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Evaluating the Cultural Components of Third Year Middle School Textbook "My Book of English - Book Three "

A dissertation Submitted in Partial Fulfillment of the Requirements for the Master Degree in
Didactics

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2018



Dedications 1

First, I want to thank Allah for giving me strength and faith to finish this work. I dedicate this research work to my dear parents for their emotional support, love, prayers and patience. I am especially grateful to all my big family especially my grandmother , my sweet little brother and sister and my dear husband . To all my best friends. To all my colleagues at Mohamed el Saddik ben Yahia High School. And to all those who I love but I did not mention their names.

Hind

Dedication 2

I dedicate this work to my beloved ones namely "my parents", "my brothers" and every one who supported me to complete it. Thank you so much

Meriem

Acknowledgments

First, our utmost gratitude and praise to Allah for helping and guiding me to realize this extended work. I would like to express my special thanks to my supervisor Mrs Kouira, for her endless help, guidance, encouragement, support and devotion of her precious time for the fulfilment of this research work. Deepest gratitude is also expressed to the members of the jury, who accepted to devote their valuable time to read, evaluate and comment on this work. We are also extremely grateful to all the respectful teachers in the English Department at the University of Mohamed El Saddik Ben Yahia. Finally, special thanks should be expressed to all the middle school teachers who provided the necessary data which helped in the realization of this work.

ABSTRACT

The present research is an attempt to examine the way culture is introduced in the third year middle school textbooks "My Book Of English: Book Three". Precisely, this examined Throughout an analysis of the cultural content presented in the textbook as well as the integration of the target culture within the process of teaching English as a foreign language. The premise is that the third year middle school textbook " My Book of English " does not provide sufficient content for culture teaching. To validate this hypothesis, a questionnaire is given to 15 english teachers at three middle schools in El-Milia namely "Mohamed Zouikri", "Bghidja Ahmed" And "Kahal Abd-Elaziz" ; to provide answers to a set of questions in a questionnaire as a tool of research on the one hand. On the other hand, a checklist for analyzing the cultural content of "My Book of English : Book Three" was set as the second instrument. The obtained results have revealed that the cultural components are not adequately covered within the textbook . That is , the finding make it clear that the textbook is shallow and superficial with respect to its treatment of culture . In addition ,some recommendation have been directed in order to help students reach cultural understanding to accompany their linguistic one.

LIST OF ABBREVIATIONS :

AM : Middle school

P : Page

Q : question

ICC : Intercultural Communicative Competence

ELT:English Language Teaching

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General Introduction

General Introduction

Statement Of the problem

Research Question

Hypothesis

Means of Research

Structure Of The Dissertation

General introduction

The concept " Syllabus " is highly known in the framework of education. The ministry of education creates a sketch of overall curriculum consistent with current theories of learning . which are shaped in a list of lessons to be taught by a particular content and plan to be accomplished in the classroom. Thus, Yalden (1987) defined "A **syllabus** is an expression of opinion on the nature of language and learning; it acts as a guide ... and also summary of the content to which learners will be exposed "

Moreover, in the field of FL teaching and learning , researchers and educators such as Risager and Byram agree that the development of linguistic competence is not enough for the learners . Hence learners need to develop their intercultural competence to achieve native like proficiency in the target language so that , this study seek to investigate the place of teaching culture at the level of Algerian middle schools syllabus and seek to enlighten its importance as a part of teaching English.

Statement of the problem

Foreign language learning and teaching is composed of several components intended to be achieved such as " the Communicative Competence " . Which is mainly fulfilled through introducing essential information concerning the target language culture to the educational textbook. However the need to insert "culture " has been always a debate , in which researchers in the field of foreign languages such as : Kramsh , Bytan and Sylee used to debate for .To examine whether the Algerian classrooms provide enough and sufficient content for student's cultural understanding and evaluate the materials used in teaching " culture" as an objective in teaching English as a whole .

Aims of the study

The present study aims at investigating the importance of integrating the target culture to English language teaching in the third year middle school " My Book of English - Book Three "as well as teachers awareness toward teaching the cultural content presented in the textbook .

Research Questions

- 1- What is the importance of teaching culture in Algerian foreign language middle schools ?
- 2- Does third year middle school's textbook provides adequately the target language culture ?
- 3- Do third year middle school teachers give important to culture in teaching English ?

Hypothesis

As a major step in the present chapter , the following hypothesis are put :

- 1- Third year middle school textbook " My Book of English " does not provide sufficient content for culture teaching .
- 2- Teaching Culture is very important for pupils motivation .

Means of the research

To satisfy the requirement of the study "textbook evaluation" we need to evaluate the cultural components of the third year Middle school textbook "my Book of English-Book Three "in order to examine the cultural content presented in the Book developing learners cultural understanding. Additionally , we construct à questionnaire offered to Middle school teachers in order to shed light their views toward the importance of teaching culture .

Structure of The Study

The present study is divided into four chapters.in which Chapter one starts with the definition of the concept " Culture" as a key term in our study , it describes different types of culture and discuss the relationship between language and culture , it also explains the importance of integrating culture in English classes . Moreover , this

chapter concerns with the role of teachers in introducing the target culture . Later , there will be a shift to highlight the approaches to culture in foreign language classes .

Chapter Two is about textbook evaluation , it starts with giving a definition for " the textbook " , its role in English language teaching . This chapter presents the criteria of the textbook . Then it will move to shed light on the various conceptions of evaluation with respect to its types and models , it explains the use of checklist as an evaluation tool .

Chapter Three is devoted to the analysis of the cultural contents of the textbook of the third middle school textbook , in order to evaluate the situation of culture in Algerian curriculum . The textbook will be presented and evaluated according to a checklist .

Chapter Four , deals with the analysis and the interpretation of , it starts with a description of the tool used , the participants , and the procedures . Then it moves to the presentation of the research results . Furthermore , it provides recommendations that attempt to test the hypothesis .

Chapter One :

Introduction

Section One

1.1 Definition of Culture

1.2 Categories of Culture

1.2.1 Source Culture

1.2.2 Target Culture

1.2.3 International Culture

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1.3 Types of Culture

1.3.1 Big “C” Versus Small “c”

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1.5.1. culture capsules

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1.6. The Key Elements of Cultures

1.6.1 Attitudes

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1.5.3 Values

1.6.4 Norms

Section Two

1.7 Culture and Learner’s Communicative Competence

1.7.1 Communicative Competence

1.7.2 Interactional Communicative Competence

1.7.3 The Components of Intercultural Communicative Competence

1.7.3.1 Intercultural Attitudes

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Conclusion

Introduction

Culture is a complex and vague feature that it is extremely difficult to define precisely. Tylor (1871) stated that: "Culture... is that complex whole which includes knowledge, beliefs, arts, morals, law, customs, and any other capabilities and habits acquired by a human as a member of society" (cited in Atamna 2008.p.16). So that, the present chapter aims at clarifying the concept of culture, and sheds light on some of its key elements. Accordingly, it will try to review some of the outstanding definitions of culture, along with a focus on culture's influence on communication. Given that culture is involved in all kinds of communication it would be inevitable to examine the close relationship between language and culture.

Section One

I.1 Definition of Culture

O'Neil (2006) defined the term culture as "the full range of learned human behaviour patterns collectively acquired in a given community which includes several aspects that are specific to each individual". The term was first used in this sense by the pioneer English Anthropologist Tylor in his book "Primitive Culture", published in 1871. In other words, culture is a way of people's life, it represents characteristics and knowledge shared among a particular group.

In this sense, Thompson (1990) states that "The pattern of meanings embodied in symbolic forms, including actions, utterances and meaningful objects of various kinds by virtue of which individuals communicate with one another and share their experiences, conception and beliefs." (p.131) (as cited by Jacobous Fourie.p,368).ie, culture is shared using meaningful contexts that can be understood between individuals communicating cultural issues.

Moreover, Quinn and Holland (1987) pointed out "By culture we mean the knowledge that is what people "must know in order to act as they do make the things they make and interpret their experience in the distinctive way they do." (p.4)

According to Tylor (1871) "Culture or Civilisation, taken in its wide ethnographic sense is that complex whole which includes knowledge, belief, art, law, morals, custom, and any

other capabilities and habits acquired by man as a member of society.” (cited in Atamna 2008,p.16)

Furthermore, as there many fields of inquiry for the term culture(hinkel as cited in Atamna 2008 .p,16) other varied difinitions were given to mention:first, **Hofstede** (1994 .p,5) defined Culture as“the collective programming of the mind which distinguishes the members of one group or category of people from another.”(as cited in the journal of development alternatives and area studies 2001.p, 17).second ,Bowers (1992) "Culture is an inherited wealth in which we share memories, metaphors, maxims and myths."ie,culture is a atter of socialization . simialrely, Alptekin (1993.p,136.) assumed that culture consists of more than “civilization”, our socially acquired knowledge is "organized in culture-specific ways which normally frame our perception of reality such that we largely define the world through the filter of our world view."(as cited by de ildiko laza and cankova .m.p,7) However, according to Kramsch (1993), culture “is always in the background, right from day one, ready to unsettle the good language learners when they expect it least, making evident the limitations of their hardwon communicative competence, challenging their ability to make sense of the world around them” . (P,1)

Furthermore, Geertz (1973. P,89) defined culture differently. For him, culture is of a symbolic nature and has a symbolic function. “ it denotes a historically transmitted pattern of meaning embodied in symbols, a system of inherited conceptions expressed in symbolic forms by means of which men communicate, perpetuate and develop their knowledge about attitudes towards life “(as cited by garry carnegre .p,22).concealed in this definition are some key notions which need to be highlighted. The first is the idea of whether culture (knowledge) is acquired or inherited.In this respect, unlike Tylore who believes is acquired, Geertz believed that it can both.The other notion implied in Geertz’s definition is that of making sense (i.e. meaning) of the different patterns which enable members of a given society to communicate appropriately in their social environment. This idea could have some implications for people working in the foreign language teaching profession which is an important concern of the present research in the sense that whether learning a foreign language requires an understanding of its culture in order to achieve a successful communication.

1.2 Categories of cultures :

Cortazzi and Jin (1999) identified three categories of cultural information to help distinguish between different cultural aspect . this cultural categories are :First, the source culture to be the learners own culture.Second ,the target culture where the target language is used as a mother tongue language(teaching English in the algerien schools as a foreing language).And the international culture as a variety of cultures in English or non English speaking countries around the world, which use English as an international language.(cited in xiao,j.2010.p,16).

Furthermore ,additionnal cultural category introduced by xiao,j was Culture Free which refers to the content presented in the textbook with no reference to any cultures, they are not related to any with any particular counties in terms of target, source and international culture or any specific cultural information in terms of big " C" and small "c " cultures.(p,7)

1.3 Types of Culture

Culture has been divided into two major types ; culture with the capital “C” and it called the big “ C” which refers to the most visible forms which may include " holidays, art, popular culture, literature, food and lifestyle ". When learning about a new culture, the capital “C “ cultural elements would be discovered first ; they are the most overt forms of culture. in contrast culture with small “ c “, is the more invisible type of culture associated with "a region, group of people, language, etc.

Some examples of small" c" culture include communication styles, verbal and non-verbal language symbols, cultural norms (what is proper and improper in social interactions), how to behave, myths and legends, etc.

Adopted from (Olenka Bilash,2009)

1.3.1 Big “C “ Versus small “c”

Due to the works of Brooks(1967), who was very persuasive and influential in causing EFL teachers to recognize that the study of culture " goes beyond artistic expression and should be concentrated on the personal side of culture – ‘the distinctive life-way of a people’

(Brooks) there are now two widely accepted types of culture learning. The first type one that is deservedly referred to in current literature as ‘high-brow’ culture with a capital ‘C’ and includes the study of literature, art, history, music, etc. The other type emphasizes informal and often hidden patterns of human interactions and viewpoints and which is referred to as little/small-c culture " (Alatis, Straehle, Gallenberger, Ronkin 1996.p,148).

Furthermore, according to Chastain (1988) : " the culture, which focuses on the product and contribution to a society and its outstanding individuals, is often referred to as Large/big/Capital “ C “ culture including, politics, economy, history, literature ; fine arts, science, geography .Whereas the little "c" is related to the civilization and society conterbution to the world.(p303)

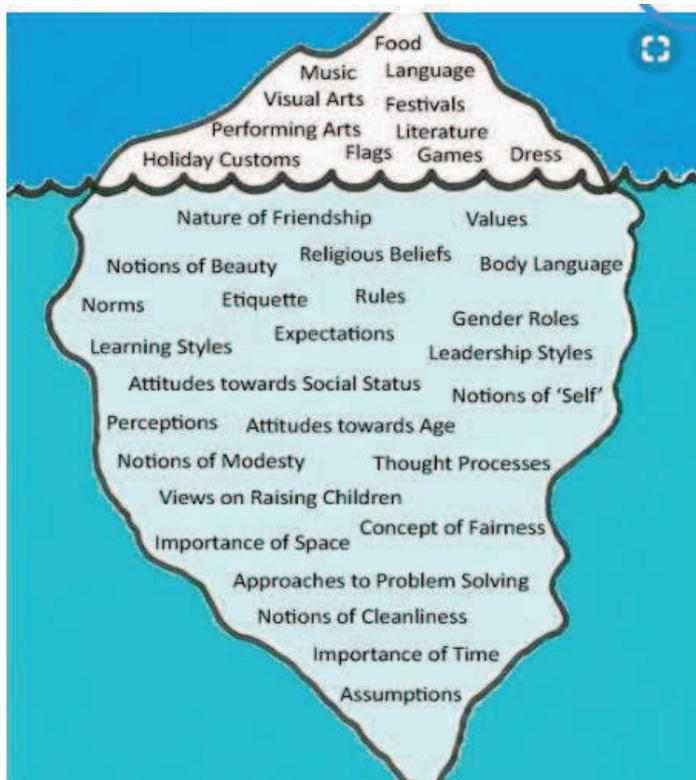


Figure 1 : Culture as an Iceberg

adopted from Levine (cross-cultural, 1993)

The iceberg analogy of culture based on Bembeck (1977) in Levine and Adelman's cross-cultural communication textbook (1993) compares the notion of culture to an iceberg only the tip of which is visible (language, food, appearance,etc)whereas a very large part of the iceberg is difficult to see or grasp (communication style,beliefs,values, attitudes,

perceptions, etc.). The item in the invisible body of the iceberg could include an endless list of notions from definitions of beauty or respect patterns of group decision-making, ideals governing, child raising, as well as values relating to " leadership, prestige, health, death and so on ". (cross-cultural, 1993).

I.4 Interrelationship between Language and Culture

Since 1990, various scholars have dealt with the interrelationship existing between language and culture. Risager (2006) considered culture : " as a component and a part that cannot be separated from the language "(p). She adds that : " linguistic production and practice is a way of cultural practice since language is always embedded in culture ".(p) Furthermore, Kramsch (1998) relates language to identity and culture. He says that there is a natural connection between speakers' language and their identity, in other words, by their accent and vocabulary, speakers are identified to a given speech community. Speakers draw a social importance, pride, historical, and cultural unity by using the same language as the group they belong to. In the same context, Byram (1989) argued that : " language pre-eminently embodies the values of meaning of a culture, refers to cultural artefacts, and signals people cultural identity. Because of its symbolic and transparent nature; language can stand alone and represents the rest of cultures phenomena. "(p,41)

Furthermore, Byram (1989) believed that : " language is a tool to express speakers' knowledge and perception of the real world. Thus, it reflects their cultural concepts and values. He goes on saying that one cannot learn a language and neglect its culture because speaking a language means expressing its culture, exchanging a language embodies a particular way of thinking and living." (cited in sehibi mimoun phd,2015.P,7)

Language is bound up with culture in different ways (cited in sehibi mimoun phd,2015.P,7and 8):

- First, language expresses speakers' beliefs, points of view, and assumptions about the real world. People of the same social group utter words which express common experiences. That is, they refer to facts, events, and ideas that are shared and known

among the same social group. In addition to this, the languages people speak reflect their authors' attitudes and beliefs.

- Second, members of the same social group create experience through language. They give meaning to it through the way they interact with each other either with verbal aspects like face-to-face conversations, speaking on the phone or non verbal ones such as gestures. For example, the way of sending an e-mail or message creates meaning that members of the same society understand. Thus, language always embodies cultural reality.
- Thirdly, language itself is seen as a cultural value. In fact, it is through language that speakers identify themselves as members of the same social group having the same culture (Kramsh 1998). All in all, Kramsh puts three links between language and culture which can be summarized as follows:

- Language expresses cultural reality.
- Language embodies cultural reality.
- Language symbolizes cultural reality

In the same vein, Fishman (1985) identifies three links between language and culture:

- First, Language is an inseparable part of culture because it is impossible to ignore the place of language in a given culture. Hence, in order to understand a given culture it is crucial to study its language.
- The second link he puts is that language reveals the ways of thinking and norms which are common in the culture.
- Finally, "language as a symbolic" of culture. That is, language can be considered as a symbol to defend or attack, foster or reject the culture associated with it.

Fishman summarizes the relationship between language and culture as follows:

- Language as part of culture.
- Language as an index of culture.
- Language as symbolic of culture. (cited in Risager 2006:13-14)

However, the most influential scholars dealing with this issue are : Sapir and Worlf. Their theory is known as "Sapir-Worlf theory" (sehibi mimoun phd,2015.p,9). The Sapir-Whorf hypothesis is the theory that an individual's thoughts and actions are determined by the language or languages that individual speaks. The strong version of the hypothesis states that

all human thoughts and actions are bound by the restraints of language, and is generally less accepted than the weaker version, which says that language only somewhat shapes our thinking and behavior. Following are quotes from the two linguists who first formulated the hypothesis and for whom it is named .

(Cited in Steinberg, 1995).

1.5. Approaches of Teaching Culture

Many educators gave some practical techniques such as: culture capsules, culture clusters, culture assimilators, mini-drama, Authentic materials, and role playing.

I.5.1 Culture Capsules

Culture capsules are ones of the best established known techniques to teach culture that has been developed by Taylor & Sorenson in 1961. " It is generally prepared out of class by students during the lecture in 5 or 10 minutes; it is a brief description of some aspects of the target culture followed by contrasting information from the students' native language culture such as greeting, customs, marriage, etc. Moreover, this technique is usually done orally with the teacher giving a brief lecture on the chosen cultural point and then students ask questions to stimulate discussion about the differences between cultures " (Cited in Seelye 174).

I.5.2 Culture Clusters

A culture cluster is " simply group of two or more illustrated culture capsules on related themes/topics about the target culture "(Seelye 178). In other words, it is a combination of conceptually related culture capsules; two or more capsules which belong together can form cluster. In addition, a cluster should be conclude by some sort of activity such as a dramatization and role playing. So teachers can develop culture clusters themselves by thinking of a slice of target life then work backwards to identify two or three components it contains .

I.5.3 Culture Assimilators

Culture assimilator is a learning technique frequently used to expose members of one culture to some of the basic concepts, attitudes, customs and values of another culture. in

details : " Culture assimilator consists of short (usually written) description of an incident or situation where interaction takes place Thus students are given feedback why one explanation is right and the other wrong in certain cultural context and teachers can find numerous culture assimilators " (Tomalin and Stempleski 1989, 1999).

I.5.4 Mini Drama

It is based on series of plays scenes (usually from three to five) of everyday life that illustrate culturally significant behavior the play is read, viewed on a video or acted out. Each play is followed by a discussion, the teacher asks students what the actions and words of the characters in the drama mean and lead them in non-judgmental atmosphere, it is also important for the teacher to ask the right questions; open-ended questions should rather be used than yes/no question. It aims at presenting a problem situation as well as to promote knowledge and understanding the target culture. It works best if deal with highly emotional issue (Seelye p,71).

I.5.5 Authentic Materials

The use of authentic materials sources from the native speech community to engage students in authentic cultural experiences. Sources can include: films, news, broadcasts, television shows, web sites, photographs, magazines and other printed materials. And it has been defined as : "Authentic sources provide students with actual access to the target culture, and help them engage in authentic cultural experience, so that they can use the language effectively in different situations " (Rivers,1987,as cited in sehibi mimoun phd 2015.p,15)

Moore (2003) points out that : " exposing students to authentic sources is the most effective way of teaching culture. She adds that high school teachers conducted experiment that revealed useful uses of other strategies such as including proverbs, songs, and films "(as cited in sehibi mimoun phd 2015.p,15) .

Kramersch (1993) argues that : " besides using pictures, realia, slides, and other visual aids which help to reach both comprehension and communication in foreign language classrooms, it is efficient to use multimedia materials. These help to explore the target culture as they bear authentic cultural load, and enable to discuss and negotiate the meanings of that culture." (as cited in sehibi mimoun phd 2015.p,15)

Corbett (2003) points out that : "it is not necessary to use authentic materials as members of the target culture. However, they act as evidence about how the target culture operates in real situations. He goes on arguing that it is effective to compare home magazines with foreign ones to discover how each culture constructs news values." (as cited in sehibi mimoun phd 2015.p,15)

I.5.6 Role Playing

After learning about ways of addressing different people in the target culture, learners have to play a role in a way that background information on the situation are given in advance.

I.6. The Key Element of Culture

I.6.1 Attitudes

Attitudes are the external displays of underlying beliefs that people use to signal to others or to objects, but these signs cannot be observed directly. but they are demonstrated through actual behaviours. for instance : How does people treat Muslims without knowing them in person according to their religion.

I.6.2 Assumption

Is an idea or an established opinion that is accepted as true or as certain to happen, without proof. According to Manisha (2009) " Basic assumptions are usually rooted in our infancy, early family life and social context. More widely, assumptions shaping people behavior relate to the cultural context "(p,4) .

I.6.3. Values

Values , are things that person deem important and concerns about " how people ought to be , or how people ought to behave ". Values can include concepts like equality, honesty, education, effort, perseverance, loyalty, faithfulness, conservation of the environment and many other concepts. Values govern the way person should and behave, communicate, and interact with others .

I.6.4 Norms

A norm is a standard of behavior. At some point people in the society agree that these are standards. Some people learn by being taught, but mostly they pick them up just by being exposed to them.

There are a couple of types of norms: **Folkways** and **Mores**. **Folkways** are norms related to everyday life : eating with silverware, getting up in the morning and going to work or school for example. There are also **mores**, which are behaviors that are right or wrong..."don't kill people, don't steal "

Brown, D.H. (2007). Principles of language learning and teaching

Section Two

I.7 Culture and Learner's Communicative Competence

I.7.1 Communicative Competence

The main function of using any language is to communicate. Studies have proved that linguistic competence, the mastery of the structural elements of language ; phonological, grammatical and semantic are not enough for an efficient use of a language.

According to Hymes (1972) "a normal child acquires knowledge of sentences not only as grammatical, but also as appropriate. He or she acquires competence as to when to speak, when not, and as to what to talk about with whom, when, where, in what manner. In short, a child becomes able to accomplish a repertoire of speech acts, to take part in speech events, and to evaluate their accomplishment by others."(p, 277)

In other words ,Hymes stated that a language user " Learner " needs to use the language not only correctly (based on linguistic competence), but also appropriately (based on communicative competence). Of course, This does not diminish the importance of learning the grammatical rules of a language. In fact, it is one of the four components of communicative competence: linguistic, sociolinguistic, discourse, and strategic competence.

According to Hymes (1972), the concept of communicative competence arose from Chomsky's distinction between competence and performance. For Chomsky, competence refers to the shared knowledge of the ideal speaker-listener in a completely homogeneous speech community. This knowledge enables the individuals of a given language to produce and understand an infinite number of sentences based on a finite set of rules. Performance,

alternatively, is the realization of the underlying knowledge in actual situations. Hymes (1972) believed that : “Chomsky’s competence represents a Garden of Eden view point which dismisses central questions of use in the area of performance”. In other words, performance does not completely reflect competence. Besides, competence is an idealized conception of language which is seen in opposition to the notion of performance.

Moreover, Hymes(as cited by Ohno in 2002), claimed that " social factors " influence both the speaker’s performance as well as his competence. He stresses that the rules of use are dominant over the rules of grammar and that Chomsky’s view of competence is irrelevant to explain the relationship between what the speaker says and what he means.

Therefore, the internalized linguistic system is controlled by the rules of speech. Accordingly, he identifies two types of competence: **Linguistic Competence** and **Communicative Competence**.

The former involves the production and comprehension of grammatically correct sentences.the latter on the other hand,deals with producing and understanding sentences that are appropriate in a given situation.Thus, Hymes coins the term communicative competence and defines it as “knowledge of the rules for understanding and producing both referential and social meaning of language”.it is ,therefore, “what a person needs to know in order to communicate effectively in culturally significant situation”(Hymes,1974.p,74)

Similarly, Hall (2002) states that communicative competence entails “both the knowledge and ability that individuals need to understand and use linguistic resources in ways that are structurally well formed, socially and contextually.” (p,105) .Hence, the concept of communicative competence is used to refer to what a speaker knows in order to communicate effectively in appropriate contexts.

In addition, Richards (2006) pointed out that communicative competence includes the following aspects of language knowledge:

- Knowing how to use language for a range of different purposes and functions.
- Knowing how to vary our use of language according to the setting and the participants (e.g. knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication).
- Knowing how to produce and understand different types of texts (e.g.narratives, reports, interviews, conversations).

- Knowing how to maintain communication despite having limitations in one's language knowledge (e.g. through using different kinds of communication strategies)(p,3)

Moreover, Hymes's attention to communicative competence inspired a number of models of such competence. The two world famous follow-up studies between 1980 and 1990 were conducted by Canale & Swain (1980) and Bachman (1990). In the context of L2 teaching, Canale & Swain (1980, p.20) defined communicative competence as a synthesis of knowledge of basic grammatical principles, knowledge of how language is used in "**social contexts**" to perform communicative functions, and knowledge of how utterances and communicative functions can be combined according to the principle of discourse in which they say that communicative competence is composed of: grammatical competence, sociolinguistic competence, strategic competence. Canale (1983) added another element which he called "discourse competence"

I.7.2 Van Ek's Communicative competence

Equally, Vanek's argued that the foreign language teaching is not merely concerned with training the learners in communication skills but it should also aim at **the personal and social development of the learner as an individual**. To meet the goal, he presented 'a framework for comprehensive foreign language teaching objectives' which includes the following six dimensions of Communicative Competence:

- **Linguistic competence** : is the knowledge of the language code, i.e. its grammar and vocabulary, and also of the conventions of its written representation
- **Sociolinguistic competence** : is the knowledge of sociocultural rules of use, i.e. knowing how to use and respond to language appropriately.
- **Discourse competence** : is the knowledge of how to produce and comprehend oral or written texts in the modes of speaking/writing and listening/reading respectively.
- **Strategic competence** : is the ability to recognise and repair communication breakdowns before, during, or after they occur.
- **Socio-cultural Competence** : Accepting that every language is situated in a socio-cultural context, Van Ek asserts that the second language learner is expected to have familiarity with such sociocultural context of the language

- **Social competence** : It involves both the will and the skill to interact with others, involving motivation, attitude, self confidence, empathy and the ability to handle social situations. (Byram, 1997: 9-11)

I.7.3 Interactional Communicative Competance :

Byram (1997) coined the concept "intercultural communicative competence" so as to make a distinction between the two notions" **intercultural competence and intercultural communicative competence**".

In detail, intercultural competence refers to the ability of communicating with people from different cultures, whereas intercultural communicative competence is defined as the ability to understand cultures, including one's own, and to use this understanding to communicate with people from other cultures successfully. As an illustration, intercultural communicative competence (icc) may include understanding how gestures and the distance between speakers vary from culture to culture. In fact ICC, which is a key to successful intercultural communication, is considered as an extension of "communicative competence" (Hall, 2002: 109). It covers knowledge of other cultures, attitudes to other cultures and the skills of communications with people from other different cultures.

According to Fantini (2005), ICC is a set of complex capacities necessary for effective and appropriate interactions with other speakers from different linguistic and cultural backgrounds.

II.1.4 The Components of Intercultural Communicative Competence " Savoirs " :

	SKILLS interpret and relate (savoir comprendre)	
KNOWLEDGE of self and other; of interaction: individual and societal (les savoirs)	EDUCATION political education critical cultural awareness (savoir s'engager)	ATTITUDES relativising self valuing others (savoir être)
	SKILLS discover and/or interact (savoir apprendre/faire)	

Figure 3:Byram's Model of Intercultural Communicative Competence (1997)

To illustrate, the most influential model of ICC is the one developed by Byram (1997) in which he explains ICC in terms of a set of factors or "savoirs". It shows that ICC is supported by specific attitudes, knowledge, skills and cultural awareness as it is shown in the figure above.

Byram believes that **cultural awareness (savoir s'engager)** is the fundamental element. He asserts that it is essential to see one's world from the outside and to develop critical as well as self-reliant thinking. Hence, the more the attitudes are positives the better the knowledge and skills are attained. According to Byram, attitudes of curiosity, openness and readiness to suspend disbelief about other cultures and belief about one's own that are crucial for reaching effectiveness in any intercultural interaction.

The second important factor is **knowledge (les savoirs)** and it is of two types; "knowledge about social groups and their cultures in one's own country, and similar knowledge of the interlocutor's country" as well as "knowledge of the processes of interaction at individual and societal levels" (Byram, 1997:35).

In the EFL classrooms, for instance, learners will be more familiar with cultural aspects, historical events, symbols morals and beliefs of their own culture as well as the ones of target

culture. Therefore, knowledge takes into consideration both the linguistic system and cultural knowledge during an intercultural communication.

The third factor is **skills** which he has divided into two types.

- First, there are skills of interpreting and relating (*savoir comprendre*) which have been defined as “the ability to interpret a document or event from another culture, to explain it and relate it to documents from one’s own”.
- Second, skills of discovering and interacting (*savoir apprendre/faire*); they are understood as “the ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction” (*ibid*).

The last factor is **the critical cultural awareness** which embraces a critical evaluation of the foreign culture taking into account one’s own and how it affects his views of other people.

I.7.5 The importance of Culture in EFL Teaching

Teaching a foreign language presents a rational pedagogy, that is to say learning a language is not only assessed with native speakers’ construct but also the ability to be intercultural speakers by including its ideas, beliefs, customs attitudes...etc.

Culture teaching plays an important role in language learning in which it avoids cultural misunderstanding and by which pupils can given the real image of their own culture and the target culture.

Peck (1998:125) states that “culture should be our message to students and language our medium.”

Conclusion

The chapter was devoted to the introduction and explanation of some basic concepts relevant to culture. It has been revealed that culture is deeply rooted in all aspects of human life, and most prominent in the linguistic system of a given social group. Culture is very powerful; it determines the way people behave, eat and dress, and also the way they use language in communication. Thus, cultural awareness contributes to a better language acquirement and culture implies.

Chapter Two : Textbook Evaluation

Section One :

2.1. Definition of Textbook.....

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Conclusion

Introduction

Textbooks are undoubtedly the most popular teaching materials used in foreign language classes. Therefore, it is highly significant that textbooks include the essential elements of language and culture and that they correspond to learners' needs, cultural background and level of linguistic proficiency. Accordingly, it is vitally important to help teachers choose the most appropriate ones for their classes. This chapter aims at defining both the concepts textbooks and evaluation then presenting the main aim behind using textbook in foreign language teaching . Moreover, it sheds light on the process of selecting an devaluating the contains " the cultural aspects " and to identify the checklist used .

2.1. Definition of Textbook

Researchers have provided various definitions of textbooks. In fact, Hutchinson and Torres (1994) suggested that “the textbook is an almost universal element of (English language) teaching, millions of copies are sold every year, and numerous aid projects have been set up to produce them in (various) countries...”(p. 315).

Interestingly, textbook is regarded to be a global teaching material, that is used almost everywhere in the field of foreign language teaching. Similarly, Tomlinson (2011) defined the textbook as a source material which help teachers to prepare their teaching contents, it supports teachers with subject to be taught and aims to be realized, it contains each year courses of study, facts and ideas around certain subject. As stated in the oxford advanced learner's dictionary “it is a book that teaches a particular subject and that is used especially in schools and colleges”.

Cortazzi and Jin (1999) asserted that textbook is a teacher teach the content to their potential student, a map that guide both teachers and learners to a language proficiency and a resource providing the content to be taught. To put it in a nutshell, textbooks is instructional teaching material offered to teachers and learners to rely on in order to guide and facilitate the teaching learning process.

2.2. The Role of Textbook in English Language Teaching

Textbooks are widely used in both " teaching and learning processes " . It has been known to be the most useful teaching material. However, many scholars addressed the role of textbook with the notion of having both advantages and disadvantages.

A. Advantages of Textbooks

Cortazzi and Jin (1999) referred to a textbook as " : a teacher, a map, a resource, a trainer and an authority". As a teacher provide teachers with the content to be taught . As a map with the structure of the course. Moreover , a textbook is viewed as a resource as it contains a set of materials and activities available to the teacher from which one can choose. It can also be a trainer for novice teachers who need valuable instructions, support and guidance. As an authority, a textbook is seen as valid, reliable, written by experts and authorized by important publishers or ministries of education.

In Cunningsworth's view (1995, p. 7), the roles of textbooks are identified as:

- an effective resource for self-directed learning and self-study; – a valuable resource for presentation material (written and spoken)
- a source of ideas and activities for learner practice and communicative interaction; – a reference source for students
- a syllabus
- a support for less experienced teachers to gain confidence and demonstrate new methodologies.

Furthermore , Tomlinson (2001) argued that : " a textbook is the most convenient form of presenting materials, it helps to achieve consistency and continuation, it gives learners a sense of system, cohesion and progress and it helps teachers prepare and learners revise" (p.37).

Moreover , learners learn among themselves using textbooks. However, Textbooks in ELT have a significant role ,they are considered as teacher supporter in that it offers them the better content to be taught with the better instructions to follow (Hutchinson and Torres 1994).

In addition , Ur (1996)identified the advantages of textbook as : " a teachers in structure providing them with a carefully planned and organised syllabus, content , texts and tasks. while for the learners as source of knowledge to be used independently from teachers " .

Similarly, Richards (2009) argued " that without textbooks, a program may have no impact, therefore, they provide structure and a syllabus. Besides, the use of a textbook in a program can guarantee that students in different classes will receive a similar content and therefore, can be evaluated in the same way".(hidayat tok .p,509)

Another view of Richards(2001) on the advantages of textbook , he stats that : " textbooks in teaching has both advantages and disadvantages and marks the advantages as follow : " first ,they provide structure and a syllabus for a program .Secondly ,they help standardize instruction. Thirdly, they maintain quality. In addition , they provide a variety of learning resources. Also , they are efficient and they can provide effective language models and input" (p,1)

b. Disadvantages and Limitations

As there many remarkable advantages, textbooks have also limitations and disadvantages that may not match with teachers and learners abilities. In this regard, Graves (175) and Basturkmen 2010 identifies four major disadvantages of using a ready made textbook “

- First, the content or examples may not be relevant or appropriate to the group and they may not reflect the students’ needs.
- Second, they may contain inauthentic language.
- Third, the content may not be at the right level.
- Fourth, the sequence of units is not in accordance with the real work-related needs. Besides, the timetable for completing the textbook or parts of it may be unrealistic and, may the textbook doesn’t take the students’ background knowledge into account” (p.149).

II.3. Criteria of Textbook Evaluation

Textbooks are designed to serve the needs of less experience teachers. However, textbook evaluation is done for teachers who are not properly trained on how to choose, adapt, evaluate and use the textbooks. According to Cunningsworth and Green (as cited in Lawrence, 2011) evaluation is needed in the first place because of “ the number of textbooks on the market” and “ is the reason why selecting the right choices in textbooks difficult”(p,9). this led many schoolers to identify extensive criteria to help textbook evaluators .

However, Byram (2002) argued that : “the components of intercultural competence are knowledge, skills and attitude ; The role of the language teacher is therefore to develop skills, attitudes, and awareness of values just as much as to develop knowledge of a particular culture or country”. in other word, teachers role is not only bound with developing learners linguistic competencies but also enhancing learners cultural awareness.(kaili lui ,2016.p,482)

Moreover, Byram (1989) asserted that “ although cultural learning and teaching have been viewed as an integral part of language education, the great majority of cases were “the mere acquisition of information about a foreign country, without the psychological demands of integrated language learning”.(kaili lui ,2016.p,482)

In many language classes, the main cultural topics addressed were foods, fairs, clothes ect . A great number of texts addressing cultural content are limited to offering overt, “tourist culture” or teaching abstract and irrelevant facts, which are often presented with bias and consequently do little more than reinforce stereotypes, and exaggerate or misrepresent the culture (Kramersch, 1993; Byram, 1997; Moran, 2001).

Similarly, Widdowson (2005) also pointed out that “ typical EFL texts fail to engage students while providing limited and unrealistic cultural information. Owing to the importance of cultural contents in textbooks to facilitate the development of intercultural communication competence and the necessity of evaluating the materials, some scholars have proposed criteria and checklists to evaluate cultural contents in textbook”.(kaili lui ,2016.p,482)

Cunningsworth (1995) as mentioned by Richards (2001.p,4) proposed the following criteria of course book evaluation:

- they should correspond to learner’s needs.
- They match the aims and objectives of language learning program.
- They should Reflect the uses (present or future) which learners will make of the language.
- Textbook should be chosen that will help equip students to use language effectively for their own purposes
- They should take account of students’ needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid method

2.4. Approaches of Textbook Evaluation

Evaluating a textbook meant to identify the learning objectives set for textbook users. However, Evaluation of teaching materials can be divided in three distinctive stages (approaches) :

2.4.1. Impressionist Versus In-depth

The impressionistic approach has to do with obtaining a general results after a careful analysis of a textbook content as Widodo (2015) goes to define the impressionistic method as “attaining a general synopsis of the contents presented in the course book”. This analysis according to montasser(2013) “is based on a general impression obtained by means of checking the textbook contents in view of organization, layout, the presented topics as well as the visuals, and so forth.”

However ,in-depth evaluation tend to analyse all the content presented in the textbook not only general but rather specific and complex ones. Furthermore, In-depth evaluation main concerns with the general aims and the role of textbook as a classroom material, whether it match learners requirement and which types of activities it provide. (McGrath, 2002).

2.4.2 Predicative Versus Retrospective

Predictive evaluation is characterised with the imagination of the further (future) use of a course book. the teacher decide on the available material before , then select the appropriate that feat his demand. However, Ellis(1997) identify evaluation with “the aim of deciding what materials to use, teachers first take into consideration the materials available to them, and then they determine which are best suited to their purposes”.

Thus ,Retrospective evaluation is based on evaluating materials under use .in retrospective evaluation is done in use (whilst-use evaluation) or after it has been used (post-use evaluation) textbooks. According to Chambers (1997) “when teaching materials are to be used by large number of students and teachers, it is better to be evaluated by all or most of the teachers or students who are involved.

II.4.3. For-potential Versus For-suitability

For - potential evaluation or pre-use evaluation it is carried out before the application of the materials (textbooks) according to Tomlinson(1998) “it involves making predictions about the potential value of materials on people who use them ”.However , for – suitability evaluation it is done in-use. As Tomlinson (1998) views that “ it measures the value of the materials whilst observing or using.

2.5. Definition of Evaluation

Evaluation is a process of checking the appropriateness of something As a matter of fact, it is a dynamic process which investigates the suitability and appropriateness of an existing practice (Rea-dickens & Germaine, 1992).

According to Hutchinson and Torres (1987, p. 96) “evaluation is a matter of judging the fitness of something for a particular purpose "in language teaching the purpose of evaluation is to see whether a language curriculum accounting the learners need especially for foreign language learners defining what the learners really needs to do with the content presented .

Likewise, Browns (1989) viewed evaluation as “ the systematic collection and analysis of all relevant information necessary to promote the improvement of a curriculum, and assess its effectiveness and efficiency, as well as the participants’ attitudes within the context” (p. 231).

Stufflebeam and Shinkfield(2007) argued that “evaluation is the systematic process of delineating, obtaining, reporting, and applying descriptive and judgmental information about some object’s merit, worth, probity [moral correctness], feasibility, safety, significance, or equity.” (p. 698). In other words, evaluation is a process of testing the effectiveness of something as being suitable or not in the context being applied .

Scriven’s (1991) stated that evaluation “ the process of determining the merit, worth and value of things and evaluations are the products of that process” similarly, Richards (1985) perceived evaluation as “the systematic gathering of information for purposes of making decisions” (p.98) . Differently stated, evaluation is a process of gathering information in order to check whether an educational program really achieve its goals for a further

modifications accounting the teachers weaknesses and student needs as well the requirement of society.

Briefly stated, evaluation is a systematic process followed to assess a read made program or a project before use . in use and after use really cover the values and the aims coined for .

2.6. Types of Evaluation

Evaluation as an educational process is divided into different types of its use. It is worth to mention that , these types needs to be carefully explained and its aims clearly stated for its users to help them in the selection of which type better suit type better suit their need, how and when.

2.6.1. Formative Evaluation

The term formative evaluation was first introduced by Scriven (1967) as “a type of evaluation conducted during the development or improvement of a program meaning is concerned with curriculum development in general". However, in blooms and his colleagues (1971) application to instruction conceptualized it is the “systematic evaluation in the process of curriculum construction, teaching, and learning for the purposes of improving any of these three processes”. It is a data conducted firstly before instruction(linn & Gronlund, 2000; salvia et al., 2007).

Moreover, Formative Evaluation is conducted to see whether a program data identify learners needs(William 2006).Thus , Formative evaluation takes place at the lead of the project or during the developments of such projects in order to improve it’s effectiveness, It is essential for trying to understand why a program works or doesn't . In details, formative evaluation takes place at the lead of the project or during the project in order to improve the project design as it is being implemented .is an essential for trying to understand why a program works or doesn't . It is a continuous process during the development of a program. it is done for the staff of education to test the effectiveness of the program they developed.ie. testing teachers capacity of presenting the content and whether its really addressed the learners needs.(<http://university of Minnesota>)

2.6.2. Summative Evaluation

Summative evaluation called as outcome evaluation, is conducted for the purpose of documenting the results of a program. According to bloom and colleague 1971“ summative evaluation samples the entire range of outcomes associated over a long period and assesses student mastery of those skills”. It occurs frequently weekly to test learners outcome. however, summative evaluation broadly samples all objectives and includes a wide range of difficulty (linn&gronlund, 2000).Thus, summative evaluation is conducted to improve the effectiveness' of a program after use ,it help to decide whether a program reach the pointed objectives and whether it can be expended to other locations or end.

II.6.3. Process Evaluation

Process evaluation states during program application. It is developed to be process evaluation focuses on how a program was implemented and operates. it determines if a specific program strategies-s were implemented as planned(focus on program implementation).it is used to determine why an established program has changed over time and to address inefficiencies in program delivery it aims to identify the effectiveness of a program under application In another words, this type of evaluation focuses on how a program actually function and assesses its materials and activities .Moreover ,it is defined by Michael H. Long to be “ the systematic observation of classroom behaviour with reference to the theory of (second) language development which underlies the program being evaluated” (p 51) .

II.6.4.Product Evaluation

Product evaluation is an outcome testing evaluation. It tests the general results of a program or project in-use or after use.it is used to define the advantages and disadvantages of a program ,which help program users to decide on the content being applied .Therefore, Michael H. Longs views that “Most program evaluations are product-oriented. That is, they focus (quite reasonably) on what a program produces, chiefly in terms of student learning, but sometimes also in terms of chan~es it brings about in teachers' and students' attitudes, students' self-concept, related intellectual skills, and the like. Thus, most product evaluations set out to answer one or both of the following questions:

- (1) Does the program Y work?
- (2) Does program X work better than program Y? .”(p57)



II.7. Textbook Evaluation Models

II.7.1. Skierso's Model

Skierso questioned on how a culture is presented in textbook in terms of texts and tasks and whether this context is appropriate to engage and guide 'students toward acquiring a second language culture through teaching them 'specific skills' and 'general abilities ' dealing with the presented' input '. However, « This model for textbook evaluation includes questions that enquire about whether the textbook:

- gives accurate factual and up-to-date information.
- avoids stereotypes of gender, race, and culture.
- draws realistic pictures of the society.
- is not ideologically loaded.
- presents contextualised situations or includes only isolated facts. » (as it is cited Soryana Yassine Thesis Titled Culture Issues, Ideology and Otherness in EFL Textbooks: A Social Semiotic Multimodal Approach,p102,103)

II.7.2 Byram and Escart-sarries Model

Byram and Escart-Sarrie's(1991) model focus was for realism connected with culture teaching. it focuses on the readers view of the target culture as being real, that is used in real environment, places with real people .i.e “ as it lived and talked about by people who are credible and recognizable as real human beings” p(180). they identify four levels for analysing realism factors(as it is cited in Souryana Yassine thesis Titled Culture Issues, Ideology and Otherness in EFL Textbooks: A Social Semiotic Multimodal Approach.p103,104) :

- Micro-social level: questions on how characters presenting the target culture. thus, “ characters are representatives of a target society values ,moral and believes, they categories all the cultural aspects of a hole social system”
- Macro-social level: provide more real picture about the target environment namely historical background, social and economical factors , « The aim is again

to give a real image of the target society that foreign language learners need to understand so as to be able to function adequately in that society.

- Intercultural Level: reinforcing cultural understandings giving learners the opportunity to compare between their regional culture and the target culture . “ However it is limited to identify stereotypes and adopts a contrastive stance based on an essentialist view of national cultures”
- Author’s standpoint: “ this level deals with the ideology that underlies the textbook designers’ choices of texts and contexts to better represent the target culture.” it questions on how realistic is the cultural image about the target culture. However, “ This model provides more insights about the representation of culture and refers to the intercultural interaction that exists between the local and the target cultures”

II.7.3. Sercu’s Model

Sercu (1998) in her attempt for evaluating a foreign language cultural components of a textbook (1998) suggest a model to assess the cultural content of foreign language textbooks from four dimensions(as it is cited in Souryana Yassine thesis Titled " Culture Issues, Ideology and Otherness in EFL Textbooks : A Social Semiotic Multimodal Approach,p105 ,106) "

- Representativeness and Realism : she approaches the term realism concerns with which picture about a foreign culture textbook report. she want to examine the realistic of the image represented. Thus, “ It asks questions relating to whether the selected cultural facts are represented as realistic, up-to-date, and complete or rather biased, stereotypical, and unrealistic” (characters ,places .)
- Characters depiction : characters needs to be closely described to see whether they clearly represent the features of the target culture ,their history, aims ,values ,mentality ,ideas ,age and social situations should be dealt with they should reflect on reality. “For example depicting only happy characters that always succeed in their actions does not mirror the realities of the target society and leads the learners to develop biased expectations”

- Linguistic content : “the type of language be used to describe a cultural society needs to be evaluated It is necessary to examine how evaluative the linguistic content is in order to avoid reproducing some social clichés”
- Type of cultural content: it is important to examine the cultural content the cultural content of textbooks whether it takes into consideration learners needs with such cultural content and “ whether the textbook presents mainly factual knowledge about the target culture and requires the learners to absorb it without any critical reaction or rather includes challenging situations and invites the learners to adopt an intercultural stance.”

II.7.4.Damen’smodel

According to Damen , the teaching of a language involves teaching culture, the contents of culture can be presented with different materials ,but namely in textbook as printed material available in markets and the target of huge audience however, Damen in his approaches to textbook evaluation develop four criteria to be followed for textbook evaluation. these criteria are namely: **clients , communicators ,texts and context.**

- Clients : (are language learners) the content should be suitable and fulfil their needs
- Communicators : the users of the book should be culturally competent .
- Texts :textbooks guides learners to a second language and culture.
- Context : should carefully chosen to satisfy the learners levels and the requirement of society.

II.7.5.Cortazzi and Jin ‘S Model

Cortazzi and Jin’s Model (1999) considers the notion that a foreign language culture should be integrated mainly using language. Also with evaluating the place of both source and target culture. Thus, they questions the role of the cultural content in textbook at developing learners skills to communicate effectively at different cultural situations . “ A further criterion in this evaluation model refers to the place the learners’ home culture is granted in the textbook and its relation to the target culture(s)” and how cultural content is integrated in textbooks including “ texts, dialogues, tasks and exercises and how such facts

contribute to the learners' understanding of the target language" (as it is cited in Souryana Yassine thesis Titled Culture Issues, Ideology and Otherness in EFL Textbooks: A Social Semiotic Multimodal Approach, p106, 107).

II.8 The Use of Checklist as Textbook Evaluation Tool

Textbook evaluation is done in order to identify the strength and weaknesses of curriculum designed before, in and after use, it involves a set of questions to be answered "Effective evaluation relies on asking appropriate questions and interpreting the answers to them" (Cunningsworth 1995). This set of questions are called checklist. However, one common material used in the process of textbook evaluation, it helps evaluators in their attempts for textbook evaluation. Thus, many researchers develop extensive checklists to rely on in their approach to evaluate textbooks. However, one of the common textbook evaluation checklists is developed by Xiao, J. (2010) in China evaluating four Chinese textbooks.

Xiao, J. (2010) for her master of art degree in teaching English wrote a thesis entitled: "**cultural content of an in-use EFL textbook and English major students' attitude and perception toward cultural learning at Jiangxi University of Science and Technology in China**" concerned with evaluating series of Chinese listening textbooks entitled "Contemporary College English for Listening". It aims at analysing the culture presented in an in-use textbook and to « reveal the learners' perception toward cultural content. »

However, in her attempt to evaluate the four Chinese textbooks, she developed an evaluative checklist depending on the analysis criteria set by Chen (2004) and Lee (2009). Thus, she identifies the two types of culture (big C and little c) with three cultural categories:

- Source culture: language learners' culture.
- Target culture: the language intended to be taught in the textbook.
- International culture: corresponds to another culture of English-speaking countries.

Therefore, in order to identify the dominant culture in terms of categories, **Chen and Lee** designed several cultural aspects for both little (c) and big (C).

Chen identifies seven aspects for big C and nine aspects for little c:

- big C: music, history, politics, education, economy, geography and social system.
- little c: cultural values, lifestyle, daily routine, customs, body language, food, holiday, greeting and weather.

While, Lee designed 22 cultural aspect for big C and 26 for little c :

- Big C cultural aspect : races/geography/historical sites, artefacts/national treasures,agriculture,literature,medicine/science,currency/shopping/market/industry/business/metropolitan,education ,dress/style/food/housingty/,festivals/party/ceremonies/celebrations,holidays ,postal system/mass communication, various social customs,region/regionavarieties,regions,sports/leisure/music/recreation,traffic/transportation,family, meaning of touch / artefact, nonverbal behaviours, space communication and government/ politics
- Little c cultural aspects : Freedom privacy individualism ,equality/egalitarianism ,fairness ,completion ,materialism ,hard work,confrontation,novelty-oriented,self-improvement,nurture,personal control over environment,controvertime,action(work)oriented,informality ,directness/openness/honesty,highinvolvement,liberal,experemental ,future-oriented,rules/regulations-oriented,male-dominated ,self-interest oriented, self-reliance, weak-face consciousness and result-oriented.

Moreover, in her approaches to textbook analysis she construct an evaluative analysis criteria considering the notion of three cultural categories identified by Cortazzi and Jin(1999)(source ,target and international culture) and coding 7 cultural aspects for each type of culture (big C and little c) established by Lee(2009) and Chen(2004)

Conclusion:

To conclude, textbook plays an important role in education ; its importance is clearly stated in Richards words textbook evaluation also is of significant importance as Tomlinson (2006) states “ no textbook is perfect, since it can be used by different students in different circumstances is” to evaluate a course book researchers develops extensive criteria and checklists. The checklist were created on the basis of teachers and learners, it helps the teacher to select the appropriate materials that suit both their and learners level .While evaluating a textbook it involves the evaluation of the cultural content ,because the teaching of any target language involves teaching its culture. however, the exposition to another culture depends on the amounts of cultural element presented in the text book accounting the learners needs ,lacks and levels to develop communicative competences all the educational process is depends on textbooks but there is no perfect textbook so there is a crucial need of evaluation in order to test the suitability and the effectiveness of curriculum designed.

Chapter Three :

1. Introduction
2. General Information of The Textbook
3. General Description
- 4 .Structure of The Textbook
5. Cultural Analysis
5. The Textbook Evaluation Checklist

Introduction :

This chapter is concerned with the analysis of " My Book of English - Book Three " . The analysis is based on pre-established sets of questions (measurement procedures such as checklists) .

3.1 General Information of The Book :

" My book of English " third year middle school textbook , is an educational book that has been approved by the ministry of education submitted for third year middle school learners . The book cover has three mandatory parts: the front cover and the back cover, connected by the spine , the front cover is mixed colorful one with both the blue and orange colors , and it contains pictures that refer to different cultural backgrounds . Whereas , the back cover , is fully blue colored with the logo of the printing press and the price of the book at the bottom.

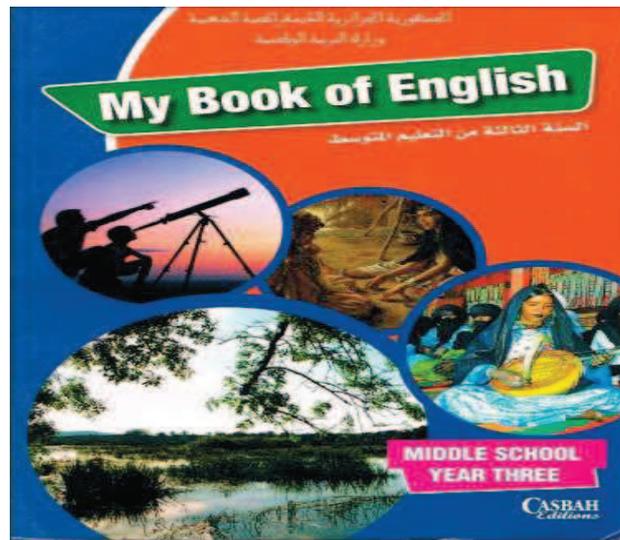


Figure 4 : The Front Cover of " My Book of English "



Figure 5 : The Back of Cover of " My Book of English "

3.2 General Description :

" My book of English " has been elaborated for methodological bases , submitted for third year middle school pupils , it is composed of 159 pages and four unites . each one includes four sequences / sections :

- Section 1: Me , my abilities , my interests and my personality
- Section2: Me and my life style
- Section3: Me and the scientific world
- Section4: Me and my environment

III.3 The Structure of the textbook :

"My Book of English - Three " is composed of four sequences each sequence presentation is divided into ten parts:

Sequences	Titles	Sections
-----------	--------	----------

Sequence (01)	Me , my abilities , my interests and my personality	I listen and i do, I pronounce , my grammar tools , i practise , i read and do , i learn to integrate , i think and write , now i can , i play and enjoy , i read for pleasure
Sequence (02)	Me and my life style	I listen and i do, I pronounce , my grammar tools , i practise , i read and do , i learn to integrate , i think and write , now i can , i play and enjoy , i read for pleasure
Sequence (03)	Me and the scientific world	I listen and i do, I pronounce , my grammar tools , i practise , i read and do , i learn to integrate , i think and write , now i can , i play and enjoy , i read for pleasure
Sequence (04)	Me and my environment	I listen and i do, I pronounce , my grammar tools , i practise , i read and do , i learn to integrate , i think and write , now i can , i play and enjoy , i read for pleasure

Table 01 : My Coursebook presentation

In " My Book of English " textbook , the sequences presented obtained objectives stated at the beginning of the file , it has been divided to " Communicative and linguistic objectives "

. The communicative objectives aim at developing the listening and the speaking skills moreover to enable pupils to explore their abilities in pronunciation . Yet , " The linguistic objectives " are divided into two subsections concerned with both the language forms and the functions and aim at promoting learners reading and writing skills .

Furthermore , the textbook set up with four " Term projects " or " Sections" , each section composed of : first , " I listen and do " , " i pronounce " that concern with pronunciation and spelling , second , " My Grammar tools and practise " that specify with discovering the language and doing tasks , third " I read and do , " i learn to integrate " and "i think and write " which meant to enhance pupils capacities in writing and reading .Fourth , " Now i can " that aims at assessing the objectives has been achieved . Fifth , " I play and enjoy " and " I read for pleasure " which tend to integrate the socio-cultural components and quizzes into a fun context .

In view of that , the cultural components are obviously integrated in the textbook trough the whole sequences .

Sections	The objectives
- I listen and do - I pronounce	-Concerns with pronouncing and spelling
- I read and do - I learn to integrate - i think and write.	-Specify with discovering the language functions
- Now i can	- Assessing the objectives achieved
- I play and enjoy - I read for pleasure	-Integrate the socio- cultural components into the educational context

Table 02 : The Objectives of Each Section

3.4 Cultural Analysis :

Unit One : Me , My Abilities , My Interests and My Personality

" My Book of English " textbook starts with persons profiles , in which it devoted to make pupils able to read many files throughout the unit that goes with both little (c) and big (C) cultural aspects . The first unit which entitled " Me , my abilities , my interests and my personality " is concerned the most with the music and the geography that relate more to the big " C" features . so that , the first section treatments focuses on the surface cultural aspects .

In details , This unit is full of cultural aspects , in page 12 , pupils are introduced to two different novels and a fable story related to the target culture while the pupil meant to listen to an interview and to tick the suitable answer. More importantly in page 13 , pupils are asked to fill a teenager's personal profile that BBC radio has been conducting with , this profile was followed by an image of an African teenager and a map for Niger as a sign to the mother country of the teenager . This would surely lead the pupils to compare and contrast the Algerian culture with the Nigerian .

In page 26 , there are three tasks , starting by the task number 6 in which the author presents different musician pictures that came from various cultures then asks the pupils to put the right name of each musician under the appropriate image , in the followed task number 7 , he/she asked each partners to set up a conversation concerning the musical instruments preferred by each one , moreover the task 8 asked them to exchange the roles and to mad up a new dialogue on the basis of including the music instrument preference . This kind of tasks raise the intercultural competence and give the pupils the chance to explore their abilities in writing .

In the next page , there is a short e-mail wrote by Maria to Both Karim and Nadia in this e-mail , Maria talks about her interest " Nature " . She mentioned The ancient Inca city of machupicchu (a Uniscco Word Herritage site) as her preferable place to visit with her classmates in her free time . The pupils are asked to work as partners , in order to find out any mistakes in the e-mail and to correct it . This familiarize the pupils to be familiar with the team work , and to have broad cultural knowledge .

Furthermore , the page 30 includes four interrelated tasks , (Task 1) is a kind of a bibliographical note that has to be filled from a given article entitled " A little Prince " which indicates to an Algerian child who was awarded with the Arab Reading challenges prize ,

(Task 2- Part 1) introduces another note needed to be filled and it depends on the reread of "The little Prince " article . Task 3- Part 2 are continuing parts to the task 2 in which the pupils meant to fill gaps about " The Little Prince " . Finally (Task 4) , is a question that asks the pupils to work as partners in order to find out the mistakes done by each own and to discuss . This kind of practices are " learners centered " and focuses on the pupils' cultural awareness that can be shown in their " perceptions and understandings " even though it is concerns with their own culture .

The following pages 34 , 35 are about " Imzed " the Traureg musical instrument that has been presented in both a picture and two passages " text 4 , text 5 " . The first text entitled as " Save the Imzad " and the second one titled " Dar Imzad " , the pupils are asked to read the text 4 and to answer the questions below the passage then to move to the text 5 in order to fill a bibliographical notes with the missing information , after that , in the page number 36 , the pupils had to go back to page 35 to reread the text number 5 in order to match the pictures presented to their captions properly . This kind of practices help the pupils to enlighten their cultural knowledge so they would be able to " compare and contrast " between the different cultural aspects .

In the page 40 , the pupils are asked to follow a given layout and write a poster , about " Dar Imzad " then to formulate a paragraph . The page 43 , presented quotes for famous wise men and their sets of values and beliefs . These pages together promote the pupils to develop not only the ability to write but to reflect on their own culture, and raise their willingness to be more flexible, tolerant and open towards other cultures and values .

The page 44 , specifies with " The intangible Cultural Heritage " , that has been introduced to pupils as " the oral traditions " and intended to teach the pupils about the various aspects of culture .

Followed by tasks , the task 14 is a kind of a questionnaire in which pupils meant to ask each other as a way to know more about personalities of one of them . such as : if they can get angry easily ? for instance . Then both the tasks 15 and 16 concerns with ask the pupils to describe their mates with the appropriate given adjectives according to the answers given in the task 14 .

Unit Two : Me and My Life Style

In regards of the cultural aspects of the little (c) , it is obvious that the second unite entitled " Me and my life style " focuses is put on the deep culture mainly through the use of cultural values , customs and lifestyle that came up from different races and cultures . The

cultural aspects are presented in forms of : dialogues , authentic pictures , interviews between the target language native speakers .

Starting with the page 48 (Task 1) , which presents sets of sentences was taken from an interview made up between the English girl Jenny and her grandmother concerning " the grandparents day " yet , they talk about the lifestyle that her grandmother used to have , so that the page shows a picture of an English farmhouse as the one that her grandmother born in , the pupils have to check whether the interview written correct or not according to the interview that the teacher tell .This kind of activities help the pupils to obtain easily the cultural background information of the target language .

In the page 49 , there is a task and it is a an interview that pupils have to complete and reorder its missing parts, the interview is about a Yorkshire dishes and lifestyles .Moreover ,the followed task in the page 50 , introduces a comparison between the costumes nowadays and those used in the past according to both Jenny and her Grandmother .

The page 51 , it's a uncompleted dialogue between the girl Jenny and her grandmother in which the pupil has to listen to the dialogue then to select the right option given .The page 53 , represents two boxes each one contains a list of cloths that both Jenny and her grandmother used to wear at school .Moreover in the page 55 , the pupils asked to reorder the jumbled exchanges that Jenny and her grandmother mentioned in a dialogue . Thus , the pupils are supposed to gain some knowledge of factual information that relate to the English lifestyle .

Moving to page 66 , the page presents a task in which the pupils are asked to read a web article entitled " Djemila : The Roman " Cuicul " describing the Algerian heritage then asks the pupils are acquired to formulate questions according to the answers provided . In the page 69 , the author tend to introduce three pictures of the Algerian traditional dresses and ask pupils to match each with its origin .

Moreover , in the page 71 , the textbook provides pictures of Algerian traditional dishes such as " Kosra , couscous ,.....ect , in where pupil are asked to write the names of each of these dishes under the appropriate image .

However , page 73 , the pupils asked to read a passage concerning a journey in Setif visiting the historical monuments. In the next, the pupils had to fill bibliographical notes and to answer some comprehension questions.

The pages 77,78 and 79 , provide pictures of old Algerian cities in which the task 1 , pupils are asked to compare between these cities now and 100 years ago , and to display

photos and old postcards of both Setif and Constantine . Finally in page 81 , the pupils are supposed to discover the traditional Algerian games through the task 1 , which ask them to write the name of each of the presenting pictures "each picture shows Childhood memories : children of Bousaada .

Unit Three : Me and the Scientific World

The third sequence entitled " Me and the scientific world " including the scientific developments " through history including famous figures such Islamic and European ones .Which refer to the big (C) cultural aspect , the aims behind this is to encourage the pupils reflect on the international culture category yet , the contents is limited in which the author neglected the little (c) culture ; values and believes which means that he/ she focuses only on the surface culture .

This unit starts introducing the cultural aspects , from the page 92 , (Task 5) that represents a biography about an Islamic famous philosopher that aims at both teach the learners the cultural contents and the language pronunciation .

In the page 99 , two different scientist from different culture background , who changed the world by their theories and inventions are presented . The pupils supposed to read these biographies and to fill the bibliographical notes with the appropriate information then to answer the questions provided , that aims at exploring the origins of some existing inventions such as : " Camera " .

In the page 101 , the pupils are asked to write the names of the ancient surgical instruments under the pictures given , This kind of tasks aims at promoting the pupils knowledge about the ancient inventions and treats the big " C " cultural aspects .

Moreover , in the page 106 , the pupils asked to design a brochure in English about " Islamic Scientific and Cultural Heritage " which includes , historical introduction (a text accompanied by timeline) , biographies of eminent Muslim scientists and text describing inventions , innovations and discoveries in various fields , accompanied with a layout presented in the following page (107) which is meant to help the pupils to write the introductory text .This task focuses on the " History " that reflects on the cultural background and the big "C" cultural aspects .

Unit Four : Me and My Environment

the last sequence of the 3 th AM textbook entitled " Me and my environment " , presents numerous of bibliographical notes , which associate with the danger of pollution that aims at raising the pupils awareness of vital and the national environmental issues and seeking a

change in their attitude toward these issues , this goes with the big "C" culture aspect under the " Geography " column .

In details , starting with the (task 1) in page 113 , that introduces an interview has been conducted in BBC radio with a UNESCO representative concerning biodiversity in Algeria , in which the pupils are supposed to tick the box of the name of each national park that he /she might hear from the teacher reading . This aims at raising the pupils source cultural knowledge in Geography .

In page 115 , The pupils have to listen to a recorded radio then to fill gaps in a passage , to explain what does Biosphere means . similarly , in page 118 the (Task 20) , the author asks the pupils to made up a dialogue to test their acquiring knowledge about " Biodiversity in Algeria " This task aims at check the pupils " understanding and perception " and to test their cultural knowledge about biodiversity in their country .

In addition , in the page 122 (Task 39) , The pupils have to listen to BBC interviews and to fill the gaps of an uncompleted recommendation that concerns with what should schoolchildren do to raise awareness of the litter problem among their community . This task aim at raising the socio- cultural awareness among the pupils .

Thus , the page 136 (Task 15) concerns with linking each animal to its home land in the geographical map through the use of the information introduced in the (Task 17) . So that , it obvious that the author tend to raise the pupils international knowledge about " Geography".

Big " C "	Source C	Target C	International C
Music	02	0	01

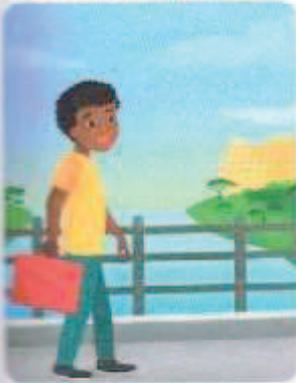
History	03	01	01
Geography	10	04	03
Education	01	02	01
Social System	03	04	01
Total	19	12	06
%	51.35	32.43	16.22

Table 03: Analysis of the Big " C " cultural aspects included in the textbook adopted from (Xiao.J, china 2010 , p : 36)

Small " c "	Source c	Target c	International c
Cultural Values	01	04	01
Daily Routine	0	05	0
Life style	08	05	0
Holiday	0	01	0
Food	03	02	0
Customs	03	07	0
Total	15	24	01
%	37.5	60	2.5

Table 04: Analysis of the little "c" cultural aspects included in the textbook adopted from (Xiao.J, china 2010 , p : 36)

Task 10. I listen to the BBC Radio interview (Part 1) and fill in the first part of each teenager's profile.



PROFILE

1. Personal Information

(Please write in block capitals.)

First Name:

Last Name:

Nationality:

Country:

Age:

Sex: *(Please write 'M' for male & 'F' for female.)*



Task 1. I use arrows to show the geographical location for each musical instrument. Sometimes, there are many possible locations for the same instrument.



Task 2. I work with a group of partners. We compare our answers and correct each other.

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Task 10. I work with my partner and we correct the mistakes in the email.

This message has not been sent.

Send

account * Subject: re: interests



Dear Karim, Dear Nadia,

You asked me about my interests. Well, nature always is number one on the list of my interests! I go always to the ancient Inca city of Machu Picchu (a UNESCO World Heritage Site) at weekends with my classmates. The Andes are superb in spring! There are flowers everywhere. We have picnics always at this time of the year but in winter it's cold always. So, I get never far from my village.

How about the place where you two live? Are there mountains? Do you go hiking? Please, find attached a picture of Machu Picchu.

Love,
Maria

27



Bibliographical Notes

- Main title:
- Subtitle:
- Original title:
- Author:
- Source:
- Type of document:
 - press article
 - excerpt from a book
 - web article

Save the Imzad The Last Four Imzad Players

"The imzad is for the Tuareg what the soul is for the body," said Hadj Moussa Akhamok in 2003 when he offered me an imzad.

Imzad is a one-string fiddle or violin played with a bow. Because of modern life the imzad, and all the culture that goes with it, is dying. Only a few old ladies who can play this ancestral instrument are still alive. They are dreaming of transmitting their knowledge to the whole world. (...)

Tuareg culture can continue to exist thanks to these women's perseverance (...). The "Save the Imzad" association aims at contributing to the preservation of the imzad as an expression of culture and identity.

Farida Sellal,
"Les 4 dernières joueuses d'imzad",
(Adapted translation from French)
www.imzadanzad.com



I read for pleasure.

1. Wise quotes by wise people

Aristotle (Greek philosopher 384 BCE – 322 BCE)

1. "The roots of education are bitter, but the fruit is sweet."
2. "Good habits formed at youth make all the difference."
3. "The educated differ from the uneducated as much as the living from the dead."



Confucius (Chinese philosopher 551 BCE – 479 BCE)

1. "You cannot open a book without learning something."
2. "He who learns but does not think, is lost! He who thinks but does not learn is in great danger."
3. "To know what you know and what you do not know, that is true knowledge."



Albert Einstein (Famous physicist 1879–1955)

1. "Look deep into nature, and then you will understand everything better."
2. "Education is what remains after one has forgotten what one has learned in school."
3. "The true sign of intelligence is not knowledge but imagination."



Task 5. I answer my partner's questions about my grandparents' old days.

My partner: When and where was your grandmother/grandfather born?
 Me:
 My partner: How many were they in the family?
 Me:
 My partner: Can you tell me a little more about the place where he/she lived?
 Me:
 My partner: Did they have a bathroom?
 Me:
 My partner: How did they cook their meals?
 Me:
 My partner: Did they use to help with the housework?
 Me:
 My partner: How often do you tidy your room?
 Me: (I use: "always", "never", "every weekend", "once a week" in my answer.)

Task 6. I change roles with my partner and we act out the dialogue again.

Task 7. I listen to part (2) of the grandmother's interview and number each bubble in the correct order. The first answer is given.

(.....) That sounds reasonable, young lady. This is what I call a healthy diet.

(.....) Tell me, grandma, what did you use to eat in those days?

(.....) I don't like fast food, grandma. I sometimes eat a cheeseburger when I go out with friends but I often have a vegetarian meal. You know, salads and rice with vegetables.

(.....) Porridge at breakfast. Oh, I hated it! And Yorkshire pudding with roast beef on Sundays. Everyday meals consisted of boiled potatoes with gravy, meatballs, kidney pies and brown bread. We had homemade cookies with the afternoon tea. The family used to gather around the table, in the kitchen. Mum used to serve dad first, and then us. We weren't allowed to put our elbows on the table or talk with our mouths full. We didn't have the right to leave the table before the meal was over. No such things as hamburgers or pizza on the table, of course!

person.

JENNY (PRESENT)	GRANDMA (PAST)
<input type="checkbox"/> formal clothes	<input type="checkbox"/> formal clothes
<input type="checkbox"/> casual clothes	<input type="checkbox"/> casual clothes
<input type="checkbox"/> leggings	<input type="checkbox"/> leggings
<input type="checkbox"/> jeans	<input type="checkbox"/> jeans
<input type="checkbox"/> long dress	<input type="checkbox"/> long dress
<input type="checkbox"/> blouse	<input type="checkbox"/> blouse
<input type="checkbox"/> shawl	<input type="checkbox"/> shawl
<input type="checkbox"/> headscarf	<input type="checkbox"/> headscarf
<input type="checkbox"/> clogs	<input type="checkbox"/> hat
<input type="checkbox"/> hat	<input type="checkbox"/> hat
<input type="checkbox"/> beret	<input type="checkbox"/> beret
<input type="checkbox"/> cap	<input type="checkbox"/> cap

Task 10. I listen to part (3) of the interview again and check my answers. Then, I work with my partner and we correct each other.

Task 11. I match each item of clothing mentioned in the interview (Part 3) with its corresponding picture.

Queen Elizabeth II

Queen Elizabeth II

beret

blouse

shawl

cap

hat

headscarf

clogs

Question: How long ago did Roman Emperor Trajan found the city of Carthage?

Djemila: The Roman "Caesara"

I visited Algeria for the first time **thirteen years ago**, in the spring of 2004 to be more precise. Djemila (60 km northeast of Setif) was the first of the great Roman cities on my itinerary. It was declared a UNESCO World Heritage Site **thirty-six years ago**. Roman Emperor Nerva, who ruled from 96 to 98 AD, founded the city **about two thousand years ago**. The major buildings that survive today include the temple of Emperor Septimus Severus, the Grand Baths, the theatre and the Triumphal Arch. 20,000 people lived in the city in the 3rd century AD. During its history, the city was badly damaged by earthquakes until finally it was abandoned **fifteen centuries ago**.

© : <http://www.algeriaemb.org.au/ORGOTTENTREASURESOFALGERIA.htm>

- a) I visited Algeria for the first time **thirteen years ago**.
b) How ?
- a) Djemila was declared a UNESCO World Heritage Site **thirty-six years ago**.
b) ?
- a) Roman Emperor Nerva founded the city **about two thousand years ago**.
b) ?
- a) The Roman city was abandoned **fifteen centuries ago**.
b) ?

Task 2. I work with my partner. We read again "My Grammar Tools (1)" and correct each other's questions.



Roman theatre, Djemila

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Task 7. I match each women's traditional dress with its corresponding regional origin.



traditional dress from Djelfa & Bousaada ("Jebba Nell")



traditional dress from Constantine ("katoufa mahrouja")



traditional dress from Setif ("benouar Stafi")

Task 13. I write the name of each of these traditional Algerian dishes in its corresponding box: *Toung bread* ('*toqulla*'), *Algerian pancakes* ('*ghraief*, '*baghric*, '*korra*'), *couscous* ('*taam*, '*naama*, '*kuskul*, '*berboucha*'), *Algerian stuffed flatbread* ('*ma'jouda*, '*m'ajob*'), *traditional broad beans/chickpeas dish* ('*dobara fowl*, '*homous*'), *traditional crushed-bread and vegetables dish* ('*boume'rus*, '*batout*, '*z'vil*).



1



2



3



4



5



pestle
mortar
(metrea)



6

III.5 Textbook Evaluation Checklist :

The following set of textbook evaluation questions are taken from Xiao.J, checklist :
(Xiao.J, china 2010 , p : 36)

1. Does the textbook take into consideration the learners level (in term of language) ?

The language used is simple , approximately in the learners level cause as third year middle school students .they are studying english since three years;they were able to aquire the basics of English.

2.How is the physical appearance of the book ?

The physical appearance of the book from cover to cover is really attractive and positive .The cover of the book represent topics discussed at each unit with colorful images. Moreover, the content of the book is rich with drawing, photographs and pictures of famous writers, philosophers, musicians and their musical instruments , .these positive image of the textbook makes the students eager to browse the content of the book.

3. Does the book focus on language or culture teaching ?

The textbook is language teaching oriented , culture is given a secondary importance, it is clear from the topic of each unit and the types of tasks (listening, reading, writing and pronunciation) and a set of grammatical rules that the book aims at developing learners language skills. But teaching a language doesn't mean that the cultural content and language are dealt with separately in away that the cultural components are integrated using language ,the listening , reading and writing practice both the language functions and culture they addresses developing both the language proficiency and intercultural communicative competence .

4.Does the book include all types of culture ?

Third year middle school textbook includes both the types of culture (big c and small c) .thought ,the cultural values ,customs, lifestyle are integrated; there is no culture specific part in the book in which cultural elements are dealt with in term of tasks and practices.

5. Is the learners ' cultural background integrated in the textbook ?

" My book of English : Book Three " cultural concern was not only on the Algerian culture , but also on the Arab and Islamic cultural heritage .The Islamic facets are adopted in sequence three as shows the Islamic inventors change the world in the field of science, education by stating famous inventions and inventors.

The learners' cultural background has been targeted in other items with the imzad, the algerian traditional food, clothes, musical instruments and games ect. Moreover, mentioning of celebrities names such as D.r bourouis, ctimabouzid and biyatedaber last imzad teachers.

6.Does the book offer learners the opportunity to compare between their own and the target culture ?

As both the source and target cultural contents are addressed in the book, it gives learners the chance to compare and distinguish between two cultural variations in terms of cultural values, customs, food and lifestyle. for example English food and eating etiquettes (p49) and the Algerian traditional food(p71), the Algerian games(p81) and the English ones.

7.whether it involves any intercultural topics belonging to different cultures from different countries in the world or just English language spoken countries ?

" My book of English" involves various topics from different intercultural backgrounds ; not only English language spoken countries , For example, The content in which the pupils are asked to read about Albert Einstein , Confucius a Chinese philosopher, Aristotle a Greek philosopher, al Jazri a Turkish writer, Ziryab from Iraq.

8.How and to what extent cultural contents are integrated into English communication textbooks for Algerian students ?

The cultural contents of " My Book of English " are integrated in the context of each task either as listening scripts, reading passage or writing composition accomplished with colorful attractive pictures , during a language class learners are supposed to either to listen, read or write presenting a cultural item.

Conclusion

To conclude , the textbook plays an important role in education , it's importance clearly stated in Richard (2009) words : " Without a textbook a program may have no impact " thus , evaluating a textbook is a high concern that should involves the evaluation of the cultural content , that depends on the amounts of the cultural elements presented in the textbook , taking into account : the learners need , lacks and levels to develop communicative competence . So , all the educational process depends on textbooks and also there is a crucial need of evaluation in order to test the suitability and the effectiveness of textbook designed

Chapter Four

Introduction

1. The Questionnaire

1.1 Advantages and Disadvantages of the questionnaire

1.2 Types of Questions used in questionnaire

2. The Sample

3. Description of Questionnaire

4. Analysis of the Questionnaire

4.1 Section One : General Evaluation

4.2 Section Two : The Cultural Components of " My Book of English "

4.3 Section Three : The Importance of teaching culture

5. Recommendation

5.1 Developing Learners' Intercultural Competence

5.2 The teacher

6. Conclusion

Introduction

This chapter provides a general overview, about the obtained results from the teachers questionnaire. This questionnaire attempts at investigating culture teaching to third-year middle school learners. The aim behind is to handle an analysis of the cultural content of “My Book of English : Book Three” textbook.

4.1. The questionnaire

The questionnaire is first and foremost the primary tool that researchers often take into account when conducting any research work. The questions should be short, simple, and clearly worded. It should also begin with an introduction that elicits the topic, the purpose of the questionnaire, the consent of the informants and contain clear instructions. Questionnaires are generally easy to undertake and to analyze. Additionally, it is efficient as it provides qualitative and quantitative data of the questionnaire. Includes both open and closed questions. Therefore, one should bear in mind that the quality of the data gathered is bound to the quality of the questions used. A well designed research questionnaire should avoid:

- Double-barreled questions.
- Leading questions which make the respondent choose answers from a list of responses that are nearly the same as if the researcher wants the respondents to give a specific answer.
- Personal views and subjectivity. (<http://research methodology>)

4.1.2 Types of Questions used

a. Numeric Questions : Types of questions which concern the teachers background such as the teachers experience (2 questions)

b. Close Ended Questions : Types of questions which be answered with Yes / No responses.(13 questions)

c. Open Ended Questions : These questions are tended to ask for more illustration about a given answer .(5questions)

IV.2 .The sample

This study was conducted with a group of fifteen teachers at three different middle schools in El-Millia/Jijel . In each school there are five English language teachers, all of them have

taught third year pupils. The teachers filled the papers at the moment without any kind of pressure, and we tried to be present in order to explain any non clear ideas to them.

IV.3. Description of the Questionnaire

The questionnaire is composed of twenty one questions, which aims at gathering information about the importance and aims of culture teaching in ELT, how culture is viewed by middle school teachers, and issues related to culture teaching in EFL classrooms. The questions are divided into three sections. The first section concerns the general evaluation of the textbook. The second one is about the importance of teaching culture. The third one highlights the cultural components of "My Book of English". The participants are the third year middle school teachers. They were chosen randomly from different middle schools in El millia and its neighboring areas.

The questionnaire starts with a short section which composed of two questions, which aims at obtaining information about the teacher's backgrounds. (Q1) is about the teacher experience whereas the second one (Q2) is a closed ended question that inquires whether the teacher have visited any of English speaking countries before. The two dimensions, in fact, give the opportunity to teachers to express their knowledge in terms of their familiarity with the target culture.

In the second section, the teachers are asked to define the word culture because it is important to know how teachers consider culture. Moreover it is important to know if teachers discuss cultural issues in their classes and to examine cultural components that "My Book of English" contains. As part of the study, teachers are asked if the textbook "My Book of English" offers enough cultural knowledge and culture based activities (Q4), (Q5), (Q6), (Q7), (Q8), (Q9) and (Q10).

In the last section, the questions are mostly close ended ones except (Q13), (Q14) and (Q20) which intended to explore the teachers understanding and awareness of the importance of teaching culture as well as, to examine the situation of teaching culture in middle schools.

IV.4. Analysis of The Questionnaire

Section One : General Evaluation

Question One :

1-How long have you been teaching English?

- a. Less than 5 years
- b. Between 5 and 10 years
- c. More than 10 years

Table 01 : Teaching Experience

Answers	N	%
a	2	13.33
b	7	46.67
c	6	40
Total	15	100

As table 1 might suggest, 46.67% of the teachers have a medium experience in teaching English (Between 5 and 10 years), 40% more than 10 years , and 13.33% less than 5 years. This can be explained that most of teachers are familiar with the reform movement , specifically " My Book of English " , consequently they are supposed to be able to evaluate the cultural components of the textbook .

Question Two :

Have you ever visited England, America, or any other English speaking country?

a-yes

b-no

Table 02 : English speaking countries visited by teachers

Answers	N	%
Yes	01	6.67
No	14	93.33

Total	15	100
-------	----	-----

In table 02 , 93,33% of the teachers have answered no, while 6,67% has answered yes. The one who had a direct contact with the foreign culture will be more confident as well as interested in dealing with cultural issues. The pupils also would benefit a lot from the teachers' experience through detailed explanations, examples, and comparison between the native and the target culture. Nonetheless, it is apparent that most of the Algerian teachers do not have this opportunity. They rely only on the limited knowledge they had to learn from the university..

Section Two :cultural component of " My Book of English "

Question Three :

- How would you define the word culture?

- a. The whole set of artistic achievement and activities music , theatre , dancing ,poetry)
- b. The way of life common to a given group and which is generally illustrated by a set of norms and customs (type of food , clothing and ceremonies) that distinguish one group from another
- b. Culture is both (a) and (b
- d. Other

Table 03 : Defining Culture

An wers	N	%
a	0	0
b	0	0
c	13	86.67
d	02	13.33

Total	15	100
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Most of the teachers agreed upon (c) 86.67 % and the minority selected (d) 13.33 . This study shows that the teachers are aware of what culture covers. Furthermore it presents the interrelationship existing between language and culture by the suggested definition of culture given by teachers such as :

* Culture is everything related to a given speech community like beliefs, ways of communicating, etiquette, meanings and assumptions related to the real world.

* Culture is a very broad concept, it shapes ones identity and can be related to aspects that differentiate one society from the others like religion, language.....etc.

Question Four :

In his book “Teaching Culture “ NedSeelye (1976) writes: "Learning a language in isolation of its cultural roots prevents one from becoming socialized into its contextual use. Knowledge of linguistic structure alone does not carry with it any special insight into the political, social, religious, or economic system ."

Do you agree ?

Yes

No

Table 04 : The interrelationship between Language and Culture interrelation

Answers	N	%
Yes	13	86.67
No	02	13.33
Total	15	100

In this question the majority of teachers have answered with (Yes) 86.67 % and those whom said (No) were only 13.33 % . This shows that most of them believe in teaching culture side by side to language and that the linguistic structure alone is not enough in teaching English as a foreign language .

Question Five :

In this question , teachers were asked how much the topics in the textbook discuss the cultural issues and asked to tick the appropriate answer :

- a. Often
- b. Rarely
- c. Sometimes

Table 05 : The Frequency Cultural issues discussed in " My Book of English"

Answers	N	%
a	03	20
b	0	0
c	11	73.33
Total	15	100

This study shows that 73.3 % of teachers say that " My Book of English " textbook discuss the cultural issues "sometimes " while the rest 20 % of them said that the textbook " often " discuss these issues

Question Six :

The teachers were asked to tick the main cultural components that are included in "

My Book The " :

Table 06: The Cultural components included in " My Book of English "

Cultural components	Answers	%
Beliefs	0	0
History	02	13,33
Symbols and myth	0	0
Civilization	03	20
Assumption	0	0
Behaviours	05	33,33
Living style	04	26,67
Ritual and superstitions	01	6,67
Total	15	100

According to teachers' responses , they all agreed that the major components " My Book of English three " consists of : " History , civilization , behaviours , living style " .

Question Seven :

The teachers were asked to tick the major techniques used to teach culture in " My Book of English " :

Table 07 : The major techniques used to teach culture in " My Book of English "

Techniques	Answers	%
Roleplay	5	33,33
Group discution	1	6,67
Cultural quizzes	0	0
Situational exercises and dialogues	8	53,33
Jokes	0	0
Cultural clusters	0	0
Cultural capsules	0	0
Cultural assimilators	0	0
Total	15	100

As shown above, teachers tend to select three major techniques to teach culture "Situational exercises and dialogues , role play and quizzes " . Whereas the other elements had been neglected .

Question Eight :

In this question the teachers were asked whether the textbook " My Book of English " is ‘ ‘ Learner centered‘ ‘

Yes

No

Table 08 : Whether " My Book of English " textbook is Learner centered

Answers	N	%
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Yes	12	80
No	03	20
Total	15	100

As shown
% of

above , 80

responses consider " My Book of English " as a learner centered textbook ; whereas 20 % of them tick the " No " answer as they see " My Book of English " textbook is not a learner centered .

Question Nine :

9 . Does the textbook “My Book Three ” offer enough cultural knowledge?

- a. Very often
- b. Sometimes
- c. Rarely
- d. Never

Table 09 : The Cultural aspects Analysis

Answers	N	%
A	04	26.67
B	07	46.67
C	03	20
D	0	0
Total	15	100

According to teachers' responses , 46.67 % are the majority consider that " My Book of English " textbook offer enough cultural knowledge " sometimes " , while , 26.67 % say that is very often , and 20% say it rare to offer .

Question Ten :

In this question teachers were asked to tick how often the textbook provides culture based activities , and the options are :

- a. Very often
- b. Sometimes
- c. Rarely
- d. Never

Table 10 : The Frequency Culture Based Activities provided by " My Book of English " textbook

Answers	N	%
a	08	53.33
b	05	33.33
c	01	6.67
d	0	0
Total	15	100

The table indicates that 53. 33 % of teachers say that " My Book of English " textbook provides culture based activities very often , 33.33 % selected " Sometimes " and the rest 6.67 tick " rarely " option

Section Three :The Importance of Teaching Culture

Question Eleven :

Do you think that teaching culture is an important part in teaching English as a foreign language ?

- a. Agree
- b. Disagree
- c. Stronglyagre
- d. Stronglydisagree

Table 11 : Teaching Culture is an important part in TEFL

Answers	N	%
A	3	20
B	0	13.33
C	12	80
D	0	0
Total	15	100

As the above table shows, 80 % of the teachers considered teaching culture as a very important factor in teaching English, while 20% saw it as an important factor. In contrast, no teacher chose option c (no, not important) or d (Strongly disagree) . No doubt, all the teachers agreed that culture is an essential element in teaching English which indicates their awareness of integrating culture in English teaching .

Question Twelve :

- Do the cultural components in the textbook motivate the pupils to learn English ?

- a. Yes b. No c. Somehow

Please justify your answer

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

Table 12 : The Role of Cultural Components in motivating pupils to learn English

Answers	N	%
a	10	66.67
b	2	13.33
c	3	20
Total	15	100

As it shown above in the table , the majority of teachers 66.66 % claim that cultural components motivate the learners to learn English . 20 % of them consider that the cultural components have nothing to do with motivation . 13.33 % claim that the cultural components might motivate the pupils somehow without giving any explanation or any kind of justification.

Question Thirteen :

13 . The pupils are more engaged

- a. In purely linguistic activities (Grammar , vocabulary and and pronunciation)
- b. In culture based activities (songs , ect)

Table 13: The pupils engaged with linguistic activities culture based

Answers	N	%
a	12	80
b	03	20
Total	15	100

According to teacher 's responses , 80 % of them claim that the pupils are more engaged in purely linguistic activities than in culture based activities , while only 20 % claim the opposite. **Question Fourteen :**

14 . What do you think is the most efficient for pupils to acquire English as foreign language?

a. language functions

b. cultural aspects

Table 14 : Language Functions are the most efficient for pupils to acquire

Answers	N	%
a	12	80
b	03	20
Total	15	100

The results , as shown in the table 14 , revealed that 80 % of teachers said that language functions are the most efficient for pupils to acquire ,whereas 20 % of them said the cultural aspects .

Question Twenty :

This one is an open ended question , in which it targets any suggestions from the teachers to enhance the textbook or any addition or comments yet , unfortunately it has been neglected .

IV.5. Results Interpretation

The results of the textbook analysis show that culture exists to some extent in “My Book of English”. However, it is not covered adequately. There are a lot of shortcomings concerning teaching culture. Some subjects, as in unit 4, are beyond the pupils’ linguistic and cultural level and there are lack in the cultural information .Besides, the textbook does not help in developing cultural understanding. The cultural content in it provides neutral passages. Thus, instead of genuine materials pupils often find out artificial texts . However, there are games and proverbs which usually contribute successfully in teaching culture, can also be easily noticed. Moreover, teachers responses on the questionnaire revealed clearly teachers awareness toward the importance of teaching culture,they teach both the linguistic content spontaneously with the cultural content in the form of listening ,speaking , reading and writng tasks.therefore there is no specific part in the textbook devoted for the cultural content learners incounter difficulties in distinguishing between the element dealt with during the course.

IV.5. 1Recommendations

EFL teachers should take culture teaching in their classes seriously as part of English language teaching. The aim behind is to expose their learners to the target culture and to make them more familiar with it. Teachers should set clear aims and useful strategies so that to raise their learners’ awareness about the target culture to avoid misunderstanding and negative attitudes towards it. Such as :

- Prepare learners for a better interaction with other people from other culture.
- Ensure understanding and acceptance about the target culture.
- Help learners to figure out the similarities and differences between their own culture and the target one.
- Develop their cultural awareness and curiosity to learn about other cultures
- should ensure their learners recognize that social factors such as age, gender, social class, and ethnicity influence how people use the language.

- should explain for their learners that language use in the target culture changes according to different situations.

Conclusion :

To sum up the textbooks are not a continuity of cultural insertion as part of languages whereas language is inseparable part of culture. This shortage of culture inclusion leads to somehow misunderstanding of globally understanding one's language. Giving reference back to the aforementioned textbooks must include culture as a fifth skill not only referring to it as a part of a sequence since it reveals lot about a foreign languages and helps in the global understanding and tolerance between cultures whenever in contact.

General conclusion

Foreign language teaching is such a complex process that includes not only the structural and linguistic aspects of the language being taught but also its culture. Therefore, it would be irrelevant if the learners know nothing about the people who speak this language and the countries where it is spoken. Consequently, Algerian EFL textbooks as well EFL teachers should give importance to culture teaching. Whereby, this research aims at investigating the importance of integrating the target culture to English language teaching in the third year middle school " My Book of English - Book Three "as well as teachers awareness toward teaching the cultural content presented in the textbook .Additionally, we develop both research question and hypothesis up on which we built our research .However, to complete this research,a questionnaire is given to third year middle school teachers with a careful analysis of the textbook content" My Book Of English:Book Three" accompanied with some evaluative questions.Consequently,the obtained results revealed that the hypothesis was confirmed. Therefore, regarding that EFL teachers at the middle-level education often neglect culture teaching and that the target culture is not well covered in the textbook, the researcher proposed some suggestions that may contribute to the development of EFL learners' intercultural competence in EFL learners sufficiently. For sure, this study has got some limitations and shortcomings. First, some teachers did not have the desire to help in answering the questionnaire. In addition there were some contradictions found in some teachers' answers. Despite these limitations, the present study will pave the way for further researches about the importance of teaching culture by remodelling the cultural content of EFL textbooks as well as developing learners' intercultural competence in general.

Appendices

Appendix 1 : The Questionnaire

Appendix 2 : The Textbook Evaluation Checklist

Appendix 01 :

The Teacher's Questionnaire

The Questionnaire :

Dear teachers,

This questionnaire is part of a research work entitled " Evaluating The cultural Components "Its purpose is to analyze the cultural content of " My Book Three" textbook of 3 MS. You are kindly invited to answer it, the information you provide will be a valuable contribution to this research .

Note : your answers will definitely anonymous and there are neither " right " or " wrong " judgements . So please , for the sake of reliability . give your answer as sincere as can be .

Thank you in advanced

Please tick the appropriate answer:

Section one: General Evaluation:

1-How long have you been teaching English?

Less than 5 years Between 5 and 10 years More than 10 years

2- Have you ever visited England, America or any other English speaking country?

Yes No

Section two: The cultural component of " My Book Three " :

3- How would you define the word "culture"?

a. The whole set of artistic achievement and activities music , theatre , dancing , poetry ... ect .

b. The way of life common to a given group and which is generally illustrated by a set of norms and customs (type of food , clothing and ceremonies) that distinguish one group from another

Culture is both (a) and (b)

d. Other

Please specify:

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.....

4 - In his book "Teaching Culture " Ned Seelye (1976) writes: "Learning a language in isolation of its cultural roots prevents one from becoming socialized into its contextual use. Knowledge of linguistic structure alone does not carry with it any special insight into the political, social, religious, or economic system ."

Do you agree ?

Yes No

Please justify your answer

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

5 - How much the topics in the textbook discuss the cultural issues ?

- a. Often
- b. Rarely
- c. Sometimes

6 - From the following checklist , tick the main cultural components that are included in " My Book Three "

A	Beliefs	
B	History	
C	Symbols and myth	
D	Civilization	
E	Assumptions	
F	Behaviours	
G	Living style	
H	Ritual and superstitions	

7- From the following checklist, tick the major techniques used to teach culture in spotlight:

A	Roleplay	
B	Group discussion	

C	Cultural quizzes	
D	Situational exercises and dialogues	
E	Jokes	
F	Cultural clusters	
G	Cultural capsules	
H	Cultural assimilators	

8. Is the textbook “Learner centered“ ?

Yes No

9 . Does the textbook “My Book Three ” offer enough cultural knowledge?

- a. Very often
- b. Sometimes
- c. Rarely
- d. Never

10. How often the textbook provides culture based activities ?

- a. Very often
- b. Sometimes
- c. Rarely
- d. Never

Section Three : The Importance of Teaching Culture

11. Do you think that teaching culture is an important part in teaching English as a foreign language ?

- a. Agree
- b. Disagree
- c. Stronglyagree
- d. Stronglydisagree

12. Do the cultural components in the textbook motivate the pupils to learn English

- a. Yes
- b. No
- c. Somehow

Please justify your answer

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13 . The pupils are more engaged

- a. In purely linguistic activities (Grammar , vocabulary and and pronunciation)
- b. In culture based activities (songs , ect)

14 . What do you think is the most efficient for pupils to acquire English as foreign language :

- a. language functions
- b. cultural aspects

15. Does the cultural content in the textbook conflict with the pupils social beliefs ?

a. Yes

b. No

If yes , please justify your answer

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16 . Do you think that the cultural content in the textbook allows the pupils to be more aware of the similarities and the differences between the native culture (NC) and the target culture (TC) ?

a. Yes

b.No

17. Are both “ Little c “ and “ Big C “ introduced in the textbook ?

a. Yes

b. No

18. Do you think that the representing of “ pictures .. ect “ in the textbook helps the pupils to understand the target culture ?

a. Yes

b. No

19 . Does the cultural components of textbook raise the learners awareness ?

a. Yes

b. No

If yes ,please justify

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20 . Does the cultural content in the textbook promote the pupils ‘ motivation ?

a. Yes

b. No

21 . If you have any suggestions please add them :

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

Appendix 2

The Textbook Evaluation Check-list

1. Does the textbook take into consideration the learners level (in term of language) ?
- 2.How is the physical appearance of the book ?
3. Does the book focus is at language or culture teaching ?
- 4.Does the book include all types of culture ?
- 5.Does the learners ' cultural background integrated in the textbook ?
- 6.Does the book offer learners the opportunity to compare between their own and the target culture ?
- 7.whether it involves any intercultural topics belonging to different cultures from different countries in the world or just English language spoken countries ?
- 8.How and to what extent cultural contents are integrated into English communication textbooks for Algerian students ?

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Résumé

De nos jours, l'anglais est devenu la langue du tout le monde ainsi que la langue de plusieurs domaines tel que : la médecine, l'éducation , le domaine commercial , ect . Ce que laisse la plus part des gouvernements et des nations d'inclure cette langue dans les programmes éducatifs. En recrutant des spécialistes compétents afin de l'enseigner. Donner aussi des moyens facilitant son enseignement, dont le premier est « le manuel scolaire ». ce dernier est considéré comme le meilleur moyen utilisé par l'enseignant ou les apprenants car il est la source fondamentale pour faire enseigner n'importe quelle langue étrangère, en prenant aussi en considération que l'enseignement d'une langue étrangère résulte une expansion de ses caractéristiques culturelles. De ce fait, il existe plusieurs études concernant la présentation et le traitement d'un contenu culturel d'une langue étrangère dans le manuel scolaire. A ce propos, notre recherche avait pour finalité de traiter et d'évaluer le contenu culturel de la langue anglaise dans le manuel scolaire cas de : manuel de 3^e AM en Algérie. Afin d'effectuer notre étude, nous avons présenté un questionnaire destiné aux enseignants d'anglais du cycle moyen, qui se compose de questions délicates et évaluatives. Cela vise à connaître leurs points de vue à propos de l'enseignement de l'anglais et son contenu culturel dans le cycle moyen. Après une analyse détaillée du manuel scolaire et grâce également aux nombreuses informations par l'entremise du questionnaire, il a été possible d'apporter des réponses à nos interrogations et de vérifier nos hypothèses de départ. Au terme de notre étude, nous pouvons conclure que les enseignants d'anglais ont pour objectif d'enseigner le contenu culturel de la langue anglaise mais les articles traités dans le manuel présente une étude superficielle de son coté culturel.

التلخيص :

لقد أصبحت اللغة الإنجليزية لغة العالم لغة الكثير من المجالات (لغة الطب، التعليم، الاقتصاد، السياسة) وغيرها من مجالات الحياة. مما تطلب على كثير من الحكومات والدول إدراج اللغة الإنجليزية في البرامج التعليمية وذلك عن طريق تجنيد أشخاص ووسائل لتدريس هذه اللغة. ومن أهم الوسائل المكرسة لتعليم اللغة الإنجليزية هي الكتب أو بالأحرى الكتاب المدرسي على اعتباره أنه الوسيلة الأفضل التي يعتمد عليها كل من المتمدرسين والأساتذة كمصدر أساسي للغة. أخذين بعين الاعتبار أن تدريس أي لغة أجنبية يترتب عليه تدريس خصائصها الثقافية. لتمكين المتمدرسين بشكل أو بآخر المقارنة بين الثقافات لهذا وعبر سنوات تم جمع العديد من الدراسات والبحوث حول كيفية تقديم ومعالجة المحتوى الثقافي في الكتب المدرسية. ومن هذا المنطلق تهدف هاته إلى فحص وتقييم المحتوى الثقافي لكتاب اللغة الإنجليزية الموجه لسنوات الثالثة متوسط بالجزائر أو بمعنى آخر مدي عناية الكتاب بالجانب الثقافي. من أجل تكملة هذه الدراسة اعتمدنا على استبيان مقدم لأساتذة الطور المتوسط من أجل معرفة آرائهم حول تدريس ثقافة اللغة. مصحوبا بمجموعة من الأسئلة التقييمية من أجل التحليل الدقيق لمحتوى الكتاب. وبعد التحليل المفصل للكتاب واستنادا على نتائج الاستبيان وجدنا أنه ورغم عناية الأساتذة بتدريس المحتوى الثقافي. إلا أن العناصر الثقافية المعالجة في الكتاب تستهدف أكثر المنحى السطحي للثقافة .