2.1 Poetry, Prose, and Drama**

Poetry is a literary genre that expresses, in a verse form, emotions, thoughts, feelings, experiences...etc. using an elegant language which is achieved mainly through imagery. Poetry has many types such as: lyric, sonnet, epic, ode, elegy, ballad, epigram, dirge...etc (Anigbogu & Uwakwe, 2016, p. 4).

Anigbogu & Uwakwe (2016) stated that prose, on the other hand, is a literary genre that is written in an ordinary form of spoken or written narrative. It has neither rhythm nor rhyme patterns. Prose is divided into three branches according to the length: novels, novellas, and short stories (p. 6). According to these authors, the novel is a prose narrative of book length. Among all the prose branches, the novel has the largest volume, and it includes more characters than the novella and the short story. The novella is a work of narrative prose, longer than a short story, but shorter than a novel. The English word "novella" derives from the Italian novella, feminine of novella, which means "new". Lastly, as also stated by these authors, the short story is shorter than a novella which makes it easy to be read in a very short period of time. It includes fewer characters and incidents (p. 7).

Finally, drama, also called a play, is a literary composition and a mode of fictional representation through dialogue and performance. It can be performed in a theatre, on radio or television. It has many types such as, Comedy, Tragicomedy, Tragedy, Melodrama, and Farce (Anigbogu, & Uwakwe, 2016, pp. 9-10).

### **2.2.2.2 Fiction and Non-Fiction.**

The already mentioned branches of prose may also be classified into: fiction and non-fiction.

According to Anigbogu & Uwakwe (2016), fiction is a literary work mainly a narrative that is based on imaginative events, people, and situations. It includes: fables, parable, allegory, and romance (p. 7). As stated by the authors, fables are stories which its characters are often animals talking and behaving like human beings; they give moral lessons

at the end and carry a deeper meaning. They also stated that the parable is a simple short story that carries a moral truth at the end, for instance, the parables of Jesus Christ. The allegory, on the other hand, is a story that can reveal a hidden meaning, typically moral or political. It is more like a fable; however, its characteristics as Anigbogu & Uwakwe state, represent ideas such as: pride, love, hope, and despair...etc.

Non-fiction is prose writing that is informative or factual about real people, events, situations... etc. It consists of autobiography and biography as stated by Anigbogu & Uwakwe, (2016, p.7). While an autobiography is a self-written life story that uses the first person's point of view with the pronoun 'I', for example, *My Odyssey* by Nnamdi Azikiwe, the biography is an account of someone's life written by someone else. The latter, called 'a biographer', tries to entail basic facts, such as childhood, education, career, relationships, family, and death, such as *The Life of Samuel Johnson* by James Boswell. (Anigbogu & Uwakwe, 2016, p.7).

### **2.2.3 The Importance of Teaching Literature in EFL Classes**

Teaching literature in the FL classroom is of crucial importance, something which many authors emphasized. Parkinson and Reid (2000) listed this importance in different points. First, reading literature helps developing a sense of cultural tolerance, awareness, and understanding. One who gets to know about different kinds of literature would feel privileged in sharing the social and historical context as well as cultural meaning and values with others. In addition to this, literature provides good writing models. It also gives readers practice in forming different kinds of sentences, using different structures, and working with different ways of connecting ideas. Literature also teaches authenticity. Since most of the literary works are original, people would consider the genuineness before writing any personal work. Also, the more people read literature, the more they train their minds through imagining the

events of a given story, analyzing them, and creating a logical line of thoughts by linking those events together (as cited in Sell, 2005, p. 87).

Furthermore, Parkinson and Reid (2000) claimed that literature stretches the linguistic competence, and stimulates language acquisition. Excessive reading of literature also helps understanding some of the literary works that require a certain level of proficiency that limits only a number of audiences. Moreover, literature such as poetry and songs is memorable. It can be conserved in the archive of linguistic usage, so it can be used as a reference (pp 9-10). These authors also stated that literature motivates learners and involves them in the learning atmosphere more than any other artificial teaching input because it provides them with honest genuine work done by the writer and tackles topics that may be interesting for learners. Unlike exact sciences where results are constant, literature is subjective and can be interpreted and understood differently. It gives learners the freedom of expressing their opinions each from their own perspective, thus it boosts 'genuine interaction'. Literature helps as well familiarizing learners with the rhythms of a language and, providing convenience; it can be either photocopied or found in the form of PDF which makes it easy to be accessed (pp 10-11)

In addition to the above benefits, Burke and Brumfit (1986, pp. 171-172) added that reading literature helps learners developing their critical and analytical thinking, widening their imagination, acquiring some social skills as being more ethical and humane towards others. Moreover, both of them declared that learners would develop a sense of respect for literary and cultural traditions and, they get to know information about literature. The two authors add that literature also helps learners to know how English language can be used in different specific environments as it is a source of authentic material. Furthermore, Burke and Brumfit avowed that literature gives students the opportunity to know more about culture deeply, satisfyingly, and at a more complex level. The reason for this is that literature believes

that each human experience is unique, rich, subtle, and complex expression using deep human imagination and metaphor thus, cannot be oversimplified (pp 171-172).

In light of what has been previously stated, it can be said that literature is very important in the FL classroom as it is a crucial storehouse of cultural teaching and knowledge. Studying literature can help learners overcome many problems and enables them to develop many kinds of thinking skills, more particularly the so called “higher-level thinking” such as analysis, synthesis, and empathy. At last, literature is an art form in its own right; it is enjoyable and useful as the arts are in their own right.

#### **2.2.4 Approaches to Teaching Literature**

Paduran (2015) stated that over the years, approaches to teaching literature in the language classroom have constantly changed. Foreign language teaching required the use of literature in the Grammar Teaching Method (GTM) because the language used in literary works was considered grammatically accurate (p. 195). However, from Paduran’s point of view the importance of literature in the EFL classroom was lost after the GTM because some scholars saw that the language used in literature was not the same used in everyday life and that students needed more to develop their communicative skills. Thus, a new approach came to appear- the Communicative Approach that drew an emphasis on teaching the language for practical purposes. Since literature had no practical use, it lost its place in the FL classroom. (p. 195). Literature was considered a potentially disruptive influence in the well-ordered world of language courses (Widdowson, 1984, as cited in Paduran, 2015, p. 195). However, Widdowson sought the return of literature as youth should also be educated and not just trained in a particular field during language courses. Therefore, literature regained its position in EFL classrooms in the 80s thanks to some scholars who believed that teaching literature for non native speakers require the use of different pedagogical approaches. Scholars then

introduced three approaches to teaching literature: the language model, the cultural model and the personal growth model (Carter & Long, 1991, as cited in Paduran, 2015, p. 196).

Carter & Long (1991) stated that the Language Model sheds light on how language is used in literary texts and work with familiar grammar to develop students' knowledge. This approach helps in acquiring information linked to the target text, but does foster neither creative thinking nor the pleasure of reading literature. It is also believed to be too mechanistic. Texts are tackled in a systematic and methodological manner and the techniques used such as summaries, role play, and prediction exercises are so typical (as cited in Paduran, 2015, p. 196).

Yimwilai (2015) stated that the second approach, referred to as The Cultural Model, teaches learners who are studying a target language how to tackle literary texts. This approach focuses on both language acquisition and knowledge of a country's culture and ideologies which make it a trans-disciplinary approach (As cited in Paduran, 2015, p. 196). It also assists students to have knowledge about other components of a notion rather than lexis. In this approach, different social, political, literary, and historical contexts of a text are explored and interpreted by students.

The last approach to teaching literature according to Carter and Long (1991) is the personal growth model which is an attempt to link between the language model and the cultural model. It is about using language in a specific cultural context. Students should be active participants, emotionally and intellectually involved in the lesson, in the teacher's given interpretations, and especially in the reading activity. Under this approach, "Students develop their knowledge of and their knowledge about literature", because literature is used as a resource and not just a study subject (as cited in Paduran, 2015, p.196). In this approach to literature, students can express their opinions, beliefs, link between their own experiences and the text, and use critical thinking.

On the light of what has been mentioned, it can be said that teachers then should bear in mind that literature is a very important subject that students should have more acquaintance with especially that very few of them read for pleasure while others do not read at all.

### **2.2.5 Literature in EFL Textbooks**

As it has already been mentioned, including literature in an EFL classroom is of crucial importance. However, including literary content in a textbook depends on some criteria.

Bibby (2014) stated that the first criterion is interest and relevance: the texts chosen should be of interest to learners and tackle topics that have relevance to their lives. This provides effective stimuli for learners to express themselves and get them involved into the learning process. The textbook authors should choose texts that are thought to have a certain universal appeal (p. 23). Lattimer (2010) wrote, “if students are familiar with and interested in a topic, they will be able to understand more complex texts on that topic” (p. 9).

The second criterion according to Bibby (2014) is lexis and syntax. Authentic literary texts can cause some issues of unfamiliar lexis and challenging syntax. First for lexis, the difficulty of some words can be a problem for English language learners in understanding the texts. The vocabulary that is not used very often may be unfamiliar for them; thus, the communicative use for an English language learner may be reduced. Second for the syntax, since most learners are accustomed to simple sentences S-O-V type constructions, they can get lost when facing complex sentences with more than one clause. This is the reason why the chosen literary texts should expose learners to a rich and creative language, but, at the same time, it should be at the level of their comprehension and not beyond (p. 22).

The third criterion stated by Lattimer (2010) is length. Providing learners with lengthy texts may lead to boredom and frustration for both the teacher and the learner. This is why, it is preferable to choose shorter texts to use within the class time available like choosing



excerpts of particular passages that are accessible for learners, however; longer texts are also required but only when necessarily and should be tackled in a slower manner. Selecting texts carefully and thoughtfully helps learners to understand more complex concepts (p. 11).

The last criterion is authenticity. Westphal (2016) stated that anything that is not written for the sake of language classroom is considered authentic (p. 1). This means that authentic texts are written for any purpose other than language learning. Lattimer (2010) in her turn wrote: “the genres that students read should reflect the kinds of texts that their academic mentors might encounter” (p. 5). She stated that the literary materials used should be authentic and that they should be texts that real mathematicians, historians, scientists would read because they would help learners understand the nature of study in the content area.

### **2.2.6 Literature and Cultural Competence**

Literature raises learner’s awareness to compare between different perspectives, concepts, and world views (Stotsky, 1994, Naidoo, 1999, as cited in Sell, 2005, p. 90). Learners would also realize that the cultural diversity in the world is rather beneficial and even good and desirable and it should not be –by any means- a source of cultural clashes. According to the writer, learners must read literature ‘like a native’, and this is totally different from ‘going native’. It is not a matter of starting to suspect one’s own identity, but to explore the target culture and compare it with the native one to build an intercultural consciousness because in the end teaching literature is one helpful aspect to absorb the target culture and not to be absorbed by it.

Though learners may have strong reservations about the TC, they would understand it better and would have more opportunities to behave according to its parameters as they develop an affective competence. Most foreign language education programmes depend on these benefits as their basic goals (Sell, 2002, p. 19). Thus, literature in FL class builds

students' cultural competence and equips them with culturally-apposite pragmatic and socio-psychological components. Hence learners would socialize, and participate in the TC through building effective identities (Sell, 2002, p. 266). These built identities which learners usually show before the target culture are culturally pleasant and efficacious and they are not considered as a replacement to learners' selves.

Mullin (2014) stated that literature offers us companionship, validation, insight, knowledge and understanding". It also inspires challenges, motivates and comforts us. But it can offer us hope by providing a life that goes beyond our own experiences. That hope provides us with a better more enlightened vision of being and also boosts us to improve and change our lives and make the world a better place only when this vision of being is linked with the insights we build about ourselves and others (p. 5). She also added:

To become culturally competent adults who value and respect others, every student also must have opportunities to learn about and understand the lives and views of people whose races, ethnicities, nationalities, religions, family structures, immigration status, abilities, communities, genders, and sexual orientations differ from their own. Carefully selected, developmentally appropriate literature can give them access to authentic voices that communicate a wide range of emotions, attitudes, aspect and experiences beyond those that are familiar to them. In addition to opening windows on aspects of the world they may never have a chance to experience first-hand, students are more likely to express empathy towards others when they are exposed to different perspectives and then given the opportunity and guidance to process that new information with others. (Mullin, 2014, p. 7).

What can be inferred from Mullin's quotes is that literature helps people to become aware of the fact that others can be different from them in terms of religion, ethnicity, nationality, family structure, immigration status, ability, community, gender, and sexual orientation and

gives them the chance to come across others' lives and understand their views and perspectives. Thus, they gain cultural competence. It also acquaints them with new experiences they may never have the chance to experience by themselves. So, when they come across new perspectives they show more empathy and tolerance in dealing with others.

### **2.2.7 Culture Representation in Literary Texts**

Teaching culture inside the classroom has been a very interesting topic that is open to discussion. Scholars have been divided between those who believe that it is impossible to teach culture inside the classroom for the latter is guided by pedagogical rules that limit pupils to learn cultural facts only. Other scholars on the other hand believe that it is possible to do that by using language in different cultural contexts and that it is only through this, that language becomes functional and learners become more aware of how native speakers use their language in different situations to convey different meanings (Bouhidel, 2017, p. 17).

Learning a foreign language requires learning its literature, which in turn, reflects the target culture through the various and genuine texts it provides; thus, pupils would learn also the culture of the target language. Fenner (2001) stated, "literature represents the personal voice of a culture" (as cited in Goethe, 2014, p. 4). Pupils can learn the target culture by exposing them to dramas and poetry through activities where they answer questions about the most famous dramas and poetry of the target language. Forming groups to discuss and analyse literary works also helps pupils discover about the target culture and can make comparison to find out about similarities and differences between their native culture and the foreign culture. For instance, *The Canterbury Tales* is a collection of stories written by the famous Geoffrey Chaucer where he used religious characters and reflected religious aspects when people started to doubt the Church of England. Chaucer depicted an important cultural context in England after the Black Death period and nowadays, any foreign learner can know about the

English culture during those periods through literature. The same goes with every work of literature that reflects the culture of the language being learned (Goethe, 2014, p. 4).

Several studies that tackled the representation of culture through literature in EFL textbooks were conducted. However, they either emphasized theory over practice trying to establish a link between literature and culture; or, focusing on only one aspect of literature or other aspects not related to the latter. Such as Cultural Issues in Algerian EFL Materials: An Evaluation of the Algerian Secondary School 3rd Year Textbook by LAROUK Abdeldjalil. In his study, he conducted an evaluation of New Prospects however he focused on the book's cultural contextualization on both the linguistic level (texts) and the visual level (images). On the contrary, this study tackles the representation of culture through literary content by taking into consideration all aspects of literature. It also gives a huge emphasis on the practical part by analyzing rigorously each unit of the third year secondary school textbook 'New Prospects' and extracting all the literary content included, using in the process two quantitative checklists and one qualitative checklist. Lastly, this study ends with a questionnaire dedicated to secondary school teachers.

## **Conclusion**

The main focus of this chapter was the cultural representation in literary texts. It uncovered pretty much all prominent notions and aspects related to this vast field of research. It was unveiled that culture is very important element in the language teaching. It contributes to a better acquiring of language for it provides different contexts and real life situations where students get to learn the culture as well as elements of language. This entails the strong relation between language and culture which is deeply rooted.

Given the fact that language is used to maintain and convey culture, makes it harder to teach either element in isolation of the other. Hence, the chapter has shown the interwoven relation between these two elements and the fact that they are two inseparable entities. It also

stressed the importance of integrating EFL culture through literary texts in order to attain a successful language teaching/learning process.

## **Chapter Three**

### **Field Investigation**

#### **Introduction**

This chapter includes the analysis of the Algerian third year English textbook “New Prospects” in order to investigate to what extent New Prospects’ literary texts succeed in reflecting the EFL culture. First, this chapter begins with a general description of “New Prospects”, and then each unit will be critically analysed looking deeply at the content and activities of the textbook in order to extract all the literary texts. A checklist will be designed as a tool for identifying and quantitatively analysing the literary texts found in the textbook for the sake of objectively analysing the textbook. At the end of this chapter, a qualitative checklist will be designed to evaluate some already set criteria such as (authenticity, reflection, prevalence...ect) based on the findings, it can be said whether or not literary texts included in the third year secondary school textbook ‘New Prospects’ reflect to a great extent the target culture.

#### **3.1 General Presentation of “New Prospects”**

“New prospects” is designed for third year secondary school Algerian pupils for the preparation of the Baccalaureate exam. It is designed by S.A.Arab, B.Riche and M.Bensemmane. “New Prospects” is divided into six units; Exploring the Past, Ill- Gotten Gains Never Prosper, Schools: Different and Alike, Safety First, It’s a Giant Leap for Mankind and we are a Family. Each unit has its own objectives and it revolves around only one theme. However, all units share the same structure; each unit contains two main parts, and each part is composed of two sequences. The first part is called language outcome, and it is divided into Listen and Consider, and Read and Consider dealing with various text rubrics for the purpose of tackling different grammatical structures, vocabulary, pronunciation and spelling. Language outcomes aim at developing pupils communicative as well as linguistic

competencies. Both sequences Listen and Consider, Read and Consider have a common rubric called; “Think, Pair and Share” designed to help learners develop their speaking and writing skills and reinforce the thematic and language elements acquired throughout the sequence by foregrounding a particular function (advertising, comparing, informing).

The second part of the unit is entitled Skills and Strategies Outcomes. It emphasizes the structural and discursive aspects. The concern here is on the compositional and communicative skills. This part is composed of two sequences; listening, speaking, reading and writing focusing on all the basic skills; listening, speaking, reading and writing in addition to some social skills especially those needed inside the classroom (group work and peer assessment). The skills developed aim at involving pupils into saying it in Writing and Writing Development rubrics. Learners’ outcomes and cultural outcomes are being built during the whole process of learning since the beginning of the unit.

At the end, the learners have a project work to do, following certain steps starting with brainstorming, fact finding, organizing, writing up and assessing. After that, comes the evaluation which is of two types:

- Self-assessment (combined with peer assessment); bearing on the functions and language components.
- Objective assessment; bearing on skills and strategies.

### **3.2. Description of the Research Method**

This research seeks to find out if there is sufficient existence of EFL culture in the Algerian secondary school textbook ‘New Prospects’ by means of quantitative and qualitative checklists as well as a teachers’ questionnaire. First, the checklist seeks to analyse all the literary content in the textbook depending on several criteria. Sheldon (1988) stated that: ‘the evaluation will help the teacher or program developer in making decisions on selecting the appropriate textbook’ (as cited in Bojonegoro P. 12). The choice of a questionnaire was

because it helps in the accumulation of data in a unified way and will be eventually analysed coherently (Rani, & Roopa, 2012, p. 273). Hence, these research tools best matches the research aims and orientations.

### **3.3 Tools of investigation**

#### **3.3.1 Checklists**

##### **✓ The First Checklist**

At a first step, the identification and categorization of the texts in each unit has been conducted based on the following criteria:

- Unit1/ Page
- Author
- Original Title/ Published
- Course Book material
- Genre
- Culture
- Topic
- Authenticity
- Aim

This checklist's aim is to help organize and categorize some criteria related to literature which in turn will help in counting the literary elements contained in the textbook

##### **✓ The Second Checklist**

In a second step, a more detailed checklist has been designed as a tool that would be employed to help identify, analyse and calculate the literary texts in the textbook for the sake of objectively analysing the textbook. The checklist consists of the criteria listed below.

- Text aim
  - Texts of Reading Comprehension



- texts of the activities
- texts of portfolio
- Text author
  - texts written by American authors only
  - texts written by British authors only
  - texts written in collaboration between American and British authors
  - texts written by African authors
- Text source culture
  - texts reflecting American Culture
  - texts reflecting British culture
  - texts reflecting universal culture
  - texts reflecting other cultures
- Text Authenticity
- Text genre
  - texts written in prose vs texts written in in verse (poetry)
  - fiction texts vs non- fiction texts
  - autobiographies
  - biographies
  - short stories
  - texts extracted from novels
  - activities containing proverbs
    - ❖ proverbs per activity
    - ❖ proverb told vs recorded
    - ❖ proverb's source culture
- Stories titles mentioned

- Pictures
  - showing anecdotal characters
  - pictures of novelists

✓ **The Third Checklist**

In the last and the most important step in this chapter, a qualitative checklist based on the results of both the previous checklists is designed to evaluate the literary elements found in New Prospects. This checklist which is self designed is inspired by Cunningsworth and Skierso's checklists and; it is related to the aim of this study. Each criterion mentioned in this evaluative checklist plays a great role in driving us to confirm or disconfirm our hypothesis.

This evaluative checklist includes the following criteria:

1. Authenticity
2. Reflection
3. Prevalence
4. Physical Layout

The findings of the qualitative checklists would confirm or disconfirm the hypothesis of this study. The findings will show whether the literary texts in New Prospects succeed in exhibiting and reflecting the EFL culture by counting which culture prevails more in the literary texts.

### **3.4 New Prospects' Analysis**

#### **3.4.1 Quantitative Units Analysis**

##### **3.4.1.1 Analysis of Unit One: Exploring the Past**

For the analysis of the first unit, the calculations have been made by using the checklist 1.

**Table 3.1 Detailed Quantitative Checklist of Unit One**

<b>Unit1/ Page</b>	<b>Author</b>	<b>Original Title/ Published</b>	<b>Course Book Material</b>	<b>Genre</b>	<b>Culture</b>	<b>Topic</b>	<b>Authenticity</b>	<b>Aim</b>
17 (exercice)	Unknown	Unknown	Unknown	Prose: non-fiction: informative	Universal	Definition of Civilization	Unauthentic	Grammar: Definite and Indefinite Articles
18 (exercice)	Unknown	Unknown	Unknown	Prose: non-fiction: informative	American	History: Native American s Habitat	Unauthentic	Grammar: Past Tense
18-19 (exercice)	Unknown	Unknown	Unknown	Prose: non-fiction: informative	American	History: Maya Civilization	Unauthentic	Grammar: past Tense
22-23 (reading material) provided with pictures	Henry Louis Gates- JR and Kwame Anthony Aphiah	<i>Africana The Encyclopedia of the African and African American Experience in 1999</i>	Extract from: Algeria at the Crossroads of Civilizations (P.96)	Prose: non- fiction: Article	Local: Algerian	History: Alegria's Geographic Positions.	Authentic	-Reading Comprehension -Grammar: Quantifiers, Concession, and Time Expressions.
26 (exercice)	Unknown	Unknown	Unknown	prose: non-fiction: informative	Universal	History: Civilizations Enrich Each Other	Unauthentic	Vocabulary : Filling in the blanks
27 (exercice) provided with pic	Unknown	Unknown	Unknown	prose: non-fiction: informative	South America	Easter Island Civilization	Unauthentic	Vocabulary: filling in the blanks with Well+ Past Participle

28 (exercice)	Unknown	Unknown	Unknown	prose: non-fiction: informative	French	Jean François Champollion as a decipherer of Egyptian Hieroglyphics	Unauthentic	Pronunciation and Spelling
30	<p>1<sup>st</sup> prov: said by Saint Embrose and recorded by Henry Porter</p> <p>2<sup>na</sup> prov: Desiderius Erasmus</p> <p>3<sup>ra</sup> prov: Unknown</p> <p>4<sup>th</sup> prov: Unknown</p> <p>5<sup>th</sup> prov: Unknown</p> <p>6<sup>th</sup> prov: unknown</p> <p>7<sup>th</sup> prov: Mary Wortley Mantagu</p> <p>8<sup>th</sup> prov: Unknown</p> <p>9<sup>th</sup> prov: George Herbert</p> <p>10<sup>th</sup> prov: Unknown</p>	<p>1<sup>st</sup> prov: first recorded in The Pleasant History of the Two Angry Women of Abington</p> <p>2<sup>nd</sup> prov: Adages</p> <p>3<sup>rd</sup> prov: Unknown</p> <p>4<sup>th</sup> prov: Unknown</p> <p>5<sup>th</sup> prov: Unknown</p> <p>6<sup>th</sup> prov: Unknown</p> <p>7<sup>th</sup> prov: Swedish Origin</p> <p>8<sup>th</sup> prov: Unknown</p> <p>9<sup>th</sup> prov: Unknown</p> <p>10<sup>th</sup> prov: Unknown</p>	<p>1<sup>st</sup> prov: extracted from the play</p> <p>2<sup>nd</sup> prov: extracted from translation of 'Adages by Richard Taverner</p> <p>3<sup>rd</sup> prov: 'Proverbs'</p> <p>4<sup>th</sup> prov: Unknown</p> <p>5<sup>th</sup> prov: Unknown</p> <p>6<sup>th</sup> prov: extracted from Behold the Proverbs of the People by WolfGang Mieder</p> <p>7<sup>th</sup> prov: Unknown</p> <p>8<sup>th</sup> prov: Unknown</p> <p>9<sup>th</sup> prov: Unknown</p> <p>10<sup>th</sup> prov: Unknown</p>	Proverbs	Universal	Peace and War	<p>1<sup>st</sup> prov authentic</p> <p>2<sup>na</sup> prov: authentic</p> <p>3<sup>ra</sup> prov: Unauthentic</p> <p>4<sup>th</sup> prov: unauthentic</p> <p>5<sup>th</sup> prov: unauthentic</p> <p>6<sup>th</sup> prov: authentic</p> <p>7<sup>th</sup> prov: authentic</p> <p>8<sup>th</sup> prov: unauthentic</p> <p>9<sup>th</sup> prov: authentic</p> <p>10<sup>th</sup> prov: unauthentic</p>	Matching sentences

37-38 (reading material)	Victor Skipp	Out Of The Ancient World 1967	An extract from p61	prose: non-fiction: informative	Egyptian	Ancient Egyptian Civilization	Authentic	Reading Comprehension
41 (Project Work) Provided in the form of pics	Virgil	Trojan Horse	Aeneid	Poem: fiction: Myth.	Greek	History: Trojan Horse's Story	Authentic	Project Work: Making a Profile of Ancient Civilization
41 (project work)	Homer	The Sirens	<i>Odyssey</i> , Book XII	Poem: fiction: Myth.	Greek	History: Sirens' story of luring the sailors	Authentic	Project Work: Making a Profile of Ancient Civilization
41 (project work)	Homer	Penelope and Ulysses	Odyssey	Poem: fiction: myth.	Greek	Penelope's Fidelity to Ulysses	Authentic	Project Work: Making a Profile of Ancient Civilization
41 (project work)	Homer	Greek Siege of Troy	Iliad	Poem: fiction: myth.	Greek	History: Helen's Abduction that Led to the siege	Authentic	Project Work: Making a Profile of Ancient Civilization
41 (project work)	Homer	Ulysses' Home-Coming	Odyssey	Poem: fiction : myth.	Greek	History: Ulysses' Return to Home	Authentic	-Project Work: Making a Profile of Ancient Civilization

44 (song)	Langston Hughes	Weary Blues (1902-1967)	Whole poem	Poem	Universal	history: Rise of Civilization	Authentic	Amusing learners by the end of each unit with songs that are related to the unit's general theme
44 (song)	Percy Bysshe Shelley	Ozymandias	Whole poem	Poem	Universal	History: Fall of Civilization	Authentic	Amusing learners by the end of each unit with songs that are related to the unit's general theme
240 (reading material)	J.KI-Zerbo and D.T Niane	General History of Africa	the Spread of Civilization in the Maghrib and its Impact on Western Civilization	Prose: non-fiction: informative	Local	History: Successive civilizations in the Maghreb	Authentic	-Provide <b>Ls</b> with useful information for their research task -Provide <b>Ts</b> with texts which could be used for skills and strategies assessment purposes -Induce <b>Ls</b> to indulge in further reading for leisure

241	Sharon Begly	News-week 1991	Did the West Begin On the Banks of The Nile (P.45-46)	Prose: non-fiction: informative	Universal	History: How Western Civilization started	Authentic	-Provide learners with useful information for their research task -Provide teachers with texts which could be used for skills and strategies assessment purposes -Induce learners to indulge in further reading for leisure
242	Jared Diamond	The Financial Times 2005	How Societies Choose to Fail or Survive (P.26)	prose: non-fiction: informative	Universal	Reasons of why some civilizations collapse	Authentic	-Provide learners with useful information for their research task -Provide teachers with texts which could be used for skills and strategies assessment purposes -Induce learners to indulge in further reading for leisure

244	Carina Rey	The New African 2008	Lest We Forget our History!	prose: non-fiction: informative	Universal	Racism: racism against Africans by the Europeans	Authentic	-Provide <b>Ls</b> with useful information for their research task -Provide <b>Ts</b> with texts which could be used for skills and strategies assessment purposes -Induce <b>Ls</b> to indulge in further reading for leisure.
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**Table 3.2 Quantitative checklist of Unit One**

<b>Unit one: Exploring the Past</b>	<b>Total</b>
No. of texts of Reading Comprehension	2
No. of texts of the activities	6
No. of texts of portfolio	4
No. of texts written by American authors only	4
No. of texts written by British authors only	2
No. of texts written in collaboration between American and British authors	1
No. of texts written by African authors	1
No. of texts reflecting American Culture	2
No. of texts reflecting British culture	0
No. of texts reflecting universal culture	8
No. of texts reflecting Algerian culture	2
No. of texts reflecting Egyptian culture	1
No. of texts reflecting South American culture	1



No. of texts reflecting French culture	1
No. of authentic texts	8
No. of unauthentic texts	6
No. of texts written in prose	12
No. of texts written in verse (poetry)	2
No. of non- fiction texts	12
No. of fiction texts	0
No. of autobiographies	0
No. of biographies	1
No. of short stories	0
No. of texts extracted from novels	0
No. of activities containing proverbs	1
No. of proverbs per activity	10
No. of British proverb tellers	2
No. of British proverb recorders	1
No. of American proverb tellers	0
No. of American proverb recorders	0
No. of Italian proverb tellers	1
No. of Hollanders proverb tellers	1
No. of German proverb recorders	1
No. of proverbs reflecting American culture	0
No. of proverbs reflecting British culture	0
No. of proverbs reflecting universal culture	10
No. of stories titles mentioned	5
No. of pictures showing anecdotal characters	5

No. of pictures of novelists	0
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### 3.4.1.1.1 Analysis of the Data

The quantitative analysis revealed that this unit consists of eight (8) authentic texts; these texts are written by authors of different nationalities. Four (4) authentic texts written by American authors only, two (2) authentic texts written by British authors only, one (1) authentic text written by two (2) African authors, and one (1) authentic text written in collaboration between both American and British authors. Two (2) out of these authentic texts are reading comprehension texts which means they are for processing the text and understanding its meaning, and four (4) texts are found at the end of the textbook in what is called ‘Portfolio’ which are meant for further reading, to help learners in doing their research, and provide teachers with texts for the purpose of assessing skills and strategies. This unit also consists of six (6) unauthentic texts dedicated to exercises for the purpose of language learning.

These texts reflect different cultures; eight (8) texts reflect universal culture which means the culture that exists in all nations. One (1) text reflects American culture, two (2) texts reflect Algerian culture, one (1) text reflects Egyptian culture, one (1) text reflects South American culture, one (1) text reflects French culture, however; there is no text that reflects British culture. Both authentic and unauthentic texts are divided between texts that are written in prose and others in verse (poetry): twelve (12) texts are written in prose, and two (2) texts are written in verse. In addition to this, twelve (12) texts are non-fiction texts which mean writing that is informative or factual about real people, events, situations...ect. Among these non-fiction texts, there is one (1) text taking the form of a biography. But, there is no existence for short stories or texts that are extracted from novels. Moreover, this unit consists of one (1) exercise that includes ten (10) proverbs that are either said or recorded by people of

different nationalities or has an anonymous origin. Two (2) proverbs are said by British people, one (1) proverb is recorded by a British, one (1) proverb is said by an Italian, one (1) proverb is said by a Hollander, and one (1) proverb is recorded by a German. It can be seen that there is no proverb that is neither said nor recorded by an American. Like texts, these proverbs reflect different cultures as well; all of the (10) proverbs reflect universal culture. Furthermore, Exploring the Past includes five (5) pictures that represent anecdotal characters, and five stories titles mentioned. However, there are no pictures that represent novelists.

### 3.4.1.2 Analysis of Unit Two: Ill Gotten Gains Never Prosper

Similarly, for the analysis of the second unit, the calculations have been made on the basis of data gathered thanks to a checklist 2.

**Table 3.3 Detailed Quantitative Checklist of Unit Two**

Unit 2/ page	Author	Original Title/ Published	Course-book Material	Genre	Culture	Topic	Authenticity	Aim
50 (exercice)	Unknown	Unknown	Unknown	prose: non-fiction: informative	Universal	Definition of bribery	Unauthentic	vocabulary filling in the gaps
51 (exercice)	Unknown	Unknown	Unknown	prose: non-fiction: informative	Universal	Definition of embezzlement	Unauthentic	vocabulary filling in the gaps
51 (exercice)	Unknown	Unknown	Unknown	prose: non-fiction: informative	Universal	Definition of money laundering	Unauthentic	vocabulary filling in the gaps
51 (exercice)	Unknown	Unknown	Unknown	prose: non-fiction: informative	Universal	Definition of ethical behaviour	Unauthentic	vocabulary filling in the gaps
54-55 (reading material)	Unknown	the Economist 2003 magazine	Imitating Property is Theft	prose: non-fiction: informative	Universal	morals: Counterfeiting	Authentic	-Reading Comprehension Grammar(so. ..that), the Passive, (must, have to), vocab: filling in the gaps

56 (exercice )	Unknown	Unknown	Unknown	prose: non-fiction: informative	Universal	morals: copyright thefts	Unauthentic	writing a short memo
59	1 <sup>st</sup> prov: stated by Euripides and recorded by Erasmus 2 <sup>nd</sup> prov: Francis Bacon 3 <sup>rd</sup> prov: said by Sir Robert Walepole and recorded by William Coxe 4 <sup>th</sup> prov: Lord Chesterfield 5 <sup>th</sup> prov: Christopher Marlowe 6 <sup>th</sup> prov: Unknown 7 <sup>th</sup> prov: George Colman	1 <sup>st</sup> prov: Adagia 2 <sup>nd</sup> prov: Unknown 3 <sup>rd</sup> prov: Memoire of Sir Robert 4 <sup>th</sup> prov: Unknown 5 <sup>th</sup> prov: Unknown 6 <sup>th</sup> prov: Unknown 7 <sup>th</sup> prov: Unknown	1 <sup>st</sup> prov: Adagia 2 <sup>nd</sup> prov: Unknown 3 <sup>rd</sup> prov: extract from P.97 4 <sup>th</sup> prov: Unknown 5 <sup>th</sup> prov: Unknown 6 <sup>th</sup> prov: Unknown 7 <sup>th</sup> prov: Unknown	Proverbs	Greek and British	Money	1 <sup>st</sup> prov: Authentic 2 <sup>nd</sup> prov: Authentic 3 <sup>rd</sup> prov: Authentic 4 <sup>th</sup> prov: Authentic 5 <sup>th</sup> prov: Authentic 6 <sup>th</sup> prov: Unauthentic 7 <sup>th</sup> prov: unknown	Cultural Exchange between local culture and foreign culture
66-67 (reading material)	Bill Mascull	Business Vocabulary In English	Extracted from a book p.90	Prose: non-fiction: informative	Universal	Social audit	Authentic	Text exploration
73 (song)	Abba	Money, money, money	whole poem	poetry	Swedish	Money	Authentic	-Amusing learners by the end of each unit with songs that are related to the unit's general theme

245 (reading material)	Bettina Meier	Corruption In The Education Sector 2004	Anti Corruption Education	Prose: non-fiction: informative	Universal	morals: anti corruption education	Authentic	-Provide learners with useful information for their research task -Provide teachers with texts which could be used for skills and strategies assessment purposes -Induce learners to indulge in further reading for leisure.
246 (reading material)	Elizabeth Judge	The Times 2002 (newspaper)	Threats on UK E- Trade	Prose: non-fiction: informative	British	Morals: cyber hacks and criminals	Authentic	-Provide <b>Lrs</b> with useful information for their research task -Provide <b>Ts</b> with texts which could be used for skills and strategies assessment purposes -Induce learners to indulge in further reading for leisure.

247-248 (reading material)	David Lodge	Nice Work 1988	It's A Moral Issue	Prose: non-fiction: informative	British	morals: slander	Authentic	-Provide <b>Lrs</b> with useful information for their research task -Provide <b>Ts</b> with texts which could be used for skills and strategies assessment purposes -Induce learners to indulge in further reading for leisure
248-249 (reading material)	Chinua Achebe	No Longer at Ease	Bribe Taking is Wrong (Pp.1-154)	prose: novel	African	Morals: Bribe taking	Authentic	-Provide <b>Lrs</b> with useful information for their research task -Provide <b>Ts</b> with texts which could be used for skills and strategies assessment purposes -Induce learners to indulge in further reading for leisure

**Table 3.4 Quantitative Checklist of Unit Two**

<b>Unit Two: Ill Gotten Gains Never Prosper</b>	<b>Total</b>
No. of texts of Reading Comprehension	2
No. of texts of the activities	5
No. of texts of portfolio	4
No. of texts written by American authors	0
No. of texts written by British authors	3
No. of texts written by African authors	1
No. of texts written by German authors	1
No. of texts reflecting American Culture	0
No. of texts reflecting British culture	2
No. of texts reflecting universal culture	8
No. of texts reflecting Algerian culture	0
No. of texts reflecting Swedish culture	1
No. of authentic texts	7
No. of unauthentic texts	5
No. of texts written in prose	11
No. of texts written in verse (poetry)	1
No. of non- fiction texts	10
No. of fiction texts	0
No. of autobiographies	0
No. of biographies	0
No. of short stories	0
No. of texts extracted from novels	1
No. of activities containing proverbs	1
No. of proverbs per activity	7

No. of British proverb tellers	5
No. of British proverb recorders	1
No. of American proverb tellers	0
No. of American proverb recorders	0
No. of Greek proverb tellers	1
No. of Greek proverb recorders	1
No. of proverbs reflecting British culture	5
No. of proverbs reflecting Greek culture	1
No. of stories titles mentioned	0
No. of pictures showing anecdotal characters	0
No. of pictures of novelists	0

#### 3.4.1.2.1 Analysis of the Data

The quantitative analysis (Table ...) revealed that this unit consists of seven (7) authentic texts; six (6) of these texts are written by authors of different nationalities: three (3) authentic texts are written by British authors, one (1) authentic text is written by an African author, one (1) authentic text is written by a German author, one (1) authentic text is written by Swedish authors, and one (1) text which is taken from a newspapers' article where the journalist's name is unknown. Two (2) out of these authentic texts are reading comprehension texts which means they are for processing the text and understanding its meaning, and there are four (4) texts found at the end of the textbook in what is called 'Portfolio' which are meant for further reading, to help learners in doing their research, and provide teachers with texts for the purpose of assessing skills and strategies.

This unit also consists of five (5) unauthentic texts dedicated to exercises for the



purpose of language learning. These texts reflect different cultures; eight (8) texts reflect universal culture which means the culture that exists in all nations. Two (2) texts reflect British culture, one (1) text reflects Swedish culture; however, there is no text that reflects American culture.

Both authentic and unauthentic texts are written either in prose or in verse: eleven (11) texts are written in prose, and one (1) text is written in verse. In addition to this, eleven (11) texts are non-fiction texts which mean writing that are informative or factual about real people, events, situations...but, no existence for fiction texts. There is one (1) text that is extracted from a novel while there are no short stories.

Moreover, this unit consists of one (1) exercise that includes seven (7) proverbs, either said or recorded by people of different nationalities or have an anonymous origin. Five (5) proverbs said by British people, one (1) proverb recorded by a British, one (1) proverb said by a Greek, one (1) proverb recorded by a Greek and no proverb is neither said nor recorded by an American. Like texts these proverbs reflect different cultures as well: five (5) of these proverbs reflect British culture, and one (1) proverb that reflects Greek culture.

Finally, Ill Gotten Gains Never Prosper consists of no pictures that represent anecdotal characters, no stories titles mentioned, and no pictures that represent novelists.

#### **3.4.1.3 Analysis of Unit Three: Schools: Different and Alike**

The analysis of the third unit based on the already mentioned checklist yielded data displayed in the table below

**Table 3.5 Detailed Quantitative Checklist of Unit Three**

<b>Unit3 / Page</b>	<b>Author</b>	<b>Original Title/ Published</b>	<b>Course Book Material</b>	<b>Genre</b>	<b>Culture</b>	<b>Topic</b>	<b>Authenticity</b>	<b>Aim</b>
79 exercise	Unknown	Unknown	Unknown	Prose: non-fiction informative	American	teaching in the US	Unauthentic	Learning the use of have to, ought to, must, and should
80 speech exercise	Unknown	Unknown	Unknown	Prose: non-fiction informative	Universal	Measures to Improve the system of education	Unauthentic	learning how to form adjectives out of nouns
83-84 reading material	Jonathan Crowther	Guide to British and American Culture	Education in Britain P.66	prose: non-fiction informative	British	Education in Britain	Authentic	-Reading Comprehension -Grammar: Revision of quantifiers, comparatives similarities, and differences
87 exercise	Unknown	Unknown	Unknown	prose: non-fiction informative	Universal	how to write a composition	Unauthentic	learning how to use the passive voice
87 exercise	Unknown	Unknown	Unknown	Prose: non-fiction informative	Universal	what is education	Unauthentic	learning how to add suffixes: ing, tion, and ation
88 exercise	Unknown	Unknown	Unknown	Prose: non-fiction informative	Local	after BAC choices	Unauthentic	Vocabulary: filling in the gaps with nouns, verbs, or adjectives
89 exercise	Unknown	Unknown	Unknown	Prose: non-fiction informative	Local	Comparison between two friends	Unauthentic	Vocabulary: spelling mistakes
98-99 reading material	DK. Stevenson	American Life and Institutions	Extracted from the book	Prose: non-fiction informative	American	Education in America	Authentic	-Text Exploration -Link words

105 Song	Tom Paxton	What Did You Learn at School Today	Whole poem	poetry	American	what a student has learnt at school	Authen - tic	Amusing learners by the end of each unit with songs that are related to the unit's general theme
250-251 reading material	Adopted by the General Conferen - ce of the UNESC O	A Compila - tion of Interna - tional Instrument s	REFIUCP EHRFF abbrevia - tion	Prose: non- fiction informative	Universal	Education helps in promoting peace in the world and spreads tolerance among people of different nations	Authen - tic	-Provide learners with useful information for their research task -Provide teachers with texts which could be used for skills and strategies assessment purposes -Induce learners to indulge in further reading for leisure.

251-252 253 reading material	Charles Dickens	Hard Times	How Not to Educate Children	prose: novel	British	Importance of education to children	Authen - tic	-Provide learners with useful information for their research task -Provide teachers with texts which could be used for skills and strategies assessment purposes -Induce learners to indulge in further reading for leisure
254 reading material	Lee Iacocca	Talking Straight 1988	Computer s VS Books	prose: non- fiction	American	reading is more important than using computers	Authen - tic	-Provide learners with useful information for their research task -Provide teachers with texts which could be used for skills and strategies assessment purposes -Induce learners to indulge in further reading for leisure.

**Table 3.6 *Quantitative Checklist of Unit Three***

<b>Unit Three: Schools: Different and Alike</b>	<b>Total</b>
No. of texts of Reading Comprehension	2
No. of texts of the activities	6
No. of texts of portfolio	3
No. of texts written by American authors	3
No. of texts written by British authors	2
No. of texts reflecting American Culture	4
No. of texts reflecting British culture	2
No. of texts reflecting universal culture	5
No. of texts reflecting Algerian culture	2
No. of authentic texts	6
No. of unauthentic texts	6
No. of texts written in prose	11
No. of texts written in verse (poetry)	1
No. of non- fiction texts	11
No. of fiction texts	0
No. of autobiographies	0
No. of biographies	0
No. of short stories	0
No. of texts extracted from novels	1
No. of activities containing proverbs	0
No. of proverbs per activity	0
No. of British proverb tellers	0
No. of British proverb recorders	0
No. of American proverb tellers	

	0
No. of American proverb recorders	0
No. of proverbs reflecting American culture	0
No. of proverbs reflecting British culture	0
No. of stories titles mentioned	0
No. of pictures showing anecdotal characters	0
No. of pictures of novelists	1

### 3.4.1.3.1 Analysis of the Data

According to the quantitative analysis, this unit consists of six (6) authentic texts. Five (5) of these texts are written by authors of different nationalities; three (3) authentic texts written by American authors, two (2) authentic texts written by British authors, and one (1) text which is taken from a UNESCO conference where the speaker is unknown. Two (2) out of these authentic texts are reading comprehension texts meant for further exploring the text, and three (3) texts found at the end of the textbook in the ‘Portfolio’ section meant for further reading to help learners doing their projects and provide teachers with a material for assessing skills and strategies.

This unit also includes six (6) unauthentic texts dedicated to exercises for the purpose of language learning. These texts reflect different cultures: five (5) texts reflect universal culture referring to the culture that exists in all nations, four (4) texts that reflect American culture, two (2) texts that reflect British culture and two (2) texts that reflect Algerian culture.

Both authentic and unauthentic texts are divided between texts that are written in prose and others in verse. Eleven (11) texts are written in prose, and only one (1) text is written in verse. In addition to this, all eleven (11) texts written in prose are non-fiction

texts. There is one (1) text that is extracted from a novel while there are no short stories. In this unit, there is one (1) picture which represents a novelist's figure. Finally, Schools: Different and Alike contains neither exercises containing proverbs, nor pictures that represent anecdotal characters, nor stories titles mentioned.

#### 3.4.1.4 Analysis of Unit Four: Safety First

Similarly, for the analysis of the fourth unit, the calculations have been made on the basis of data gathered thanks to a checklist 4.

**Table 3.7 Detailed Quantitative Checklist of Unit Four**

Unit4 / Page	Author	Original Title/ Published	Course Book Material	Genre	Culture	Topic	Authenticity	Aim
110 exercise	Unknown	Unknown	Unknown	prose: non-fiction informative	Universal	Importance of eating garlic	Unauthentic	Learning when to put gerund and present simple
110 exercise	Unknown	Unknown	Unknown	prose: non-fiction informative	Universal	Consumer's fear of buying GMFs	Unauthentic	Forming nouns out of verbs
111 exercise	Unknown	Unknown	Unknown	prose: non-fiction informative	British	protecting British people from dishonest businessmen	Unauthentic	Learning how to use prepositions
114-115 reading material	Written by the authors	How Is Your Energy Balance	How Is Your Energy Balance	prose: non-fiction informative	Universal	Maintaining Energy Balance	Authentic	-Text exploration Grammar: present simple and quantifiers
118 exercise	Unknown	Unknown	Unknown	prose: non-fiction informative	Universal	Salty, peppery, and spicy foods can cause serious health Issues	Unauthentic	Forming adjectives ending in Y

118 exercice	Unknown	Unknown	Unknown	prose: non-fiction informative	Universal	Food poisoning	Unauth - entic	Forming adjectives ending in Y
118 exercice	Unknown	Unknown	Unknown	prose: non-fiction informative	Universal	Buying cheaper goods to save money	Unauth - entic	Vocabulary: filling in the blanks with the appropriate words
121	1 <sup>st</sup> prov: James Howell 2 <sup>nd</sup> prov: said by Quevedo and recorded by John Stevens 3 <sup>rd</sup> prov: John Wycliffe 4 <sup>th</sup> prov: François Charrette 5 <sup>th</sup> prov: recorded by Richard Honeck	1 <sup>st</sup> prov: Unknown 2 <sup>nd</sup> prov: The Collected Comedies of Quevedo 3 <sup>rd</sup> prov: Trialogus 4 <sup>th</sup> prov: Unknown 5 <sup>th</sup> prov: A Proverb in Mind	1 <sup>st</sup> prov: unknown 2 <sup>nd</sup> prov: unknown 3 <sup>rd</sup> prov: unknown 4 <sup>th</sup> prov: unknown 5 <sup>th</sup> prov: unknown	Proverbs	1 <sup>st</sup> prov: British 2 <sup>nd</sup> prov: Spanish 3 <sup>rd</sup> prov: British 4 <sup>th</sup> prov: French 5 <sup>th</sup> prov: British	1 <sup>st</sup> prov: crying over unaltered things is useless 2 <sup>nd</sup> prov: do not give an advice to an expert 3 <sup>rd</sup> prov: hunger is more dangerous than the sword 4 <sup>th</sup> prov: you have to face hardships to achieve something 5 <sup>th</sup> prov: you cannot have everything	1 <sup>st</sup> prov: authentic 2 <sup>nd</sup> prov: Authentic 3 <sup>rd</sup> prov: authentic 4 <sup>th</sup> prov: authentic 5 <sup>th</sup> prov: authentic	Cultural exchange between local and foreign cultures
126	Unknown	Unknown newspaper article	without Advertising You Couldn't Afford a Football Match Ticket	Prose: non-fiction informative	Universal	Importance of advertising for sports	Authen - tic	Answering questions about the article



134	Unknown	Dad, Joe, and the Match	Whole poem	Poetry	American	Advertisement for chicken and rice	Authentic	Learning how to advertise food
255	Unknown	Looking Ahead P.44	The Story Behind Super-market Success	Prose: non-fiction informative	Universal	How supermarkets are designed to attract customers	Authentic	-Provide learners with useful information for their research task -Provide teachers with texts which could be used for skills and strategies assessment purposes -Induce learners to indulge in further reading for leisure
256 reading material	Robert Miller	The New Classes 1988	The Functions of Advertising	prose: non-fiction informative	Universal	Different purposes of advertising	Authentic	-Provide learners with useful information for their research task -Provide teachers with texts which could be used for skills and strategies assessment purposes -Induce learners to indulge in further reading

								for leisure
257 reading material	Joanna Blythman	Daily Mail 2004	Manipula- tive and Cynical... how the Food Industry Poisons our Children	Prose: non- fiction informative	British	Advertisin g for children's foods with additives harm them	Authen - tic	-Provide learners with useful information for their research task -Provide teachers with texts which could be used for skills and strategies assessment purposes -Induce learners to indulge in further reading for leisure

258 reading material	Unknown	<a href="http://www.advertopedia.com/consumer-behaviour-basics.htm">http://www.advertopedia.com/consumer-behaviour-basics.htm</a> (web site)	the Basics of Consumer Behaviour	Prose: non-fiction informative	Universal	the factors that control the consumers to purchase products	Authentic	-Provide learners with useful information for their research task -Provide teachers with texts which could be used for skills and strategies assessment purposes -Induce learners to indulge in further reading for leisure.
259	Journalist	Daily Mail 2006	The Children Who Don't Know Chips from Potatoes	Prose: non-fiction informative	British	Children's little knowledge of healthy food compared to junk food	Authentic	-Provide learners with useful information for their research task -Provide teachers with texts which could be used for skills and strategies assessment purposes -Induce learners to indulge in further reading for leisure

**Table 3.8 *Quantitative Checklist of Unit Four***

<b>Unit Four: Safety First</b>	<b>Total</b>
No. of texts of Reading Comprehension	2
No. of texts of the activities	6
No. of texts of portfolio	5
No. of texts written by American authors	1
No. of texts written by British authors	1
No. of texts reflecting American Culture	1
No. of texts reflecting British culture	1
No. of texts reflecting universal culture	10
No. of texts reflecting Algerian culture	0
No. of authentic texts	8
No. of unauthentic texts	6
No. of texts written in prose	13
No. of texts written in verse (poetry)	1
No. of non- fiction texts	12
No. of fiction texts	0
No. of autobiographies	0
No. of biographies	0
No. of short stories	0
No. of texts extracted from novels	0
No. of activities containing proverbs	1
No. of proverbs per activity	10
No. of British proverb tellers	2

No. of British proverb recorders	1
No. of American proverb tellers	0
No. of American proverb recorders	1
No. of Spanish proverb tellers	1
No. of French proverb tellers	1
No. of proverbs reflecting American culture	0
No. of proverbs reflecting British culture	2
No. of proverbs reflecting Spanish culture	1
No. of proverbs reflecting French culture	1
No. of stories titles mentioned	0
No. of pictures showing anecdotal characters	0
No. of pictures of novelists	0

#### **3.4.1.4.1 Analysis of the Data**

For the analysis of the fourth unit, the calculations have been made by using a checklist. The quantitative analysis revealed that this unit consists of eight (8) authentic texts which are written by authors of different nationalities; one (1) authentic text written by an American author, and one (1) authentic text written by a British author, two (2) authentic texts are taken from newspapers articles where the journalists' names are unknown, one (1) text said it is written by 'the authors' without mentioning their names, one (1) text that is meant for advertising without mentioning the author, one (1) text that is taken from a book but without mentioning the author's name which we looked for but could not find, one (1) authentic text which is taken from a website without mentioning the author's name as well. Two (2) out of these authentic texts is a reading comprehension text, and five (5) texts in the 'Portfolio' section found at the end of the textbook.

This unit also consists of six (6) unauthentic texts dedicated to exercises for the purpose of language learning. These texts reflect different cultures; ten (10) texts reflect universal culture which means the culture that exists in all nations, one (1) text that reflects American culture, and one (1) text that reflects British culture. Some of both authentic and unauthentic texts are taking the form of prose and verse (poetry); thirteen (13) texts are written in prose, and one (1) text is written in verse. In addition to this, thirteen (13) texts are non-fiction texts. Moreover, this unit consists of one (1) exercise that includes ten (10) proverbs, these proverbs are either said or recorded by people of different nationalities or has an anonymous origin. One proverb recorded by an American, two (2) proverbs said by British people, one (1) proverb recorded by a British, one (1) proverb said by a Spanish, one (1) proverb said by a French. Like texts these proverbs reflect different cultures as well; two (2) of these proverbs reflect British culture, one (1) proverb that reflects Spanish culture, one proverb that reflects French culture. It can be seen that there is no proverb that reflects American culture.

Finally, in Safety First, there are no short stories titles mentioned, no texts extracted from novels, no pictures which represent anecdotal characters, and no pictures that represent novelists.

### 3.4.1.5 Analysis of Unit Five: It's a Giant Leap for Mankind

Table 3.9 Detailed Quantitative Checklist of Unit Five

Unit5 / Page	Author	Original Title/ Published	Course Book Material	Genre	Culture	Topic	Authenticity	Aim
5/140 (exercise)	Unknown	Unknown	Unknown	prose: non-fiction: informative	universal	The sun's rotation around the earth	Unauthentic	Grammar conjugation
3/140 (exercise)	Unknown	Unknown	Unknown	prose: non-fiction: informative	universal	Artificial satellites	Unauthentic	Grammar Stress
5/ 143-144 (reading material)	Alan E. Nourse	Popular Sciences, The Giant Planets	The solar system	prose: non-fiction: informative	universal	The solar system	Authentic	Reading comprehension grammar: Comparatives and superlatives.
2/ 148 (exercise)	Unknown	Unknown	Unknown	prose: non-fiction: informative	universal	Sky sciences	Unauthentic	Grammar Affixation (suffixes)
2/ 148 (exercise)	Unknown	Unknown	Unknown	prose: non-fiction: informative	universal	The creation of the world	Unauthentic	Grammar Forming the plural form.
A-B/ 150 (exercise)	1 <sup>st</sup> idiom: compiled by J.Burveni - ch in 1905.  2 <sup>nd</sup> idiom: Unknown  3 <sup>rd</sup> idiom: Said by Ben Jonson in	1 <sup>st</sup> idiom: Appeared in Compendium of English.  2 <sup>nd</sup> idiom: Unknown  3 <sup>rd</sup> idiom: Appeared in his	1 <sup>st</sup> idiom: Unknown  2 <sup>nd</sup> idiom: Unknown  3 <sup>rd</sup> idiom: Extracted from	Idioms	British  Unknown  3 <sup>rd</sup> idiom: British	Good and bad luck	1 <sup>st</sup> idiom: authentic  2 <sup>nd</sup> idiom: Unauthentic  3 <sup>rd</sup> idiom: Authentic	Matching sentences

	1528.	play Every Man Out of His Humour.	the play.					
	4 <sup>th</sup> idiom: Unknown	4 <sup>th</sup> idiom: Unknown	4 <sup>th</sup> idiom: Unknown		4 <sup>th</sup> idiom: Unknown		4 <sup>th</sup> idiom: Unauth- entic	
156	David Grinspoon	Collision with a comet, July, 2005	Deep impact	Prose :non- fiction Informative	American	Nasa's deep impact mission to comet temple 1	Authentic	Reading comprehension
157/158	Unknown	Internation al Herald tribune 2005	Extracte d from news- paper article p.8	Prose :non- fiction Informative	American	Further explanatio n of Deep impact by David Grinspoon	Authentic	Reading Comprehensio n Writing Development: refuting
164	Pink Floyd	The Piper at Gates of Dawn	Astronomy Domines	Poetry: fiction Song	British	The wonder s of the space	Authentic	Amusing learners with song -s related to the unit 's general theme



260	Carl Sagan	Cosmos	The benefits of space exploration	Prose :non-fiction Informative	American	Advantages of space exploration	Authentic	-Provide Learners with useful information for their research task. - Provide learners with texts which could be used for skills and strategies assessment purposes. -Induce learners to indulge in further reading leisure.
261	Michael Hanlon	Daily Mail Monday, November 2, 2005 p.15	Mission to Venus Odd to Hell?	Prose: non-fiction Informative	British	The planet of Venus and the various dangers threatening Earth	Authentic	- Provide learners with useful information for their research task. - Provide learners with texts which could be used for skills and strategies assessment purposes. -Induce learners to indulge in further reading leisure.

262	Unknown	Exploring the Cosmos, the UNISCO courier journey 1993, p.10	The satellite era	Prose: non-fiction Informative	American	The space era and the launching of Sputnik	Authentic	-Provide learners with useful information for their research task. -Provide learners with texts which could be used for skills and strategies assessment purposes. -Induce learners to indulge in further reading leisure.
263	Kiran Karnick	UNISCO courier	Remote sensing	Prose: non-fiction Informative	Indian	Satellite remote viewing and its various advantages	Authentic	-Provide learners with useful information for their research task. - Provide learners with texts which could be used for skills and strategies assessment purposes. -Induce learners to indulge in further reading leisure.

264	Unknown	The Us news and world report December r. 27, 1999 p.42	The Martians are coming ( radio broadcast)	Prose: non-fiction informative	American	The story of panic caused by the radio broadcast of Orsen Welles	Authentic	-Provide learners with useful information for their research task. -Provide learners with texts which could be used for skills and strategies assessment purposes. -Induce learners to indulge in further reading leisure.
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**Table 3.10 Quantitative Checklist of Unit Five**

<b>Unit five: It's a Giant Leap for Mankind</b>	<b>Total</b>
No. of texts of reading comprehension	3
No. of texts of the activities	4
No. of texts of portfolio	5
No. of texts written by American authors only	3
No. of texts written by British authors only	2
No. of texts written in collaboration between American and British authors	0
No. of texts written by African authors	0
No. of texts written by Indian authors	1
No. of texts reflecting American Culture	5
No. of texts reflecting British culture	2
No. of texts reflecting universal culture	5

No. of texts reflecting Algerian culture	0
No. of texts reflecting Egyptian culture	0
No. of texts reflecting Indian culture	1
No. of texts reflecting French culture	0
No. of authentic texts	9
No. of unauthentic texts	4
No. of texts written in prose	12
No. of texts written in verse (poetry)	1
No. of non- fiction texts	12
No. of fiction texts	0
No. of autobiographies	0
No. of biographies	0
No. of short stories	0
No. of texts extracted from novels	0
No. of activities containing idioms	1
No. of idioms per activity	6
No. of British idiom tellers	3
No. of British idiom recorders	0
No. of American idiom tellers	0
No. of American idiom recorders	0
No. of idioms reflecting American culture	0
No. of idioms reflecting British culture	3
No. of idioms reflecting universal culture	0
No. of stories titles mentioned	0

No. of pictures showing anecdotal characters	0
No. of pictures of novelists	0

### 3.4.1.5.1 Analysis of the Data

The analysis of unit Five (5) is done by a quantitative checklist which has revealed that **“It’s a Giant Leap for Mankind”** unit consists of Nine (9) authentic literary texts; three (3) texts are written by American authors, Alan E.Nourse, David Grinspoon and Carl Sagan. Two (2) texts are written by British authors; Michael Hanlon and Pink Floyd. Only one (1) text is written by an Indian author; Kiran Karnick reflecting the Indian culture. In addition to Three (3) texts written by unknown authors but have well-known sources from where they are extracted. Three (3) out of Nine (9) authentic texts are made for reading comprehension tasks. Five (5) authentic texts are found by the end of the textbook in what is called **“The Portfolio”**. This part is meant for providing learners with further reading materials for further data on the unit’s fundamental theme. One (1) authentic text takes the form of a song by the end of the unit. Unit Five (5) consists also of Four (4) unauthentic texts dedicated to exercises for the purpose of language learning, practicing and acquiring. Both authentic and unauthentic texts reflect particular cultures. Five (5) texts represent universal culture which means that they do not represent certain culture in particular but talk about universal themes. Two (2) texts represent the British culture and Three (3) ones reflect the American culture. In addition to one (1) that represents the Indian culture.

All the literary texts found in unit 5 are written either in the form of prose or poetry. Twelve (12) texts are written in the form of prose, and only One (1) text takes the form of poetry (song). The Twelve (12) texts are non-fictional. They are informative and factual tackling various real events, situations, themes, incidents... Moreover, unit Five (5) contains one exercise that includes Six (6) idioms. Three (3) idioms are said, recorded or

compiled by British people. The Three (3) remaining idioms have anonymous origins.

### 3.4.1.6 Analysis of Unit Six: We Are a Family

**Table 3.11 Detailed Quantitative Checklist of Unit Six**

<b>Unit6 / Page</b>	<b>Author</b>	<b>Original Title/ Published</b>	<b>Course Book Material</b>	<b>Genre</b>	<b>Culture</b>	<b>Topic</b>	<b>Authenti - City</b>	<b>Aim</b>
170	Unknown	Unknown	Unknown	prose: non-fiction: informative	universal	Grand - father	Unauthen - Tic	Filling in the gaps
172	Unknown	Unknown	Unknown	prose: non-fiction: informative	universal	A letter to aunt Hillary asking for advice	Unauthen - Tic	How to reply to a letter
174-175	Unknown	Oxford guide to British and American culture	Feelings	prose: non-fiction: informative	British and American	Feelings for the British and Americans	Authentic	Text exploration
177	Unknown	Unknown	Unknown	prose: non-fiction: informative	universal	Rashid and Karim's friendship	Unauthen - Tic	Filling in the gaps
178	Unknown	Unknown	Unknown	prose: non-fiction: informative	Universal	Anger	Unauthen - Tic	Filling in the gaps
179-180	Unknown	Unknown	Unknown	Idioms	British	Diana Frances Spencer	Unauthen - Tic	Grammar: Past simple
186	Bertrand Russell	Unknown	What I lived for	Prose :non-fiction Informative	American	The three passions of Bertrand Russell	Authentic	Text exploration
189-190	James Thurber	Fables of our Time 1940	The Unicorn in The Garden	Prose :non-fiction Informative	American	the short story of the Unicorn in	Authentic	Text exploration

						The Garden		
195	Roger Glover and Guests	Butterfly Ball 1974	Love is all	Poetry: fiction Song	Universal	The feeling of Love	Authentic	Amusement
265	James Baldwin	The fire next time pp.3-10	Letter to my nephew	Prose :non-fiction letter	African	A letter to James from his grandfather about the Harlem renaissance	Authentic	- Provide Learners with useful information for their research task -Provide learners with texts which could be used for skills and strategies assessment purposes. -Induce learners to indulge in further reading leisure.

266	Adapted from Edgar V. Roberts	Themes About Literature pp.144-145	Why We Laugh?	Prose: non-fiction Informative	Universal	Reasons of laughter	Authentic	<ul style="list-style-type: none"> <li>-Provide Learners with useful information for their research task.</li> <li>- Provide learners with texts which could be used for skills and strategies assessment purposes.</li> <li>-Induce learners to indulge in further reading leisure.</li> </ul>
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267	Unknown	The UNISCO courier December 1992, p.19	Sports and friendship among people	Prose: non-fiction Informative	American	International relationships and sports	Authentic	-Provide learners with useful information for their research task. -Provide learners with texts which could be used for skills and strategies assessment purposes. -Induce learners to indulge in further reading leisure.
268	Maryamme Kearrey Datesman	The American ways, Longman, 1997, pp.50-51	A National Religion	Prose: non-fiction Informative	American	National Religion in the US and Its Application in the Different Domains of Life	Authentic	Provide Learners with useful information for their research task. -Provide learners with texts which could be used for skills and strategies assessment purposes. -Induce learners to indulge in further reading leisure.

264	Unknown	Modern English National	April Fool	Prose: non-fiction informative	British	The trick of April, 1 <sup>st</sup> in Britain	Authentic	-Provide learners with useful information for their research task. -Provide learners with texts which could be used for skills and strategies assessment purposes. -Induce learners to indulge in further reading leisure.
270	Unknown	New society March 22, 1973	Meeting one's partner	Prose :non-fiction Informative	British	Marriage Nowadays	Authentic	-Provide learners with useful information for their research task. -Provide learners with texts which could be used for skills and strategies assessment purposes. -Induce learners to indulge in further reading leisure.

<b>Unit Six: We are a Family</b>	<b>Total</b>
No. of texts of Reading Comprehension	1
No. of texts of the activities	5
No. of texts of portfolio	6
No. of texts written by American authors only	3
No. of texts written by British authors only	2
No. of texts written in collaboration between American and British authors	0
No. of texts written by African authors	1
No. of texts reflecting American Culture	3
No. of texts reflecting British culture	4
No. of texts reflecting universal culture	6
No. of texts reflecting Algerian culture	0
No. of texts reflecting Egyptian culture	0
No. of texts reflecting South American Culture	0
No. of texts reflecting African culture	1
No. of authentic texts	10
No. of unauthentic texts	5
No. of texts written in prose	14
No. of texts written in verse (poetry)	1
No. of non- fiction texts	12
No. of fiction texts	1
No. of autobiographies	1
No. of biographies	1

No. of short stories	1
No. of texts extracted from novels	0
No. of activities containing proverbs	0
No. of proverbs per activity	0
No. of British proverb tellers	0
No. of American proverb tellers	0
No. of proverbs reflecting American culture	0
No. of proverbs reflecting British culture	0
No. of proverbs reflecting universal culture	0
No. of stories titles mentioned	1
No. of pictures showing anecdotal characters	1
No. of pictures of novelists	0

**Table 3.12 *Quantitative Checklist of Unit Six***

#### **3.4.1.6.1 Analysis of the Data**

For unit Six (6); “**we are a Family**”, the calculations have shown that this unit consists of Ten (10) authentic texts. Three (3) are written by American authors. Two (2) texts are written by British writers, and One (1) is written by an African writer; James Baldwin. The Four (4) remaining texts have unknown authors but still have a known source. For example, the text on page 267 which is entitled as “Sport and Friendship among People” is written by an unknown author but taken from The UNISCO Courier source. Only One (1) text is meant for reading comprehension. Six (6) out of Ten (10) texts are part of portfolio with the purpose of further reading for learners. One (1) other authentic literary text takes the form of a song by the end of the unit. Unit Five (5) consists also of Four (4) unauthentic texts. All are presented in the form of exercises. Literary texts

in unit Six both authentic and unauthentic reflect particular cultures. Six (6) texts reflect universal culture. Three (3) texts represent the American culture, and Four (4) texts reflect the British culture. One (1) text reflects both the American and the British culture together. Only One (1) text reflects the African culture.

Moreover, the results have shown that Fourteen (14) texts are written in the form of prose, and only One (1) text is written in the form of poetry, a song by Glover and Guests. Eleven (11) texts are non-fictional which means that they represent factual themes and data. One (1) text takes the form of an autobiography, and One (1) text takes the form of a biography. In addition to that, unit Five (5) is a fictional work in the form of a short story entitled; the Unicorn in the Garden. One picture is dedicated to represent the short story

### **3.4.1.7 Quantitative analysis of the Textbook as a Whole**

The following quantitative checklist summarizes the findings of the previous quantitative checklists by highlighting the most important data.

**Table 3.13 *Quantitative Analysis of the Textbook as Whole***

	<b>Total</b>
No. of all authentic texts in New Prospects	<b>48</b>
No. of all unauthentic texts in New Prospects	<b>32</b>
No. of all texts reflecting British and American cultures in New Prospects	<b>26</b>
No. of texts reflecting universal culture in New Prospects	<b>42</b>
No. of all texts reflecting other cultures in New Prospects	<b>12</b>
No. of all prose non-fiction informative texts in New Prospects	<b>62</b>
No. of texts that are represented as reading comprehension materials in New Prospects	<b>12</b>
No. of all texts of portfolio in New Prospects	<b>27</b>

### 3.4.1.8 The Qualitative Analysis of the Whole Units

The following table represents a self designed qualitative checklist which is mainly designed to evaluate the literary texts found in New Prospects. The findings will show whether the literary texts in New Prospects succeed in exhibiting and reflecting the EFL culture; more precisely the British and the American.

**Table 3.14** *Qualitative Checklist of ‘New Prospects’*

		Yes	No
<b>Authenticity</b>	a. All literary texts are authentic.		●
	b. All literary texts are written by English and American authors only.		●
	c. Literary texts are written by authors from other nationalities.	●	
	d. All literary texts provide learners with authentic, real sources from where being extracted.		●
	e. Some literary texts are translated from other languages to English.	●	
	f. Some literary texts have no known source.	●	
<b>Reflection</b>	a. Some literary texts reflect the British culture.	●	
	b. Some literary texts reflect the American culture.	●	
	c. Some literary texts reflect the local culture.	●	
	d. Some literary texts reflect universal culture.	●	
	e. Some literary texts reflect other cultures.	●	
<b>Prevalence</b>	a. The British culture prevails more in New Prospects’ literary texts.		●
	b. The American culture prevails more in New Prospects’ literary texts.		●
	c. The universal culture prevails more in New Prospects’ literary texts.	●	
	d. The local culture prevails more in New Prospects’ literary texts.		●
	e. Other cultures prevail more in New Prospects’ literary texts.		●
<b>Physical Layout</b>	a. Some of the literary texts are represented in the form of exercises.	●	
	b. Some of the literary texts take the form of reading comprehension materials.	●	
	c. Some of the literary texts are represented in the form of songs, poems, idioms, and proverbs.		●
	d. Some of the literary texts are part of some known short stories and novels.		
	e. Some of the literary texts are accompanied with a visual representation through colourful, attractive images and pictures representing the fundamental theme of the	●	

text.	•
f. Some of the literary texts are taken from short stories and novels and are accompanied with pictures representing the story's characters and events.	•

### 3.4.1.8.1 Data analysis

The table ... above summarises the findings regarding the literary texts in the textbook. To begin, the findings show that New Prospects includes more authentic texts than unauthentic ones. All of these texts have a known author and source from where they are taken, and which are not written for the sake of language classroom. Unauthentic literary texts, however, have rather indefinite sources found mainly in activities, and are dedicated for learning purposes.

Moving to the item of reflection, one should mention here that both authentic and unauthentic literary texts found in New Prospects reflect various cultures. What is expected is that since the textbook is an EFL book, i.e., dedicated for learning the English language, all the texts will certainly reflect for the most part the English speaking culture(s), that is the British and the American cultures. But in fact the literary texts in New Prospects do not reflect only the British and the American cultures, but also universal culture and other cultures as the Algerian, the Egyptian, the Swedish, the Indian...etc. The calculations show that literary texts in New Prospects that reflect universal culture take the lead which means it exists with a great abundance. In other words, the textbook tackles more general themes and topics without any specification to a particular culture. The literary texts that reflect the British and the American cultures exist with little quantity whether through prose, poetry, idioms or proverbs. These literary elements exhibit both cultures (American and British) and deal with topics related to both of them only. The remaining texts represent other cultures from different parts of the world as, Egypt, Algeria, India, South Africa, and France...etc. The inclusion of such cultures through literature aims at widening the learners' horizons and not limiting them to American and British cultures only in order to

have a global view on different cultures of the world. However, these cultures should not exist with a large amount compared to the target language culture (American and British), which is the case for New Prospects.

Concerning the item of physical layout, there are some texts which are taken from famous novels and short stories accompanied with some colourful pictures representing the anecdotal characters which means pictures that show some characters taking part in novels, and the events of the stories; however, there are only a few which means that creative writing in New Prospects rarely exists.

In short, Based on the findings of both the quantitative and qualitative checklists, it seems that literary elements included in New Prospects reflect the EFL culture to a small extent compared to the universal culture which supports the hypothesis stated at the very beginning.

### **3.5 The Secondary School Teachers' Questionnaire**

#### **3.5.1 Population of the Study**

This questionnaire was addressed to secondary school teachers of English of Guelma. All teachers were supposed to take part in this study, yet only 75 of them participated. The only common requirement to all teachers was that they should have taught third year classes.

#### **3.5.2 Description of Teachers' Questionnaire**

The teachers' questionnaire was designed to include 22 questions divided to three main sections. Most of the questions are closed-ended and some other questions include sub-questions either to be used for giving justifications or provide additional answers. Each question aims to infer pieces of information that would benefit the research and help to answer the research questions and confirm/reject the research hypothesis.

The first section is concerned with aspects related to what academic credentials the teachers have, and how long they have been teaching English as a foreign language. By



understanding the teachers' qualifications and experience, their take on the topic would be easier to understand and analyse. The second section introduces us to textbook evaluation and analysis. It starts with question three, and sheds light on teachers' knowledge about the textbook by asking them about general information such as its role in enhancing the teaching process (see question four). Then it shifts focus to the limitations they encounter while using 'New Prospects' 'question seven how important textbook evaluation is, and in what way the latter helps them overcome these limitations (questions nine and ten). The last section contains eleven questions addressed to teachers to explore their views about whether 'New Prospects' display sufficient/insufficient cultural knowledge (question fifteen). Most importantly, it investigates if EFL culture is sufficiently reflected through literary texts or not (question twenty).

### **3.5.3 The Administration of the Questionnaire**

Abiding to the health guidelines imposed due to the Covid-19 pandemic, the questionnaire was administered digitally. Therefore, it was sent to the teachers via email and was also posted on Facebook secondary school teachers of English of Guelma's groups. Due to lack of time, the deadline to responding to the questions was set from September 1<sup>st</sup>, 2021 to September 3<sup>rd</sup>, 2021 only. Luckily, the questionnaire reached seventy-five participants who have experienced teaching third year classes.

### **3.5.4. Analysis of the questionnaire**

#### **Section One: Background Information**

#### **Question One: What is your qualification?**

#### **Table 3.15**

Teachers' Qualification

<b>Qualification</b>	<b>Number of teachers</b>	<b>Percentage (%)</b>
BA	45	60(%)
Master	30	40(%)
Other	15	20(%)
Total	75	100(%)

Table 3.14 illustrates that (60%) of teachers who participated in this research have a BA degree which allows them to teach English at the secondary level whereas, (40%) of them have a master degree. Concerning the remaining (20%) indicated that they have studied for 5 years at the Teaching Training School in Algeria. It can be concluded that all the participants have an average between four to five years of studying at university or another institution that enables them to exercise teaching.

### **Question Two: How long have you been teaching English?**

**Table 3.16**

Teachers' Teaching Experience

<b>Years of Teaching</b>	<b>Number of Teachers</b>	<b>Percentage (%)</b>
5 years	13	17.33(%)
10 years	38	50.66(%)
15 years	19	25.33(%)
Other	5	6.66 (%)

Total	75	100 (%)
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The experience that each participant has had in teaching English differs to some extent. As shown above (Table 3.15) the most experienced teachers estimated by (25.33%) have 15 years experience as EFL teachers. (50.66%) of them are those who have 10 years of experience, while (17.33%) of the teachers are less experienced compared to those mentioned above. (6.66%) out of the total number can be considered novice EFL teachers due to their years of teaching that ranged from one year to 3 years. Depending on the results above, it can be said that most of teachers involved in the study are acquainted with the textbook's content.

### Section Two: Textbook Evaluation

#### Question Three: Do you think that “textbook” is synonymous to?

**Table 3.17**

Teachers' Perception of the Meaning of Textbook

Option	Number of Teachers	Percentage (%)
a. Program	11	14.66 (%)
b. Curriculum	5	6.66 (%)
c. Syllabus	7	9.33 (%)
d. All of them	49	65.33(%)
e. None of them	3	4 (%)

From the table above (Table 3.16), more than half of the teachers (65.33%) have chosen answer 'd'. This implies that teachers use textbook, program, curriculum, and syllabus interchangeably ignoring the real definition of the term textbook. However, the rest of the

answers varied between (14.66%) who think that textbook and program are one term and (6.66%) who believe that textbook can be synonymous to curriculum rather than program or syllabus. Concerning the term syllabus, (9.33%) teachers considered it as an equal term to textbook, while a very small number of participants three estimated by (4 %) chose answer 'e'. It can be deduced that most of the teachers confuse the terms mentioned above and consider them as one whether unintentionally or due to lack of knowledge related to textbook evaluation.

**Question Four: How often do you use the textbook?**

**Table 3.18**

Frequency of Using the Textbook

<b>Option</b>	<b>Number of Teachers</b>	<b>Percentage (%)</b>
Always	10	13.33%
Usually	44	58%
Sometimes	15	20%
Rarely	6	8%
Never	0	0%
Total	75	100%

For question number four which is about the frequency of using the textbook, the data shows that a great percentage of (58%) indicated that they usually use the textbook. On the other hand, (13.33%) of the teachers responded with always. (20%) answered sometimes while (8%) said rarely and, none of them said 'Never'. The results above confirm that the textbook has a role in facilitating the teachers' job.

**Question Five: Does textbook of third year secondary school ‘new prospects’ play a role in facilitating the teaching process?**

**Table 3.19**

Textbook’s Role in Facilitating Teaching English

<b>Option</b>	<b>Number of Teachers</b>	<b>Percentage (%)</b>
Yes	63	84 (%)
No	12	12 (%)
Total	75	100 (%)

Concerning this question item, more than half of the teachers that is to say; (84%) think that the textbook plays a huge role in facilitating teachers’ job in EFL classes. Unexpectedly, (12%) of the teachers disagree; they believe that the textbook is of no help for teachers in enhancing the teaching process.

**Question Six: If you depend on the textbook, which area do you use it for the most?**

**Table 3.20**

Teachers’ Aims Behind Textbook’s Use

<b>Option</b>	<b>Number of Teachers</b>	<b>Percentage (%)</b>
a. Presenting grammar	30	40%
b. Presenting EFL culture	17	22.66%
c. Presenting vocabulary	28	37.33%

According to the table above (Table 3.19), (40%) of the respondents reported that they use the textbook for displaying grammar lessons for their students, (37.33%) of them declared that their use of the textbook was to cover the area of vocabulary in language teaching. Compared to those who chose grammar and vocabulary, only small percentage of teachers (22.66%) said that they use it to present EFL culture. It seems that most of the teachers use the textbook to present grammar and vocabulary points while neglecting teaching culture.

**Question Seven: While presenting areas of language teaching, do you face some limitations in the textbook?**

**Table 3.21**

Limitations in the Textbook

Option	Number of Teachers	Percentage (%)
Yes	75	100 (%)
No	0	0 (%)
Total	75	100 (%)

This question item seeks to discover whether or not EFL teachers find limitations in the textbook. It is clear from the results above that all teachers agreed that they do encounter limitations in the textbook. All teachers (100 %) have answered by ‘Yes’.

**If yes, what limitations do you find? (You can choose more than one answer)**

Teachers were also asked to state what limitations they face while using the textbook. Most of The limitations chosen by (64%) of the teachers were those related to learners and teachers themselves. They believe that the textbook does not meet with learners’ needs. Second, it restricts the teachers’ creativity to come up with other topics that are

of interest to the learners since they are bound with specific themes and lessons which they are obliged to follow to have the program finished. Furthermore, (36%) of the teachers think the textbook's content reflects the authors' beliefs and ideas rather than the real EFL culture. What can be deduced from the analysis of this question is that all teachers do encounter limitations even if the latter differed.

**Question Eight: To your knowledge, textbook evaluation and analysis is concerned with?**

**Table 3.22**

Teachers' Knowledge about Textbook Evaluation and Analysis

Option	Number of Teachers	Percentage (%)
a. Identifying strengths and weaknesses of the textbook	19	25.33%
b. looking deep into the cultural content of the textbook	5	6.66%
c. Measuring the effectiveness of the textbook	16	21.33%
d. All of them	35	46.66%
e. None of them	0	0%

The table 3.21 displays that a high percentage of the participants estimated as 46.66% chose answer 'd' agree that textbook evaluation is not concerned only with identifying weaknesses and strengths, but also with looking deep into the cultural components and measuring the effectiveness of the textbook. Answer 'a', 'b', and 'c' were selected by the rest of the sample estimated respectively as follows 25.33%,

6.66%, 21.33%, whereas ‘None of them’ was not the choice of the sample. This entails that teachers are somehow aware of what textbook evaluation is concerned with.

**Question Nine: Due to textbook limitations, how important do you consider textbook evaluation?**

**Table 3.23**

The Importance of Textbook Evaluation.

<b>Option</b>	<b>Number of Teachers</b>	<b>Percentage (%)</b>
a. Very important	57	76%
b. Important	18	24%
c. of little importance	0	0%
d. Not important	0	0%

The analysis of this question reveals that the majority of teachers with (76%) considered textbook evaluation as very important. (24%) said it was important, while little important and not important were not among the choices of the population targeted. The above results indicate that teachers believe in the importance of the textbook evaluation, this is due mainly to the limitations they face when they use the textbook.

**Question Ten: In what way does textbook evaluation and analysis help you?**

**Table 3.24**

The Usefulness of Textbook Evaluation



<b>Option</b>	<b>Number of Teachers</b>	<b>Percentage (%)</b>
a. Facilitate the task of modifying and adapting textbook materials for teachers	6	8%
b. Show what attracts learners more and what meets with the desired objectives	7	9.33%
c. Figure out what language skill teachers should focus on	9	12%
d. All of the above	53	70.66%

Since most of the teachers in question item nine value textbook evaluation, they were asked about how this process helps them in their profession. As shown above, (Table 3.23) more than half of the sample chose answer ‘d’; this implies that teachers are aware of what should be modified and adapted, what interests their learners the most, and what language skill they should focus on concerning third year classes. On the other hand, the rest of the sample’s percentage is distributed on answer ‘a’, ‘b’, ‘c’ as the following: 8%, 9.33%, and 12%. What can be concluded is that this question analysis confirms how important textbook evaluation is.

### **Section Three: Culture Representation in the Literary Texts**

**Question Eleven: How do you define the word culture? You can choose more than one answer**

**Table 3.25**

Teachers’ Definition of Culture

<b>Option</b>	<b>Number of Teachers</b>	<b>Percentage (%)</b>
a. The geo-political aspects of a nation including its history, politics, and geography	7	9.33%

b. Culture as a component and a part that cannot be separated from the language	35	46.66%
c. Culture includes knowledge, belief, art, morals, customs and food	32	42.66%

The question number eleven requires the choosing of one or more of the suggested definitions of the term ‘culture’. It is clear that the vastest majority of the participants defined culture as an item that cannot be separated from language and that culture covers most of peoples’ life as knowledge, art, morals...etc. the highest percentages are divided between answer ‘b’ with an estimation of (46.66%) and an estimation of (42.66%) for ‘c’. As per option ‘a’, only (9.33%) believe that culture is about the geographical and political aspects of a given nation. It can be deduced that EFL teachers have different views about the term culture, however most of them agreed on answer ‘b’ and ‘c’, and showed that culture is beyond its material definition.

**Question Twelve: To what extent do you agree to this statement “it is better to learn the culture of the foreign language in order to better learn this language”?**

**Table 3.26**

Learning Foreign Languages through Culture

Option	Number of Teachers	Percentage (%)
a. Strongly agree	51	68%
b. Agree	9	12%
c. Strongly disagree	12	6%
d. Disagree	3	4%

Total	75	100%
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‘Strongly agree’ and ‘agree’ infer a positive attitude, while ‘strongly disagree’ and ‘disagree’ infer a negative attitude. Thus, it was suitable to bring the items as pairs. As it is noticeable from the table, (80%) of the participants held a positive view concerning the statement above; however, (20%) of the teachers opposed the relationship between language and culture and that the latter is not important in language teaching. Finally, once more, it is crucial to put focus on the analysis obtained by the majority. It can be said that most of the teachers are aware of the interrelationship existing between language and culture teaching. In fact, this is the aim of this question to see whether teachers view culture as a part of language or not and whether it enhances EFL teaching.

**Question Thirteen: According to you, what is the suitable approach to teach culture in EFL classes?**

**Table 3.27**

Teachers’ Knowledge about Approaches to Teaching Culture

Option	Number of Teachers	Percentage (%)
a. To know about the culture by adding cultural information to the content of the language program (Knowledge-based approach)	18	24%
b. To give learners a communicative activity in order to learn both language and culture (Task-based approach)	25	33.33%
c. To put culture into context in order to learn the foreign language as well as the implicated cultural meanings (Meaning-based approach)	32	42.66%

Table 3.26 reveals that (42.66%) of the sample chose answer ‘c’. they considered the meaning based approach as the best approach to EFL culture because it allows them to put both culture and language in context which serves in enhancing language teaching as well as understand the real meaning of culture components. **Answer ‘b’** was also chosen by (33.33%) who think that communication is a key to learn the language especially when communicative tasks are given to learners in order to learn both language and culture. Finally, according to eighteen out seventy-five participants’ answer, the knowledge-based approach was the best approach to teach culture. This entails that putting or adding cultural information in isolation is not enough to better teach it in accordance with language.

**Question Fourteen: Do you think it is important to integrate EFL culture in the language teaching process?**

**Table 3.28**

## The Importance of integrating EFL culture in the Language Teaching Process

<b>Option</b>	<b>Number of Teachers</b>	<b>Percentage (%)</b>
Yes, it is important	62	82%
No, it is not important	13	17.33%

This question is composed of two parts. The first part was dedicated to the importance of integrating culture in language teaching. As expected, most of the teachers of (82%) are aware of the importance of teaching culture in EFL classes, while (17.33%) of them favor the disintegration of culture from language teaching. As per part two in this question item, teachers were asked to explain their choices in both cases. Justifications to this question were only given by those who cherished the integration of culture and the justifications were summarized as the following:

- Culture and language are interrelated and cannot be separated. In order to use the language appropriately in any given situation, culture must be included.
- To include the cultural side in context is the best way to teach the language since both are constructing simultaneously the language as a whole.
- Knowing about the target language's culture makes it easy to understand some aspects of the language.
- Culture and language are interwoven; structures and rules. Vocabulary alone will not produce a proficient EFL user. Culture is reflected in the language used; therefore, to have full command over side language and use it properly, one must comprehend its culture. You can have a massive repertoire of lexical items for example, but unless you understand that each set of words is designed for certain context, you will not be deemed

fluent/proficient.

- Language is part of culture, so it is obvious and better to learn this language in relation to its culture.
- Being exposed to foreign culture is good for the learner in terms of both learning faster and raising awareness about the differences.

This question's results confirm the previous analysis of question twelve. This means that speaking without committing grammatical mistakes does not entail that one is proficient or can understand the different contexts in which he/she is.

**Question Fifteen: Does the textbook of third year secondary school 'new prospects' display sufficient cultural components of the foreign language?**

**Table 3.29**

Culture Representation in the Textbook

Option	Number of Teachers	Percentage (%)
Yes	4	5.33%
No	71	94.66%

According to the data in the table above, most of the teachers with a (94.66%) agree that third year textbook 'New Prospects' does not display sufficient EFL culture, whereas only four teachers believe that the textbook does offer enough cultural knowledge. From the results obtained, it can be said that the majority of teachers' answers confirm the previous analysis of the textbook done using a checklist and support what was concluded that 'New Prospects' does not reflect enough EFL culture.

**Question Sixteen: In your opinion, literary texts are important to EFL learners**

because they:

**Table 3.30**

Causes Behind the Importance of Literary Texts to EFL Learners

Option	Frequency	Percentage (%)
a. Enhance language proficiency	7	9.33%
b. Develop tolerance, awareness, and understanding of the EFL culture	13	17.33%
d. Develop students' critical thinking	9	12%
e. All of them	46	61.33%

The data above presents the different opinions of teachers concerning the significance carried by literary texts to EFL learners. (61.33%) of participants agreed that literary texts help learners not only to develop their language proficiency, but also and most importantly it instills in them sense of tolerance, awareness, and understanding of the differences between both their native culture and the target culture. Additionally, they believe that literary texts build learners' critical thinking because if they are able to evaluate and criticize aspects in EFL culture objectively, learning the language will not be difficult. However, (17.33%) of the sample emphasized answer 'b', (12%) chose 'd', while very small portion went for answer 'a'. It entails that teachers are aware that literature is a suitable means to enrich language teaching and learning at the same time.

**Question Seventeen: As an EFL teacher, which of the following approaches of teaching literature do you know?**

**Table 3.31**

Teachers' Knowledge of Approaches of Teaching Literature

<b>Option</b>	<b>Number of Teachers</b>	<b>Percentage (%)</b>
a- Language Model	5	6.33%
b- Cultural Model	3	4 %
c- Personal Growth model	6	8 %
d- None of them	61	81.33%

As illustrated in the table 3.30, the majority of the participants estimated by (81.33%) have no idea about what approaches of teaching literature are and this might be due to the fact that textbook designers do not deem EFL culture as an important factor in language teaching, therefore, teachers themselves do not pay attention to such approaches whether deliberately or not. Few teachers showed knowledge about these approaches and the percentages were as follows: 6.33% for answer ‘a’, 4% for ‘b’, and 8% for ‘c’.

**Question Eighteen: What literary genres does “New Prospects” display?**

**Table 3.32**

Literary Genres’ Availability in ‘New Prospects’



<b>Option</b>	<b>Number of Teachers</b>	<b>Percentage (%)</b>
a- Novels	0	0%
b- Short stories	0	0%
c- Poetry	0	0%
d- Proverbs and songs	0	0%
e- Mixed	75	100%

In order to explore what type of literary materials available in the textbook, this question was included. Depending on the results above, all teachers declared that mixed literary genres were found in the textbook, while none of them claimed the existence of a single genre.

**Question Nineteen: What are the criteria on which you depend to choose the suitable literary texts?**

**Table 3.33**

Criteria to Literary Texts' Selection

<b>Option</b>	<b>Number of Teachers</b>	<b>Percentage (%)</b>
a. Interest and Relevance to the learners	39	52%
b. Syntax and Lexis	11	14.66%
c. Length of the text	4	5.33%
d. Authenticity	21	28%

The core of teaching is the learners themselves that is why more than half of the teachers (52%) preferred option one. They are aware that the process of teaching should extend to cover learners' areas of interest and what seems relevant to them concerning EFL culture. Besides that, authenticity of the text came the second with

28%, for these teachers prefer bringing reliable sources that include as much authentic information as possible. Syntax and lexis on the other hand were chosen by eleven participants, only four teachers made consideration to the length of the text. The results show that teachers are so careful when it comes to literary texts' selection; for them, it is not a random process, but a process that follows given criteria.

**Question Twenty: According to your experience, does “New Prospects” represent EFL culture through literary texts in a sufficient way?**

**Table 3.34**

Textbook’s Representation of Culture through Literary Texts

<b>Option</b>	<b>Number of Teachers</b>	<b>Percentage (%)</b>
Yes	29	38.66%
No	46	61.33%

The results of this twentieth question are considered as the most important data to this study. As illustrated above, more than half of the teachers (61.33%) were in disagreement that EFL culture was not reflected enough through literary texts in ‘New Prospects’, while (38.66%) of them agreed that the textbook offers sufficient EFL culture through literary texts. Teachers who answered by ‘Yes’ were asked to report how this culture is represented in the textbook through literary texts.

**If yes, how is culture represented via these texts?**

Teachers responded that these texts were prose, some songs and proverbs, short stories, and few poems. Surprisingly, one of the respondents answered as following:

“A good example would be unit of ‘Ancient Civilizations’ that displays and gives relevant information about different cultures”

It is highly important to think over this answer. The participant's answer is evidence that confirms and ensures that the textbook does display culture but not necessary the EFL culture which is the most needed culture to learners in order to progress in their learning process.

**Question Twenty-One: If you consider “New Prospects” as not rich of literary texts that show EFL culture properly, do you still use the texts of the textbook or you opt for new ones?**

**Table 3.35**

Teachers' Alternatives to Textbook's Literary Texts

Option	Number of Teachers	Percentage (%)
a. I use those of the textbook	16	21.33%
b. I opt for new ones	36	48%
Unanswered	29	38.33%

This question was designed to give an opportunity to those who responded by ‘No’ to provide their alternatives to the lack of sufficient literary texts and to clarify why they have chose such options. As shown above, thirty-six of teachers said that they opt for new literary materials because meeting the objectives desired is considered important to them, and this helps them to be more creative and to make the teaching atmosphere as rich as possible. However, sixteen of them informed that they use the texts already existing in the textbook. They justified their option by saying that time dedicated for English is not enough and since third year classes have final examination, they prefer rather to finish the program and avoid wasting time. This percentage 38.33%

represents those who answered by 'Yes' and already justified their answer in the previous question.

**Question Twenty-two: Please, if you have any comments or suggestions on how EFL teachers could use literature as a tool to represent culture and help students to improve their language skills, cite them below.**

Teachers' Suggestions and Recommendations about Enhancing Language Teaching through Literature

When asked to suggest solutions to improve language teaching, only few teachers responded. They emphasized the importance of time allotted to foreign language practice as well as the program. The results are summarized as the following:

When asked to suggest solutions to improve language teaching, only few teachers responded. They emphasized the importance of time allotted to foreign language practice as well as the program. The results are summarized as the following:

- Use texts, novels, proverbs, and idiomatic expressions ...etc, that have relation with English speaking countries' culture.
- The program needs some changes which would be of benefit for both the teacher and students. We also should be updated with our students' knowledge needs and areas of interest. Moreover, learners are full of energy and need to know new things about the language they learn.
- Use technology to present English novelists and help learners to know more about EFL culture by introducing them to the world of literature through authors' literary works.
- To teach EFL culture properly, the teacher has to select texts that best suit the learners, cover their interests and motivate them.

- Time for teaching English should be revised, so teachers could tackle information about EFL culture along with the language.

### **3.5.5 Summary of Results and Findings from Teachers' Questionnaire**

According to the precedent data obtained from the teachers' questionnaire, the analysis of section two which is entitled 'Textbook Evaluation' uncovered that the majority of teachers (65.33%) confuse the term 'textbook' and use it interchangeably with other terms such as 'syllabus', 'curriculum'...etc. However, a vast majority of (84%) agreed on its importance and the crucial role it plays in facilitating the teaching process, hence, it is used very often by them with an estimated percentage of (58%). (13.33%) of them said they use it always which implies a full dependency on it. Concerning the language area that is most focused on while using the textbook, it is unfortunate to mention that culture came last with a percentage of (22.66%) because grammar and vocabulary respectively came first with an estimation of (40%) and (37.33%). Another important point to mention is that all teachers in other words; (100%) agreed on the fact that they all face limitations when using the textbook which indicates a stark reality of a huge problem that lies in the third year secondary school textbook. More than two-third of the population (64%) said that the textbook restricts their creativity; they feel they are bound to particular themes which they do not find interesting or appealing to learners; however, they are obliged to follow it to have a nationally unified content, the rest of the sample that is to say, (36%) claimed that the content reflects the author's interests rather than those of the learners'. In the next point, teachers have shown a real awareness of the textbook evaluation main use even though they have given different answers. (46.66%) of the participants who answered by 'all of them' in question (8) were 100% right that textbook evaluation is actually concerned with all the mentioned choices. The other answers that were provided reflect knowledge

of the textbook evaluation use by the teachers more than ignorance of it. This knowledge is clearly seen in the next question about the role of the textbook evaluation where teachers were divided between those who said it is very important making the majority of (76%) and the rest estimated by (24%) who answered by important. This leaves no room for doubt about how significant textbook evaluation is. Furthermore, teachers were asked in what way this process helps them, more than half of the sample (70.66%) chose answer 'd' which is 'all of the above'. That is to say; textbook evaluation helps teachers in facilitating the task of modifying and adapting textbook materials for teachers, showing what attracts learners more and what meets with the desired objectives and, figuring out what language skill teachers should focus on.

The third section entitled 'Culture Representation in EFL Literary Texts', the questionnaire showed that the greater percentage of (68%) agreed that in order to learn a language it is better to learn the culture of that language, this in turn establishes the existing relation between language and culture and the fact that they cannot be separated. Moreover, the 'Meaning-Based Approach' was the approach chosen by the greater number of the research sample which is rated by (42.66%) to teach culture because they find that it places learners in different contexts where they learn both the target language and its culture. What was previously mentioned leads to one of the most important points which is the importance of integrating EFL culture in the language teaching process. As expected, the vastest majority of (82%) emphasized such importance by citing what was mentioned before. That is to say; language and culture cannot be separated and that teaching the language in isolation of its culture would result in deficiency in language control. Teachers also stated that culture helps discovering language elements either in vocabulary, grammar, or conjugation. In addition to the fact that culture helps raise awareness about the differences between

societies and nations. The following question which is of a high significance as well is about whether or not 'New Prospects' displays sufficient cultural components of the foreign language. (94.66%) answered by 'no' while very few of them with a rate of (5.33%) said it does.

Since literature is a very important element in this research study, it had its fair share of questions. The following question (16) was about the importance of literary texts to EFL learners, the greater percentage of (61.33%) answered by all of the above which was quite expected. However, since the study is concerned with the reflection of EFL culture in literary texts, choice 'b' 'develop tolerance, awareness, and understanding of the EFL culture' which was chosen by (17.33%) of the sample had to be compared to the remaining choices 'd' and 'a' which got a percentage of (12%) and (9.33%) respectively. This shows that teachers realize the importance of literature and the role it plays in EFL teaching/learning. The next point was about which approach teachers have knowledge about or acquaintance with when teaching literature. This question revealed a striking ignorance of how literature is actually taught because the vast majority of the sample estimated by (81.33%) answered that they had no idea about the approaches mentioned which in turn implies that there is little to no emphasis on the teaching of literature although the latter is a very helpful element in the teaching of culture. The next question was about the literary genre that 'New Prospects' contains, all members which means (100%) of the research sample agreed that all literary genres were included either novels, poems, proverbs...etc. furthermore, teachers were asked on which criterion they rely when opting for new materials, (52%) of teachers have chosen interest and relevance to learners, while (28%) of them believed that authentic texts that are written by known authors add a sense of credibility to the teaching/learning process. The few remaining were divided between those who went for syntax and lexis with a

percentage that reached (14.66%) and those who focused on length of the text with an even little percentage of (5.33%).

The following question represents the core of this study. It is about whether “New Prospects” represents EFL culture through literary texts in a sufficient way. As expected, the larger part of the research sample that is to say; (61.33%) answered by ‘no’ while a minority of (38.66%) said ‘yes’ and in both cases, the sample had to explain how culture is represented in the textbook. Similar to the results that were provided in question eighteen, the sample declared that culture was presented through prose texts, poems, songs, proverbs and idioms as well as through topics such as ‘Ancient Civilizations’ which do reflect culture but not necessarily that of EFL culture. For this reason, teachers were asked if they opt for new literary texts or still use those of the textbook in case they consider the latter as poor concerning literary content. (48%) declared that they opt for new ones, (21.33%) said that they use those of the textbook, and (38.33%) did not answer. Finally, the sample was given the opportunity to provide any further comments or suggestions on how EFL textbook designers and teachers could use literature as a tool to represent EFL culture and help students improve their language skills. The suggestions were that the whole program needs an entire change such as to include different literary genres that reflect the target culture. Moreover, the literary content must cover the learners’ areas of interest to make the learning process more enjoyable. Lastly, it is preferable to use technology in presenting cultural elements which the sample considers an effective way to drag students’ attention.

## **Conclusion**

As a conclusion, the third chapter is concerned with the practical framework of the research. In this chapter, the previous hypothesis was put under examination through making an analysis of third year secondary school textbook ‘New Prospects’ by using



both quantitative and qualitative checklists to see whether or not it succeeded in reflecting the EFL culture through literary texts. The checklists were rigorously designed using tables that organized the data, the latter was elaborately analysed in the form of paragraphs. In addition to this, a teachers' questionnaire was administered for Guelma secondary school teachers of English who have experience in teaching third year classes. The sample provided precious information concerning the textbook and both the literary and cultural content contained in it. The data collected from the questionnaire was analysed in the form of paragraphs. The tools of research used in this study helped to a great extent reach a final result which indicated insufficient existence of EFL culture reflected through literary texts.

## **General conclusion**

### **1. Concluding Remarks**

The current study has attempted to explore if there is a sufficient representation of EFL culture through literary content in the Algerian third year secondary school textbook 'New Prospects'. This study was carried out both theoretically and practically diving deep into the research topic, to find answers for the research questions and put its hypothesis under test. Each of the two first chapters dealt with the research variables providing enriching and detailed information. The third chapter also known as the field of investigation has dealt with the research data gathering and analysis. The findings of both tools, that is to say; the checklist and the questionnaire have uncovered the lack of EFL culture reflected through literary texts. In other words, the checklist's analysis has shown insufficient spread of EFL cultural elements represented through literary content. Similarly, the analysis of the questionnaire has revealed on a very unfortunate fact which is that culture is being starkly neglected. Furthermore, teachers seem to put little to almost no focus on it despite the huge importance and role it plays in language learning and the fact that culture helps learners get the right meaning when they are faced with different situations or being placed in several contexts. The teachers' disregard for cultural content stems from the restrictions they face such as: the lack of interesting literary texts that reflect EFL culture, the third year long program that is compulsory to be finished on time, and the short time allotted to the English session. Consequently, the constant ignoring of culture affects the students' performance in language learning for it is impossible to have a complete understanding and a full acquiring of a language without learning about its culture. This would result in people who are linguistically proficient but contextually poor.

### **2. Pedagogical Implications and Recommendations**

It is crucial for textbook designers to realize the importance of integrating culture in school textbooks for it guarantees a better acquiring of the target language. Especially that culture places learners in different contexts and situations where they get to know elements of language. This implies that language and culture are interrelated and cannot be in any way whatsoever separable. In other words; one cannot teach either element in isolation from the other. Thus, some pedagogical implications and suggestions for future research projects are provided as follows:

- New Prospects' program is very old and needs to undergo an up-date. Hence, textbook designers must review it by adding more relevant and current content that reflects the EFL culture.
- Textbook designers must vary their lessons by including excerpts from famous novels to which adolescents are generally attracted such as 'Harry Potter' 'Alice in Wonderland' 'Cinderella' ...etc. in addition to poems written with a simple language so that learners will not face huge difficulty understanding them and eventually get bored and lose interest.
- Proverbs and idioms of the target language need to be included so that teachers can use them in different games where learners either guess their meanings, or try to find their equivalent in their native language. This kind of tasks not only amuses the students where they enjoy a competitive atmosphere, but also helps them learn both the language and its culture even unconsciously.
- The textbook must include songs with appropriate lyrics. Learners can hear the song and sing with it altogether then each one can sing it individually; or they can be asked to read the lyrics and try to compose their own melody. Such tasks help them practise the utterance of words thus; they become fluent and orally competent.

- Topics and themes must vary and most importantly each unit must cover EFL culture; especially the unit about civilizations. English speaking countries' civilizations has to be covered with great abundance so that learners can have a greater idea about the language they are learning and be more curious to know more about it.
- Non-verbal communication such as: gestures, facial expressions, eye contact body postures...etc also must take part in the textbook for it reveals the person's cultural background. It can be included in texts for instance: ouch!, yummy, eww, urgh...etc as well as pictures that show different body postures and gestures.
- Concerning documentary texts, it is better to include texts that represent a particular country's culture such as: the people's life style, the most famous landmarks, the rituals and ceremonies, the religion and beliefs...etc.
- Material makers should benefit from real life situations and problems such as: bullying, gender equality, discrimination... and include them in texts. This would help teachers raise debates between learners who would take a stand about a particular topic and express their ideas and thoughts orally by making a comparison between foreign societies and their own society.
- There should be a balance between the target culture and the local culture. Teachers must also drag learners' attention to compare between both cultures for such a comparison would raise the students' awareness and make them more tolerant toward cultural differences.
- During listening, teachers can bring short videos of movie trailers or native speakers so that learners can hear the way they speak and the way they behave. Consequently, they gain more insights about such cultures.
- The final units' projects can be about different cultural topics such as: making a profile about a famous foreign writer, poet or scientist, conducting a research about a foreign

country' ancient civilizations, and other similar topics that motivate learners to explore and carefully examine the elements they are looking for.

### **3. Limitations of the Study**

Like any research project, this study had its share of obstacles. The comings are the most remarkable limitations encountered during the whole research process.

- Due to Corona virus as well as to summer vacation, the questionnaire could not be administered in its hard format, consequently it was done online.
- There were constant callings and many attempts to reach teachers and have them answering the questionnaire.
- The issue of second hand information since most resources were previous studies and not books, especially that the latter had to be paid for.
- The accuracy of answers cannot be fully guaranteed since anyone can answer online questionnaires, thus we cannot tell that all the participants are real teachers or all of them had an experience in teaching third year classes.

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## Appendix 1

### Teacher' Questionnaire

Dear teachers,

This questionnaire is part of a research work we are currently conducting. It aims at finding out how the EFL culture is represented in the Algerian Secondary school textbook 'New Prospects'. This questionnaire is addressed to 20 secondary school teachers who have experience in teaching 3rd year classes and who are selected from different secondary schools in Guelma. The chosen sample's answers is valuable to achieve this study's aims. You are kindly invited to answer this questionnaire which will take you around 10 minutes to complete. Please, take some moment to reflect on each question addressed and try to be as sincere as possible. Your answers will remain confidential and they will only be used for the sake of this research study.

Thank you for your cooperation.

PS: Please, respond to the questions by ticking in (/), and give full statement where necessary.

Fairouz BENMARC

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### Section one: Background Information

#### 1. What is your qualification?

BA  Master  Other  , specify.....

#### 2. How long have you been teaching English?

a. 5 years

- b. 10 years
- c. 15 years
- d. Other

Please, specify: .....

**Section Two: Textbook Evaluation**

**3. Do you think that “textbook” is synonymous to?**

- a. Program
- b. Curriculum
- c. Syllabus
- d. All of them
- e. None of them

**4. How often do you use the textbook?**

- a. Always
- b. Usually
- c. Sometimes
- d. Rarely
- e. Never

**5. Does textbook of third year secondary school ‘new prospects’ play a role in facilitating the teaching process?**

- YES  NO

**6. If you depend on the textbook, which area do you use it for the most?**

- a. Presenting grammar
- b. Presenting EFL culture
- c. Presenting vocabulary



**7. While presenting areas of language teaching, do you face some limitations in the textbook?**

YES  NO

**- If yes, what limitations do you find? (you can choose more than one answer)**

- a. It does not meet with learners' needs
- b. It restricts teachers' innovation and creativity in presenting the target lesson
- c. It reflects authors' beliefs and ideas rather than the real EFL culture

**8. To your knowledge, textbook evaluation and analysis is concerned with**

- a. Identifying strengths and weaknesses of the textbook
- b. looking deep into the cultural content of the textbook
- c. Measuring the effectiveness of the textbook
- d. All of them
- e. None of them

**9. Due to textbook limitations, how important do you consider textbook evaluation?**

- a. Very important
- b. Important
- c. Little important
- d. Not important

**10. In what way does textbook evaluation and analysis help you?**

- a. Facilitate the task of modifying and adapting textbook materials for teachers
- b. Show what attracts learners more and what meets with the desired objectives
- c. Figure out what language skill teachers should focus on
- d. All of the above

**Section Three: Culture Representation in the Literary Textbooks of 'New Prospects'**

**11. How do you define the word culture? You can choose more than one answer**

- a. The geo-political aspects of a nation including its history, politics, and geography
- b. Culture as a component and a part that cannot be separated from the language
- c. Culture includes knowledge, belief, art, morals, customs and food

**12. To what extent do you agree to this statement “it is better to learn the culture of the foreign language in order to better learn this language”?**

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

**13. According to you, what is the suitable approach to teach culture in EFL classes?**

- a. To know about the culture by adding cultural information to the content of the language program (Knowledge-based approach)
- b. To give learners a communicative activity in order to learn both language and culture (Task-based approach)
- c. To put culture into context in order to learn the foreign language as well as the implicated cultural meanings (Meaning-based approach)

**14. Do you think it is important to integrate EFL culture in the language teaching process?**

- Yes, it is important  No, it is not important

**Explain in both cases, please.**

.....

.....

**15. Does the textbook of third year secondary school ‘new prospects’ display sufficient cultural components of the foreign language?**

- Yes  No

**16. In your opinion, literary texts are important to EFL learners because they:**

- a. Enhance language proficiency
- b. Develop tolerance, awareness, and understanding of the EFL culture
- d. Develop students' critical thinking
- e. All of them

**17. As an EFL teacher, which of the following approaches of teaching literature do you know?**

- a- Language Model
- b- Cultural Model
- c- Personal Growth model
- d- None of them

**18. What literary genres does “New Prospects” display?**

- a- Novels
- b- Short stories
- c- Poetry
- d- Proverbs and songs
- e- Mixed

**19. What are the criteria on which you depend to choose the suitable literary texts?**

- a. Interest and Relevance to the learners
- b. Syntax and Lexis
- c. Length of the text
- d. Authenticity

**20. According to your experience, does “New Prospects” represent EFL culture through literary texts in a sufficient way?**

- Yes  No

- If yes, how is culture represented via these texts?

**21. If you consider “New Prospects” as not rich of literary texts that show EFL culture properly, do you still use the texts of the textbook or you opt for new ones?**

**a.** I use those of the textbook

**b.** I opt for new ones

**Justify your choice, please.**

.....

**23- Please, if you have any comments or suggestions on how EFL teachers could use literature as a tool to represent culture and help students to improve their language skills, cite them below.**

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## Résumé

Cette étude de recherche porte sur l'analyse et l'évaluation du manuel Algérien de troisième année secondaire d'Anglais « New Prospects » où l'accent sera mis sur le contenu culturel d'Anglais comme une langue étrangère existant dans les textes littéraires du livre. Plus précisément, cette étude vise à explorer si la culture cible (celle d'Anglais comme une langue étrangère) est suffisamment représentée dans le manuel à travers les textes littéraires. Cette étude met également l'accent sur le rôle de la culture dans l'amélioration de l'acquisition de la langue par les apprenants à travers la littérature. À partir de là, l'hypothèse suivante est établie «New Prospect» représente un contenu culturelle insuffisant à travers des textes littéraires. Pour rejeter ou confirmer l'hypothèse précitée et répondre aux questions théoriques de la recherche, deux outils de recherche vont être menés au cours de cette étude, une évaluation de manuel de « Nouvelles perspectives », utilisant des listes de contrôle quantitatives et qualitatives, et un questionnaire administré aux enseignants du secondaire qui ont déjà une expérience dans l'enseignement des classes de troisième année. Un total de 75 enseignants EFL du secondaire de Guelma ont participé. Les résultats obtenus à partir de l'analyse et de l'évaluation des manuels ont confirmé le manque de représentation de la EFL culture à travers les textes littéraires. Cette hypothèse est encore renforcée par la majorité des participants qui ont confirmé cette affirmation. Par conséquent, les concepteurs de manuels doivent prendre sérieusement en compte l'intégration de la culture EFL dans les manuels scolaires.

## ملخص

تهتم هذه الدراسة البحثية بتحليل وتقييم الكتاب المدرسي الجزائري للصف الثالث الثانوي للغة الإنجليزية "آفاق جديدة" أين سيتم التركيز على المحتوى الثقافي الموجود في النصوص الأدبية للغة الإنجليزية كلغة أجنبية. بتعبير أدق، تهدف هذه الدراسة إلى استكشاف ما إذا كانت الثقافة المستهدفة ممثلة بشكل كافٍ في الكتاب المدرسي من خلال النصوص الأدبية أم لا. كما تؤكد على دور الثقافة في تعزيز اكتساب المتعلمين للغة من خلال الأدب. ومن هذا المنطلق فإنه يفترض أن الكتاب المدرسي الجزائري للصف الثالث الثانوي للغة الإنجليزية "آفاق جديدة" لا يمثل ولا يعكس ثقافة اللغة الإنجليزية كلغة أجنبية من خلال النصوص الأدبية بشكل كافٍ. لاختبار صحة هذه الفرضية ، والإجابة على الأسئلة النظرية للبحث ، سيتم الاستعانة بأداتين للبحث خلال هذه الدراسة ، وهما ؛ تقييم كتاب مدرسي لـ "آفاق جديدة" ، باستخدام كل من قوائم المراجعة الكمية والنوعية ، واستبيان موجه لأساتذة اللغة الإنجليزية لثانويات مدينة قالمة الذين لديهم خبرة في تدريس السنوات النهائية حيث شارك في عينة الاستبيان 75 أستاذا. أكدت النتائج التي تم الحصول عليها من تحليل وتقييم الكتب المدرسية على وجود طفيف لثقافة اللغة الإنجليزية كلغة أجنبية من خلال النصوص الأدبية ، وقد تم تعزيز هذا من قبل غالبية المشاركين الذين أكدوا هذا الادعاء. لذلك يستوجب على مصممي الكتب المدرسية أن يأخذوا بعين الاعتبار جدية دمج ثقافة اللغة الإنجليزية كلغة أجنبية في الكتب المدرسية.