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**The Representation of the Target Culture in the Algerian
Secondary Schools in Relation to Textbooks and Teachers
The Third Year Level “*New Prospects*”, Algeria**

**Dissertation Submitted in Partial Fulfilments for the Requirements for
the Degree of Master in Language Sciences**

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Dedication

**In the name of God, The Most Gracious, The Most Merciful, All the Praise
is due to God alone, the Sustainer of all Worlds**

I dedicate this work to:

The only people with the exception of God nothing is important, to you, my parents
for your praise, patience and sacrifice.

My dear grandmother “Meriem” for your love and care

My sisters: Meriem and Maroua, and my brother Badis

All my best friends for your support, and encouragement

All my uncles, aunts, and cousins

All my beloved ones...

*** Soumia ***

I dedicate this work to:

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My husband “Salah” for his encouragement, help, and patience,

My wonderful sisters: Zahia, Wahiba, Hassina, Karima, Habiba, and Rafika,

and my Sisters in law: Zineb, and Naima,

My brilliant brothers: Ammar, Kamel, and Mokhtar,

and my brothers in law: Mohammed, Ammar, Yousef, Massaoud, and Abd Errahman,

My nephews: Wassim, Amin, and Aymen, and my nieces: Rym and Saouab

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Abstract

This study attempts to highlight the representation of the target culture in foreign language classrooms in Algeria. More specifically, it considers the integration of the cultural components in the third year secondary school textbook of English "*New Prospects*". Therefore, an attempt is made to investigate the teachers' understanding of culture, its teaching, and also their views about the place that culture occupies in "*New Prospects*". It is hypothesised that the textbook does not integrate sufficient cultural content that enables foreign language learners to acquire some cultural understanding and awareness. In order to test the hypothesis, this study is led through a qualitative method by evaluating "*New Prospects*" as a way to investigate the inclusion of the target culture (TL) culture in this textbook; and a quantitative one by addressing a questionnaire to thirty secondary school teachers in Jijel. The results have shown that the target culture is not well-presented in "*New Prospects*" textbook. Besides, the findings of the teachers' questionnaire have revealed that secondary school teachers do not have sufficient knowledge about the target culture and the way this latter should be taught.

List of Abbreviations

%	Percentage
ALM:	Audio-Lingual Method
Big “C”:	Big Culture
CA:	Communicative Approach
CBA:	Competency-Based Approach
CBLT:	Competency-Based Language Teaching
CLT:	Communicative Language Teaching
EFL:	English as a Foreign Language
ELT:	English Language Teaching
FL:	Foreign Language
GTM:	Grammar Translation Method
L1:	First Language
L2:	Second Language
Q:	Question
Small “c”:	Small Culture
TL:	Target Language

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General Introduction

Background of the Study

Learning is a process of acquiring new knowledge and experiences from different languages, of course, with different cultures. In Algeria, there is a great exposure to teaching and learning the English language. This is reflected in the importance that the Algerian Ministry of Education is giving to English, which is considered as a required subject from middle school, continuing through secondary school, and even in universities, for the purpose of preparing competent users of English. Then, it is of a crucial importance to know about how English should be taught as well as what role culture plays in the teaching of this language.

Throughout the history of foreign language teaching, it has been established that the teach-learn activity of a second language cannot take place without introducing the culture of its speakers. As language and culture are entirely related, teaching culture should be an integral part of language courses. In other words, there is an emphasis that foreign language teaching, by no means, can be separated from teaching culture. Yet, learners of a target language (TL) do not only need to develop their linguistic competence. They also need to improve the communicative one. This latter can be accomplished through developing cultural understanding and awareness. That is to say, having cultural insights is so important, and without their existence, foreign language (FL) learners would not be able to communicate in a successful way.

The connection between language teaching and culture teaching has always been a concern of many researchers in the field of foreign language (FL) teaching like Byram (1989, 1997, 2008), Kramsch (1993, 1998, 2001), and Seelye (1993). They, all, insisted

that the cultural content should, if not must, be highly included in the teaching of a foreign language. This might demonstrate the need of relating foreign language teaching to the teaching of its culture. For instance, during the beginning of the twentieth century, researchers demonstrated the possibility of integrating culture into FL teaching. Over the last decade, scholars such as Byram (1989), and Kramsch (1993) shifted to discuss the importance of teaching culture in foreign language classrooms. They insisted that the culture of the target language (TL) should be incorporated into foreign language teaching. In addition, they indicated that the differences found between languages are the results of cultural differences. Moreover, they argued that the teaching of syntax and the linguistic elements of English, without involving the target culture, is meaningless. That is to say, mastering the cultural elements is very useful since the linguistic ones are not enough to engage English as Foreign Language (EFL) learners in successful communication.

In turn, educators such as Brooks (1999) and Kramsch (2001) highlighted how much it is important to present the TL culture in TL curricula, and textbooks. They asserted the need of teaching cultural content in FL classrooms because EFL learners who are not exposed to the TL culture face problems and fail in communicating with its native speakers. Thus, one could say that learners of English would be successfully exposed to communication with its native speakers when they are mastering its culture.

In addition, English language teaching relies on important components. The most essential constituent in EFL classrooms and program is the textbook. It is the direct material that guides teachers in planning and representing their courses as well as learners in getting information that facilitate their learning. Therefore, the evaluation of the value of this instrument is of a crucial importance. It is used to find out whether or not the textbook meets the teaching and learning requirements. Furthermore, textbook evaluation

can be carried out to analyse this material in terms of different aspects like grammar, vocabulary, the four language skills, and of course culture.

Statement of the Problem

It is believed that the teaching of the target culture as a component of language teaching has been either overlooked or inadequately covered in the Algerian secondary school textbooks (Merrouche, 2006). In other words, course designers, generally, neglect the conclusion drawn by the previous studies like those of Byram (1989), and Kramsch (1993). Moreover, they overlooked the significance of cultural information that would be as a support for FL learners to attain an appropriate cultural understanding. However, teaching a FL should be necessarily related to the teaching of culture because the study of any language can never be far or in isolation from its culture.

In Algeria, little thought is given to the integration of the target language culture in EFL textbooks, and its role in promoting a successful language teaching atmosphere. This State, related to the belief that culture has a significant status in the process of FL teaching, motivates the fact of carrying out this study which attempts to evaluate “*New Prospects*” textbook designed for third year secondary school learners in Algeria. It is worth noting that this textbook was devised by the Algerian Ministry of Education, and designed in relation to the principles of the Competency-Based Approach (CBA).

Purpose of the Study

The major purpose stimulating this work is that it is of a great importance to highlight the way the target language culture is dealt with in English teaching in Algerian secondary school classrooms. Particularly, it attempts to evaluate the English secondary school textbook of third year level “*New Prospects*” in terms of culture. It also aims at showing

the teachers' understanding of the concept of culture and its teaching as a component of the target language as well as the way it is introduced to learners. Furthermore, it attempts to shed light on the importance of teaching culture in EFL classrooms.

Research Questions

The present study addresses the following questions:

- 1- Is the target language culture adequately embodied in the third year English textbook "*New Prospects*" in Algeria?
- 2- How much is teaching the English culture in foreign language classrooms important?
- 3- Do secondary school language teachers of English take into account cultural content in English language teaching?

Hypothesis

This study sets the following hypothesis:

The target culture is not adequately presented in the third year secondary school textbook "*New Prospects*".

Methodology of the Study

In order to test the hypothesis and fit the objectives of this study, two main research tools will be used. First, an evaluation of the third year secondary school textbook will be carried out in order to highlight the inclusion of culture and its representation to EFL learners. Second, a questionnaire designed for secondary school teachers will be used to show their opinions about the importance of teaching culture as well as their cultural knowledge.

Structure of the Study

The present dissertation is basically divided into four chapters. The first chapter looks at the meaning of culture from different perspectives and the importance of including cultural content in the teaching a foreign language. It also aims at introducing the cultural elements and characteristics, in addition to the different ways used to teach the TL culture. The second chapter sheds light on textbook evaluation, and the value of textbook in EFL classes. It focuses on key issues concerning types, purposes, models, and importance of textbook evaluation. As far as the third chapter is concerned, it deals with the research methodology used, the data collection instruments; the textbook evaluation and the questionnaire. The fourth chapter is devoted to the results and analysis of the questionnaire.

Chapter One: Culture in Foreign Language Teaching

Introduction

This chapter highlights the importance of integrating cultural issues in foreign language classrooms. It starts by giving a definition to culture, its types, and the importance of its teaching. It also looks at the relationship between language and culture. Moreover, it sheds light on the view of culture teaching by different teaching methods and approaches. It illustrates the techniques used to teach culture as well as the teachers' role in teaching it.

1.1 Definition of Culture

Culture is a well-documented field of investigation from different perspectives such as the humanities, social sciences, anthropology, and ethnography. It is difficult to say what culture is. Hence, there is no satisfactory definition that could be used in different contexts, i.e. it is not a simple task to give only one single definition to the concept of culture. For many scholars, culture has been defined in terms of fine arts, geography, and history. This narrow definition, unfortunately, does not fully prepare learners to understand the wide range of behaviours found in a particular culture or society (Seelye, 1993).

The definition of culture varies from one perspective to another. Kramsch (1993) asserts that in the humanities, it has been referred to culture in terms of materials produced, such as arts, literature, social institutions, or artifacts of everyday life and how they were preserved throughout history. On the other hand, she adds that social sciences refer to culture in terms of the underlying values, beliefs, ideals, and behaviours as well as the shared assumptions of a group of people about life and what is considered to be right or wrong. Anthropology defines culture as the whole way of life of a group of people. In

this context, culture includes all the social practices that are shared by a specific group of people and distinguishes them from others. In other words, most anthropologists define culture as “the shared set of implicit and explicit values, ideas, concepts, and rules of behaviours that allow a social group to function and perpetuate itself” (Byram, 1989, p. 24). Ethnography, in turn, commonly refers to culture as the human capacity to classify and encode human experiences into symbols, and to communicate effectively.

First of all, the term culture is composed of a set of different components which can be classified into two main categories; small “c” culture, and big “C” culture. Small “c” culture contains the aspects of life style, social norms and customs. Whereas, big “C” culture includes types of knowledge about the famous artists, writers, and musicians; the well-known works of literature, art, and music; and of course, knowledge about history (Chastain, 1988).

A definition is provided by Moran who defines culture as follows : “([Culture] is the evolving way of life of a group of people consisting of a shared set of practices associated with a share set of products ...and within specific social contexts” (2001, p. 24). This means that culture is a set of rules shared by a particular group of people who behave similarly. In addition, Hofstede affirms that “culture is the software of the mind that distinguishes the members of one group of people from another” (1980, p. 04). In other words, culture makes a group of people different from others.

Another definition is provided by Tylor who refers to culture as “the complex whole which includes knowledge, beliefs, arts, morals, laws, customs, and any other capabilities and habits acquired by man as a member of society” (1871, p. 01). Thus, Tylor views that culture is built up and learned by a group of people and passed on from one generation to another. In this respect, Damen states that “culture: learned and shared human patterns or

models of living.... [It] is the mankind's primary adaptive mechanism" (1986, p. 367). In other words, each society has different ways of behaving in relation to specific social rules shared between members of the same culture.

For others, culture refers to "all the ideas and assumptions about the nature of things and people that we learn when we become members of social groups" (Yule, 2006, p. 216). Yule adds "it can be defined as the socially acquired knowledge...without consciousness" (2006, p. 216). People belonging to the same social group share the same ideas, conventions, assumptions, and social rules.

In brief, the word culture is defined differently by many scholars of different fields. There are, indeed, many stand points from which culture can be considered, and it should be handled carefully.

1.2 The Interrelation between Language and Culture

One of the main aims of foreign language teaching is to develop learners' ability to communicate with each other cross-linguistically and cross- culturally (Byram, 1989). That is why, in the process of foreign language education, language and culture are seen, by many researchers, as two inseparable entities. Nguyen (2013) states that "culture and language are interwoven. Culture is in language, and language encodes and constitutes culture" (p. 23). Therefore, language is an important part of a given culture and culture, in turns, is essential for language understanding.

A similar conception of the relation between language and culture is given by Hall who argues that: "any study of language is, by necessity, a study of culture" (2002, p. 19). It is impossible to ignore the place of language in a given culture. Language reflects the ways of thinking and norms which are shared in a specific culture. For instance, one should

know the appropriate ways to make requests, expressing gratitude, and making refusals within his/ her own culture or in a foreign culture. On the other hand, culture should not be separated from language. Since culture is transmitted via language, without this language, culture would be seen meaningless (Seelye, 1993). In other words, life style, customs, and daily life expressions cannot be understood without the knowledge of language.

Furthermore, Byram (1989) points out that without the cultural setting, language itself is meaningless. He adds that they are completely interrelated. In the same vein, Risager asserts that language and culture constitute an inseparable whole. She writes “language teaching must...work for maximum integration between teaching the target language and teaching the target culture” (2007, p. 01). Language helps in understanding the society where it is spoken.

In addition, Oliver (2003, p. 29) suggests that in order to learn a language, it is necessary to know about its culture. He claims that “a language is rule governed at the linguistic level...and in terms of its relationship with culture”. That is to say, there is an emphasis on the occurrence of language in its communicative and cultural setting in addition to its linguistic knowledge. Yet, linguistic elements are not enough to understand language, culture is also needed. Thus, without culture, language would die, and without language, culture would be shapeless.

In his turn, Brown (2000) goes on saying that “language holds the culture through the denotations and connotations of its semantics” (p. 177). According to him, language is a part of culture, and culture is a part of language. Consequently, one could not separate the entities without losing the significance of either language or culture.

1.3 Types of culture

Culture is a wide notion that means different things in different contexts. Then, it can be separated into a number of types. There could be a big “C” culture, a small “c” culture, visible culture, and invisible culture.

1.3.1 Big “C” Culture

Big “C” culture is also known as objective culture. It refers to what human beings make and what they consciously transmit from one generation to another. It is formally learned and consciously shared by elements of the same group. Jenks (1997, p. 07) states that “it is the best that human can achieve, not an average or a descriptive category”. A person can be knowledgeable about a particular group, but unable to communicate with its members. Examples of objective culture are: economics, politics, linguistics, history, and geography. For instance, when people study the history of a culture or society, they are learning its big “C” culture. Furthermore, objective culture constitutes the content that defines a group of people. Merrouche (2006) goes on saying big “C” culture could be taught for learners, to be able to recognize historical, religious, political events, and arts.

1.3.2 Small “c” Culture

Small “c” culture is also known as subjective culture. It refers to psychological features, assumptions, values, and needs often expressed non-verbally or implicitly. In addition, it constitutes the process that distinguishes different societies. Subjective culture is unconsciously shared and informally learned. It is a group way of perceiving the social context. Consequently, learning only explicit content or big “C” culture is not enough, but also understanding the unconscious hidden or small “c” culture exchange of talk between people in the same culture improves intercultural competence (Kramsch, 1998). As a

result, In order to develop learners' intercultural competence, it is of a crucial importance to teach them small “c” culture for the purpose of enabling learners to act appropriately in a given social context.

In addition to this distinction, the iceberg analogy is commonly used to represent the concept of culture. It demonstrates how culture and its elements are made of visible part; above water, and an invisible structure; below the water (Peterson, 2004).

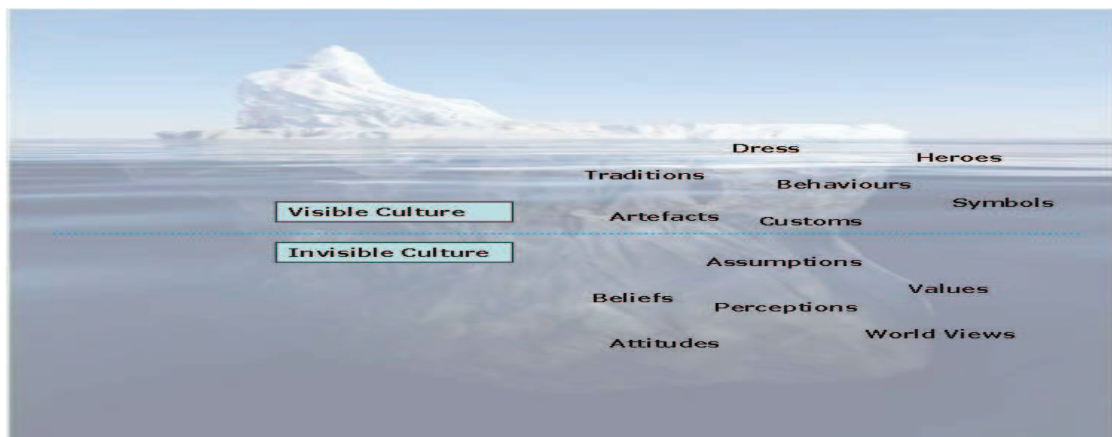


Figure One : Culture Compared to an Iceberg

Adapted From Peterson (2004, p. 21)

1.3.3 Visible Culture

Visible culture is compared to the upper portion of the iceberg. It includes behaviours and practices such as clothing, dance, music, language, physical features, food, architecture, gestures, greeting, and customs....The visible elements of a culture are driven and shaped by the invisible elements of it (Brooks, 1964).

1.3.4 Invisible Culture

This type of culture is compared to the underwater portion of the iceberg. It is composed of elements which are not obvious or seen such as why a person eats. Its cultural factors include perceptions, attitudes, values, beliefs, rules of relationships, rules, communication styles, ways of thinking, and gender differences. Moreover, in order for a person to be culturally competent, it is required to be consciously aware of the ways in which the invisible cultural elements can influence his/ her relationships with others (Brooks, 1964).

1.4 Characteristics of Culture

Culture has some basic characteristics. It is learned, shared, based on symbols, integrated, and dynamic. All cultures share, and have these features in common.

First of all, culture is learned. This means that it is not biological. People are not born with knowledge of culture. Most cultural learning is unconscious. Moreover, it is learned from parents, institutions, and media. Since culture is learned, then, it could be taught and acquired in its social context (Damen, 1986, p. 88). Second, culture is shared; people are able to act in socially appropriate ways because they share culture with members of the same social group. However, it is worth mentioning that this does not mean that all cultures are the same.

The third feature of culture is that culture is based on symbols. That is to say, since symbols vary from one culture to another, they only have meanings when people in a particular culture agree on their use. Language, money, and arts are all symbols. For instance, language is the most important symbolic component of culture. In this respect, Damen (1986) argues that culture is transmitted through and reflected in language.

Fourth, the various parts of culture are interconnected. Then, it is integrated. All its aspects are related to one another in order to understand cultural contexts. Last but not least, culture is dynamic. This simply means that cultures interact and change over time. They are not stable. Rather, they are related to universal human needs and conditions.

1.5 Elements of Culture

Culture, actually, is composed of certain elements. According to Byram (1989, p. 41), culture is embodied in language, values, symbols, beliefs, norms, and behaviours of a specific group of people.

1.5.1 Language

Language is a source of communication shared in a social group. In addition, language is a combination of socially sound patterns, words having specific meanings common to the same culture (Byram, 1989). For instance, animals have no culture because they do not have language. In fact, language differs from one culture to another, and transmitted from one generation to another.

1.5.2 Values

Culture is full of values, and can be passed on from one generation to another. The origin of values is not biological; rather, it is a social product. This means that people develop them while living in a society. Values are defined as socially/ culturally specific standards of goodness and beauty (Damen, 1986). They serve as broad guidelines for social living. That is, they are the principles that guide people's behaviours from being right or wrong. In addition, values vary to some degree by age, race, religion, ethnicity, and social group (Kramsch, 1993).

1.5.3 Symbols

A symbol is anything that carries a particular meaning recognised by people who share a particular culture. They summarise very complex ideas and values into simple material forms. Then, culture is a system of symbols which are used to express an event situation. They also guide people's behaviours (Byram, 1989). Moreover, symbols are short expressions for the identification of an object or situation (Merrouche, 2006). For instance, in India, to express agreement, people tend to move their heads left and right. In here, moving heads this way is a symbol specific only to the Indian culture.

1.5.4 Beliefs

Each culture has some specific beliefs. These beliefs are responsible for spiritual fulfillment of needs and wants. "A belief is a conviction in the truth of something that is learnt by living in a culture" (Merrouche, 2006, p. 21). For example, Muslims believe in God, and the Day of Judgment.

1.5.5 Norms

Norms as elements of culture are the rules and guidelines which specify the behaviours of members of a social community. Moreover, they keep a person within the boundaries of his/ her society and culture. They can be divided into folkways, which are the recognised or accepted ways of behaviours in daily life; and customs, which are the must or obligatory behaviours of a person (Byram, 1989).

1.5.6 Behaviours

As far as behaviours are concerned, they are parts of all culture. Behaviours refer to those thoughts and acts which an individual knows and uses to cope with an existing social situation. They are distinctive and different from one culture to another (Kramsch, 1993).

1.6 The History of Teaching Culture

Many scholars have acknowledged that the teaching and learning in the classroom take place within socio-cultural practices. In the early 1920's, Sapir (1921) argues that language and culture of its native speakers could not be analysed in isolation. He sees that members of a speech community have some beliefs, and assumptions which guide the construction of the linguistic elements (Cited in Afrin, 2013, p. 71).

Later, in the era between 1960's and 1970's, there has been an investigation of the connection between language and culture. For example, Hymes (1972) introduces the concept of communicative competence, stating the link between language, behaviours, assumptions, and norms of a speech community. In the same context, Duranti (1997), explains the relationship between language and culture by asserting that "to be part of a culture means to share the propositional knowledge and the rules of inference necessary to understand whether certain proposition are true [or not]" (p. 28- 29). In other words, language has a specific setting; and its speakers behave in a particular cultural way that is different from a situation to another.

In the 1980's, researchers recognise the influence of culture in FL teaching and learning processes. Brooks (1964) stresses the importance of teaching the target culture. In her turn, Kramsch (1994) affirms the necessity for FL learners to become learners of FL culture because language cannot be learned without understanding the cultural context in which it is used. Moreover, Brown (1995) emphasises that EFL learning is a foreign culture teaching.

Recent studies, such as those of Byram (1997), Kramsch (1998), and Stern (1992) support the inclusion of culture in EFL curricula and strengthen the relationship between EFL teaching and the target culture teaching. That is to say, they assert that culture is a

variable that affects FL learners either in conversations between each other, or with the native speakers. According to Byram (1997), culture should be always introduced in language teaching since it reflects the person's knowledge and interpretation of its surrounding society. Then, he views that culture enables FL learners to be aware of their own culture as well as the target culture. He believes that "without cultural dimensions, successful communication is often difficult" (Byram, 1997, p. 04).

1.7 The Importance of Teaching Culture

Culture is a part of language, and learning one relates to the learning about the other either explicitly or implicitly. In fact, one of the main aims behind teaching and learning a language is learning about its culture. Furthermore, it is generally the case that when learning a foreign language, a foreign culture is also learnt because they are interwoven. As a result, the importance of teaching culture in teaching a foreign language has been recognised.

To begin with, the significance of teaching culture has been derived from the relationship between language and culture. Since language and culture are intertwined, it is quite impossible to isolate the teaching of one of them from the other. Then, teaching the target culture together with language is investable.

Many scholars such as Byram (1997), and Kramsch (1998) claim that the reason why speakers of different languages do not understand each other is because of their different interpretation and understanding of events, values, and concepts. Hence, the teaching of a foreign language will necessarily involve teaching its culture. In other words, knowing the values, customs, and daily life style that characterise the target society will enable learners not only to acquire the linguistic competence, but also understand the socio-cultural aspects of the target language in order to communicate effectively. In this respect,

Hymes states that “the engagement of language in social life has a positive, productive aspect. There are rules of use without which the rules of grammar would be useless” (1972, p. 60).

Moreover, the teaching of the target culture helps foreign learners to act appropriately in different social life situation; especially with speakers of the target language. This is because language is not only a matter of teaching about the grammatical structures. Rather, it is also used as a means to convey meanings which are required in a specific communicative setting (Kramsch, 1998). Put differently, developing learners’ communicative competence is a main goal of teaching the FL culture.

Another ultimate aim of teaching the TL culture is to improve learners’ cultural awareness. In the same context, Atamna contends that “the English language course should help learners develop an awareness of cultural and social norms, and behaviours of the target language” (2008, p. 89). In addition, it is viewed that there is a need to increase learners’ awareness of both, the target culture as well as the home culture (Guidice, 2011). In other words, providing insights about one’s culture will help the learner understands the similarities and differences between his/ her L1 culture and the FL culture.

Furthermore, learners need to be knowledgeable enough about the target culture in order to be aware of its different forms, and consequently to interpret positively what the native speakers are saying as well as to communicate successfully with them (Hymes, 1972). In this respect, Samovar, Porter, and Jain (1981) assert that:

depending on a specific situation, culture and communication are inseparable because culture not only dictates who talks to whom, about what, and how the communication proceeds, it also helps to determine how people encodes messages, the meanings they have

for messages, and the conditions and circumstances under which various messages may or may not be sent, noticed, or interpreted... culture awareness is the foundation of communication. (p. 03)

Put differently, learners should understand the beliefs, values, and world's perceptions in order to master the target language. For instance, learners ought to be aware of what is appropriate or not in socio-cultural setting for the sake of developing and understanding the values and traditions of people whose language is being studied. Thus, it goes without saying that teaching culture means to foster learners' cultural awareness and raise their consciousness of the TL culture beliefs and values (Byram, 1997).

Besides, teaching the TL culture is very useful to increase learners' motivation which affects their language learning process. Most learners like culturally-based activities. Then, this will enable them to build up positive attitudes and strong desire to learn more about the foreign language. In this context, Merrouche states that "[culture] awakens interest and curiosity even in less motivated learners" (2006, p. 112). This means, culture is a stimulus for language learning, and teaching it is a way to keep learners motivated.

Last but not least, teaching culture affects the semantics, pragmatics, and the written discourse of a foreign language. Since languages are used differently because they are bound by different cultures, learners will not be able to understand the written materials of a particular language unless they are cross-culturally competent (Kramsch, 1998). Thus, learners should, at first stages, learn about the cultural values, norms, and assumptions, then move on to encode the messages in authentic texts. Merrouche, in this respect, illustrates that "the reader should share the same cultural assumptions and norms, as the writer, to be able to fill in the unstated inferences" (2006, p. 190).

1.8 Approaches to Teaching Culture

It is commonly accepted that language is part of culture and that culture plays a very important role in foreign language teaching. However, priority given to the place of culture as a significant component in language teaching has not been equally the same in different approaches and methods of FL teaching. Moreover, culture teaching has been viewed by various approaches throughout the history of FL teaching differently.

1.8.1 The Grammar Translation Method (GTM)

The Grammar Translation Method is the oldest method in teaching foreign languages. It is also known as the classical method. The Grammar Translation Method aims mainly at studying and translating literary works. It focuses on reading comprehension and writing skills. This method reduces language to the grammatical system involving little or no communication. In other words, it supports the teaching of English by rules and usage but not by use. However, it is quite impossible to study a language, be it a first or a foreign language, by its rules (Nunan, 1990).

The Grammar Translation Method has been criticised for not paying attention to authentic spoken communication and social language variation. In addition, it does not offer much concern of the teaching of culture in FL classrooms (Rivers, 1968). That is, the Grammar Translation Method does not give enough importance to the teaching of the TL culture. It embraces a civilization approach that considers only high culture or big c culture (Merrouche, 2006). This method refers only to a specific society because there was no face-to-face interaction between members of different cultures. In other words, culture was confined to literature and fine arts. Thus, the purpose of mastering a foreign language, as far as the Grammar Translation Method is concerned, was largely to know about its literature rather than its culture.

1.8.2 The Direct Method

The Direct Method received its name from the fact that meaning is to be conveyed directly in the TL through the use of demonstration and visual aids with no reference to the learners' native language. Since FL learners cannot understand a single word when they take part of a conversation, the direct method has been established as a response to the failure of Grammar Translation Method. It focuses on everyday language in order to develop the listening and speaking communicative skills. Larsen-Freemen (2000) states that culture in the Direct Method consists of the history of people who speak the target language; the geography of the countries where the TL is spoken; and information about the daily lives of people who speak the target language.

However, the lack of a well-defined socio-cultural basis makes the teaching of cultural content less important than the teaching of language in this method (Brown, 2000). Furthermore, teachers do not concern themselves with what is expected to be needed by learners in a real life situation. Hence, there was no development in the teaching of culture in the direct method.

1.8.3 The Audio-Lingual Method (ALM)

The Audio-Lingual Method (ALM) was grounded in valid linguistic and psychological descriptive theories (Brown, 2000). It views that language is speech not writing. For instance, when a person knows the grammatical rules, and vocabulary items of a given language, it does not mean that he is ready to use this language in different communicative settings. In addition to the teaching of linguistic forms, the Audio-Lingual Method advocates teaching culture. It focuses on the teaching of small c culture; especially in the early stages of the language learning process (Merrouche, 2006). Chastain (1988) asserts

that in Audio-Lingual Method, texts were both linguistically and culturally authentic and appropriate to a given situation.

On the other hand, Stern (1983) believes that the cultural dimension in the audio-lingual method is still behind the real purpose of foreign language teaching which is to be communicatively successful. As a result, like the direct method, culture in the Audio-Lingual Method is still subordinated to language teaching.

1.8.4 The Communicative Language Teaching (CLT)

As far as the Communicative Approach is concerned, language is viewed as a system used for expressing meanings. Its main aim is to interact and communicate. This approach states that language structure reflects its communicative uses (Richards & Rodgers, 1986). Hence, developing learners' communicative competence is the desired goal of this approach (Brown, 2000). It focuses on improving learners' communicative proficiency in the target language rather than only knowing about its structures. Brown (2000) states that the importance of the communicating effectively in a particular social, cultural, and pragmatic contexts of language has been highlighted in the communicative approach (CA).

The Communicative Language Teaching intends to place foreign language teaching in clearly defined social and cultural contexts. This means that culture is viewed as an integral part of the process of teaching languages. In this respect, the Communicative Approach enables learners to learn language and culture naturally since the environment of the TL is created (Parveen & Patal, 2008).

However, Swan (1985b) states that it is evident that there are some problems with the application of this approach because its claim for a communicative use of language is not

always clear. Moreover, it isolates structures before integrating them into more realistic communicative work.

1.8.5 The Competency-Based Approach (CBA)

The Competency-Based Approach (CBA) or Competency-Based Language Teaching (CBLT) has become more widely used in the field of FL teaching. Such an approach has been established by the end of the 1970's. It is seen as an educational revolution within the teaching of English as a foreign language. Nunan (1991b) describes the Competency-Based Approach as a piece of classroom work which involves learners in comprehending, producing, and interacting in the target language to be taught.

This approach is learner-centered and based on their creative participation in the learning process. Then, learners' autonomy is one of the main objectives of the Competency-Based Approach. It views that language is a feature of a group of people, and it is then, learnt in social contexts. Byram (2008) asserts that the CBA seeks to teach language in relation to the social settings where it is used.

Since language has a communicative nature, this method is based on building up the learners' understanding of both, their own culture and the target culture. It views that learners learn a particular language by interacting communicatively in real life (Richards & Rodgers, 1986). Particularly saying, this approach aims at helping EFL learners to learn about culture, that is to say, cultural facts and events, be it L1 culture or L2 culture, are exposed to learners from real life contexts.

Consequently, the Competency-Based Approach supports teaching the FL not only in terms of linguistic objectives, methodology, but also in terms of cultural objectives. As a major purpose, it aims at developing the learners' intercultural competence as well as their

cultural awareness. That is to say, the importance of cultural aspects in language teaching and learning, in addition to the use of languages in its realistic situations have been a main concern of the Competency-Based Approach.

1.9 Techniques of Teaching Culture

The use of some techniques as a way of teaching the FL culture aims at placing learners in real life situations. Also, these techniques help learners to gain an understanding of the target culture.

1.9.1 Authentic Materials

Authentic materials are materials that are not designed for teaching purposes. The use of such materials is an essential factor to improve learners' comprehension ability. These materials can be taken as sources from the native speech community. For example, they can include films, newspapers, television shows, photographs, magazines, and dialogues, which all reflect cultural behaviours of the native speakers. In addition, authentic materials engage learners in authentic cultural experiences. However, teachers should use these materials selectively and choose the best ones that suit the learners' age, and language level of proficiency (Purba, 2011).

1.9.2 Culture Capsules

This concept refers to a short presentation that emphasises on a particular difference between the target culture and the home culture. Learners can be presented with objects or images from the TL culture. Such culture capsules also help teachers to open up discussion about cultural, historical, and linguistic insights of the TL society (Purba, 2011)

1.9.3 Culture Assimilators

According to Seelye (1993), culture assimilators are a technique that would help learners adjust to a new culture. They comprise short descriptions of different situations between a target culture speaker and a native language speaker interaction. Culture assimilators are good techniques for giving FL learners understanding about the target culture.

1.9.4 Role Plays

In role plays, learners are supposed to act out a miscommunication that is based on cultural differences. Through the use of this technique, learners will be able to cope with different situations (Kramsch, 1993). As a result, learners can role play situations using culturally appropriate forms. This helps them to raise their cultural awareness and understanding.

1.9.5 Proverbs

Proverbs are one of the used techniques in teaching about a target culture. They are a way to explore culture and analyse the stereotypes and the values presented in them. When using proverbs, learners are encouraged to compare between the similarities and the differences found between the home culture and the target one (Purba, 2011).

1.10 The Teachers' Role in Teaching Culture

Foreign language teachers play a central role in the process of teaching culture. Researchers such as Byram, and Morgan (1994) and Kramsch (1998) affirm that teachers of FL are responsible to introduce and explain the target language cultural elements to their learners. Byram (1994) suggests that it is an obligation to teach about a TL culture. For the sake of creating and promoting a motivation learning situation, TL teachers should be,

as much as possible, interculturally competent. They should be culturally competent in order to be able to decode the sources of information. Moreover, Kramsch (1998) assesses language teachers as mediators of FL culture. They ought to be facilitators in order to make their learners dealing with cross-cultural issues. In addition, teachers should be aware of the concern of raising learners' cultural awareness. In other words, it is teachers' duty and responsibility to make their learners conscious about, first, the home culture, and second, the target culture; especially, through illustrating the similarities and differences between L1 and L2 cultures .i.e. teachers need to draw learners' attention to the different values, assumptions, beliefs, and behaviours found between cultures. By doing so, teachers will teach the learners how to tolerate differences and accept the other cultures (Merrouche, 2006).

In brief, it goes without saying that FL teachers should be FL culture teachers, having the ability to experience and analyse both one's culture and the target culture (Byram & Morgan, 1994). That is, language teachers should aim at making their learners both linguistically and culturally competent.

1.11 Cultural Awareness

Cultural awareness is one of the major goals of foreign language teaching. It is a term used to describe language learners' sensitivity towards the similarities and differences between their own culture and the target culture (Byram, 1989). This awareness helps learners in gaining an understanding of the cultural perceptions and values of the target society. It also raises their consciousness to use their cultural knowledge about the FL culture in different situations appropriately (Hymes, 1972). Kramsch argues that it is very important to teach learners cultural awareness because of its significance 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 does not only aim at achieving communicative competence, it also attempts to develop the learners’ ability to perceive the others as well as one’s own culture. It is very important for learners to know about the behaviours, attitudes, and life styles of the FL culture for the sake of mastering cultural meanings and reflecting critically upon them.

1.12 Cross-Cultural Awareness

The primary goal of language and culture teaching is not only to understand the foreign culture, but also to understand one’s own culture. Byram (1987) defines cross-cultural awareness by saying that it is the process of knowing about one’s native culture and the culture of the foreign language. In the same vein, Damen (1987, p. 141) points out that “cross-cultural awareness involves understanding one’s own culturally conditioned behaviours and thinking as well as the patterns of others”. This means that it considers not only the similarities and differences in other cultures but also recognising the principles of the native culture.

Moreover, cross-cultural awareness entails that learners should be aware of their own values, attitudes, beliefs, and perceptions in order to develop their understanding of the nature of cultural identity (Kramsch, 1993). In addition, cross-cultural awareness exposes learners to different values, meanings, and beliefs that can be understood from their cultural experiences (Byram, 1987). In other words, it involves comparing and contrasting the target culture with the learners’ native culture. Furthermore, it is very important to engage foreign learners in successful communication and develop their understanding.

Conclusion

This chapter discussed the significance of incorporating the teaching of the target language culture with the teaching of the English language. It defined culture according to different fields. Moreover, it highlighted the types of culture, the relation between language and culture, the importance of teaching culture in EFL classes, and the ways of its integration. It also introduced the view of culture in relation to the different teaching methods and approaches.

Chapter Two: Textbook Evaluation

Introduction

This chapter sheds light on textbook evaluation. It opens with an overview of evaluation, its types and purposes. It also highlights the value of the textbook in EFL classrooms, its advantages and disadvantages. In addition, this chapter states the different models of textbook evaluation suggested by different evaluators.

2.1 Definition of Evaluation

The concept of evaluation has been used around a long time. Different researchers define this notion from different perspectives since it has become a subject of increased interest in foreign language teaching. First of all, Lynch (1996, p. 2) provides the following definition:

Evaluation is defined here as the systematic attempt to gather information in order to make judgments or decision. As such, evaluative information can be both qualitative and quantitative in form, and can be gathered through different methods such an observation or the administration of pencil- and paper-test.

In other words, it is a process of collecting data needed to make changes in the teaching program. It can be carried out either qualitatively or quantitatively to make necessary modifications in a particular program.

In addition, Mc Dounald (1973, p. 2) states that “ evaluation is the process of conceiving, obtaining and communicating information for the guidance of educational decision making, with regard to a specified program”. It is a motivating factor that shows the students’ progress and program’s effectiveness. Evaluation also can disclose possible

gaps that are not successfully covered. According to Rea-Dickens and Germaine (1992) evaluation is an active process that investigates the fitness and appropriateness of an existing practice. Hutchinson (1987) also claims that evaluation is the process of judging the appropriateness of a particular purpose. Brown and Rogers (2002), in turn, define the term evaluation as the study that aims at forming a judgment for particular objectives.

2.2 Types of Evaluation

There are different types of evaluation, from formal observation of students to more formal exams and standardized tests. From these types some are highly focused, others are broad in scope, some can be done quickly and others take a long period of time. Among those kinds there are: formative evaluation, summative evaluation, process evaluation, outcome evaluation and impact evaluation. The following table describes these major types of evaluation and the appropriate circumstances for their users.

2.2.1 Formative Evaluation

Formative evaluation is also referred to as internal evaluation, it takes place during a program development or when an existing program is being used. It is conducted to show to which extent this evaluation is based on the goals and the objectives stated in the course. Besides, Bloom, Hasting, and Madaus (1971) state that formative evaluation is the process that aims at improving the curriculum development, and the teaching and learning process. Moreover, this type of evaluation is used by teachers to provide feedback to students and to guide the improvement of the instructions. Thus, the purpose of formative evaluation is to ensure that the goals of the program are being achieved and to improve the teaching process.

2.2.2 Summative Evaluation

Summative evaluation is also referred to as external evaluation, is a process that occurs at the end of the academic year. It is used to evaluate the effectiveness of the program. Bloom, Hasting, and Madaus (1971, p. 34) define summative evaluation as “the collection of data after the instruction occurs to make judgment about the instruction such as: grading, certification and the evaluation of the process or research effectiveness”. In other words, summative evaluation provides information about the effectiveness of the program and its success. According to Chappuis and Chappuis (2008) the aim of summative evaluation is to measure the students’ level and the program’s efficacy. Therefore, this type of evaluation also aims at assessing whether the program has reached the stated objectives, and at informing the teacher, the learner, and often others how far the learner has progressed towards the program.

2.2.3 Process Evaluation

Process evaluation is used as soon as a program implemented begins. It compares what was supposed to happen with what actually happened. Bloom, Hasting, and Madaus (1971) claim that process evaluation answers questions about the program application such as: who, what, where, how much how many. Hence, it provides an early warning for many problems that may occur at the beginning of the program application, and it guides teachers to know how well their ideas and activities are working. It also helps teachers to recognise whether the program is conducted as it is planned.

2.2.4 Outcome Evaluation

According to Nilima (2009, p. 78), outcome evaluation is “the systematic examination of the outcomes resulted from a set of activities implemented to achieve a stated goal, and

a systematic examination of the context to which those activities caused those outcomes to occur”. Put differently, outcome evaluation examines the results and the framework of the activities in order to reach the identified objectives. In addition, outcome evaluation measures the programs’ effect by assessing the progress in the outcomes that the program is to address. It is used after the program has made contact with at least one person or a group of learners.

Outcome evaluation is an analysis that shows the degree to which the program has an effect on the learners’ behaviours. Thus, it illustrates whether the program is effective in meeting its stated goals.

2.2.5 Impact Evaluation

It is concerned with evaluating the results that are caused by the program. It assesses program effectiveness in achieving its ultimate goals. Gertler (2011, p. 32) claims that “impact evaluation seeks to answer cause and effect questions”. That is to say, this process looks for the changes in the outcomes that are linked to the program. Moreover, impact evaluation takes place at the end of the program. It may require a long period of time. Therefore, this type of evaluation aims at showing to which extent the program meets its objectives.

2.3 Definition of Textbook

As a result of the development of technology many instructional materials have been developed as tools used in the teaching process. One of these essential tools is the textbook which has a crucial role in language teaching and learning. It is considered to be one of the essential constituents that guides teachers as well as learners in their progress.

The textbook or course book as Sheldon (1988) states represents for both students and teachers the visible heart of any English language teaching program. It is produced according to the demands of the educational institutions. Richard and Schmidt (2002) suggest that the textbook is a book that serves as a guide and which has precised themes in the teaching and learning process. The Oxford dictionary (2007, p. 813) also defines textbook as a “book that teaches a particular subjects, and that is used especially in schools and college”. That is to say, the textbook is an instrument that is used to help learners in gaining knowledge about different topics. It is designed to help language learners to improve their language and communicative abilities. In addition, the textbook is used as a source of information for both teachers and learners. It is a collection of concepts and principles of a selected topic or course. Most textbooks are accompanied by a teacher’s guide that provides them with supplementing teaching materials. In this regard, Mares (2003, p. 25) points out that “textbooks are designed to give cohesion to language teaching and learning process by providing directions and supports”. In other words, they facilitate the teaching/ learning processes for both teachers and learners.

Textbooks are universal elements in teaching. They are essential constituents in EFL classrooms. They are also developed because they are necessary to the understanding of the coming knowledge.

2.4 The Role of Textbook in EFL Classrooms

The textbook is considered as the most useful material teachers rely on. It is a manual of instruction in any course of study. According to Hutchinson and Torres (1994, p. 315) “textbook can serve as a material for supporting teachers and as an instrument of motivations and alterations”. This indicates that the use of textbook strengthens the teach-learn activity.

To begin with, the textbook reinforces the teacher's work, and offers materials for further learning and revision. It also guides learners towards the hard process of learning. Then, it has an important role in English language teaching (ELT) curriculum. Cunningsworth (1995) argues that textbooks can be a source of ideas and tasks; they can be an effective resource for self-directed learning. However, there has been a considerable debate on the role of the use of textbooks by a number of educators like Sheldon (1988), Harmer (1991), and Mc Grath (2000). The view of researchers takes two positions. The first category of theorists focuses on the benefits and advantages of textbooks in EFL classrooms, while the second category criticizes textbooks use on the basis that it has multiple disadvantages.

2.4.1 Advantages of Using Textbooks

A large number of researchers and educators claim that there is a number of advantages in using textbooks. Hutchinson and Torres (1994) demonstrate that during periods of change, a textbook can serve as an instrument for helping teachers, and a device of revisions and adaptations. It is a roadmap and a guide that measures the teaching process. They also claim that the way textbook chapters are classified and structured provide a clear image of how lessons will be conducted. Students also can benefit from using textbooks in many different ways, as O'Neil (1982, p. 104) argues that "the book made it possible for learners who, for various reasons, have missed lessons that catch up. They also made it possible for the class to prepare in advance for lessons". This shows that the textbook serves as a teaching and learning constituent that enables learners to recall the lessons as well as teachers to organize the courses.

Furthermore, textbooks help learners to revise the previously taught items as well as to prepare themselves to learn new coming items. In this respect, Sheldon (1988) and

HayCroft (1998) claim that a textbook serves as a psychological aid for both teachers and learners from one side and it makes them free from anxiety from the other side. Harmer (1991) also has pointed that a lot of teachers would not use published ELT material at some stage of their career. It is helpful especially for novice teachers.

Another important advantage of textbook use is that suggested by Mc Grath (2000) who argues that the textbook provides teachers and learners with a structure of teaching and learning, methodological support and opportunities for preparation of lessons.

2.4.2 Disadvantages of Using Textbooks

In spite of the fact that there are many advantages of using EFL textbooks, several researchers such as Prodromu (1988) and Allwright (1991) criticize the textbook from different angles. The textbook is the only source of information so that learners have only one issue of the learning material. It is questioned that it tends to have light level as Mc Grath (2000) who also criticized the textbook by demonstrating that the activities and tasks that the textbook covered are always superior to the learners own capacities. Another disadvantage of the textbook is that it does not take the learners' knowledge into account, and this may lead to tailor lessons to specific attributes and interests of the learners. Other scholars such as Prodromu (1988), and Alptekin (1993) have focused on the use of the target culture as a means for teaching language. However, the textbook may not deal with the target culture adequately.

Another significant disadvantage is that textbooks cause boredom. They usually follow the same format from one unit to another so that teachers find themselves repeating the same type of tasks and activities. Allwright (1991, p. 17) argues against the use of textbook as it does not encourage teachers to provide "enough roughly-tuned input" and output practice. That is to say, the textbook holds a limited role with no initiative and

involvement in the process of learning. The textbook is also criticized from the point that it is not always perfect. O'Neil (1982), and Grant (1987) claim that there is a consensus among experienced educators, writers and experts that the perfect text book does not exist. Then, teachers should not follow them blindly.

2.5 The Justification for Evaluating Textbooks

The textbook serves as the starting point of ELT materials. It is a source used in achieving aims and objectives that have been already set in terms of learners' needs. It is a roadmap that helps teachers to realize their pedagogical goals.

Evaluating textbooks is very helpful for the teaching process. Cunningsworth (1995) and Ellis (1997) claim that textbook evaluation can be very helpful for teachers to acquire accurate, systematic and contextual insight into the overall nature of textbook material. Textbook evaluation, therefore, is very important to be conducted because it can help teachers to ensure that this ELT material can effectively facilitate the attainment of the teaching objectives. Tomlinson and Masuhara (2008, p. 32) suggest that "textbook evaluation involves measuring the value of a set of learning materials by making judgment about the effect of the materials on the people using them". In other words, textbook evaluation remains a significant process by which teachers can know the fundamental merits and drawbacks of the textbook. This evaluation, on one hand, facilitates the selection of the most appropriate textbooks for learners. On the other hand, it helps teachers to recognise automatically the strengths and the shortcomings of certain exercises, tasks and entire texts.

2.6. Types of Textbook Evaluation

Different researchers distinguish between different types of textbook evaluation depending on when this evaluation takes place, what is best to evaluate it and what it aims to evaluate in a textbook. Among those researchers, Cunningsworth (1995); Tomlinson (2003), Ellis (1997); and Mukundan (2007). These types are: pre-use, in-use, and post-use evaluation.

2.6.1 Pre-Use Evaluation

Cunningsworth (1995) claims that “pre-use evaluation” or “predictive evaluation” is often impressionistic, in the sense that it consists of a quick judgment by the teachers or by the institutions. It aims at examining the future performance of the designed textbook. To begin with, Tomlinson (2003) suggests that pre-use evaluation involves making potential predictions about the value of materials for teachers and learners. This means that it can be of three types: context-free, context-dependent and context-influenced. This type of textbook evaluation is most of the time subjective. Ellis (1997) also demonstrates that pre-use evaluation is concerned with decision making about the materials that can be used. It has two phases: interpretation phase and description phase which is more difficult since it involves subjective judgment. According to Mukundan (2007) this type of textbook evaluation focuses on implicit model like checklists.

2.6.2 In-Use Evaluation

In-use evaluation is also known as Retrospective evaluation as Mukunan (2007) notes that it is a long-term process which takes place as long as the textbook is being used. It is more objective and reliable compared to pre- use evaluation. Cunningsworth (1995) argues that it is in this type in which current textbook is examined. In his turn, Tomlinson

(2003, p. 107) argues that this type is “very useful but dangerous too as teachers observation can be misled by whether the activities seem to work or not”. In other words, it is very useful to know first what things are inappropriate, then to modify them according to the teaching and learning needs. He adds “this type involves measuring the value of materials while using them or while observing them as being used” (Tomlinson, 2003, p. 129). Thus, it is processed simultaneously with the use of the textbook.

In-use evaluation focuses on global need of the institution as well as how the textbook functions in terms of classroom experience. It makes measurements rather than prediction and it measures short term-memory and what is happening in the learners’ brains.

2.6.3 Post-Use Evaluation

It is undertaken after the use of the material to judge its effectiveness. It is certainly more valuable than pre-use and in-use evaluation because it measures the actual effects of the textbook on its users. Cunningsworth (1995) claim that post-use evaluation is applied after the textbook has been used. It serves to provide information that will help in deciding if the textbook will be used for future program. It is defined by Tomlinson (2003) to be the process that highlights the short-term effects of the textbook as related to motivation, impact, achievability and many other aspects, as well as the long-term as regards durable learning and application. However, post-use evaluation is time and efforts consuming.

2.7 Textbook Evaluation Models

It has been established that textbook evaluation models put emphasis on the structural elements in a textbook. Yet, they ignore the cultural contextualisation, and give culture a subordinate status (Merrouche, 2006). This means that these models dominate the evaluation of the linguistic content over the cultural one in textbooks.

2.7.1 Skierso's Model (1991)

This model focuses on the amount of the cultural content that has been included in a textbook. It also illustrates that the cultural aspects integrated in a textbook should represent realistic situations, contemporary information, and authentic texts about the target society. Moreover, Skierso's model suggests that the cultural contexts of the textbook should support the learners to have an understanding of the target culture. As a result, the culture presented in the textbook should raise the learners' cultural awareness and help them to avoid stereotypes (Merrouche, 2006).

However, this model does not take into account the types of the cultural content included in the textbook. Put differently, it does not ask whether or not this content is sufficiently presented in EFL classrooms. Moreover, it ignores the way the target culture is introduced to the learners (Souryana, 2012).

2.7.2 Byram and Escarte- Sarrie's Model (1991)

This model focuses mainly on the realism of the cultural content included in the textbook. It insists that learners should be provided by real life information about different situation and events of the target society as they are lived and produced by the native speakers (Merrouche, 2006).

Moreover, Merrouche (2006) states that this model proposes four level of analysis that evaluate to what extent the textbook texts are realistic. First, the micro-social level deals with the social and geographic identities of the characters mentioned in the textbook. In other words, the textbook should demonstrate the characters as they are acting and interacting in their society in order to represent them appropriately to the learners. Second, the macro-social level focuses on the representation of appropriate facts and information

about the history, the politics, and the society of the target culture so that they provide learners by a real picture about the target culture. The third level is the intercultural level that deals with “stereotypes, promoting intercultural tolerance and understanding, comparing and contrasting native and foreign ways and experiences” (Merrouche, 2006, p. 235). This means that this level seeks to develop the learners’ understanding and acceptance of the others as well as to establish the similarities and differences between the target and the native cultures. Fourth, the author’s viewpoint is based on the characters that have been chosen to introduce the target culture in the textbook texts units (Merrouche, 2006).

2.7.3 Cortazzi’s and Jin’s Model (1996)

This model aims at establishing the place of the target culture in the textbook texts and activities. In addition, it states that the textbook should not only provide cultural content. It should also examine whether or not the learners are able to act upon them successfully and behave appropriately in different social contexts. It further illustrates that the learners should be exposed to both the native and the target cultures in their social context not as isolated facts (Merrouche, 2006).

2.7.4 Sercu’s Model (1998)

Sercu’s model (1998) aims at examining the cultural content included in the textbook. It is based on four elements that are: first, representiveness and realism that means that the textbook should be well represent and provide a realistic context about the foreign culture. Second, the characters of the textbook should be also appropriately selected in order to adequately introduce the target society (Merrouche, 2006). Third, the language of the textbook should define people in relation to their races, gender, stereotypes, and cultures. The fourth element is related to the types of cultural activities suggested in the textbook.

In other words, the textbook should provide learners with facts that help them foster their cultural understanding and develop their intercultural awareness (Souryana, 2012).

2.8 The Importance of Textbook Evaluation

The textbook is an instructional material which is designed for the sake of representing the main principles of the subjects. It is an official document and a published book designed to help foreign language learners to improve their linguistic and communicative abilities.

Textbook evaluation plays an important role in the process of language teaching and learning. It puts emphasis on the value of the program that seeks to improve learners. It also aims at providing evidence of whether the program has met the desired original objectives, what is either predicted or what was accomplished. Hurteau, Houle, and Mongiat (2009) state that the aim of textbook evaluation is to arrive at formulating a judgment after determining the quality of a program. In other words, it looks at assessing the strengths and weaknesses of the textbook to improve their effectiveness and how effective the textbook is. Moreover, this process helps to reinforce program planning and decision making. Hutchinson (1987) claims that, it is important to evaluate the textbook in order to ensure that it is not only suitable, but also capable of helping teachers to realize their pedagogical aims that are stated in the curriculum.

It should, therefore be noted that the main purpose of textbook evaluation is to improve the implementation of the program.

2.9 Criteria of Selection of Textbook Content

The textbook is an important tool in the teaching and learning process. It should provide appropriate guidance for both teachers and learners. This indicates that the

content of the textbook has a prominent role, and it should be selected on precised criteria. To begin with, the textbook content should be suitable to the learners' level and goals. It should provide interesting subjects. It should also have organized skills and aspects of the language to be taught and learned. According to Tucker (1997), the textbook content has to be asserted in terms of certain criteria. He assumes that the items presented in the textbook should be complete and appropriate, and they should be reflected in tasks and activities. He also focuses on the sequencing of the four skills, and the relevance of its contexts. In turn, Cunningsworth (1995), proposes some principles for textbook content. He argues that the content should correspond to the learners' needs; it should not be beyond the learners' abilities; the content should reflect the uses which the learners will make of the language. In addition, he states that the content should facilitate the learning process, and should have a clear role as a support for learning.

Moreover, the textbook content should be culturally insightful to learners. Culture in foreign language textbook should not only be reflected in texts, but also in practiced exercises. It should also be balanced between the different cultures of the world.

Conclusion

This chapter dealt with one of the very important roadmaps in the process of language teaching and learning which is the textbook in terms of types, models, importance and some main criteria in selecting textbook content, in addition to shedding light on the role of textbook in EFL classrooms. It might be argued that the textbook has a prominent role in language classes. This chapter highlighted that the textbook is the main guide teachers follow up and the main resource of information learners benefit from.

Chapter Three: Research Methodology

Introduction

This chapter is devoted to the research design of the study. It illustrates the research technique used to carry out the evaluation of third year secondary school textbook “*New Prospects*” in order to answer the questions stated in the general introduction of this dissertation as far as culture is concerned. It also describes the procedures of data collection which comprise the presentation of “*New Prospects*” in terms of structure and content, as well as the description of the questionnaire. It further deals with the explanation of data analysis procedures.

3.1 Qualitative Versus Quantitative Research

Qualitative research is related to in-depth analysis. It is hold that qualitative research involves studying things in their natural setting. It attempts to make sense of, or interpret data in terms of meanings people bring to them (Denzin & Lincoln, 1994). Qualitative research involves data collection procedures which are drawn from open, open-ended, and non-numerical data. These data are going to be analysed in words, but not in numbers. Atamna, in this respect, states that “[Qualitative research] is narrative and non-experimental in character” (2008, p. 20). On the other hand, quantitative research refers to researches which are concerned with quantities and measurements. It involves data which result primarily in numerical representation. Quantitative research makes use of statistical methods in the description of questions. It enables researchers to describe them objectively. Therefore, this type of research is seen as a structured and highly regulated way of achieving objective results (Dornyei, 2007).

In the present study, which aims at presenting the way the target culture is dealt with in the secondary school textbook “*New Prospects*”, two different approaches; qualitative (the evaluation of the textbook); and quantitative (the questionnaire) are used together in order to bring valid results, and reliable answers for the research questions. This methodological choice aims at a comprehensive analysis and evaluation of “*New Prospects*”.

In fact, while the first technique will serve as a means of textbook analysis and will mainly question the status of the cultural content reflected in this textbook, the questionnaire will serve as a means of evaluating the teachers’ understanding and conception of the TL culture as well as the perception of the textbook by its users.

3.2 Data Collection Procedures

3.2.1 General Information about “*New Prospects*”

- Authors: ARAB, S.A., RICHE, B., and BENSEMMANE, M.
- Publisher: The National Authority for School Publications.
- Designed in 2007.

3.2.2 Description of the Textbook

It is worth noting that this study opts for the evaluation of third year secondary school textbook by taking into account the specificities of the third year level being the end of six years of English that ends by the Baccalaureate examination. Moreover, this textbook is meant to implement the Competency-Based Approach. This textbook has been published in 2007.

3.2.2.1 “*New Prospects*” Structure

“*New Prospects*” consists of 270 pages. It includes information about the textbook and its designers. The first three pages introduce the contents of the textbook, starting by a foreword and a book map, and then stating the teaching units. These teaching units are embodied in six units which extends from page fourteen (14) to page one hundred ninety five (195), dealing with six (6) themes and sharing the same format composing of two main parts; Language Outcome; and Skills and Strategies Outcome. At the end of this textbook, there are four (4) sections dealing with Listening Scripts, Grammar Reference, Resource Portfolio, and Acknowledgements. They are going from page one hundred ninety six (196) to page two hundred seventy (270).

3.2.2.2 “*New Prospects*” Content

“*New Prospects*” book map extends from page eight (8) to page twelve (12). It presents a description of the content of the textbook which is provided in the following table that consists of four (4) columns: the first one is devoted to the number of unit; the second is devoted to the theme of each unit; the third one is concerned with the topic of each; and the last one is devoted to the teaching units number of pages.

Teaching Units	Theme	Topics	Pages
Unit One	Exploring the Past	Ancient Civilisations	15- 44
Unit Two	I'll gotten gains never prosper	Ethics and Business: Fighting Fraud and Corruption	46-73
Unit Three	Schools: Different and Alike	Education in the world: Comparing Educational Systems	75-105
Unit Four	Safety First	Advertasing: Consumers and Safety	107- 134
Unit Five	It's a giant leap for mankind	Astronomy and Solar System	136- 164
Unit Six	Keep Cool	Feelings, Emotions, Humour, and Related Topics	166- 195

Table 01: Themes and Teaching Units in “*New Prospects*”

Each unit is divided into two sections. The first one is entitled “Language Outcomes”, which in turn, is made up of “Listen and Consider” and “Read and Consider” sequences. They focus on the study of grammar, vocabulary, pronunciation, and spelling. The second part is entitled “Skills and Strategies Outcomes”. It comprises two sequences “Listening and Speaking” and “Reading and Writing”. This part gives importance to the practice of the four language skills.

The last part of the textbook is devoted to grammatical rules, a list of irregular verbs, and an additional number of texts corresponding to each teaching unit.

3.2.3 The Questionnaire

3.2.3.1 Questionnaire as a Research Tool

The questionnaire is one of the most common methods used for collecting data on attitudes, and opinions from relatively large group of participants. It has been developed in sociology. It is, further, interested in gathering information on the whole group, not on individuals' behaviours. Tuckman (1994) notes that through questionnaires, researchers aim at collecting data about the subject opinions, attitudes, interests, and backgrounds. In other words, questionnaires enable researchers to gather information that participants such as learners, teachers, and material designers are able to report about their beliefs, and motivations (Mackey & Grass, 2007).

Moreover, Dornyei (2007) states that questionnaires are used to discover others' opinions towards certain phenomena, and can yield three types of data when analyzing:

- 1) Factual: age, gender, teaching information, experience...
- 2) Behavioural: for example how frequent something is used.
- 3) Attitudinal: for example attitudes, beliefs, values, opinions...

Questionnaires are of various types and serve different purposes. They generally include three types of questions: open questions; open-ended questions; and closed questions. The first type gives the respondent free space to express his/ her opinions. It also enables him/ her to reflect his/ her own thoughts and ideas with no restriction. Such questions generally result in more insightful data. The second type provides respondents with choices to select in addition to a free space to express his/ her perceptions. The last type of questions suggests existing choices where the respondents are going to choose among them the appropriate ones. Closed questions are easy to process and to be analysed.

This is the reason why they are highly used in questionnaires. They also reflect a great reliability (Tuckman, 1994).

In the present study, the questionnaire is composed of different types of questions. It includes open questions, open-ended questions, and closed questions.

3.2.3.2 Advantages Versus Disadvantages of the Questionnaire

As any research instruments, questionnaires have advantages and disadvantages to be stated.

First of all, the use of questionnaires is less time consuming than observations and experiments. They also help in getting information from a lot of people very quickly. They create less pressure for an immediate response so that respondents find them easy to complete. In addition, questionnaires provide information which can be analysed and decoded easily and they can provide suggestions for testing the research hypothesis and questions. However, questionnaires can make problems of data quality. For instance, the answers are given by chance. Moreover, misunderstanding cannot be corrected. The questions might be interpreted differently. It is impossible to check seriousness or honesty of answers, and questions wording may affect the answers.

The questionnaire has been chosen as a research instrument mainly because of time constraints. In addition, it is used to achieve a more reliable and comprehensive picture about the weight of the target culture in “*New Prospects*” as well as to get a deeper insight into the teachers’ understanding of culture and its teaching.

3.3 Sample Population

The questionnaire was administered to thirty teachers in the Wilaya of Jijel, Algeria. They work in nine different secondary schools. The schools involved in this investigation

are: Mati Ahcene, Belhouchet Cherif, Naceri Ramdhan, Abdi Bouazize, Derbah Mohammed, Bouraoui Ammar, El-Kendi, Terkhouché Ahmed, and Cheraitia Youcef Secondary Schools. The teachers' questionnaire was addressed to those who have already been using "*New Prospects*" in their career to insure data reliability. It was administered on the 19th, 20th, and 21st April 2015.

3.4 Description of the Questionnaire

The questionnaire designed as part of this investigation is composed of 27 questions. They are divided into four main sections. The first section is entitled "Personal Information". The second one is entitled "Textbook Information". The third one is entitled "The Cultural Elements of "*New Prospects*"". The fourth concerns "The Teachers' Test". These questions are a combination of closed questions where teachers are asked to tick the appropriate box (es), open-ended questions where they are asked to select the answer(s) and provide justifications about their views as well as open questions where teachers are supposed to provide clarifications and illustrations in their answers.

The first section of the questionnaire is composed of 04 questions. It aims at gathering information about the respondents' background including their gender, age, degree and teaching experience.

The second section focuses on general attitudes toward "*New Prospects*". It is composed of 04 questions (from Q5 to Q8) that vary between open and closed questions. This section seeks to provide more information about teachers' evaluation of the textbook. As far as the first question is concerned, it aims at identifying whether or not the textbook reflects the Competency- Based Approach principles. Question 06 explores the aspects that the textbook integrates, while question 07 seeks to find out whether or not the textbook

attract the learners' attention. The last question in this section (Q8) seeks some topics to be suggested by teachers to be included in "*New Prospects*".

The third section is composed of 13 questions (from Q9 to Q21). The section's overall aim is to demonstrate the cultural elements of "*New Prospects*". Questions 09 and 10 ask about culture and its importance in teaching the English language. Questions 11, 12, and 13 seek to determine the extent to which the English culture is treated in the textbook. Questions 17 and 18 ask the clarification of the cultural components and the effect of the target culture on the learners' native identity. Questions 19 and 20 deal with the comparison between the native culture and the target culture, as well as the aim behind dealing with cultural elements. The last question (Q21) in this section seeks for providing the main techniques in teaching culture.

The fourth section is the last one; it is composed of 06 questions. It aims at testing the teachers' background knowledge about the English culture. The questions are listed from 22 to 27. They ask about the English customs, politics, history, and literature.

3.5 Data Analysis Procedures

This section deals with the procedures of data analysis. It presents the statistical method used to interpret the outcomes of the questionnaires. The obtained results in this section will be presented in the form of tables which make visible both the numbers of the answers and their related percentages. After the presentation of each question the obtained results will be analysed by using the arithmetic mean:

$$\frac{\text{Sum of values} \times 100}{\text{Number of items}}$$

$$\bar{X} = \frac{\Sigma \times 100}{N}$$

\bar{x} is the mean, Σ is the sum values, 100 is the percentage and N is the number of the items.

As far as the open questions are concerned, they are going to be analysed qualitatively through the use of written discourse.

3.6 Limitations

In carrying this piece of research, there are some problems that have been tackled. The first problem was time. If much time was devoted, it would cover a large number of teachers to give more validity to the results, however because of time constraints, the sample consists of only forty (40) teachers. Another problem concerns the teachers' questionnaires. The number of the distributed questionnaires was forty (40), however, only thirty (30) teachers have handed back their copies. Moreover, some teachers did not answer all the questions; especially, those that require justifications.

Conclusion

In sum, this chapter dealt with the research design of the study. It started with the presentation of the data collection procedures comprising the description of “*New Prospects*” in terms of structure and content, and the description of the questionnaire by mentioning the types of questions included in it. It also illustrated the advantages and disadvantages of using the questionnaire. Moreover, it highlighted the data analysis procedures.

Chapter Four: Textbook Evaluation and Analysis of the Questionnaire

Introduction

This chapter deals with the evaluation of “*New Prospects*” and the analysis of the data generated by the questionnaire. First, an evaluation of the textbook according to some criteria drawn basically from the checklists of, Cunningsworth (1995), Byram (1997), and Risager (2007) is to be carried out. Second, the analysis of the teachers’ questionnaire; that aims at investigating the teachers’ views about the textbook and culture, is to be conducted. Then, this chapter ends up with a discussion of the obtained results.

4.1 Textbook Evaluation Checklist

1. Does the textbook present a realistic picture about the target culture (British, American)?

“*New Prospects*” textbook introduces different examples of culture. It deals with a number of cultures which are sometimes related to different and non-English speaking countries like Algeria, Egypt, and Greece. However, it does not focus on the target culture (British, and American), except in “unit 03”, and “unit 06” where pupils are encouraged to compare between the target culture and the native one like in pages 82 (Activity 02); 83 (Activity 02), and 174 (Activity 02). In addition, it gives too much importance to the pupils’ native culture. It uses the native culture as a vehicle to teach about the foreign language. An illustration of this is presented in a text (page 22) that deals explicitly with the pupils’ culture. Also, it does not make them interested in the British, and the American cultures; rather it relies on texts that present more universal themes (pages 37, and 54). (See appendix 03).

2. Does the textbook give culture a primary importance?

This textbook includes different linguistic aspects such as pronunciation, grammar, and the four language skills. The content is more contributing both to grammar and lexis i.e. it deals with too much structures and tasks which target the four skills. As a result, the amount of grammar and linguistic knowledge which the textbook attempts to teach dominates the amount of the cultural content. In other words, culture is given a subordinate position in “*New Prospects*”.

3. Are the texts in “*New Prospects*” contemporary and authentic so that they stimulate pupils’ interest and motivation?

As far as the texts in “*New Prospects*”, they need more adaptation in order to make them easy to get by the learners. Generally, pupils are better involved/ motivated when dealing with grammar, and vocabulary. In some units such as 03 and 06, pupils might feel attracted and involved as the themes are taken from real life aspects and because they present authentic situations (pages 83, and 174) (See appendix 03). Whereas, in the other units such as 02 (Ethics), and 05 (Astronomy), the texts suggested are far from their interest and do not motivate them. However, EFL textbooks should provide learners with authentic texts and materials like newspaper articles, songs, and videos in order to keep the learners motivated.

4. Does the textbook reflect all the types of culture?

The cultural content of the textbook is of two types. Some units like “unit 01”, and “unit 03” includes culture of big “C” type. For example, they consist of facts about the geography, history, and education of the target and the native cultures, while units like “unit 04”, and “unit 06” introduce culture of small “c” type like food, feeling, and

opinions. Furthermore, it focuses on big “C” culture and ignores small “c” type so that most texts cover the elements of big “C” type. Still, the textbook deals with limited and superficial information about the two types of the target culture.

5. Does the textbook cover different cultures from different countries?

As it is mentioned before, “*New Prospects*” includes several cultures. For example, in “unit 01”, it illustrates Algerian, Egyptian, Greek, and Easter Irland civilisations that illustrate a historical aspect of culture. In addition, in “unit03”, it deals with British and American cultural aspects demonstrated in the educational systems of both societies. (See appendix 03).

6. Do the teaching units of the textbook encourage pupils to compare between the target culture and their own culture?

In “*New Prospects*”, pupils are encouraged to compare between their culture and the target culture. Particularly, in “unit 03”, and “unit06”, pupils are exposed to facts like education and feelings about the British and American societies. Then, they are asked to make a comparison of the similarities and differences with those facts in Algeria. (page 83, and page 174). However, the teaching units do not motivate the pupils equally i.e. some units (04, and 05) ignore this important aspect (comparison and contrast) that fosters learners’ cultural knowledge about the target culture and the native culture.

7. Do the textbook texts encourage the pupils’ critical thinking?

Some units in “*New Prospects*” like “unit 03” and “unit 06”, pupils are encourage to think critically since they are asked to compare and contrast between their own culture and the target one. This might help them to have a clear image about the weaknesses and strengths of some aspects like education (See appendix 03) of both the native and the target

society. On the other hand, the other teaching units of the textbook do not take into account elements that might promote the pupils' understanding of the hidden messages, that in turn, raise their cultural and cross-cultural awareness.

8. Does the visual imagery of the textbook motivate the pupils?

"New Prospects" includes a total of ninety five visual images comprising of photographs, maps, diagrams, cartoons....most of images are of low quality such as the picture in pages 53, and 179. They are old and distanced from the pupils' present life, and do not give them opportunity to challenge their conceptions. Also, the quality of colours of pictures and photographs is not of high quality. However, it is highly recommended for a textbook to include images of high quality so that they stimulate learners' interest and motivation. (See appendix 03).

4.2 Analysis of the Questionnaire

Section One: Personal Information

Q1: Gender

Table 02.

Teachers' gender

Gender	N	%
Male	3	10
Female	27	90
Total	30	100

As it is shown in the above table, only 10% of the respondents of this questionnaire are male, whereas 90% are females. This might indicate that the number of female English language teachers in Algeria is higher than that of male i.e. there is a significance dominance of female over male.

Q2: Age

Table 03.

Teachers' age

Age	N	%
24- 35	17	56.67
36- 45	8	26.67
More than 45	5	16.67
Total	30	100

From table 03, it is observed that 56. 67% of teachers are aged between 24- 35, and 26.67% of them are aged between 36- 45, while there are 16. 67% of teachers aged more than 45. This might suggest that most of English teachers are young in Algerian secondary schools and they have spent a few number of years in the field of teaching.

Q3: Degree

Table 04.

Teachers' degree

Degree	N	%
BA	18	60
Magister	2	6.67
Master	10	33.33
Total	30	100

As it is noticed in table 04, 60% of teachers have got a BA degree, while 33. 33% have got a Master, and only 6. 67% of teachers have got Magister. Yet, most teachers studied English at university for 3-4 years. However, this is not enough to be linguistically and culturally competent in a foreign language.

Q4: How long have you been teaching English at secondary school?

Table 05.*Teachers' experience in teaching English at secondary school*

Teaching Experience	N	%
Less than 5 years	8	26.67
Between 5- 10 years	9	30
More than 10 years	13	43.33
Total	30	100

As table 05 indicates, most teachers (43. 33%) have a long experience in teaching English at secondary schools (more than 10 years), while 30% of teachers have experienced teaching between 5-10 years, and 26. 67% of teachers who have been teaching English for less than 5 years. As a result, this might mean that the experienced teachers (43. 33%) are familiar with “*New Prospects*” textbook and could provide reliable answers about its strengths and weaknesses.

Section Two: Textbook Information

Q5: Does the textbook reflect the principles of the Competency- Based Approach (CBA)?

Table 06.*The textbook reflection of the principles of CBA*

Options	N	%
Yes	28	93.33
No	2	6.67
Total	30	100

The results obtained from table 06 reveal that the majority of the sample population (93. 33%) agreed that “*New Prospects*” reflects the principles of the Competency-Based Approach. Whereas 6. 67% viewed the opposite. This textbook is designed and based on the CBA principles that aim at teaching the FL in its social context in order to expose learners in real life communication.

Q6: In your opinion, an interesting EFL textbook is the one which integrates:

- a) Explanation of the target language structure.
- b) The target language pronunciation.
- c) The four language skills.
- d) Cultural content of the English language.

Table 07.

Criteria of an interesting EFL textbook

Options	Number of Teachers	Percentage %
a	5	16.67
b	2	6.67
c	18	60
d	5	16.67
Total	30	100

As it is shown in table 07, the teachers’ answers were ranked as follows:

1. The four language skills.

2. The explanation of the target language structure together with the cultural elements of the target language.
3. The target language pronunciation.

In fact, these answers might imply that most teachers (60%) thought of an interesting EFL textbook as the one which integrates the four language skills. This is followed by the number of teachers who selected the explanation of the target language structure (16.67%) and the cultural elements of the target language (16.67%). Then, only 6.67% of teachers agreed on the integration of the target language pronunciation. Therefore, most teachers give much importance to the linguistic content in textbooks and overlooked the cultural one which is considered to be one of the most important constituents of a language course.

Q7: Do the textbook texts attract learners' attention?

Table 08.

Attractiveness of the textbook texts

Options	N	%
Yes	5	16.67
No	17	56.67
To some extent	8	26.67
Total	30	100

From table 08, it is indicated that 56.67% of teachers viewed that the texts included in “*New Prospects*” are not attractive to the learners, while 26.67% of teachers observed that the texts are to some extent not attractive. They justified their answers by saying that the

topics are complicated, boring, and not related to the learners' interest. Whereas 16. 67% of the sample population said that the texts are attractive because they are of different themes and cultures.

Q8: What topics would you like to be included?

The teachers suggested different topics to be included in "*New Prospects*". These topics are related to technology and development; sport; religion; literature and music; topics related to customs and behaviours of both the British and the native culture; contemporary topics related mainly to the learners' interests; and pronunciation skills and transcription.

Section Three: The Cultural Elements of "New Prospects"

Q9: How would you define the word culture?

All teachers provided basically the same definition of culture. They referred to it as the characteristics, features, beliefs, customs, and attitudes that a group of people share and pass on from one generation to another. Then, this might indicate that teachers have an understanding of what culture means.

Q10: Do you think that the cultural components of the English language are important in teaching? Justify.

Table 09.*The importance of the cultural components in English teaching*

Options	N	%
Very important	16	53.33
Important	12	40
Not important	2	6.67
Total	30	100

From table 9, 53.33% of the respondents said that the cultural components of English language are very important in English teaching; whereas 40% of teachers viewed that they are important, while only 6.67% said that they are not important. The teachers justified their answers as follows:

- Language cannot be separated from its cultural backgrounds.
- Cultural components pave the way to learners to be in touch with native speakers.

However, teachers who said that the cultural components are not important provide no justification.

Q11- Is the English culture well- treated in the textbook?

Table 10.*The treatment of the English culture in the textbook*

Options	N	%
Well-treated	03	10
Not well-treated	25	83,33
Ignored	02	6,67
Total	30	100

As indicated in the above table, the majority of the sample population (83, 33%) agreed that the English culture is not well- treated in the textbook. This might mean that the English culture is of secondary importance in “*New Prospects*”. However, 10% of teachers affirmed that culture is explained appropriately in the textbook. While 6, 67% of teachers viewed that the textbook ignores totally dealing with the English culture.

Q12: Do you convey explicitly any cultural aspects during the course?

Table11.*Conveying cultural aspects*

Options	N	%
Yes	6	20
No	24	80
Total	30	100

As it is shown in table 11, 80% of the population said “No” i.e. they did not convey cultural aspects during the course, and 20% of them said yes. This might indicate that teachers are not aware of the importance of teaching culture. Moreover, there is a contradiction, they said that the teaching of culture is important but they never convey its content explicitly.

Q13: Do you have sufficient time to explain cultural elements?

Table 12.

Time needed for explaining cultural elements

Options	N	%
Yes	9	30
No	21	70
Total	30	100

According to the results in table 12, 70% of teachers said that they do not have sufficient time to explain cultural elements, whereas 30% of them thought that they have sufficient time. This reveals that teachers need to have more time to handle the target culture in the classroom appropriately.

Q14: How often do you deal with cultural issues in your class?

Table13.*Frequency of dealing with cultural issues in class*

Options	N	%
Always	02	6,67
Sometimes	24	80
Rarely	04	13,33
Never	00	00
Total	30	100

From the above table, most teachers (80%) revealed that they “sometimes” deal with the cultural issues in their classes, 13, 33 % of teachers said “rarely”. Only 6, 67% of teachers affirmed that they “always” discuss cultural aspects. However, no one chose the option “never”.

This might imply that most teachers are not aware that the cultural elements are important in the teaching process and represent principle feature of language that they integrate in the classroom.

Q15: Do you face any problems when dealing with cultural elements?

Table14.*Problems faced when dealing with cultural elements*

Options	N	%
Yes	02	6,67
Sometimes	18	60
No	10	33,33
Total	30	100

As it is shown in table 14, 60% of teachers affirmed that they face problems when dealing with cultural issues, 33, 33% of teachers said no, whereas only 6, 67% of them pointed that they encountered problems. This might suggest that teachers who faced problems (sometimes, yes) when discussing cultural issues are not well-equipped to teach the target culture and they lack the materials which would help them to.

Q16: What are these problems?

According to the respondents' answers, these problems are:

- 1- Teachers do not have enough knowledge about the target culture.
- 2- Learners are not motivated and interested in learning about another culture.
- 3- Some topics are very distinct from our culture.
- 4- Some notions and elements cannot be explained out of the context so that pupils fail to grasp their cultural insights.

Q17: Using the scale from 1 to 4, order the main cultural components that are included in “*New Prospects*”.

Table15.

The order of the cultural components in “New Prospects”

Options	1st		2 nd		3rd		4th	
	N	%	N	%	N	%	N	%
Values	11	36.67	4	13.33	9	30	6	20
Beliefs	4	13.33	11	36.67	6	20	9	30
Behaviours	10	33.33	5	16.67	10	33.33	5	16.67
Norms	5	16.67	10	33.33	5	16.67	10	33.33
Total	30	100	30	100	30	100	30	100

The obtained results from table 15 revealed that the order of the main cultural components that are included in “*New Prospects*” according to the sample population are as follows: first, values (36.67%); then, beliefs (36.67); behaviours (33.33%); and last norms (33.33 %). This might suggest that despite the fact that the teachers are using the same textbook, they provided a different order of the cultural elements included in “*New Prospects*”. Then, they have different interpretations of the meanings of each of these components.

Q18: Do you think that the target culture affects positively or negatively the learners’ native identity?

Table16.*The effect of the target culture on the learners' native identity*

Options	N	%
Yes	24	80
No	06	20
Total	30	100

According to the above table, most teachers (80%) suggested that the target culture affects the learners' native identity, while 20% of them affirmed that it does not. The former justified their answers by saying that learners are influenced by the way of dressing, life style and music of the target society. The latter argued that the learners are not taught in-depth culture; they are not exposed largely to it.

Q19: Does the teaching of the cultural elements raise learners' awareness of the similarities and differences between their native culture and the target culture?

Table 17.

Learners awareness of the similarities and differences between the native and the target culture

Options	N	%
Yes	28	93,33
No	02	6,67
Total	30	100

The above table reveals that the majority of teachers (93, 33%) reported that the teaching of cultural elements raises learners' awareness of the similarities and differences between their native and the target culture. They justified their choice by saying that teaching culture teaches learners to accept the others and to be different.

Q20: Do you think that the cultural components of the textbook aim at developing:

- a) The learners' knowledge about the target culture.
- b) The learners' knowledge about their own culture.
- c) The learners' awareness about the similarities and differences between their culture and the target culture.

Table18.

The Aim of the cultural components in the textbook

Options	N	%
a	8	26,67
b	6	20
c	16	53,33
Total	30	100

As shown in table 18, 20% of the respondents pointed out that the teaching of the cultural components aims at developing learners' cultural, and cross-cultural awareness of the similarities and differences between the native culture and the target culture. On the other hand, 26, 67% of them said that it aims at developing the learners' knowledge about

the target culture, and the others (20%) affirmed that teaching culture attempts to raise learners' awareness about their own culture.

Q21: According to you what are the techniques of teaching culture?

According to the sample population the techniques of teaching culture are:

- 1- Using authentic materials.
- 2- Set learners to different types of activities that go hand in hand with culture.
- 3- Using audio-visual materials, role play, videos, and listening scripts.
- 4- Exposing learners to real situations such as real English conversations and dialogues.

Then, this might demonstrate that teachers have an understanding of the way the target culture should be taught and introduced to learners in English classes.

Section 4: Teachers' Test

Q 22: What is the most popular food in Britain?

Table 19.

The most popular food in Britain

Options	N	%
French fries	07	23.33
Fish and chips	15	50
Pan cakes	08	26.67
Total	30	100

As it is shown in table 19, only half of the respondents (50%) gave the correct answer which is “Fish and Chips”, while 26.67% of teachers answered “Pan Cakes” while 23.33% of them said “French Fries”. This might indicate that not all teachers have cultural knowledge about such simple information; food and traditions.

Q23: What is the nickname of the British flag?

Table 20.

The nickname of the British flag

Options	N	%
Union John	05	16,66
Union Robert	07	23,33
Union Jack	13	43,33
No answer	05	16,66
Total	30	100

The results obtained from table 20 illustrate that only 43, 33% of teachers chose the correct answer (Union Jack), 16, 66% of them answered by “Union John” and 23, 33% answered by “Union Robert”, whereas 16, 66% of teachers did not provide any answer. Therefore, these answers might reveal that teachers do not have cultural knowledge about such thing that represents the target culture.

Q24: When is the “Poppy Day”

Table 21.*The date of the “Poppy Day”*

Options	N	%
November 11th	06	20
March 13th	12	40
July 29th	05	16,66
No answer	07	23,33
Total	30	100

As it is shown in the table 21, only 20% of teachers gave the right answer (November 11th), whereas the majority of the respondents did not know the answer (80%). This might illustrate that the teachers do not have knowledge about the history of the target culture.

Q25: Where was William Shakespeare born?**Table 22.***The place where Shakespeare was born*

Options	N	%
Cardiff	04	13,33
Stratford upon Avon	13	43,33
Birmingham	05	16,67
No answer	08	26,67
Total	30	100

As it is shown in table 22, 43, 33% of teachers chose the right answer (Stratford upon Avon). However, 56, 67% of the respondents gave wrong answers. This might indicate that more than half of the teachers do not know the place where such famous character was born.

Q26: When did the Wales' princess Diana die?

Table23.

The death of the Wales' princess Diana

Options	N	%
August 1997	14	46,67
July 1997	07	23,33
September 1997	03	10
No answers	06	20
total	30	100

The results have shown that 46.67% of the respondents gave the correct answer (August 1997), whereas almost teachers (53.33%) did not give the right answer. Even though the textbook introduces a text about the “Princess Diana” life (unit 06 p. 179), teachers fail to get the correct answer. Thus, how can they discuss cultural facts in the classrooms?

Q27: What book was made into the first feature length British cartoon?

Table 24.*The book made into the first British cartoon*

Options	N	%
Moby dick	05	16.66
Animal farm	15	50
The Simpsons	04	13.33
No answer	06	20
Total	30	100

As shown in table 24, half of the respondents (50%) gave the correct answer (Animal farm). The remaining teachers (50%) did not know the correct answer. This might mean that half of the respondents are not culturally competent.

4.3 Discussion

The findings of textbook evaluation reveal that “*New Prospects*” does not deal with culture in an appropriate way since it does not contain sufficient cultural elements about the target culture (British, American). In addition, it gives culture a secondary importance. Concerning the structural elements, “*New Prospects*” textbook puts emphasis on the linguistic elements over the cultural ones. In other words, culture is not largely included in texts and activities. Furthermore, time and space devoted to deal with cultural issues in the classroom is not enough comparing to that of grammar and lexis.

Moreover, the analysis of the teachers’ questionnaire has revealed many facts about the integration of target culture in “*New Prospects*”. First, concerning “*New Prospects*” as a whole, most teachers’ viewpoints indicate that the representation of the target culture in

this textbook does not really satisfy them. They point out that despite the fact that the teaching of the target culture is of crucial importance; "*New Prospects*" does not include a higher rate of its elements. Second, concerning time devoted for teaching cultural aspects, the majority of the teachers affirmed that they need to have much more time because culture is a very wide notion that needs to be explained extensively for EFL learners.

Third, according to the respondents, learners are not interested in learning the target culture in classrooms since it is not well-treated in the textbook. Fourth, the teachers' answers revealed that they are aware of the importance of teaching the target culture; however, this importance is not translated into actions in the teaching context. Put differently, they do not take into account cultural content in English language teaching. Finally, as far as the teachers test is concerned, it is noticed that teachers do not have sufficient background knowledge about the target culture because their answers may reveal so. This might suggest that teachers are not culturally competent.

It is worth to note that the obtained results from the textbook evaluation and the analysis of the questionnaire help in answering the questions of this study. Concerning the first question that deals with whether or not the target culture is adequately embodied in the third year English textbook "*New Prospects*", the findings reveal that culture in this textbook is not well-treated. As far as the second question is concerned, the outcomes indicate that dealing with cultural issues is of a crucial importance because they smooth the floor for learners' to gain a cultural understanding and awareness as well as to stimulate their interest and motivation. Based on the obtained results, the third question can be answered by saying that secondary school teachers are not aware of the importance of the target culture because they do not take into account culture teaching in their classrooms.

Consequently, these findings confirmed the hypothesis, stating that the target culture is not adequately presented in the third year secondary school textbook “*New Prospects*”.

Conclusion

This chapter highlighted the integration of the target culture in “*New Prospects*” textbook. It started with an evaluation of the textbook through the use of a checklist. Then, it focused on the teachers’ views about the importance of dealing with cultural issues in the language course with reference to a teachers’ questionnaire. The obtained results revealed that the textbook is not culturally adequate, and teachers do not have sufficient knowledge about the target culture. On the light of these findings, it should be stated that it is very important to develop the foreign culture in the textbook, and improve teachers’ understanding of culture and its teaching.

General Conclusion

In the field of foreign language teaching, researchers state the need for EFL learners to be not only linguistically skillful, but also culturally competent. In other words, having cultural insights about the target culture will broaden learners' understanding of the target culture and raise their awareness to the similarities and differences between the native and the target culture. Hence, this might reflect the importance of the inclusion of cultural content in EFL courses and textbooks.

This study has investigated the way the target culture is presented and taught to learners in the Algerian secondary school classrooms in relation to the third year textbook "*New Prospects*", and secondary school teachers. Moreover, data have been collected through conducting a textbook evaluation of "*New Prospects*", and a questionnaire addressed to teachers.

As far as the evaluation of the textbook is concerned, the results have indicated that the target culture is not adequately treated in "*New Prospects*". Put differently, cultural content is given a subordinate importance compared to the structural knowledge. In addition, both learners and teachers do not feel concerned as the texts in "*New Prospects*" are not interesting, authentic, contemporary, and sometimes they are beyond the learners' abilities.

Furthermore, from the analysis of the questionnaire, it can be established that secondary school teachers in Algeria are conscious about the significance of integrating the target culture in foreign language classrooms and its role in improving learners' language proficiency. However, they do not include sufficient cultural aspects during the course because of time constraints. Moreover, the results have shown that teachers lack cultural knowledge about the English language. They do not have an understanding of the target

language culture. In other words, teachers in Algerian secondary schools are not culturally competent. As a result, they would not be able to deal with cultural aspects during the language course.

Pedagogical Recommendations

The present study aims at shedding light on the way the target culture is dealt with in the Algerian secondary schools; especially in the third year textbook “*New Prospects*”. This concern has been evaluated through carrying out a textbook evaluation, and administering a teachers’ questionnaire. The obtained results show that culture is not sufficiently covered in “*New Prospects*” textbook. Moreover, the findings demonstrate that despite the fact that teachers are conscious about the importance of including cultural content in the language course, they do not adequately integrate it in their classes. As a result, the following recommendations are suggested to be taken into consideration for the sake of making the teaching material much more valued for both teachers and learners.

1. Culture should be explicitly introduced in the textbook, and directly taught to learners right from the early levels of language learning.
2. It should be an integral part of the language teaching program.
3. Culture should be owed a central part of classrooms time. In other words, time devoted to deal with cultural content should be equal with that devoted to the other language aspects.
4. The textbook should cover all types of culture similarly by providing knowledge about the target language history, routines, values, and traditions.
5. Cultural content should be authentic and topics should be contemporary so that to keep learners motivated, interested, and also to raise their cultural awareness.
6. It is of a vital importance to use authentic materials such as pictures, role plays, videos, and media to teach about the foreign culture.

7. Culture should be included in the textbook activities in order to broaden the learners' knowledge about the foreign society.
8. It should be set as the teachers' duty to teach about the target culture.
9. Teachers should also concern themselves as English culture teachers not only teachers of the English language.
10. It would be better for teachers to enlarge and improve their cultural knowledge so that they will be able to discuss cultural issues in their classrooms.
11. Teachers should be adequately trained to teach about the target culture. This training might raise their awareness about the importance of integrating cultural content in the language course.
12. Teachers should know how to build up culturally based activities in order to foster the learners' knowledge and increase their motivation.
13. Teachers need to be creative. They should not stick only to the textbook; they should use other materials to teach their learners cultural aspects of language.

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Appendices

Appendix One: Textbook Evaluation Checklist

1. Does the textbook present a realistic picture about the target culture (British, and American)?
2. Does the textbook give culture a primary importance?
3. Are the texts in “*New Prospects*” contemporary and authentic so that they stimulate pupils’ interest and motivation?
4. Does the textbook reflect all types of culture?
5. Does the textbook cover different cultures from different countries?
6. Do the teaching units of the textbook encourage pupils to compare between the target culture and their own culture?
7. Do the textbook texts encourage the pupils’ critical thinking?
8. Does the visual imagery of the textbook motivate pupils?

Résumé

Cette étude vise à évaluer la manière dont la culture étrangère est introduite dans l'enseignement de l'anglais en Algérie dans le livre de la troisième année secondaire «*New Prospects* », ainsi que le point de vue des enseignants sur la notion de la culture, comment elle est incluse dans ce livre. Pour atteindre les résultats y assèment, un questionnaire a été distribuer sur trente enseignants de la langue anglaise pour connaître leurs opinions sur la place de la culture étrangère dans ce livre. Les résultats obtenus ont montrés que le livre de troisième année secondaire ne reflète pas la vraie image de la culture étrangère dans toutes ses dimensions, l'étude et l'analyse du questionnaire remis par les enseignants a révélé que le manuel scolaire ne contient pas les informations suffisantes sur la culture étrangère et la méthode dont elle doit être présentée aux élèves.

ملخص

تهدف هذه الدراسة إلى تقييم عنصر الثقافة الأجنبية المتضمنة في كتاب السنة الثالثة ثانوي للغة الإنجليزية *"New Prospects"* وسبر آراء عينة من الأساتذة حول مفهومهم للثقافة بصفة عامة، مدى تضمنها في الكتاب المدرسي و كذلك الطريقة المنتهجة من قبلهم في تقديمها للتلاميذ. و لهذا تم توزيع ثلاثين إستمارة على ثلاثين أستاذا (كعينة فقط) يدرسون اللغة الإنجليزية في الطور الثانوي. النتائج المتحصل عليها بينت أن كتاب السنة الثالثة ثانوي لتعليم اللغة الإنجليزية لا يقدم الثقافة الأجنبية بصورة واضحة كما أنه لا يحتوي على مواضيع تثير اهتمام التلاميذ و تجلب إنتباههم.