

**People's Democratic Republic of Algeria**  
**Ministry of Higher Education and Scientific Research**  
**University of Mohamed Seddik BenYahia. Jijel**  
**Faculty of Letters and Languages**  
**Department of English**



**An Analysis of the Integration of both Target and Local Cultures in  
"MY Book of English"**

***The Case of Fourth-Year Middle School Textbook***

**Dissertation submitted in partial fulfillments of the requirements for the degree of Master  
in Didactics of foreign languages**

**Submitted by**

- BOURAOUI Khawla
- ZENANRA Aida

**Supervised by**

- Messaouda ARZIM

**Board of Examiners**

- **Chairperson:** KEBIECHE Amine
- **Examiner:** KERDOUN Ahcene
- **Supervisor:** ARZIM Messaouda

**University of Jijel**

**University of Jijel**

**University of Jijel**

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## **Declaration**

We hereby declare that the dissertation entitled “**An Analysis of the Integration of both Target and Local Culture in the Fourth-Year Middel School "MY Book of English" Textbook**” is our own work and all the sources we have used have been acknowledged by means of references. We also certify that we have not copied or plagiarized the work of other students or researchers partially or fully. In case any material is not documented, we shall be responsible for the consequences.

# Dedication

I dedicate this work to

My beloved Mother who has always encouraged me and given me her care and love

My dear Father who worked hard for my success .

My lovely little sisters Randoucha , Rima , Amina , Manal and her husband Khaled without forgetting their adorable kids Ayman , Younes and Adam they are the source of happiness in my life.

A special dedication to my friends Ferial, Ghilas ,selaf and every one who give a hand to support me .

Finally, I wanna thank me for believing in me .

*\*Khawla\**

## Dedication

I dedicate this work to my special and wonderful parents who have always provided me with their encouragement love and understanding , you have been with me every step of the way ,through good times and bad, im grateful for all your unconditional love and guidance that you have always given to me through my entire life and through this process thank you for everything you have ever shown to me .God bless you forever.

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## **Abstract**

This study attempts to examine the cultural content presented in *My Book of English* of the fourth year middle school textbook, specifically the analysis of the integration of local culture together with the target one in teaching English. In addition, it aims to uncover the teachers' attitudes towards the inclusion of both cultures as well as their and teaching practices in the classroom . To achieve the mentioned aims, two research assumptions have been made: first, the textbook focuses more on the target culture, and the second, teachers do not take into consideration the learners' local culture in their teaching process. Therefore, two research instruments were used, a questionnaire was designed and administered to 20 teachers of English teaching the fourth year pupils in different middle schools in Jijel. In addition, a checklist was adapted from the models of Cunningsworth, Kilickaya and Reimann was adopted for the purpose of analyzing the integration of local and target cultural content in the textbook *My Book of English*. The analysis of the textbook has shown that the local culture is more dominant than the target one, however, aspects of culture are not well presented and without much details in the textbook under study. Besides, the findings of the teachers questionnaire have revealed that the majority of teachers are aware of the importance of teaching both local and target culture for their pupils and they provided them with much more opportunities of comparison for raising their intercultural competence.

**Key words:** local culture, target culture, textbook evaluation.

## **List of Abbreviations and Symbols**

**%.** Percentage

**Big “C”** Big culture

**EFL** English as a Foreign Language

**ELT** English Language Teaching

**FL.** Foreign Language

**LC.** Local Culture

**P** Page

**Q.** Question

**Small “c”** Small Culture

**TC** Target Culture



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### ملخص



## **General Introduction**

### **1. Background of the Study**

Language is an important means of communication, it is interrelated with culture and cannot be studied without it at the same time culture cannot be expressed and presented without language. Hall (2008) pointed out that “no two concepts are more intimately linked than language and culture”(p. 45). Due to this intertwined relationship, teaching a new language inevitably involves the inclusion of its culture in order to not only master its linguistic form but also to improve communicative competence. Throughout the history of teaching English, the idea of incorporating the culture of the speaker as well as the language under study was supported by many researchers such as Byram (1989, 1997) and Kramsch (1993,1998). Both of them highlighted the importance of introducing the cultural content in teaching a new language.

According to Sun (2003), “the purpose of learning a foreign language is to learn to communicate in the target language” (2003,p.01). Therefore, any textbook developed for foreign language teaching should take into consideration its cultural aspects. In this respect, teaching English to learners in the Algerian context is based on the textbook as a key element in the classroom; in which textbooks content affect directly the process of teaching culture and its elements. They are considered as the first source besides teachers responsible for preparing competent learners through raising their intercultural awareness about the three types of culture such as international, local, and target culture in order to avoid breakdowns and misunderstanding between different societies. Therefore, the integration of local and target culture in the Algerian ELT textbook has been investigated and studied previously.

Aissaoui (2020-2021) conducted a study aimed at investigating the cultural dimensions portrayed in the texts of Algerian textbook of first year, as well teachers' awareness of the important role of cultural knowledge the sample is conducted from different secondary schools. The results have shown that culture is not treated as a crucial part in the textbook despite the fact that teachers are aware of the importance of integrating culture in EFL classes.

Boukendakdji and Abdul Samat (2020), also conducted a work in the field of culture with the aim to determine whether cultural content is appropriate for students' cultural understanding and whether it prepare them for international Communication. The obtained results indicated that the existence of source culture has the higher percentage followed by the international culture while the target culture has the lowest rate, in addition to the textbook does not assist International Communication.

Another work was conducted by Merrouche (2006) in her study focused on the presence of cultural information in the textbook. She stated that "culture remains the weakest component in the Algerian FL class due to its uneven treatment in the course books, lack of familiarity among teachers [...] and the learners' unawareness of its relevance to the essential business of learning a language.

## **2. Statement of the Problem**

Teaching foreign languages in Algeria is based on textbooks which are to some extent the only source of input for both learners and teachers, they play a vital role in facilitating the teaching and learning process for students, enabling them to acquire the target language and deepen their understanding of cultural aspects. Many pupils face difficulties when communicating with English even though they studied it for years, because the textbooks they relied on are almost focused on the linguistic aspects rather than the cultural ones. The



Algerian Ministry of Education adopted a new version in 2019 for fourth-year middle school 'My Book of English'

The present study is concerned with the analysis of the integration of local and target culture in that new textbook.

### **3. Aims of the Study**

The present study aims to analyzing the way the local culture is integrated beside the target culture in the Algerian fourth year middle school textbook. In addition to that, it aims to show the teachers awareness about the importance of tackling both cultures in their classes and how they deal with it.

### **4. Research Questions**

- 1-Does the textbook adequately provides the target and local cultural aspects?
- 2-Which culture is more dominant than the other in the textbook?
- 3-Do teachers of the fourth year middle school take into consideration the integration of both target and local culture to learners?

### **5. Assumptions**

In an attempt to discuss the questions above, the following assumptions are made:

- 1- "My Book of English" textbook does not present adequately both cultures
- 2- Teachers are aware of the importance of teaching the target culture in foreign language contexts.

## **6. Research Methodology**

Regarding the nature of this study, a mixed method approach is adopted that combines both qualitative and quantitative methods. They are used to collect, analyze and interpret data related to the research project. In order to fit the objectives of this work, two main research tools are used. First, a questionnaire with a set of 22 questions has been administered to twenty teachers of the fourth year, belonging to different middle schools in Jijel. Second, a checklist is designed as another tool for the analysis of the integration of both cultures in the “My Book of English”, also to show which culture is the more dominant in the textbook.

## **7. Structure of the Dissertation**

The present dissertation is divided into two main chapters, each chapter with two sections. Chapter one is concerned with the literature review. The first section looks at the concept of culture in general; its meaning, elements, categories. In addition to discussing the relationship between language and culture, as well as the techniques and approaches of teaching culture. The second section is about the second variable “Textbook evaluation», it starts with defining teaching materials and their types, then the evaluation in general and textbook evaluation in particular. The types of evaluation and some models are also tackled. Moreover, the second chapter is divided into two sections. Starting with the “Research Methodology”, it deals with the research design, data collection instruments, and a description of the two tools used in the study. Moreover, the last section is concerned with the analysis of the questionnaire and the textbook through a checklist, then the interpretation of the results.

## **8. The Significance of the Study**

This study would be of great significance in the field of English language teaching in middle school. On the one hand, it is an attempt to attract the EFL textbook designers' attention to the importance of integrate the local and target culture in the textbook, in the preparation of competent future speakers of the FL. On the other hand , this study will help fourth-year teachers to became more aware about the significance of culture as a field of study and as an inseparable part of language teaching.

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## **Chapter One: Theoretical Part**

### **Section One: Culture**

#### **Introduction**

This chapter aims to highlight the definition of culture and its elements as advanced by different scholars and specialists in the field, each with his point of view. Moreover; the chapter will discuss the great relationship between language and culture and its impact on learners' skills development, approaches and techniques of teaching culture in foreign language contexts.

#### **1.1 . Definition of Culture**

Culture is a concept that intertwined in nearly all aspects of life, which make it broad and difficult to define as Valdes (1986), claimed “it’s a very complex and broad topic to be learned...”( p. 5). Williams also claimed (1976) as cited in Kumaravadivelu (2008, p.9) that “culture is one of the two or three most complicated words in the English language “. Thus, the content of culture cannot be easily explained, it differs from one society to another depending on the context. There are numerous explanations for culture from different perspectives.

The common definition is that culture is the distinctive customs, values, beliefs, knowledge, art, the way of behave, religion, traditions, history and language of a society or a community. These values and concepts are passed on from generation to generation, and they are the basis for everyday behaviors and practices. The first who defined the term culture is Edward. B. Taylor in the first paragraph in his work “primitive culture “ (1871, p. 01) where he claimed that culture is ... [a] complex whole which includes knowledge, beliefs, arts,

morals, laws, customs, and any other capabilities and habits acquired by man as a member of society". For Taylor culture encompasses everything that a member can learn, obtain and acquire from the society he belongs to which make it unique from other groups.

Since Taylor's time, many anthropologists and psychologists had tackled the issue of defining culture such as Hofstede (1994. P, 5) who defined it as " The collective programming of the mind that distinguishes the members of one group or Category of people from others", he means that each society has its own culture such as behaviors, beliefs, norms... that are shared between its members in order to behave in acceptable manner; it represents a set of values, ideas, and beliefs that are internalized as well (Hofstede, 1991). Likewise, Samovar and Porter (2003:8) provided a detailed description of culture "... culture [is] the deposit of knowledge, experience, beliefs, values, attitudes, meanings, Social hierarchies, religion, notions of time, roles, spatial relationships, Concepts of universe and material objects and possessions acquired by a Group of people in the course of generations through individual and group Striving". The main idea in this passage is that culture covers both visible traits; which include all things that can be seen such as physical manifestations and achievements made by members belonging to a particular society (art, building, literature...), as well the invisible aspect that refers to the attitudes, beliefs, values, norms.... Culture encompasses all things and elements that make communities unique and coherent, each community has its particular cultural identity and activities that are necessary to acquire by each member to show his belonging to the society.

## 1.2 Types of Culture

The concept of culture can be divided into two main categories such as culture with capital C called big “C” culture and small “c” culture, where the former refers to the visible elements of culture while the latter refers to the hidden, invisible themes of culture.

Many scholars distinguished between the big “C” and the small “c” culture, each of them put down his explanation such as Lee (2009) and Peterson (2004), they divided culture into two main types. For Peterson (2004; p. 12) the big ‘C’ and small ‘c’ are like a top and bottom of an iceberg where the top is the visible elements of culture (Big C) and the bottom is the invisible culture (small c). However; for Lee (2009, p.78) “the big “C” [is a] set of facts and statistics relating to the art, history, geography, business, education, festivals, and customs of a target speech society “, and for the little “c” he referred to it as “the invisible and deeper sense of a target culture including attitudes or beliefs and assumptions”. Another view point is that of Tomalin and Stempleski (1993) who explained that the big “C” culture or “achievement culture” comprises, history, geography, institutions, literature, art, and music. On the other hand, small “c” culture or “behavior culture” has been broadened to include “culturally \_influenced beliefs and perceptions, especially expressed through language, but also through cultural behaviors that affect accessibility in the host community” (Tomalin and Stempleski. 1993, p.6).

Both big ‘C’ and small ‘c’ culture’s themes are related and complete each other, one cannot emphasize one aspect and neglect the other. Peterson (2004, as cited in AitAissa, 2020, p.29) has supported this idea where he said “My point is that you should not make the mistake of focusing on only one limited area when being learning about a culture”, Peterson clearly stated



that any learner of culture should not exclude any aspect and focus on all areas for better understanding of all items.

### **1.3. Categories of Culture**

According to Cortazzi & Jin (1999) culture can be divided into three main categories of cultural information that can be used in language textbooks and materials which are local culture, target culture, and international culture.

#### **1.3.1 Local Culture**

It is also known as home culture, source culture, or native culture. This category refers to the learner own culture. Local culture (LC) is produced at a national level for a particular country. In case of Algerian learners learning English language, the Algerian national culture is the source culture. For EFL learners integrating LC in textbooks is very important and useful in facilitating the process of learning English language as well as raising their cultural awareness. According to Laohawiriyanon (2013, p.84) “the germane of source culture is to cultivate learners” knowledge of their own culture».

#### **1.3.2. Target Culture**

According to (Boukendkiji and Abdul Samat. 2020) the target culture (TC) concerns the culture belonging to English speaking countries such as Great Britain and the United States of America, where English is the first spoken language or the mother tongue. For Jing (2010.16) (as cited in AitAissa. 2018, p. 432) target culture is considered as the most popular in instructional materials in EFL classrooms which enhances students’ motivation and develop their attitudes towards language learning.

### **1.3.3. International Culture**

This category refers to the culture that extends beyond national borders. “International culture’s traits, patterns, and characteristics spread through diffusion, migration, colonization, and globalization” (Kottak and Kozaitis. 2012). International culture denotes cultures that do not belong neither to native culture nor the target culture, it is also described as “ [the] variety of cultures in English or non-English speaking countries around the world, where English is used as an international language” (as cited in Xiao, J. 2010. P, 16).

## **1.4 Elements of Culture**

Culture as it was defined earlier is all ways of life including set of arts, beliefs, traditions, thoughts, behaviors, etc. that are passed on from one generation to another. Culture is a concept that contains many elements which are unique and specific to each community such as; language, values, norms, beliefs, and symbols.

### **1.4.1 Language**

Language is the first element presented in every culture in the world. It is a system of words, sentences, signs and symbols used to communicate and share thoughts and ideas with other people. According to Byram (1989) language is a combination of socially sound patterns as well as a combination of words with specific meaning belongs to the same cultural background, each culture has its language that is passed on from one generation to another.

### **1.4.2 Values**

“The values are the socially accepted and shaped ideas about what is right” (Panopioand Rolda, 2007,p.35), According to this statement values are sets of ideas that guide

the individuals in particular culture about what is good or bad, wrong or right, accepted or prohibited. Actually, the source of values is not biological but it is socially produced, this means that people are not born with such values but they create and develop them while living in a particular community as part of its culture.

#### **1.4.3 Norms**

Norms refer to the shared rules, expectations, and thoughts that guide behaviors of people. They based on shared beliefs that are learned and reinforced from parents to their children while growing up, to clearly determine what is considered morally acceptable or unacceptable with any given society, in order to respect the boundaries of the culture that belongs to that society.

#### **1.4.4 Beliefs**

Beliefs are another element of culture that are defined as "...a conviction in the truth of something that one learned by living in a culture; it is the basis of one's actions and values" (Merrouche, 2006, p.21). Culture beliefs are the ideas, knowledge, and thoughts common in a group of individuals where they are responsible for the spiritual fulfillment of their needs and wants. They also govern interactions between them. For example, Muslims believe in God, life after death, and murder is wrong.

#### **1.4.5 Symbols**

Culture is a system of symbols in which those symbols are the short expressions to represent, express and stand for an event, objects or situations in a particular culture. Symbols play a significant role, serving as powerful tools for communication and representation. They can carry deep meanings and convey complex ideas, values, beliefs, and emotions. For

instance, in Christianity the cross represents the crucifixion of Jesus Christ and his sacrifice for the redemption of humanity. It embodies themes of faith, salvation, and the triumph of life over death.

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

The relation between language and culture has been dealt with by many scientists and scholars due to its importance in the learning/teaching process. Language is a system that is used by people to express their ideas, facts, thoughts, feelings, emotions, attitudes, and beliefs. According to Kramsch “language is a system of signs, speakers identify themselves and others through the use of language, they view their language as a symbol of their social identity” (1998,p. 3). However; this system can only be understood when it is shared within a specific cultural setting where the speaker and hearer both belong to the same culture.

As it is mentioned above, language is one of the elements of culture, which means that language and culture are related and unseparated entities. Hall (2008) points out that “no two concepts are more intimately linked than language and culture” (p. 45). Brown also claimed that “language is a part of culture and culture is a part of language ; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture” (p. 164), the idea of this statement is that language and culture are interrelated and unseparated in which learning a new language without taking into consideration its culture remains incomplete and useless. Learning culture is important in avoiding misunderstandings and breakdowns while interacting with foreign people from different cultures.

Add to that, language is considered as a medium to interpret culture to the outside world; Valdes (1986:45) claims that “Cultural patterns, customs, and ways of life are expressed in language; culture specific world views are reflected in Language”. Another explanation about the great relation between language and culture was presented by Byram and Risager (1999). They demonstrated that “one has to teach both language and culture because language contains many words, expressions etc. which require actual knowledge about the culture for them to be used and understood adequately” (p. 146), the idea addressed in this statement is that in teaching a foreign language the focus should not only put on grammar rules and linguistics features but also on teaching the cultural features of the language because language is taught to exchange culture and culture cannot be exchanged without language due to its inseparable relationship.

### **1.6 The Importance of Incorporating Culture in Language Teaching**

Language and culture are two interrelated concepts in which one cannot separate them without losing the significance of one part. In teaching a foreign or second language, culture should take place in the program because educating cultural themes within language gives students the opportunity to acquire ,learn and gather new things in addition to their first cultural background .Thus, it has been claimed that the classroom provides the perfect atmosphere for dealing with culture either with its similarities or differences giving language learners the platform to develop their cultural awareness (Pulverness,2003). Moreover, teaching culture helps students to be open and avoid cultural breakdowns and being ready to face and meet new things and beliefs of others. In addition to that, Culture plays an essential role in language teaching with the goal of promoting communicative competence for learners, culture hence needs to be a central focus in language teaching, so that students will be able to

communicate to the fullest extent (Hendon,1980). According to Brown (2001), learners who are exposed to culture associated with the language can better engage themselves in the authentic and functional use of the language for meaningful purposes. It has been noted that the teaching of language is the teaching of culture, so, integrating culture in teaching EFL classes is of paramount importance, because language without culture is not considered as communication as L.E Harrison and S.P Huntington (2000P :14) declared “culture is a crucial element in understanding societies, analyzing differences among them, and explaining their economic and political development”.

As it has been suggested above, teaching culture helps overcoming the cultural barriers when dealing either with cultural similarities or differences when two distinct cultures come into encounter, further; teaching culture helps breaking prejudices walls and go over sociocultural barriers and obstacles that accumulated due to the ignorance of teaching culture.

### **1.7 Local Culture and Material Development**

It is not hard to integrate culture into language learning classrooms. One way to this is by incorporating local culture into the language textbook, which is the primary tool for language learning in the context of EFL and ESL( Ahmadi and Shah 2014). Estuarso et al.(2017) have claimed that students are more interested in learning English when the materials provided are closer to their cultures.

Integrating local culture into the English learning classroom can benefit learners by exposing them to new language forms. Beginner-level learners often find it easier to speak English using local terms from their culture, which helps them to speak quickly. This indicates that having prior knowledge about a topic provides comprehensible and relevant input(Krashen 1987) that learners can use in their language.

Furthermore, Gracia (2011) has claimed that using local vocabulary and terms helps low proficiency students develop fluency by providing them with relevant knowledge. These learners often struggle due to the lack of necessary vocabulary and ideas to communicate. However, when they are given terms from the local culture to use in their expressions, they seem to be able to produce speech in English more easily, as their critical language awareness is enhanced. (Wang and Mansouri 2017, Asmaa et al 2015, Azman et al 2013). Wutun et al (2018, p.364) have also maintained that new words from local culture have the capacity to break the foreignness of the new language.

### **1.8. Communicative Competence**

The term communicative competence was introduced by Hymes (1972) as a reaction to Chomsky's competence and performance dichotomy since then it becomes the center of interest of many scholars. For Hymes communicative competence is "what a person needs to know in order to communicate effectively in culturally significant situation" (Hymes, 1974, p.74). He believed that in order to acquire a foreign or second language, it was necessary to take into consideration not only how to achieve its grammatical competence but also the ability to use it appropriately in communication. According to him, to engage in communication one needs to acquire both grammatical competence and competence for applying it in social context, thus, placing emphasis on sociolinguistic competence among native speakers as it was influential in people's ability to communicate with one another.

After Hymes formulation of communicative competence, some scholars have made attempts to define it, such as Canale and Swain (1980). They identified four types of communicative competence which are, grammatical competence: knowing how to use the grammar, syntax, and vocabulary of a language. Sociolinguistic competence includes

knowledge of sociocultural rules of use, discourse competence is related to the learners' mastery of understanding and producing texts in the level of the four skills, and strategic competence refers to the knowledge of verbal and non-verbal communication strategies which enhance the efficiency of communication and, where necessary, enable the learner to overcome difficulties when communication breakdowns occur.

The aim of communicative methodology was to acquire the necessary skills to communicate in socially and culturally appropriate manner. It has been widely held that teaching a second or foreign language to some learners means making them become communicatively competent, this view originated in Hymes (1972) proposal of the concept of communicative competence.

### **1.9 Intercultural Communicative Competence**

Due to the changes that faced the world such as the globalization and developments in all the aspects of the world those last years which led to increase the communication and connection between people from diverse countries and cultures, intercultural communicative competence is becoming more and more needed and important. It is the person's ability to communicate and interact with other people from different cultures, backgrounds, and identities. It can also be defined as the set of attitudes, knowledge, skills, and awareness that are necessary for people to receive and react in appropriate and respectful manner in diverse societies. According to Johnson et, al, (2006, p.530), intercultural communicative competence refers to "an individual's effectiveness in drawing upon a set of knowledge, skills, and personal attributes to work successfully with people from different national cultural backgrounds at home or abroad". In teaching a foreign language, many scholars and specialists claimed that intercultural competence is the most prominent and important type of



competences that should be acquired and focused on in teaching and learning a new language due to its role in increasing the learner's intercultural awareness and cross-cultural communicative competence.

### **1.10 Cultural Awareness**

Cultural awareness is one major element of cultural competence that means the sensitivity, understanding, and respect towards the similarities and differences between two different cultures and languages and applied it for communication (Byram, 1998). In addition, it is the ability of becoming aware and conscious of own cultural values, beliefs, perceptions and differences. According to Tomlinson and Stempleski (1993) cultural awareness encompasses three qualities; awareness of one's own culturally-induced behavior, awareness of the culturally-induced behavior of others, and the ability to explain one's own cultural standpoint (P .5). In teaching foreign language, raising cultural awareness is an essential part that should be covered, this idea was supported by Kramsch where she argues that teaching cultural awareness has a significant role in providing different insights about culture. She notes that 'Cultural awareness becomes an educational objective in its self, separate from language'(1993,p.08). Moreover; cultural awareness permits one to speak and participate meaningfully and correctly with people from different cultural backgrounds with a help to explore cultural issues to increase cultural knowledge.

### **1.11 Approaches for Teaching Culture**

The cultural part of language learning is nothing new ; various ties between language and cultural education have existed in the history of language teaching.(Byram and Fleming1998).

In the history of teaching culture different approaches have appeared since the early days of incorporating it as an important factor that should be taught side by side with language. Risager(1998) described four different approaches to the teaching of culture such as the intercultural approach ,the multicultural approach, trans-cultural approach, and the foreigncultural approach. According to(Neuner,1997), those approaches differe in terms of how, how often, and how much second foreign language learners could be introduced to the target culture.

### **1.11. 1 The Intercultural Approach**

This approach was suggested by Risager in 1988, it is drawing upon the idea that the best way to learn culture is through comparison between the learners' mother culture and the target one. The major aim of this approach is to help learners develop their comprehension and understanding of both cultures as well to develop and acquire intercultural and communicative competencies, that enable them to act as mediators between foreign and local culture (Byram and Fleming,1998 :244). The approach has become increasingly recognized since the 1980s. However, Risager(1998:246)considers this approach insufficient as it is "blind to the actual multicultural character of almost all existing countries or states" and suggested that teachers should use the multicultural approach.

### **1.11.2 The Multicultural Approach**

It is a teaching approach based on the belief that many cultures should exist side by side in the same setting (Byram and Fleling,1998), meaning in every one's culture there are a number of cultures or subcultures. This approach emphasizes the ethnic and linguistic diversity of the language under study along with the learners' ownculture. Risager (1998: 246) stressed the importance of involving a balanced and anti-racist view of cultures in this

approach. Similarly to the intercultural approach, the multicultural approach is also based on comparison between the two cultures, with the aim to improve intercultural communicative competence for pupils .

### **1.11.3 The Trans-Cultural Approach**

The basic idea behind this approach is that modern cultures are intertwined as a result of different reasons including tourism, migration, worldwide communication systems, and globalization. Transcultural approach deals with the foreign language as an international language, with the aim to teach learners how to communicate internationally using the target language. In this case, it could be argued that it is not necessary to link a foreign language to any particular culture. However, this approach was criticized by Byram (1997) who contended that “although it is possible to introduce topics which are of universal significance in all cultures, such an approach leaves learners without topics which are characteristic of a particular country that is the ones which “characterize its uniqueness for the language learner”(p. 55).

### **1.11.4 The Foreign-Cultural Approach**

This approach was described by Risager and dominant until the 1980s as a foreign cultural approach than it appeared as a mono-cultural approach, its focus was placed on the study of the target language without making a link to its own culture (Khmies, 2015,p.29), it is based on the concept of single culture and focuses on the culture of the country where the language is spoken, it emphasises the target culture and ignores the source one. Unlike the multicultural and intercultural approach, the foreign cultural approach totally neglects the

comparison between the two cultures. Its main aim is to develop the target language communicative competence and cultural understanding (Risager, 1998: 246-247).

## **1.12 Techniques to Teach Culture**

Several practical techniques have been suggested by educators to enhance cultural understanding and learning. These strategies include culture capsules, culture clusters, culture assimilators.

### **1.12.1 Culture Capsules**

It is developed by Taylor and Sorenson (1961). Culture Capsules refer to a short presentation in 5 or 10 minutes that mainly focuses on a particular difference between the target and the local culture of the learner. This technique is usually done orally through discussion between the teacher and the learners about the differences between the two cultures, or through drawings, using objects, images ...etc. from the target language.

### **1.12.2 Culture Clusters**

Culture Clusters has been developed by Meado and Morain (1973), it is a combination of two or more capsules related to a specific topic about the target culture. During this process the teacher act as a narrator to guide learners, the aim of culture capsules and culture clusters is to provide learners with intellectual and intercultural knowledge about the target culture.

### **1.12.3 Culture Assimilator**

This concept consists of a short description of an event or incident. Piaget (2004) described this concept where he stated that the reasoning behind the culture assimilator is that through the critical incident. It occurs between at least between one person from the target

culture and others from the native culture where the discussion takes place among the learners and teacher in which, learners are given feedback why in certain cultural context one explanation is right and the other is wrong, as it mentioned in Tomalin and Stempleski "Culture assimilator consists of short (usually written) description of an incident or situation where interaction takes place..... Thus students are given feedback why one explanation is right and the other wrong in certain cultural context and teachers can find numerous culture assimilators" (Tomalin and Stempleski 1993: 89). It provides students with the needed understanding about cultural information and inter-cultural communication.

### **Conclusion**

The present chapter was devoted to describe the concept of culture as a fundamental element in EFL learning and teaching processes, with the inclusion of its types and elements, in addition to, the relation that exists between culture and language has often portrayed. It dealt also with communicative competence, intercultural speaker, and cultural awareness.

## **Section Two: Textbook Evaluation**

### **Introduction**

In Algeria, the textbook is considered as the main material and tool that is widely used in the educational system. For this reason, textbook development and evaluation have always been the subject of debate. The chapter deals with an overview of the teaching materials including textbook. Beside it will attempt to discuss the concept of evaluation, its types with different models for evaluating the cultural content of textbook suggested by different evaluators.

### **2.1 Teaching Materials**

Teaching materials, also known as instructional materials, refer to a range of resources and a collection of tools that a teacher may use either face-to-face or online to teach students learning within the context of a course. According to Richard and Schmidt (2002, p.322), they are ;“anything which can be used by teachers or learners to facilitate the learning of language”. They come in many shapes and sizes, but they all have in common the advantage of supporting the learning process and facilitating achieving the goals and objectives stated. According to Abdullahi (1982), instructional materials are materials or tools locally made or imported that could made tremendous enhancements of lessons impact if intelligently used. Isola (2010) from his part defined them as any objects or devices used by teachers and help them to make courses much more understood and clearer for their learners. Therefore, choosing such materials must be carefully and intelligibly planed, selected, organized, and presented for better results. A sound implementation would encourage, improve, and promote learners needs, objectives, and expectations.

## **2.2 Types of Teaching Materials**

As it has been mentioned above, teaching materials are any tool that can be used by teachers to clarify and simplify the content for their students. They can be found in different forms but with the same purpose. Teaching materials can be divided into four types such as: printed, visual, audio, and audiovisual materials.

### **2.2.1 Printed Materials**

Printed materials are types of documents that are primarily paper-based materials, which consist of all writing elements excluding non-printed resources where planned courses information is transmitted through texts, diagrams and any written form. In other words, printed materials that serve as the primary source of instruction are any papers with educational content that people can handle, they can be found in the form of textbooks, course books, course syllabus, university catalogs, telephone books, comic books, greeting cards, etc Gebhard (2009).

### **2.2.2 Visual Materials**

Visual materials refer to a kind of teaching tools where learning occurs through visual representation or aids, which are a kind of materials that can be seen by eyes. It is one of the tools that students can grow the accurate image when the students see and hear properly (Giaquinto, 2007). In other words, visual materials are used by teachers for more explanation and illustration of the lesson, better understanding and facilitating memorization. They are a source of motivation for learners to enhance their comprehension such as pictures, graphs, color charts, etc.

### **2.2.3 Audio Materials**

Audio materials are another medium for presenting the lectures. They involve the use of audio or voice recordings which could be in the form of speech, music, an ambient sound or a mix of those as a tool for transmitting, producing, and delivering information for learners. Audio aids focus on the sense of hearing in order to help students develop and enhance their mental power, hearing power, listening, and communication skills through listening to audio instructions such as radio, tape recorder, gramophone, audio cassette local radio school, speaker, Microphone and radio (Kafyulilo, 2014).

### **2.2.4 Audiovisual Materials**

Audio-visual materials also known as multimedia – based education. This type of teaching material combines both seeing and listening, according to the Webster dictionary, audio-visual aids are defined as “training or educational materials directed at both the sense of hearing and the sense of sight. Films, recordings, photographs, etc. used in classroom instructions”. The idea is that those materials incorporate both sound and visual components to convey a message or information to the audience. They come in various forms including videos, slideshows presentations, as; animated film, Poster, Television, Acting and theater, and so on (Musacchia et al., 2007).

## **2.3 Definition of the Textbook**

Textbooks are important media in the learning and teaching process, they are the main resources around the world that provide English learning information for students and teachers, according to Hutchinson and Torres (1994) “the textbook is an almost universal element of



(English language) teaching, millions of copies are sold every year, and numerous aid projects have been set up to produce them in countries...”(p. 315).They help providing guidelines to pass through while learning and teaching. In addition; textbooks not only provide a framework that can be followed by teachers to adjust to the applicable curriculum but also provide guidance to teachers when giving lessons by providing various examples and models of practice that are relevant to the subject matter being taught,as it claimed by Sheldon textbooks symbolize “the visible heart of any ELT program”(p237) .

Textbooks are sources of information both for learning English and for practicing it in the classroom. Therefore they provide a wide range of texts, data, information, and may other aspects that cover the needs of both users learners and teachers.According to Schissler (1990) “In addition to transmitting knowledge, textbooks also seek to anchor the political and social norms of a society. Textbooks convey a global understanding of history and of the rules of society as well as norms of living with other people”(p. 81).Textbooks are instruments that enable English learners to familiarize themselves not only with linguistic aspects but also the social and cultural aspects that are included in English classroom in learning the language. As a result, the significance of the textbooks in the classroom have attracted educators and researchers to analyze them from several perspectives.

#### **2.4. Evaluation**

To begin with, evaluation has emerged as a prominent process of assessing, testing, and measuring critically a program, it involves collecting and analyzing information about the activities, characteristics and outcomes of the program under study.

According to Stufflebeam (1973, p.132) “evaluation is the process of delineating, obtaining, and providing useful information for judging decisions alternatives”. In the domain of education, evaluation is a systematic process of determining the extent to which educational objectives are achieved by learners, as MC Donald (1973, p.2) claimed “evaluation is the process of conceiving, obtaining, and communicating information for the guidance of educational decision making, with regard to a specified program”. In its broad sense, evaluation is viewed by Rea-Dickins and Germaine (1994) as “the means by which we can gain a better understanding of what’s effective, what’s less effective and what appears to be no use at all” (p.28).

Patton (2008) from his side defined program evaluation as “the systematic collection of information about the activities, characteristics, and results of programs to make judgments about the program, improve or further develop program effectiveness, inform decisions about future programming, or increase understanding” (p.39). He suggested that emphasis should be put on the usefulness of evaluation and its role in decision making.

To sum up, evaluation in teaching is concerned with assessing the effectiveness of teaching methods, strategies, techniques as well as contents to provide feedback to teachers about their ways of teaching, and for learners about their learning process and to clearly state their needs.

## **2.5. Types of Evaluation**

Evaluation can be divided into three main types each of which has its aim and way of use depending on the program being evaluated as well as the evaluator purpose and need. The main types are formative, summative, and diagnostic evaluation.

### **2.5.1 Formative Evaluation**

Formative evaluation is a type of teaching /learning evaluation .It involves the collection of data and information during the implementation of the course in the classroom. Generally, it has no point value for learners, it is just for teachers to ensure whether the programs' elements proposed are appropriate, understood, and acceptable by the population the work addressed to before it is fully implemented. For Tessmer, "Formative evaluation is a judgment of the strongest and weaknesses of instructions in its developing stages for the purpose of revising the instructions to improve its effectiveness and appeal" (Tessmer,1997, p.11).

### **2.5.2 Summative evaluation**

Summative evaluation is also known as terminal assessment used by teachers at the end of program or the academic year, to know to what extent previously designed objectives have been accomplished and met, as well to check whether the program worked. This point was supported by Taras (2005, p.467) where he defined summative assessment as a set of judgment which encapsulates all the pieces of evidence to a given point which can be in the form of examination or tests at the end such as midterm exams, final exams, or final projects.

### **2.5.3 Diagnostic evaluation**

It is another methodology of evaluation, it is given at the beginning or the initial point of the course, unit, or program in the form of writing questions to get an overall idea about the learners' levels, abilities, skills, previous knowledge, as well as their competences before starting the teaching process. Diagnostic evaluation is useful for teachers to better understand what students already know and what they do not. Based on their results teachers adjust the

curriculum contents to meet their needs and to fill the gaps of their weaknesses. This kind of evaluation is low stakes with no point value and do not count for grade.

## **2.6. Textbook Evaluation**

Textbook is the most important tool in teaching and learning process, used by both teachers and learners. However, each textbook needs to be evaluated in order to pick up its strengths and weaknesses. According to Gul (2015) textbook evaluation refers to “the judgment of the gathered information which needs to be transferred and well analyzed in order to educators take a decision about its quality before using it”(p. 79). Carter and Nunan (2001, p.223) also referred to textbook evaluation as the process of measuring the value of learning materials, it used to assess the contents whether they are suitable for the learners or not. Sheldon (1988) mentioned two main reasons to evaluate a textbook. First, to help teachers and program developers to select the most appropriate textbook that serves the learner’s needs. Second, to familiarize the teacher with the strengths and weaknesses of the textbook. The process of textbook evaluation is divided into three types: predictive evaluation, ongoing evaluation, and retrospective evaluation. These types are based on the circumstances, the purpose of the evaluation, and the time when evaluation takes place (Cuningsworth,1995, p. 14).

## **2.7 Types of Textbook Evaluation**

As it mentioned above, textbook is often regarded as the first source of learning and teaching in the classroom. It used as a guide or road map for the teacher to prepare the lessons as well as flexible syllabus based on learners needs. However ; not all the contents of the textbook are suitable anytime and anywhere, to that teachers are required to be able to select

and analyze the contents of that material properly through evaluation. Evaluation can be divided into three main types such as pre-use, in-use, and post-use evaluation.

### **2.7.1 Pre-Use Evaluation**

This type of textbook assessment is also known as predictive pre-use evaluation, it takes place before the instruction is developed in which it is designed to make a decision regarding what to teach and which material to use. For Skierso, this type of materials evaluation is used to collect information about learners' background, the previous knowledge, the course syllabus, and the learning context. Tomlinson (2003) from his part said that the pre-evaluation involves making predictions about the potential of materials on people who use them, in which this process is based on predictions about the influence of the textbook content on learners before presenting the course. He indicated that this type of evaluation is often impressionistic and subjective (2003 :15-36) in the sense that it consists of a quick judgment by the teachers or the evaluators to gain an impression about its value. Pre-use evaluation aims at examining the future performance of the textbook contents. But this type of evaluation is unreliable since it is based on predictions only in making decisions.

### **2.7.2. In-Use Evaluation**

In-use evaluation is also known as ongoing evaluation which is conducted while using or observing a textbook being used. For Tomlinson "this type involves measuring the value of materials while using them or while observing them being used"(2003, p. 129), in other words; this process happens simultaneously with the application of the textbook in the classroom and within the learners. It can be more objective and reliable than the pre-use evaluation because it is based on making measurement rather than prediction. In-use evaluation is helpful to know what aspects are inappropriate to the learners' need, Ellis (1997), declared "determine whether it is

worthwhile using the materials again, which activities work and which do not, and how to modify the materials to make them more effective for future use”.(p.37). Its main purpose is to measure the effectiveness of the materials being used on the learning teaching process.

### **2.7.3. Post-Use Evaluation**

The third type of evaluation, it can be found under the name of retrospective evaluation, it is conducted after the learners have taken enough time in using the material, to provide retrospective assessments about the textbooks or course books being used which help to decide whether to continue to use the same materials and contents on the future occasion or it should be adapted, adjust and modified. According to Tomlinson (2003, p. 25) “it [post evaluation] can measure the actual outcome of the materials and thus provide the data on which reliable decisions about the use, adaptation, or replacement of the materials can be made”. For him, this type of evaluation can measure both short-term effects such as motivation, impact achievability, and instant learning as well as the long-term effects which include durable learning and applications. He claimed that the post-use evaluation is the most important, valuable and reliable type of evaluation since it directly measures the actual effects of the materials on the users as well its weaknesses and strengths and provide more relevant information. However, post-use evaluation is somehow time and effort consuming.

### **2.8 Models of Textbook Evaluation**

There are many models for evaluating the cultural contents of the textbooks. Some of the most important ones include Cunningsworth’s (1995), Reimann’s (2009), and Skierso’s (1991) model.

### **2.8.1 Cunningsworth's Model**

Cunningsworth (1995 ,p .3-4) provided a checklist for textbook evaluation containing 45 questions grouped under eight main criteria which are aim and approaches, design and organization, language content, skills, topic, methodology, teacher's books, and practical consideration. He also added that evaluation checklists should have some criteria pertaining to the physical characteristics of the textbooks such as layout, organizational, and logistical characteristics (1995). The special feature of his checklist is using Yes/No questions. With the aim to help teachers of English as a foreign or second language to evaluate course books and select those that will be most suitable for their purposes. (1995 ,p .1).

### **2.8.2 Reimann's Model**

Reimann (2009 ,p .88) explored and analyzed the type of cultural content found in English Language Textbooks in Japan, he suggested a model that consists of 8 questions such as:

1. Do the texts actively seek to engage the Students through language or cultural content?
2. Do the texts offer an unbiased perspective of culture?
3. Do the texts consider the learners culture?
4. Is there any connection or reference made to the learners own culture in order to establish relevance?
5. Is culture used purely as a source of facts to learn about or is it presented as stimulating material which students can learn from?
6. Do the texts further basic stereotypes or is material presented objectively for students to make their own discoveries and interpretations?

7. What are the goals of the text books? What is the actual purpose of including cultural content?

8. Are the goals of the text a linear approach to developing native like proficiency or a more holistic approach to understanding the diverse culture and communication styles of English as an international Language?

The results of the questions related to five different criteria such as goals, tasks, presentation, perspective and representation, and cultural artifacts, in order to organize, analyze and describe cultural content and methodology.

### **2.8.3 Skierso's Model**

In his model, Skierso (1991) examined the level of cultural integration in texts, dialogues, exercises, and explores how effectively the provided cultural contexts help learners understand the referenced social situations. In addition to cultural knowledge, Skierso emphasized the development of culture skills. She also raised significant concerns about the presence of stereotypes, accuracy and authenticity in the textbook, whether they reflected in its tasks activities and artwork. According to Skierso (1991), textbook is:

- Giving factually accurate and up-to-date information.
- Avoiding stereotypes of gender, race, and culture.
- Presenting a realistic picture of the society.
- Being free from ideological tendencies.
- Presenting phenomena in context rather than as isolated facts.
- Explicitly relating historical material to contemporary society.
- Making it clear how personalities are products of their age" (p. 134)



## **Conclusion**

This chapter has examined the textbook as an important instrumental material. It has also presented the types of evaluation such as formative, summative, and diagnostic evaluation, besides the types of textbook evaluation; the pre-use, in-use and post-use evaluation. We dealt also in this chapter with some models for evaluating textbooks. The way culture is represented in textbooks is the way how it is taught. In Algeria, teachers rely on the textbooks because they are tools for foreign language teaching.

## **Chapter Two: Research Methodology, Results and Data Analysis**

### **Section one : Research Methodology**

#### **Introduction**

3.1 Population and Sampling

3.2 The Setting

3.3 The Research design

3.4 Data Collection Instruments

3.4.1 Description of the Teachers Questionnaire

3.4.2 Description of the Checklist

3.5 Description of the textbook “My Book of English””

### **Section two: Data Analysis**

#### **Introduction**

4.1 Textbook Evaluation Checklist

4.2 Analysis of the Questionnaire

4.3 Discussion of the Results

#### **Conclusion**

## **Section One: Research methodology**

### **Introduction**

This chapter is devoted to the research methodology of the study. It will start with the research design, target population, and the setting where the study will take place. The chapter will highlight the data collection instruments, and the description of the two used tools. Data and results are then presented and discussed.

### **3.1. Population and Sampling**

This study was conducted with teachers of English teaching the fourth year level of the middle school. The sample consists of 20 teachers from different middle schools in Jijel. All of the target population addressed in the questionnaire has taught the fourth year pupils and have already used “My Book of English” textbook at least once in their career, to make sure that the data collected from their answers on the questionnaire are reliable.

### **3.2. The Setting**

The current work takes place during the academic year 2022/2023 in different middle schools at the level of the willayaof “Jijel” such as Laour Ammar, DerbalChérif, Zidane Salah, Malek Ben Nabi, BoudyafAbd Allah, Bilal Ben Rbah, and Amyour Ammar, in each middle school there are three or four teacher of English teaching the fourth-year pupils.

### **3.3. The Research Design**

Research design refers to the overall plan of data collection as well as the steps and procedures taken to analyze the obtained data for answering the research question. To meet the purpose of this study, both qualitative and quantitative research methods are combined through

the application of two different instruments, a questionnaire addressed to the teachers of the fourth-year middle school and a checklist for the analysis and the evaluation of the cultural content of the textbook “My Book of English”.

### **3.4. Data collection Instruments**

In fact, the research instruments are usually determined by the nature of the investigation and the research questions of the study. In the present study, the questionnaire and an adaptive checklist are the appropriate research tools that we selected to conduct the investigation.

#### **3.4.1 Description of the Teachers Questionnaire**

In this study the questionnaire was chosen as a tool for data collection, it consists of 22 questions. The questionnaire is divided into two main sections with the form of closed, opened, and open-ended questions, where the teachers are supposed to tick the right box, select answer, and give some justifications and clarifications.

The first part is entitled personal information and consists of five questions about the respondent’s gender, age, and the teaching period from Q1 till Q5. The second part is entitled Teaching culture, starting from the Q6 till the End. The overall goal of this section to provide information about the integration and the contents of local and target culture in the textbook as well as some evaluation of the teachers concerning the textbook. The sixth question (Q6) aims to gather information about the meaning of culture from the teachers’ point of view. The questions (8,9,10,11) aim at looking whether or not the textbook addressed topic related to both the target and local culture, and whether they support the idea of integrating the local culture in the classroom. As far as the question (12), it aims at identifying the most integrated

aspects of culture in EFL textbook. The purposes of the questions (13,14,15) are to know teachers' attitudes in teaching both local and target culture as well as their pupils' engagement and reactions with the two categories of culture . The question(Q17) is about whether the teachers are satisfied or not with the time devoted to teach cultural aspects. Question 19 and 21 are concerned with the visual imagery and the stereotype in the textbook and to which extent they are presented. The last question in this section (Q22) attempts to know the percentage of teachers who are satisfied, and who are not about the way culture is presented, and at the end they are required to suggest some appropriate topics for them to be included in the fourth year middle school textbook.

### **3.4.2. Description of the Checklist**

Any textbook requires an evaluation or an assessment before, during, or after its application in order to pick out its strengths and weaknesses. Checklist is the most appropriate tool in doing such evaluation. In the current study, a qualitative research tool was selected, which is a checklist that drawn basically from the models of Cunningsworth (1991) , Kilickaya(2001) , and Reimann (2009)models. The composed checklist consists of ten different statements related to the textbook and its local and target cultural content. Each statement mentioned has its aims and purpose for the study. The first statement aims at identifying the categories of culture mentioned in the textbook. The second is looking for whether the textbook tackles the local culture specifically and directly too. The third statement seeks to highlight the cultural subjects and the topics addressed in 'My Book of English'. The fourth one proposed in order to evaluate if the available information of (LC) and (TC) are realistic or just the designers point of views. The fifth statement deals with the learners' comprehension about the social and culture contents tackled in the textbook. The sixth aims to

analyze the activities pupils asked to do, whether they are familiar to them or not. The following two statements (7-8) concerned with illustrations, if the information mentioned in the textbook are provided with illustrations for a better understanding or not, and whether the language and cultural contents provided opportunities for learners in order to engage with. The penultimate statement introduced to search for the connection and comparison between the local and target culture in the textbook, if any. The checklist closed by the last statement that highlights the basic goals of the textbook.

### **3. 5. Description of the Textbook “My Book of English”**

This textbook is addressed to the fourth-year middle school pupils, it is used for the first time in the academic year 2019/2020 by the curriculum development center of Algeria, and designed by ChenniAbdelfetah, Boukri Nabila, ChenniDallel, SmaraAbdelhakim, with the assistance of the head of project TamrabetLounis.

The fourth year middle school textbook “My Book of English “ is composed of 143 pages, the first four pages include the book map or the contents intended in the textbook, it consists of three main sequences, sequence (1):me, universal landmarks and outstanding figures in history, literature and arts, sequence (2):me, my personality and life experience, sequence (3): me, my community and citizenship, each sequence includes activities and tasks designed to develop the pupils’ four major skills as well as their communicative and linguistics competences, divided into ten lessons. Each sequence starts with a term project that deals with the main aim of the whole section, and ends with a page entitled I get ready for my BEM exam which contains a text with questions in the form of examination for pupils to test their understanding of the sequence as well as their readiness to pass the exam. The pages

from 131 to 133 contain a list of the third irregular verbs, and from 134 to 142 there is the trilingual glossary, and the last page is a chart of vowel and consonant sounds.

## **Section 02: Data analysis, Results and Discussion**

### **Introduction**

This chapter deals with the analysis of the integration of local and target culture in the fourth year middle school (MS4) textbook, as well as the analysis of the collected data generated by the teachers questionnaire. We start with the textbook analysis through a checklist drawn basically from the models of Cunningsworth (1995), Kilickaya (2000), and Reimann (2009), then the analysis of the questionnaire addressed to fourth year teachers, ending with a discussion of the obtained findings.

### **3.1 Textbook Evaluation Checklist**

The following set of textbook evaluation questions are taken from Cunningsworth's, Kilickaya's, and Reimann's models.

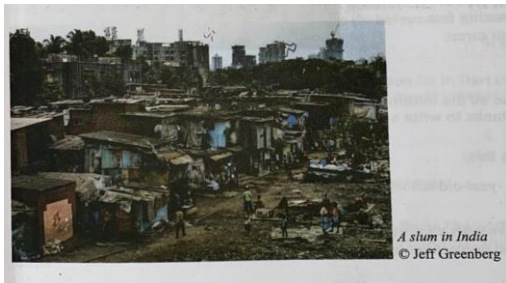
#### **1. Does the textbook include a variety of cultures or just specific ones?**

'My Book of English' includes different cultures and not only those of English speaking countries. The three main categories of culture are mentioned.

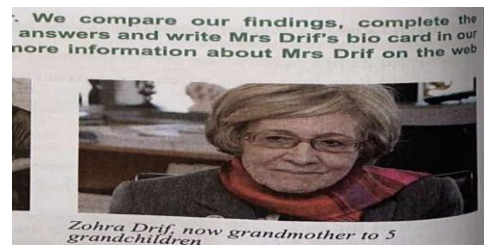
International culture: sequence one starts with some famous landmarks mostly European ones such as Topkapi palace in Turkey (p23), Leaning Tower in Italy (p19). Sequence two is centered on life experiences, the international culture is presented twice through an audio interview and pictures from India (p57), and once in the last sequence (p103).

Local culture: it is introduced also through its famous landmarks and figures, the Great Mosque of Tlemcen (p41), Mohamed Did, KatebYacine (p44, 65), Zohra Drif (p82). In unit three there is the Algerian Charity Group ‘Ness El Khir’ (p120).

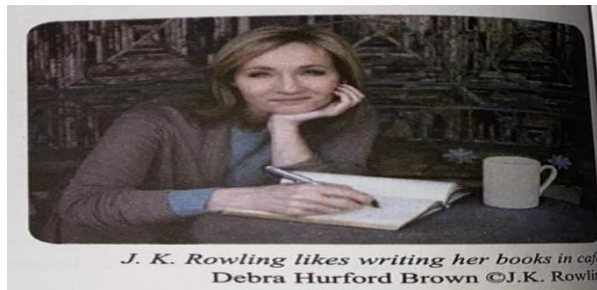
The target culture is present through the American women Rosemary (p55), the writer J. K. Rowling (p60), a reading passage (p71), in addition to some tasks p 76,92.



**Figure01:** A slum in India(p.57)



**.Figure02:** Mrs. Zohra Drif(p.84).



**Figure 03:** The British writer J. K, Rowling (p.60).

The textbook clearly shows to the learners the well-known places in the world that characterize each category of culture.

## **2.Does the textbook consider the learners culture?**

As it is mentioned above, the textbook tackles different cultures and the local culture is one of them. The Algerian culture in ‘My Book of English’ is more introduced than the target one, it is integrated mostly in the context of each subject either through pictures (p46),passages (p51), activities (p65) ,or listening conversations and interviews (p63).



**Task 47:** I work with my partner. We listen again to Part (1) and complete the table with the following words and phrases from the interview to find out more about the differences opposing the two "worlds", which affected Kateb Yacine's childhood: 20th century; Algeria; prestigious; walking barefoot at home; dominating country; with her long dress; walked with high-heel shoes; speaking a different language; France; a superior world.

I complete only one of the two columns, and my partner will complete the other one.

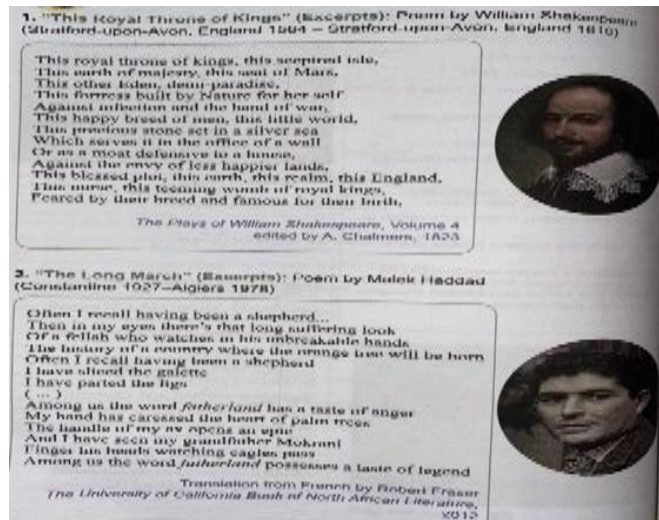
COLUMN (A) Kateb Yacine's mother's world	COLUMN (B) Kateb Yacine's schoolteacher's world
.....	.....

**Figure 04:** Task 47 about the Algerian Kateb Yacine (p.63).

The main purpose for integrating the local culture is to make the learners familiar with their culture, and to develop learners' cultural awareness.

**3. What subjects does the textbook cover? Are they specific to the target culture?**

The textbook tackles a number of subjects and issues related to universal landmarks, geography, arts, poetry, figures bibliography, literature as well as language arts through grammar, reading, and creative writing. The subjects in the textbook are not specific to a particular culture. Mostly in each subject, the textbook introduces the local version and sometimes the target one, like in landmarks : TC ( Modern Art Gallery)-LC (Kachaoua Mosque), poetry: TC the one of Shakespeare p50- LC the one of Malek Haddad p50.



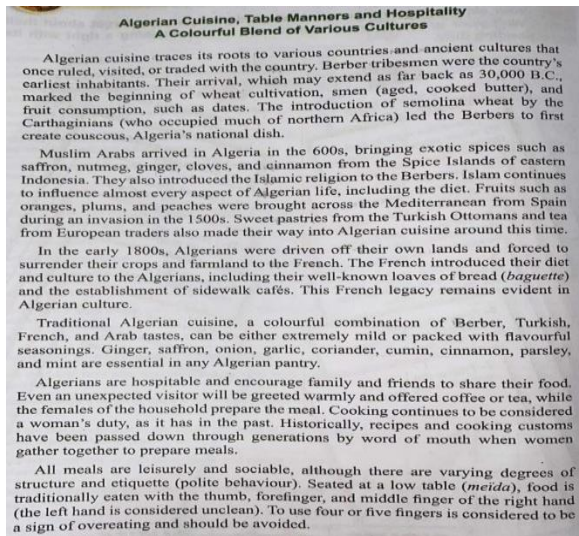
**Figure05:**The famous poems of Shakespeare and Haddad (p.50).

The topics addressed are too general and did not really serve the need of learners. The subjects do not tackle the deep meaning of culture “the small c” culture, meaning that, neither the social life attitudes, beliefs, assumptions, nor the way of thinking are mentioned.

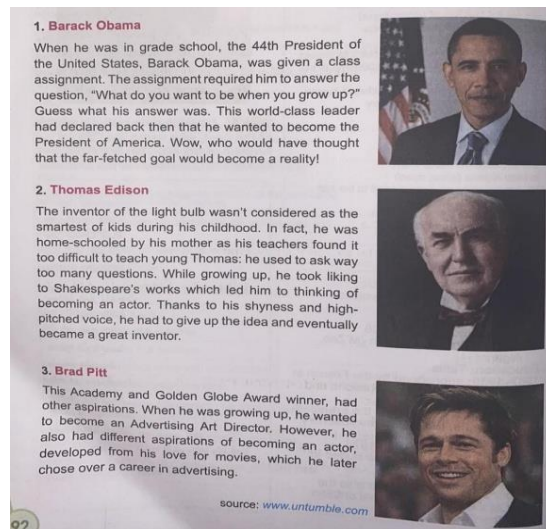
#### 4.Does it represent the reality about the culture or the authors' views?

- In the target culture: the authors do not mention a lot of things about the target culture. The information covered in the textbook is totally realistic and well-known, they have been cited the way they are without the author's point of view. Example ‘unit two’ p. 72,92.

-In the local culture : it is the same as in the target culture, the information presented are real and taken from websites. The writers do not include any comments or reactions from their own perspectives. Examples unit 01 p40, 41,44, unit 02 p82, 85,91, unit 03 p128.



**Figure 06:** The Algerian cuisine (p.128)



**Figure 07:** American famous people(p.92)

The textbook designers present the cultures in a realistic manner, the information provided is true and authentic, without mentioning their personal views or comments about the topics.

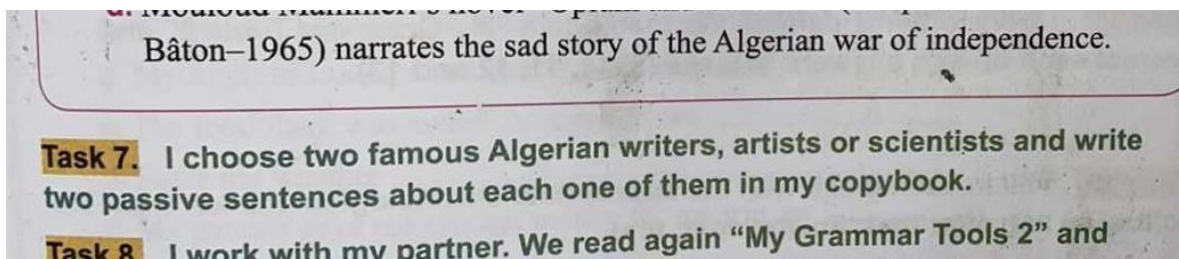
**5. Are the social and cultural contexts in the textbook comprehensible to the learners?**

The Textbook in general did not provided enough cultural knowledge, however the ones mentioned are most of them related directly to universal landmarks and social figures without any complex issues and information, which makes the content presented clear, simple, and comprehensible for pupils to understand.

The purpose of the authors is to make things clear and comprehensible for pupils in that level. In order to help them receive the information correctly and apply it directly.

**6. What are the activities asked from learners? Are they familiar with them?**

The tasks provided in the textbook tackle the four skills through listening to passages and filling the gaps(p99), classroom discussions, completing tables (p23), writing short paragraphs (p18), activities related to grammar rules and vocabulary (p76, 77). In addition to few activities related directly with culture through the description of famous landmarks and figures(p. 37).



**Figure08:** Tasks7 (p.37).

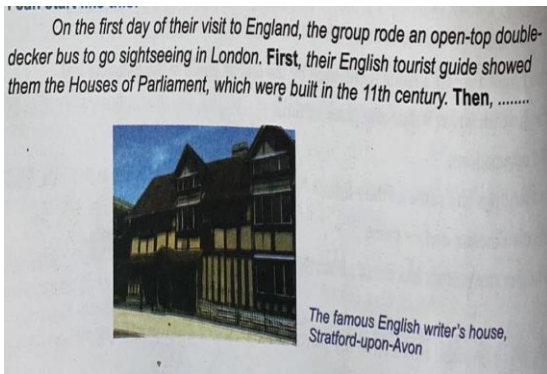
All the activities in the textbook 'My Book of English' even though the most of them are related to linguistic features and only few of them tackled culture explicitly, they are comprehensible and clear. Since this is the fourth year for pupils in studying English, those tasks become familiar to them.

### **7. Are there illustrations? Would additional information be necessary to explain them?**

There are some illustrations in the textbook, the majority is in the form of pictures. Using pictures enables the pupils to imagine and see the objects or places as they are in reality. It also facilitates the process of delivering information for teachers.

-In the target culture :when the authors talked about the famous English writer's house they attach it with its picture (p14), the locations of the foreign landmarks are illustrated by a map (p20).

- In the local culture: illustrations occur when the textbook introduces some Algerian landmarks such as Roman Timgad, pictures are used to show to pupils how it looks like (p46).Moreover, the arrest of Zohra Drif during the Battle of Algiers is also illustrated by an authentic picture (p84), the logo of 'Nass El Khir'(p121), and in the opening page of the sequence two, the habit of eating traditional foods in Algeria with hands.



**Figure09:**The English writer's house(P14).



**Figure 10:** The arrest of Zohra Drif.(P.84)

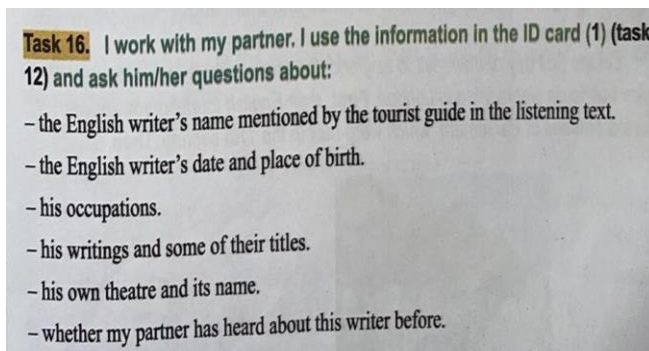
The illustrations provided even though not much but they are clear and self-explanatory and do not require a lot of efforts whether in explaining or in understanding them.

## **8. Does the textbook actively seek to engage students through language or culture contents?**

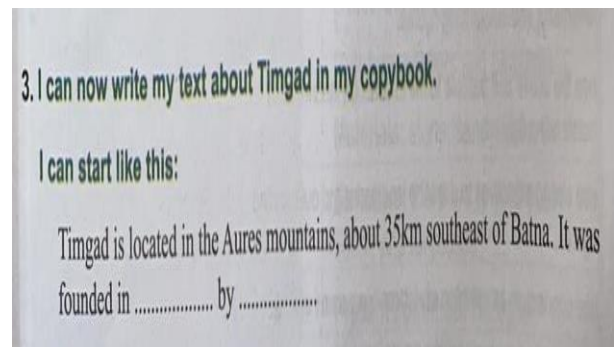
Yes, it does. The textbook designers shifted the focus from teacher-centered to learners- centered in which 'My Book of English' provides activities and exercises to help pupils grasp and apply the subjects they learned. They also reinforce their understanding through engaging them in multiple tasks in both cultures.

-In target culture: there are different types of activities that pupils are asked to do with the target culture such as listening to a passage or as an English tourist guide directions to fill the gaps, work with partners, or correct the mistakes (p13).

-In Local culture : it is the same as in the case of target culture, pupils have also exercises that seek to engage them with their mother culture such as providing descriptions of famous Algerian writers or artists (p37), write a text about Timgad (p47),etc.



**Figure11:**Task 16(p.13).



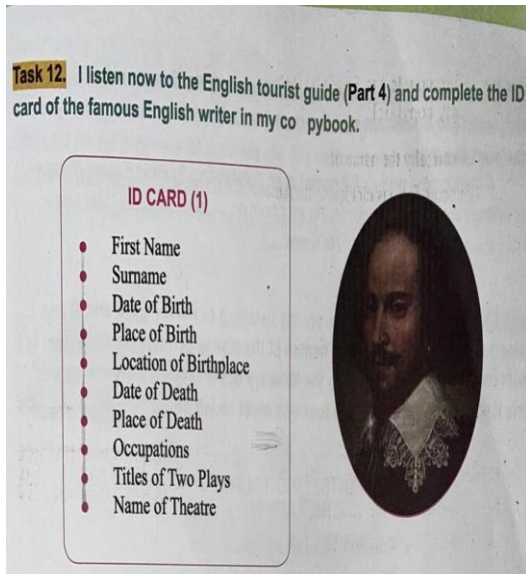
**Figure 12:**Task 03(p. 47)

The textbook did not provide topics related to small 'c', however the present cultural aspects are followed by tasks and direct activities, in order to give learners much more opportunities to engage in the lectures.

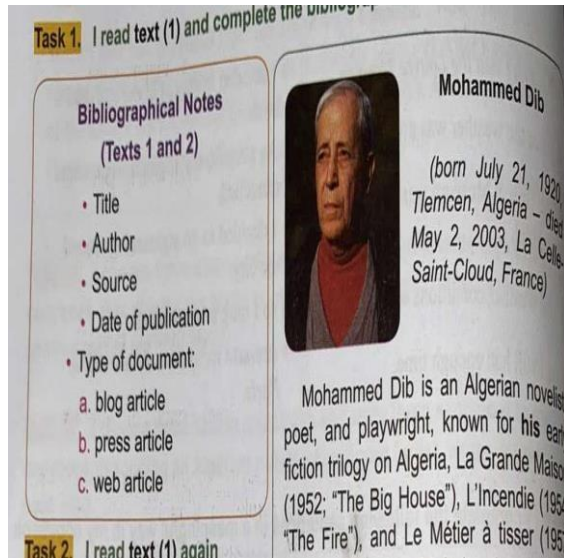
### **9. Is there any connection or reference made to the learners' own culture in order to made a comparison?**

Yes, but only few times. When topics of the target culture are introduced, they are sometimes accompanied with similar examples from the local culture, so the comparison is made indirectly. For example, when the textbook talked about the ID of the famous English writer Shakespeare (p13), there was also a reference to the Algerian novelist Mohamed Dib

(p40), in addition to that, there are some opportunities to compare them in term of activities such as was Did a playwright like Shakespeare?



**Figure 13:**Shakespeare ID(p.13).



**Figure 14:**Mohamed Dib ID(P.40).

The textbook does not provide sufficient cultural contents or direct comparison between the two cultures, however there were some points that the authors addressed comparison and made some references to the learners’ culture.

### 10.What are the goals of the textbook?

‘My Book of English’ curriculum is designed to include local and target cultures, with the aim to improve and raise pupils’ cultural awareness, source culture identity, and intercultural communication proficiency.

The designers of the textbook put the learners as the center of the book through their efforts to achieve intercultural competence and cultural awareness, but according to the teachers answers, the textbook needs many changes and additions for better results.

### 3.2 Analysis of the Questionnaire

#### Section One: Personal Information

##### Q1: Gender

**Table 01**

*Teachers' gender*

Options	N	%
Male	4	20
Female	16	80
Total	20	100

As it is shown in the above table, only 20% of the target sample in this study are male, whereas 90% are female. This might let us indicate that there has been a gender imbalance in the teaching profession in Algerian English classrooms i.e there is a significance dominance of female over male.

##### Q2: Age

**Table 02** *Teachers' age*

Options	N	%
Less than 30	4	20
30 - 35	7	35
More than 35	9	45
Total	20	100



As table 02 indicates, the larger percentage is 45% of teachers aged more than 35, followed by 35% aged between 30 and 35, and only 20 %of the participants are less than 30 years old. This might suggest that some teachers are more experienced than others.

**Q3: How long have you been teaching English in the middle school?**

**Table 03**

*Teachers' experience*

Options	N	%
Less than 5 years	3	15
5 – 10 years	10	50
More than 10 years	7	35
Total	20	100

From the table above ,we notice that half of the sample 50% has an experience of teaching English in middle school between 5 to 10 years. While 35 % of them have the longest experience more than 10 years. However; 15% are in the field of teaching less than 5 years. This might mean that the majority of teachers are experienced in the field and their answers could be reliable.

**Q04: How long have you been teaching fourth year pupils?**

**Table04**

*period of teaching fourth-year.*

options	N	%
Less than 5 years	11	55
5 – 10 years	6	30
More than 10 years	3	15
Total	20	100

As indicated in the Table 04 above, 55% of the participants have been teaching fourth year for less than 5 years, at the same time 30% have been teaching them from 5 to 10 years, and the less percentage 15% belongs to those who teach more than 10 years. It appears that 45% of the population have an experience more than 5 years in teaching fourth-year pupils, Which helps in increasing the percentage of the validity of data.

**Q05: How long have you been using the textbook ‘ My Book of English ‘?**

This is an open-ended question, where teachers are required to write down the number of years of working with ‘My Book of English’, due to the fact that this textbook version was published in 2019, so the years range between 1 to 4 years. According to their answers, half of the sample 50% have been using it for 4 years, 30% for 2 years, and the rest 20% for 3 years. This means that almost all the teachers have equal experience with the textbook.

**Section two: Teaching culture**

**Q06 : How would you define the following:**

This open-ended question was asked to know how teachers perceive the concept of Native and Target culture. The majority of participants have provided these definitions:

- **Native culture** : is refers to the learners' own culture.

- It is everything that people create and share as part of their lives in the environment they live in.

-It refers to the diverse customs, beliefs, traditions, practices, language and values of a group of people belonging to the same community.

-**Target culture:** refers to the culture associated with the language being learned.

- It is the culture or group of people that individuals are trying to understand, or communicate with.

- It is all the practices including daily life, customs, and cultural patterns of people who speak the target language.

**Q07: Does Culture an essential element in teaching English as a foreign language.**

**Table05**

*The importance of culture*

Options	N	%
Yes	18	90
No	2	10
Total	20	100

The results obtained from the table 06 reveal that the majority of teachers 90% answer with yes, they considered culture as an essential element in teaching foreign language, whereas; only 10% answered with no. We can conclude here that most of teachers support the

idea of the importance of integrating culture side by side in teaching English as a foreign language.

**Q08: Does the textbook ‘My Book of English’ offers enough cultural knowledge?**

**Table06**

*Cultural knowledge offered in the textbook.*

Options	N	%
Yes	8	40
No	12	60
Total	20	100

According to teachers’ responses, 60% said No from their perspectives the cultural contents in the textbook are not enough for the pupils to be more familiar with the cultural knowledge. However, 40% answered with yes to the question. We can sum up that different teachers might have different criteria for what they consider ‘enough’ cultural knowledge.

**Q09: Do you think that the teaching of Native culture together with the target culture should take place in the classroom? Why?**

**Table 07**

*Integrating native culture in classroom*

Options	N	%
Yes	20	100
No	0	0
Total	20	100

All the respondents 100% agree with the importance of incorporating both target and native cultures in TFL, the majority of them justify their answers as follows:

- Teaching both cultures together enhances students' critical thinking skills and encourage them to challenge stereotypes and assumptions.
- help in developing students' cultural awareness and prepare them for a diverse global society.

**Q10: Does the textbook address topics related to the target culture?**

**Table08**

*Target culture topics in the textbook*

Options	N	%
Yes	20	100
No	0	0
Total	20	100

As indicated in the Table above. All teachers 100% agree that 'My Book of English' textbook contains issues related to the target culture. We did not receive any opposite view.

**Q11: Does the textbook address topics related to the native culture?**

**Table 9**

*Native culture topics in the textbook*

Options	N	%
Yes	20	100
No	0	0
Total	20	100

The table show us that all the participants 100% answered with yes, and no one said No 0% which means that the fourth year middle school textbook consists of elements that belong to the Algerian culture ‘ native culture’.

**Q12: The cultural content in the textbook focuses more on :**

- a) Behaviors, customs, and ways of living
- b) Thoughts, values, and norms
- c) History, geography, and politics
- d) Other

**Table 10**

*The cultural content included in ‘My Book of English’*

Options	N	%
a	8	40
b	7	35
c	5	25
d	0	0
Total	20	100

According to the results, 40% of the answers were given to the statement (a), 35% for (b), while the minority 25% was given to the choice (c), and no additional answer.

**Q13: Which culture do you perceive easier for teaching? Why?**

**Table 11**

*The easiest culture for teaching*

Options	N	%
Native	20	100
Target	0	0
Total	20	100

The table 12 shows that all of the participants 100% said that the Native culture is the easiest one in teaching, and no one 0 % said Target culture, those who said Native justified their answer saying that:

-Because it is the pupils' mother culture, they already have a background knowledge and they are familiar with it.

-Native culture is more relatable to people because it is a part of their immediate environment.

-Pupils identity and attitude are related directly to their native culture, which make it easy to understand, as well teachers did not face difficulties in presenting the cultural contents like in the target culture.

It seems that teachers struggle with teaching the target culture although they are aware of its importance.

**Q14: Which culture do you feel is more understood by pupils?**

**Table 12**

*The easiest culture for the pupils*

Options	N	%
Native	20	100
Target	0	0
Total	20	100

As it is shown in the above table, all the members 100% choose the native culture as the most understood by their students. Native culture is the learners' own culture which makes it easier and comprehensible more than the target one.

**Q15: In teaching both cultures, pupils are engaged more in topics related to :**

**Table 13**

*The culture that engages pupils more*

Options	N	%
Native culture	14	70
Target culture	06	30
Total	20	100

The majority of teachers 70% said that the topics that pupils are mostly engaged in are those related to their native culture, however, 30% said the Target culture. We can conclude that most of pupils prefer to know more about their own culture rather than the foreign one.



However, in the previous question, teachers declared that pupils find the native culture easier and more understood yet they are also engaged in topics related to the target culture.

**Q16: How would you assess the cultural components in the textbook in developing pupils' cultural knowledge?**

**Table 14**

*Cultural components and pupils cultural knowledge*

Options	N	%
Poor	2	10
Fair	10	50
Good	8	40
Very good	0	0
Total	20	100

From the table above, we can observe that half of the target population 50% agree that the cultural content introduced in the textbook is fair, 40% considered it good, however ; the minority 10% answered with poor, and no answer with very good 0%. This result reveals that teachers are not really satisfied with the cultural content of the textbook.

**Q17: Do you think that the time devoted to teaching culture is enough to cover everything about it?**

**Table 15**

*time devoted to teach culture*

Options	N	%
Yes	3	15
No	17	85
Total	20	100

It is clear from the table that most of the participants 85% are not satisfied about the time offered to teach all the aspects of both cultures, and 15% assume the opposite, the time devoted is enough for given all the cultural information for their students

**Q18 :Does the textbook cover all the necessary elements of culture that should be known?**

**Table 16**

*Textbook coverage of cultural elements*

Options	N	%
Yes	2	10
No	18	90
Total	20	100

From the table16, 90% of the participants affirmed that the textbook does not cover all the cultural elements of the target culture, meanwhile, 10% claimed that the textbook covers all things. This means that the textbook in hand does not present the cultural contents sufficiently.

**Q19: To which extent does the visual imagery in the textbook motivate the pupils?**

**Table 17**

*The visual imagery in the textbook*

Options	N	%
Very much	2	10
Not much	11	55
Very little	7	35
Total	20	100

The results show that 55% of the teachers claim that the visual imagery in the textbook does not motivate pupils much, 35 % assessed its help in motivation as very little, and the rest 10% said the opposite for them it helps in raising the students' motivation.

**Q20: Does the textbook offer opportunities for pupils to compare between their native culture and target culture?**

**Table18**

*Comparison between native and target cultures*

Options	N	%
Yes	8	40
No	12	60
Total	20	100

As we notice in the Table19, 40% of the teachers claim that the textbook provides opportunities for students to make the comparison between the two cultures, and 60% affirmed the opposite.

**□ If no, do you provide them with such opportunities?**

**Table 19**

*Teachers providing opportunities*

Options	N	%
Yes	12	100
No	0	0
Total	12	100

The ones who said No in the question 20, affirmed that all of them 100% provide opportunities for their pupils to compare between their native culture and target culture presented in the textbook. One can notice the contradiction in their answers, since some declared that the textbook offers the opportunity for a comparison while other do not. This certainly raises the question of whether all teachers are aware of the aims of the textbook and the objectives of such content.

**Q21: Are there any kind of stereotypes shown in the textbook?**

**Table20**

*Stereotypes in the textbook*

Options	N	%
Yes	5	25
No	15	75
Total	20	100

As it is shown above, the majority 75% said that there are no stereotypes introduced in the textbook, however; 25% found some kind of stereotypes.

- **If yes, how do you deal with them?**

The ones who answered with yes provided the following :

- Present the stereotype, name it, and clarify it as a bad thing.
- The use of visual aides, representation, and activities.

**Q22: According to your experience, are you satisfied with the way culture is presented in the textbook?**

**Table 21**

*Teachers' satisfaction about the presentation of culture.*

Options	N	%
Yes	6	30
No	14	70
Total	20	100

From the table, the minority 30% of the target population are satisfied, and the majority 70% answered with 'no' that they are not satisfied with the way culture is presented.

### **-if No, what would you suggest to improve it?**

Teachers who answered with No provided some suggestions to improve it such as :

-Using simple language and topics that are appropriate to the age and level of the pupils.

-Introducing image, short stories, videos, examples... -

Mentioning (world wide) current events.

- Life style and way of thinking, behaving and acting.

According to the teachers answers most of them are not satisfied about the cultural contents introduced , where they provided some suggestions to address the cultural deficiency in ‘My Book of English’, as well to fit their pupils needs.

### **3.3. Discussion of the Results**

The results of the textbook analysis show that culture is incorporated to some extent in ‘My Book of English’ through a diverse range of topics related to the three main categories of culture with an emphasis on the source culture at the expense of the target culture, which is mentioned only few times. The sequences of the textbook comprise a relatively high number of clear and direct tasks, where the local culture is much more introduced in the reading and writing tasks. The analysis of the findings also revealed that the textbook does not dealt with both cultures in an appropriate way, and the cultural elements presented are without detailed information and the overwhelming majority are pure facts at the expense of thoughts, beliefs and behaviors. In other word, neither the target culture nor the local one are presented sufficiently comparing to the linguistic features, and the things that are mentioned are much more related to the big ‘C’.

Moreover, the analysis of the teachers questionnaire has revealed several results. First, the majority of teachers show their awareness to the importance of including culture in teaching English as a foreign language, they considered it as an essential part in dealing with

new language and one cannot learn or teach it without its culture. Second, all the participants agreed that both local and target culture are addressed in the textbook. However; the majority of them declare that the cultural contents offered are not enough at all and poor. Third, according to the teachers experiences, they all stated that their pupils understand the local culture and it is the easiest in teaching rather than the foreign one, and the majority of the pupils are engaged in topics related to it. Next, concerning the time devoted to teach cultural aspect, the majority of the teachers are not satisfied and affirmed that they need to have much more time to explain well both cultures for their pupils. Furthermore, the content used in the textbook does not cover all the significant elements of the local and target culture, which makes all the teachers unsatisfied with the way it is presented. They put forward some suggestions addressed to the fourth year textbook's designers in order to fit their needs and the learners' needs as well, such as to introduce topics related to life styles, behaviors, assumptions, tackle worldwide events in order to enhance pupils intercultural communicative competence. Provide enough time equally for both teaching linguistic features and the necessary cultural aspects.

Based on the collected data from the evaluation of the textbook through the checklist, and the analysis of the teachers questionnaire, the research questions set before may be answered. Starting with the first question which deals with whether the textbook provides adequately the target culture, the results obtained revealed that "My Book of English" does not offer a complete picture of the target culture. Concerning the second question, the local culture is much more emphasized in the textbook compared to the target one. The last one is related to the teachers who are aware of the importance of teaching both local and target culture to their pupils in classrooms but they find it difficult to teach.

## **Conclusion**

This chapter sets out to investigate how local and target cultural targets are represented in the EFL Textbook “My Book of English ”through the use of an evaluational checklist , and to analyze teachers’ point of view presented in the questionnaire about this cultural representation. The obtained results and through the discussion made, led to come up with some pedagogical recommendations and suggestions.

## **Limitations of the Research:**

One of the limitations of this study is the small size of the sample, since the number of the respondents is twenty, it does not allow for generalizing the results. In addition, the perspectives and the views of the teachers are different though they are using the same textbook. One cannot make a decision as to whether textbook designers should take these views into consideration in order to refine the textbook.

## **Pedagogical Recommendations**

The analysis of the collected data aims at shedding light on the way the local culture is integrated beside the target one In the Algerian fourth year middle school textbook “My Book of English ”. This concern has been evaluated through carrying out a textbook Evaluation, and administering a questionnaire to teachers. The following are some pedagogical recommendations:

- The textbook designers should include the daily life culture and not the pure facts, in order to help learners become familiar with the elements of culture such as daily life experience, routine norms, assumptions, etc.
- Provide more visual aids and imagery to keep pupils more motivated and interested.
- Equal representation of both local and target cultures.



- Provide more opportunities to figure out the similarities and differences, and create more links between the two cultures, to achieve intercultural competence.
- Specify more time for teaching cultural contents for teachers in order to ensure that they cover all the cultural aspects of the target culture.

## General Conclusion

Due to the changes that face the world and the international interconnectedness nowadays. One of the primary objectives of teaching English as a foreign language, is to enhance learners' intercultural communicative competence which enables them to effectively use English for communication with foreign speakers. In Algeria, textbooks are the primary source of input for learners, therefore it is essential to incorporate culturally relevant and appropriate content in the textbooks.

The current study aimed to investigate the integration of local and target culture in the newly introduced textbook of the fourth year middle school and which one is the more dominant. In addition to clearly state the teachers' attitudes from the inclusion of both cultures in teaching their pupils. Data have been collected through a questionnaire addressed to fourth year teachers, as well as a checklist adapted and adopted from famous evaluator checklists for evaluating the textbook cultural contents belonging to both cultures.

As far as the evaluation of the textbook, the obtained results have indicated that the source culture is more dominant in presenting the cultural contents, whereas the target culture is not adequately treated in the textbook. In addition "My Book of English" includes a diverse range of topics and activities, however the majority of them are related to the local culture and only few of them tackled the target one. The answers collected from the checklist statements showed that the Textbook's contents are related to big 'C' culture ( famous figures, landmarks, geography...) and not in deep almost only pure facts with no detailed information, which cannot help learners obtaining adequate information about the society's culture.

Furthermore, from the analysis of the teachers' questionnaire, it can be easily realized that the majority of teachers are aware of the importance of teaching and integrating both local

and target culture in EFL classrooms. However through their experiences with the textbook they showed their dissatisfaction about the time devoted to teaching culture as well as the content provided in which the textbook offers only pure facts and nothing about the small 'c' daily life routine, assumptions, norms.... In addition to the limited opportunities for learners to compare between their native culture and target one, in order to raise their cultural awareness and intercultural communicative competence.

The pre-mentioned shortcomings lead teachers to provide some suggestions and recommendations for developing the fourth year middle school textbook contents according to the learners needs. Consequently, from the obtained results the research questions can be answered. First question, does the textbook address the local and target culture? Yes both cultures are integrated in "My Book of English". Second, which culture is the more dominant? The local culture is the more emphasized at the expense of the target culture. Third, are teachers aware of the importance of teaching and comparing both cultures? Yes they are, many of them believe that the aim of teaching a language is not only to master its linguistic form but also to use it in daily life communication and this cannot happen only with the inclusion of the source culture beside the target one appropriately to ensure enhancing pupils intercultural communicative competence.

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## **Appendices**

Appendix one: The Textbook Evaluation Checklist

Appendix two : The Teachers Questionnaire

## **Appendix one**

### **The evaluation checklist**

- 01:** Does the textbook includes a variety of cultures or just specific ones?
- 02:** Do the textbook consider the learners culture?
- 03:**What subjects do the textbook cover? Are they specific to the target culture?
- 04:** Do it represents the reality about the culture or the authors' views?
- 05:** Are the social and cultural contexts in the textbook comprehensible to the learners?
- 06:** what are the activities asked of the learners? Are they familiar with them?
- 07:** Are there illustrations? Would additional information be necessary to explain them?
- 08:** Do the textbook actively seek to engage students through language or culture contents?
- 09:** Is there any connection or reference made to the learners'ownculture in order to made a comparison?
- 10:** What are the goals of the textbook?

## Appendix two

### Teachers' questionnaire :

#### Questionnaire

Dear teachers,

This questionnaire is a part of a research work. The purpose of the research is to analyze the integration of the native and target cultures in 'My Book of English' designed for fourth year middle school pupils. The aim of the questionnaire is to collect the teachers' views and perceptions towards teaching culture to pupils, their reactions and perhaps difficulties faced in dealing with cultural content of both cultures.

To that, you are kindly requested to answer the questions below and bear in mind that your answers will definitely be anonymous and will be used only for the purpose of this study.

Thank you in advance for your time and cooperation.

Please tick the appropriate answer:

#### **Part one : personal information**

**Q1:** Gender

Male

female

**Q2:**Age less than 30 years old

30 and 35 years old

More than 35

years old

**Q3:** How long have you been teaching English in the middle school?

Less than 5 years.

5/ 10 years

more than 10 years

**Q4:**How long have you been teaching fourth year pupils?

Less than 5 years.

5/ 10 years

more than 10 years

**Q5:** How long have been using the textbook 'My Book of English'?

.....

**Part two : Teaching culture**

**Q6 :**how would you define :

Native

culture.....

.....

...

-Target

culture.....

.....

**Q7:** culture is an essential element in teaching English as a foreign language.

Yes

No

**Q8:** Does the textbook ' MY BOOK OF ENGLISH ' offers enough cultural knowledge?

Yes

No

**Q9:** Do you think that the teaching of native culture together with the target culture should take place in the classroom? Why?

Yes.

No

.....

...

.....

...

**Q10:**Does the textbook address topics related to the target culture?

Yes.

No

**Q11:** Does the textbook address topics related to the native culture?

Yes.

No

**Q12:** The cultural content in the Textbook focus more on :

- a) Behaviors, customs, and ways of living
- b) Thoughts, values, and norms
- c) History, geography, and politics
- d) Other.

Please specify.....

**Q13:** which culture do you perceive easier for teaching? Why?

Native culture

Target Culture

.....  
...  
.....

**Q14:** which culture do you feel is more understood by pupils?

Native culture

Target Culture

**Q15:** In teaching both cultures, pupils are engaged more in topics related to

Native culture

Target Culture

**Q16:** How would you assess the cultural components in the Textbook in developing pupils'

cultural knowledge? poor.

fair

Good

very good

**Q17:** Do you think that the time devoted to teaching culture is enough to cover everything about it?

Yes

No

**Q18:** Does the Textbook cover all the necessary elements of culture that should be known?

Yes.

No

**Q19:** To which extent does the visual imagery in the textbook motivate the pupils?

Very much

not much

very little

**Q20:** Does the textbook offer opportunities for pupils to compare between their native culture and Target Culture?

Yes.

No

\*if no, do you provide them with such opportunities

Yes

No

**Q21 :** Are there any kind of stereotypes shown in the textbook?

Yes.

No

\*if yes, how do you deal with them?.

.....  
...  
.....  
...  
.....

**Q22:** According to your experience, are you satisfied with the way culture is presented in the textbook?

Yes.

No

\*if No, what would you suggest to improve it?

.....  
.....

## **Résumé**

Cette étude vise à examiner le contenu culturel présenté dans le livre My Book of English du manuel de quatrième année du collège, en particulier l'analyse de l'intégration de la culture locale avec la culture cible dans l'enseignement de l'anglais. De plus, elle vise à découvrir les attitudes des enseignants à l'égard de l'inclusion des deux cultures ainsi que leurs pratiques d'enseignement en classe. Pour atteindre les objectifs mentionnés, deux hypothèses de recherche ont été formulées : premièrement, le manuel met davantage l'accent sur la culture cible, et deuxièmement, les enseignants ne tiennent pas compte de la culture locale des apprenants dans leur processus d'enseignement. Par conséquent, deux instruments de recherche ont été utilisés : un questionnaire a été conçu et administré à 20 enseignants d'anglais enseignant aux élèves de quatrième année dans différents collèges à Jijel. De plus, une liste de contrôle adaptée à partir des modèles de Cunningsworth, Kilickaya et Reimann a été adoptée dans le but d'analyser l'intégration du contenu culturel local et cible dans le livre My Book of English. L'analyse du manuel a montré que la culture locale est plus dominante que la culture cible, cependant, les aspects culturels ne sont pas bien présentés et manquent de détails dans le manuel étudié. De plus, les résultats du questionnaire adressé aux enseignants ont révélé que la majorité des enseignants sont conscients de l'importance d'enseigner à la fois la culture locale et la culture cible à leurs élèves et leur ont donné beaucoup plus d'occasions de comparaison pour développer leur compétence interculturelle.

**Les mots clés :** culture locale, culture cible, cahier de texte.



## الملخص:

يهدف هذا البحث إلى دراسة المحتوى الثقافي المقدم في كتاب "My Book of English" لكتاب السنة الرابعة من التعليم المتوسط، وتحديداً تحليل تكامل الثقافة المحلية بجانب الثقافة المستهدفة في تعليم اللغة الإنجليزية كلغة أجنبية، بالإضافة إلى ذلك تهدف الدراسة إلى كشف مواقف المعلمين حول إدراج الثقافتين و ممارساتهم التعليمية في الفصل لتحقيق الأهداف المذكورة. تم تصميم استبيان وتوزيعه على 20 معلماً لمادة اللغة الإنجليزية يدرسون تلاميذ السنة الرابعة متوسط ينتمون إلى متوسطات مختلفة في ولاية جيجل. بالإضافة إلى ذلك، تم استخدام قائمة من الأسئلة التقييمية معتمدة على نماذج Kilickaya, Reimann و Cunningsworth لغرض تحليل تكامل المحتوى الثقافي المحلي والهدف في كتاب My Book of English ". أظهر تحليل الكتاب أن الثقافة المحلية هي الأكثر تميزاً من الثقافة المستهدفة، ومع ذلك جوانب الثقافة ليست مقدمة بشكل جيد وبدون معلومات كافية في الكتاب المدرس. بالإضافة إلى ذلك، كشفت نتائج تحليل استبيان الأساتذة أن أغلبيتهم يدركون أهمية تدريس كلتا الثقافتين للتلاميذ، مع تقديم فرص أكثر للمقارنة بين الثقافتين لتطوير الكفاءات الثقافية العالمية .

**الكلمات المفتاحية:** الثقافة المحلية ، الثقافة المستهدفة ، الكتاب المدرسي .