

Received : 06/02/2018

Published 30/06/2018

Exploring the Target Culture Component in Secondary School : A Case Study of 3rd Year Secondary School Class at BEN Naa Said School.

Hadjer HAMMADI ^{1*} Sarra SAHRAOUI²

¹ University of Algiers 2, Algeria

² University of Algiers 2, Algeria

Abstract

The present research focuses on the area of foreign culture teaching in the foreign language classroom in an Algerian secondary school. It attempts to discover the attitudes and perceptions of third year secondary school students . It also intends to evaluate the cultural content of the Algerian 3rd year secondary school textbook of English 'New Prospects'. The analysis of the data collected with the research instruments employed in this study, namely the students' questionnaire and the textbook evaluation checklist, has revealed that learners are interested and curious to learn about other people's culture. The evaluation of the cultural content of the textbook indicates that the target culture is presented in a superficial way which shows that Algerian textbook designers still give more importance to developing learners' linguistic competence and neglect the cultural aspect of the target language.

Keywords : foreign culture teaching, learners, evaluation, linguistic competence

Introduction

In English language teaching, the focus is always on the development of the four skills: listening comprehension, speaking, reading comprehension and writing. However, scholars and educators (Byrm,1989; Kramsch, 1998) constantly refer to culture as a fifth skill that should not be neglected or treated as a supplementary topic in FL teaching.

The integral relationship between language teaching/learning and culture has been an area of investigation from the part of many experts, researchers and educators. They have argued that foreign language culture integration is of a great importance in developing learners' intercultural communicative competence(Saluveer, 2004). Intercultural communicative competence has been defined as the ability to communicate appropriately and effectively with people from different cultural backgrounds (Guilherme (2004). This competence has become a necessity in the globalized world of today and its lack can result in misunderstanding and pragmatic failure and causes problems in real life communication.

Additionally, it has been said that culture integration in EFL classes is not only helpful in developing learners' intercultural competence and intercultural communicative competence, but it also develops in learners a set of positive attitudes towards others' culture which in turn raises their interest and motivation to learn the language and its culture(Masgoret& Gardner,2003).

Regarding the context of this study, the situation of culture teaching/learning is getting worse because the Algerian educational system still focuses on equipping learners linguistically rather than preparing them for real communication which is the combination of both the linguistic and the cultural aspects of the target language. This negligence of cultural aspects may be attributed to the textbook that does not give the cultural component the value it deserves.

In Algeria, English language classes are guided by textbooks which are considered the main source of cultural knowledge. Based on our experience as previous learners in secondary school, we have noticed that cultural aspects of the target culture are reduced to an observable level in “New Prospects” schoolbook. In addition, there is a lack in the activities that aim at comparing, contrasting and evaluating the intercultural differences.

The present study focuses mainly on the cultural component in the Algerian foreign language classrooms. It aims at discovering the attitudes and perceptions of third year secondary school learners towards culture integration in EFL classes. It also intends to evaluate the cultural content of the Algerian 3rd year secondary school textbook of English “New Prospects” and see the extent to which it contains culturally oriented knowledge.

In order to achieve the aforementioned aims, two research questions are addressed in the current study:

RQ1: What are the attitudes of the foreign language learners towards culture and the incorporation of culture into language instruction?

RQ2: To what extent is the target culture present in the Algerian textbook “New Prospects”?

1- Research Background

1.1. Culture and Language:

In fact, language and culture are intertwined and many anthropologists and language educators were interested in showing this interdependence by creating new words to reflect this fusion. Kramsch(1989) used the term 'linguaculture' which was also used by Paul Friedrich(1989) and later by Fantini(1995) whereas the term 'languaculture' was used by the American anthropologist Michael(1994). Byram and Morgan (1993) used the term 'language-and-culture'.

In order to defend the interdependence of language and culture, Kramsch (1998) argues that language is bound to culture in three ways: first, “*language expresses cultural reality*”, second “*language embodies cultural reality* and third, “*language symbolizes cultural reality*”. (Kramsch, 1998, p.3). In addition, some social scientists consider that without language, culture would not exist. Language simultaneously reflects culture, and is influenced and shaped by it. In the broadest sense, language is the symbolic representation of people, since it comprises their historical and cultural backgrounds, as well as their approach to life and their ways of living and thinking.

Sapir (1962) and Whorf (1956) also strongly believe in the natural relationship between language and culture. They claim that it was not possible to understand or appreciate one without knowledge of the other. Moran(2001) adopted a similar attitude when he said: “*Language and culture are clearly fused; one reflects the other*” (Moran, 2001, p.35).

Basically, most researchers believe that language and culture are related in one way or another. It can be said that language is the symbolic representation of culture which carries

meanings special for a particular social group and interacting with a particular language is interacting with its culture.

In education, Educators distinguish between two types of culture teaching, 'big C' culture and 'little c' culture.

'Big C' is defined by Lee (2009) as "*the culture which represents a set of facts and statistics relating to the arts, history, geography, business, education, festivals and customs of a target speech society*" (p. 78). In other words, this type of culture is related to big themes such as architecture, classical music, literature, political issues, society's norms, legal foundation, core values and history of a social group (Peterson, 2004).

On the other hand, Lee defines 'little c' culture as "*the invisible and deeper sense of a target culture*" (p. 78), including attitudes or beliefs and assumptions. However, for Peterson (2004), 'little c' culture is the culture focusing on common or minor themes such as opinions, viewpoints, preferences or tastes, gestures, body posture, use of space, clothing styles, food, hobbies, popular music, popular issues, and certain knowledge.

The two types of culture should be incorporated in language document. However, it worth mentioning that the teaching of 'little c' culture themes play more significant role in improving learners' intercultural skills and enabling them to communicate appropriately in the target community because this type of culture it is concerned with people's daily functions and routines and learners need to acquire the ability to communicate about those daily actions (Wintergerst and Mcveigh, 2010). This does not mean that 'big C' culture themes are less important, but rather such themes are more likely to suit students at advanced levels and highly educated people.

1.2.The Impact of Culture Teaching on Learners' Motivation and Attitudes:

Culture integration is not only done for the purpose of developing learners' ability to communicate. Through culture instruction, teachers would encourage learners to adopt positive attitude towards others' culture and accept others' differences. Having a positive attitude towards target culture is the key of success in foreign language learning. Gardner (1985) argued: "*the degree of success in the process of language learning will be influenced by learners' beliefs and attitudes towards the target community*" (Gardner, 1985, p.146). Byram (1989) in his turn confirms what Gardner said by stating: "*The learners' view and attitude towards the TL and TC would have an effect on the whole process of language learning*" (Byram, 1989, p.5).

In addition, Gardner (1985) asserts that second language research demonstrates a strong correlation between learners' attitudes towards the target language culture and learners' motivation to learn a second language. In this context, Masgoret & Gardner (2003) assume that positive students' attitudes about the target language, people, and culture are correlated with higher levels of motivation, which in turn are correlated with higher levels of achievement.

On the light of this assumption, many studies have been conducted. The majority of studies have focused on the positive impact of integrating target culture elements into English courses in terms of student's success and motivation there is a study conducted by Meng-Ching Ho (1998) in Taiwan in which he investigated the potentiality that culture studies motivate Taiwanese junior-high school pupils to learn English. The results show that pupils were interested in knowing more about the English-speaking countries. He found that culture studies is a useful way to increase learners motivation to learn English especially teenagers.

Not long before, a study by Bal (1971; cited in Kitao, 1991) proves that foreign culture learning does not only motivates learner to learn foreign languages but also makes them

achieve better scores. In his research, Bal (1971) made a comparison between two groups where one of them had an extra cultural teaching. The results of this research show that three learners from the first group stopped studying the second language while no one did in the other group. In addition, the grades of the first group were better. From this investigation, Bal(1971) concluded that foreign culture classes may be considered as a drive to foreign language learning.

In addition, a number of studies published throughout the 1970s namely those of Keller & Ferguson (1976); Klayman (1976); Leward (1974); Steiner (1971) all proved that learning about foreign language culture affect positively learners' motivation especially in time of tiredness. When learners feel bored or tired, it is beneficial to introduce some cultural activities to stimulate learners.

Basically, the majority of studies show that the cultural content in FL classes promotes learners motivation as it enriches language sessions.

1.3. Culture and Textbook Evaluation:

1.3.1. Culture in EFL Textbooks:

Culture in English language teaching materials has been subject to discussion among professionals and teachers for many years. Since language and culture are inseparable, ignoring one of the two will be the determinant of the other.

In Algeria, where exposure to the English language is rare, teaching it is heavily based on the use of textbooks as a source of both language and culture , as mentioned in the previous section .

It is clear that culture teaching is a valuable component of foreign language programs which may allow learners to increase their knowledge of the target culture in terms of different ways of life, traditions, customs, and laws in order to be culturally aware. It is argued that cultural awareness is very important in language teaching because it contributes to language proficiency (Byram ,1989). He insists that any language curriculum should include whether implicitly or explicitly elements of its culture because language reflects the speakers' values and perceptions of the world. Moreover, Littlewood (1981) agrees with Kramsch (1998) when he says that the foreign language learner should be aware of the norms and social meanings of language used because sometimes he needs to use language as a means to achieve immediate communicative needs. In this situation, functional effectiveness and appropriateness are needed more than structural accuracy and correct grammar rules.

How culture is represented in textbooks plays an important role in how it is taught. There are three patterns of culture representation in English textbooks. They are described as follows : (1) the source culture, representing the learner's own culture; (2) the target culture, where the foreign language is used as the first language; and (3) international target cultures, which are the different cultures that do not represent the source or the target culture, which can be English-speaking or non-English-speaking countries (Cortazzi and Jin 1999).

Byram (1993 cited in Wu, 2010 p.138) argues that more cultural input should be present in teaching materials: eight areas focusing on cultural content to be included in textbooks as follows:

- i. Social identity and social group (social class, regional identity, ethnic minorities)
- ii. Social interaction (differing levels of formality; as outsider and insider)
- iii. Belief and behavior (moral, religious beliefs; daily routines)
- iv. Social and political institutions (state institutions, health care, law and order, social security, local government)
- v. Socialization and the life cycle (families, schools, employment, rites of passage)

- vi. National history (historical and contemporary events seen as markers of national identity)
- vii. National geography (geographical factors seen as being significant by members)
- viii. Stereotypes and national identity (what is “typical” symbol of national stereotypes).

1.3.2. Models for Evaluating the Cultural Content of Textbooks:

To assess the cultural content of the EFL materials, particularly textbooks, many models and checklists have been developed for this purpose. The followings are the famous ones:

➤ Skiero's Model:

Skiero (1991) developed a model which is interested in the degree to which culture is integrated in the textbook's structural parts such as texts, dialogues and exercises. This model tries to show if the cultural contextualization helps learners to understand the social situations described in the textbook. Basically, this model aims at finding out the type of cultural knowledge presented in the textbook to learners and whether this knowledge produces stereotypes. Skiero in this model believes in the necessity of providing learners with accurate and authentic texts in order to develop their cultural skills. This model contains some questions that should be asked about whether the textbook:

- 1- Gives accurate factual and up-to-date information.
- 2- Avoids stereotypes of gender, race, and culture.
- 3- Draws realistic pictures of the society.
- 4- Is not ideologically loaded.
- 5- Presents contextualised situations or include only isolated facts.

(Cited in Larouk, 2015, p. 28)

➤ Byram and Escarte-Sarries' Model:

Byram and Esarte-Sarrie (1991) develop a conceptual framework to evaluate the cultural content of textbooks. In this model, they argue that the content of textbooks should be realistic. Byram and Escarte-Sarrie (1991, p. 180) assert that textbook should portray the target culture “as it is lived and talked about by people who are credible and recognizable as real human beings” In this model, the cultural realism in textbooks should undergo to four levels of analysis:

- **Micro-social level:** this level is concerned with the analysis of the social and geographic identities of characters described in the textbook. The analysis is done to confirm whether the characters form a representative sample of the TC or don't. The target population should be clearly described in the textbook. Moreover, the social interaction of these characters should be taken into consideration in addition to their emotions (sadness, happiness, and problems, worries...) to give adequate representation of the social realities of the culture.
- **Macro-social level:** At this level, there is a need for information about the historical background of the target culture, socio-economic, and political status to provide a real and general picture of the country. This information gives learner a clear understanding about the target country and society which enables them to function properly in the target culture society.
- **Intercultural level:** Analysis done at this level is the analysis of mutual representations and recognition by the native and foreign cultures. In other words, in this stage, there is a comparison between the learners' native culture and target culture.

- **Authors' viewpoint:** the analysis at this level deals with the viewpoints taken by the textbooks' designers which can be deduced from the authors' choices of texts, contexts and characters that have been used to represent the target culture. (Byram&Esarte-Sarries, 1991, p.180)

➤ **Sercu's Model:**

Sercu (1998) puts four major and different dimensions to weigh the cultural content in textbooks:

- **Representativeness and realism:** it sees to what extent the reality of the TC is pictured in the textbook and whether the picture is representative, realistic, up-to date, complete, or biased, stereotypical, unrealistic, and out-of date. A representative and a realistic textbook should reflect the values, beliefs, and behaviors of the target culture to avoid stereotypes and misunderstandings.
- **Textbook Characters:** the analysis is done at this level to see if the characters are good representatives of the target. Questions concerning characters' age, social class, interests, mentality, family situation, and their mood should be asked. The characters should not be always presented as happy and successful because this does not mirror the realities of the target society and leads learners to develop biased expectations.
- **Linguistic content:** the language used in the textbook should be analyzed because the textbook may contain stereotypes relating to gender, race and culture. Therefore, biased forms of language should be identified.
- **Cultural content:** the cultural information presented in the textbook should be examined to see whether the textbook requires learners to absorb these cultural facts, or invites them to think critically on these facts by providing them with challenging situations. Therefore, the analysis of textbook activities is a must to demonstrate if learners are required to develop intercultural skills and positive attitudes towards others. (Cited in Merrouche, 2006, pp 236-237).

➤ **Cortazzi and Jin's Model:**

Cortazzi and Jin (1999) develop a model of the classification of cultures. They distinguish between three types of cultural aspects that should be presented in textbook for many reasons (Cited in Saluveer, 2004, p. 50):

- **Source culture:** refers to the learners' native culture. It should be present because it enriches learners' knowledge about their mother culture.
- **Target culture:** refers to the culture of any English-speaking country where English is used as first language. The integration of the target culture in textbook helps learners to develop positive attitudes and ensure the use of target language in EFL classes.
- **International target culture:** refers to various cultures where English is used as a global language (lingua franca). International target culture inclusion guarantees the effective use of English at the international level.

The evaluation in this model focuses on:

- i. The examination the type of cultural content included in the textbook by investigating all the cultural elements concerning any culture.
- ii. The examination of the effectiveness of the cultural content in developing learners' cultural skills.

This model tries to show how the cultural elements enable learners to perceive and categorize socio-cultural situations. It focuses on the necessity of the recognition of the cultural elements by FL learners and the ability to use those elements in appropriate contexts if they want to communicate successfully in the target language. Therefore, it is necessary to ask questions

about the cultural facts included in texts, dialogues, tasks and exercises and how such facts contribute to the learners' understanding of the target language.

1. Research Method

The present study is a case study research. It was conducted in Ben Naa Said secondary school in the wilaya of M'sila with the participation of 25 third year students. The sample is composed of 6 males and 19 females. 72% of the participants are 18 years old.

In order to fulfill the objectives of the research two instruments have been used namely, a students' questionnaire in addition to an evaluative checklist designed to assess the cultural content of the third year secondary textbook 'New Prospects'. The checklist items derive from the previously listed models of cultural evaluation: Skiero's model (1991), Byram and Escarte-Sarries' model (1991), Sercu's model (1999), and Cortazzi and Jin's model (1999). The checklist designed sis made up of ten yes/no questions.

The content analysis method was conducted to analyze the qualitative data and classify them into categories. Descriptive statistics, on the other hand, were used to analyze the quantitative data by calculating the frequencies and percentages to be presented in tabular form.

3.Presentation and Analysis of Results

3.1. Presentation and Analysis of Students' Questionnaire Data:

The present part of the study is concerned with the analysis of the data generated from the students' questionnaire. The results of the close-ended questions are turned into percentages and presented in separate tables. A content analysis has been conducted to analyse the questionnaires' open-ended items. The analysis of data revealed that:

- most of the students are females and their proportion exceed the male percentage. While female students present 76% of the participants, males represent only 19%.
- the majority of the students 72% are 18 years-old. The rest are older than the normal age, 24% are 19 years-old and only one student is 20 years-old.
- most of the respondents agreed on the importance of learning culture while learning a language. They consider culture learning either very important (64%) or important (28%); while only one student denied that.
- high school third year students are aware of the fact that language learning should include the learning of its corresponding culture since they are naturally interrelated. Five of the students also believe that culture learning is important because it helps them to acquire the language effectively. Others said that it develops their communicative ability and it enriches their cultural knowledge.
- is a high percentage of students who denied the negative effect of culture learning (72%). However, 28% of the respondents declared that learning a foreign culture may affect them negatively.
- most of the students have a strong personality and cannot be easily affected by the foreign culture ideas. The majority of them showed great respect to their culture, religion, traditions and this makes them away from the danger of acculturation. They also acknowledged the positive impact of culture learning as they are concerned with the learning of the language and not with the acquisition of foreign culture ideas. However, the ones who believe in the negative effect of culture learning argued that this is due to the lack of cultural knowledge about the target culture.

- 76% of the respondents do not experience problems while 24% of them face problems while learning a foreign culture.
- students' problems while learning a foreign culture are predictable ones such as the lack of materials, difficulties in understanding authentic conversations and difficulty of coping with new ideas especially that the English culture is totally different from the Algerian one.
- 56% of the respondents do extra efforts to learn more about the target culture and this reflects their motivation towards learning the target culture. On the other hand, 44% of the respondents are not interested to learn more about the target culture and this indicates that they are not aware of the importance of culture.
- the majority of the respondents (68%) use internet as a main source to acquire knowledge. They use internet as a means to chat with foreigners or watching YouTube. 24% of the respondents prefer to use TV, they prefer to learn the target culture from movies and 24% of them rely on other sources.
- all the students use the same source to learn more about the target culture which is books. 2 from the same students who use books argued that they tend to ask people from that culture to know more about the target culture.
- culture learning offers many advantages: it helps learners to acquire the language, it facilitates communication with foreigners.. Culture learning gives learners a look about the target community traditions, thinking and this allows them to function properly when the situation requires.
- most of the respondents (76%) think that culture is integrated in "New Prospects". However, 24% of them suffer from the lack of culture in their textbook.
- the majority of the students who answered this question (11) believe that the target culture is present in the textbook, but 3 of them think that although culture is present, there is still a lack in the cultural information provided. This view was shared by 3 other students who said "No". 2 students argued that the textbook focuses more on grammar and not on culture and this means that New Prospects' cultural content does not satisfy their foreign cultural needs.
- Around 88% of the respondents believed that the textbook does not contain enough cultural knowledge. One can notice that they are not satisfied with the cultural content of their textbook. On the other hand, 22% of the respondents declare that the textbook has equipped them with adequate information about the English culture.
- cultural knowledge is not enough because the textbook focuses mainly on grammar lessons according to what has been said by 6 of the respondents.
- more than half of the respondents 52% state that the textbook does not engage them in situations that require them to compare and contrast between different cultures. However, 48% of them adopted an opposing position and declared that the textbook gives them the opportunity to find out the similarities and differences between the native and target culture.
- most respondents gave examples from the textbook about the similarities and differences between the native and target culture; only 5 of them gave appropriate answers.
- the learners consider that the textbook offers them opportunity to compare and contrast between cultures and this raises their awareness about the existing cultural difference which in turn makes them culturally competent and tolerant towards other' differences. On the other hand, there is only one student who declared that there is a lack of topics to be discussed in the textbook.

- 52% believe that the textbook does not encourage them to learn English. In contrast, 48% of the respondents declared that the textbook triggers their motivation to learn English.
- a number of 5 students think that the cultural content of the textbook is boring which makes them unmotivated to learn English, 2 other students claimed that the textbook cultural content is limited while another student saw that it is outdated. An interesting viewpoint was raised by a student who declared that the teacher who takes the responsibility of motivating his/her students. It can be said that the textbook cultural information is not interesting and does not trigger students' motivation. For the other students, textbook's cultural content raises their motivation through the cultural information provided.

3.2. Textbook Analysis:

This section deals with the evaluation of the cultural content of “New Prospects”. The evaluation is based on a checklist that was previously presented. It is worth mentioning that the evaluation is limited to the English culture (British and American) and the local culture (Algerian). Before moving to the evaluation of the textbook, the researchers find the necessity to provide a brief description of the textbook in question.

Description of the Textbook:

- **Name of the Textbook:** New Prospects
- **Date of Publication:** 2007
- **Authors:** S. A. ARAB, B. Riche and M. Bensemmane
- **Publishing House:** The National Authority for School Publications
- **Type of the Textbook:** Material designed to teach English at the Algerian Secondary school.
- **Target Learners:** Third year secondary school learners (foreign languages stream)
- **Teaching Methodology:** Competency Based Approach to Language Teaching
- **Number of Pages:** 270

The textbook is made up of six units; they are presented in details in the book map (pp.08-09 of the textbook). The following table contains the themes and topics of the six units

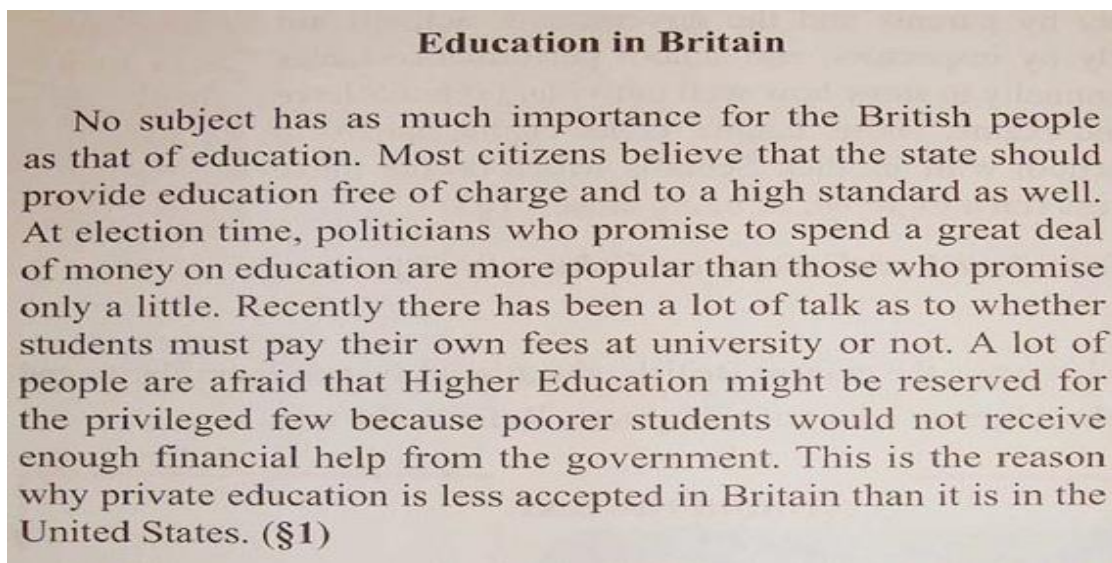
Units	Themes	Topics
Unit 1	Exploring the Past	Ancient Civilizations
Unit 2	Ill-Gotten Gains Never Prosper	Ethics in Business: Fighting Fraud and Corruption
Unit 3	Schools: Different and Alike	Education in The World: Comparing Educational Systems
Unit 4	Safety First	Advertising, Consumers and Safety
Unit 5	It's a Giant Leap for Mankind	Astronomy and The Solar System
Unit 6	We are a Family	Feelings, Emotions, Humour and Related Topics

Table 3.21: New Prospects' Content

Regarding the cultural component in the textbook, in the foreword, the authors state: *“the intercultural outcomes for their part are in-built, i.e., made to be part and parcel of the process of teaching/learning at all times, notably through a pertinent typology of activities”* (SE3 Textbook, p. 6).

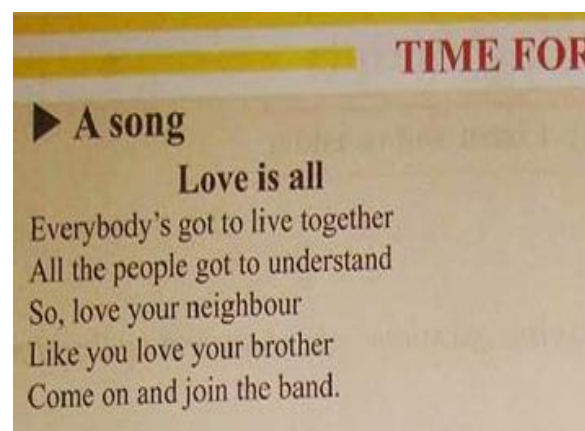
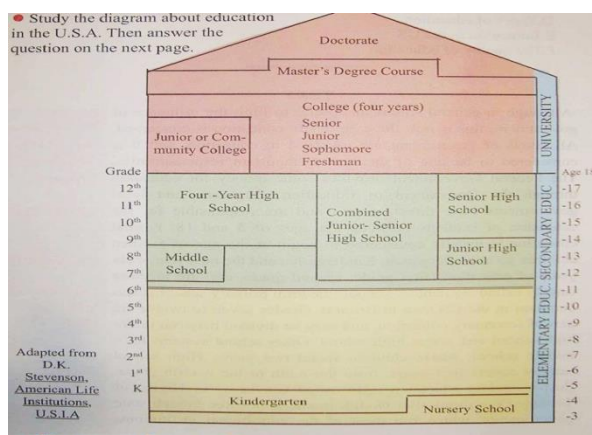
In order to investigate the extent to which the cultural component is present in the six units of the textbook, the researchers attempt to find if the checklist's criteria are applied in the textbook “New Prospects” or not. The analysis of the textbook revealed that:

- the cultural element is present in the textbook “New Prospects”. Cultural information about the target culture is inserted in the textbook's texts, dialogues and exercises, this is considered as a ‘positive aspect’ of this textbook because learners are exposed to the target culture.



Culture integration in texts (text p 83-84)

- themes that belong to ‘big C’ culture such as, history, education, business and music are present in the textbook. The frequency (30) shows that those themes are given a considerable importance in this textbook.



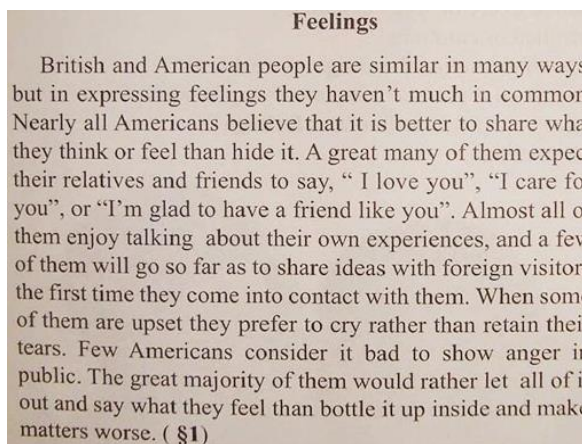
Educational system in U.S.A (p.97)

A song p 198

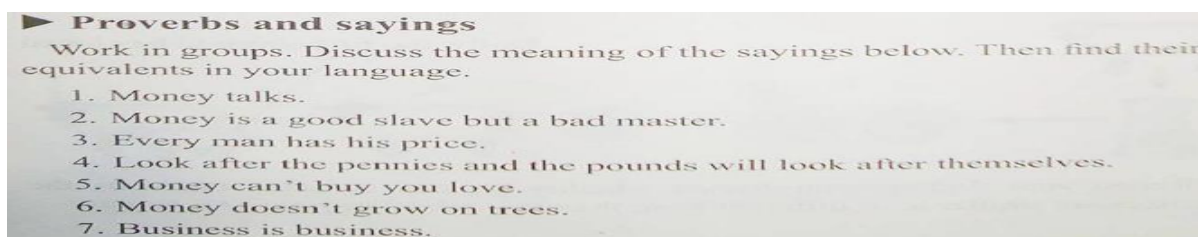
- 'small c' culture aspects are present in 'New Prospects'. The aspects that the textbook covers vary between language use in everyday life (proverbs, saying and idiomatic expressions), beliefs and values, living style and food that always belong to 'small c' culture themes.

Language use (ex p 30)

Text p 1

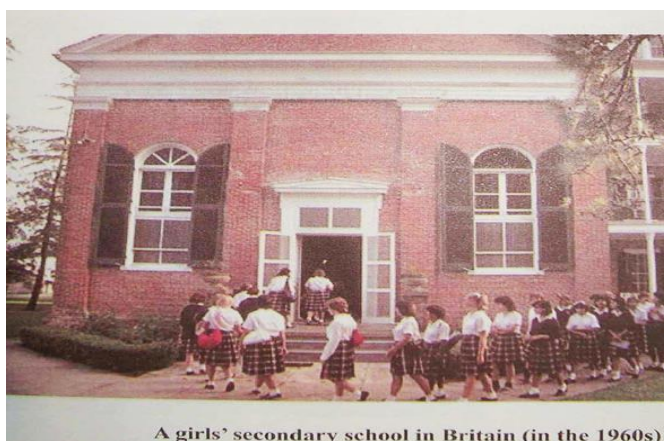


- the textbook contains activities that aim at drawing out similarities and differences between the native and target culture. This kind of activities is of a significant importance because it helps learners to develop ICC and this importance is taken into consideration.



Exercise p 59

- the visual element is taken into consideration in the textbook. Around 19 pictures about the target and native cultures are used in order to portray the two cultures as they are.



Picture 1p14

Updated content:

● **Task:** Fill in the blanks in the text below with **must, have to, should, ought to, or their negatives**. There are many possibilities.

In the United States most students who win a scholarship to the university __ (1) maintain a certain grade level so as not to lose it. High school students __ (2) (not) study all the subjects in the curriculum. They decide for themselves which subjects to take. They __ (3 (not) break the codes of honour and conduct of their school. They __ (4) be very good at sports because this may earn them a place in a prestigious university.

Task p 79

- some of the cultural information concerning the TC is taken from original sources. These sources are: magazines, newspapers, books, daily life (proverbs) and songs sung by famous singers.

► **Proverbs and sayings**
Match each word or phrase in column A with a word or phrase in column B to have a proverb or a saying.

Column A	Column B
1. When in Rome,	a. than an ox in war.
2. Rome was not built	b. do as the Romans do. 3.
3. Better an egg in peace	c. in a day.
4. All may begin a war	d. by the ears.
5. Cities are taken	e. costs nothing.
6. In war all suffer defeat,	f. few can end it.
7. Civility	g. are the destruction of peoples.
8. Famine, people, and war	h. and peace hangs them.
9. War makes thieves,	i. plenty.
10. Peace makes	j. even the victors.

4. Data Interpretation:

In accordance with the first research question, namely what are the attitudes of the foreign language learners towards culture and the incorporation of culture into language instruction, the data obtained from students' questionnaire allow the researchers to draw the conclusion that most students hold a positive attitudes towards culture in FL learning.

The results obtained from students' questionnaire reveals that the dominant attitude is the positive one. Nearly all the students recognize the interconnection of language and culture. This can be clearly seen in the results of table 3.3 where 92% of the students agree on the importance of learning the target culture simultaneously with the target language.

The results show that 72% of the students denied the negative effect of culture learning. Students show great awareness towards others' differences and they seem to stick to their traditions, religion and consider culture learning a means to learn the language. They also believe that target culture learning has many advantages: discovering English culture traditions, effective language acquisition, facilitating communication and ensure appropriate functioning in the target community. These indicators ensure students' positive attitudes.

The awareness of students about the fact that language cannot be learnt out of its culture and their positive attitudes make them curious and motivated to learn more about the target

culture .56 % of the students say that they tend to use other sources, besides the textbook, to seek more cultural information outside the classroom. As for the sources they use, the majority of them prefer to use modern technologies like internet which is used by 68% of the students and TV (24%).

Actually, Gardner (1985) asserts that second language research demonstrates a strong correlation between learners' attitudes towards the target language culture and learners' motivation to learn a second language. This may justify students' interest to use additional sources to know more about the language and its culture.

In sum, according the aforementioned interpretation and according to students' declarations, it seems that students hold positive attitudes towards the incorporation of the target culture into language instruction.

The analysis of the textbook also shows that textbook's characters are almost absent types of culture; 'Big C' and 'small c' culture themes.

Themes of 'big C' culture that the textbook includes are presented as follow:

History: this theme involves the presentation of the national history of the U. S. A. and how the Americans lived in the past and their achievements. In order to answer the fourth research question and to find the extent to which the cultural component is present or missing in the Algerian textbook "New Prospects", the researchers have carried out a deep analysis of the cultural content of the textbook New Prospects. This analysis has revealed multiple results, below is a detailed description of the results.

The analysis of the textbook reveals that the target culture is present in the textbook exercises, dialogues and texts.. These results are in accordance with what has been said by scholars. Skiero (1991) and Cortazzi and Jin (1999), affirmed that the integration of culture in the structural part of the textbook such as texts, dialogues and exercises is obligatory (see chapter one p.22, p.24). However, the observable lack in dialogues (only two) may not allow the students to develop their communicative competence.

- **Literature:** The literature theme is noticed at the end of some units in the "Time For" section which includes some poems about the topics dealt with in the same unit.
- **Music:** the section of 'Time for' includes some types of modern and classical music from the target culture.
- **Education:** is the most discussed theme in the textbook. This theme provides a description of the organization of the American and the British educational systems in unit three.
- **Economy:** advertising and consumption, ethics in economy, statistics are the main topics dealt with under this theme

'Small c' culture themes are:

- **Beliefs and Values:** the moral beliefs and values of the target culture are found in the textbook through the presentation of differences between American and British people (i.e. Feelings) and beliefs about the origin of humanity.
- **Living style:** this cultural aspect is dealt with but not a lot. In addition to feelings expressing, there are examples about friendship degrees and sense of humour in English culture.
- **Language use:** much importance is given to this aspect in the textbook. The focus is on the correctness of using proverbs and the idiomatic expressions used in the TC.

The positive aspect in the textbook is that it includes a variety of cultural themes, but from the frequencies in tables 3.37 and 3.38, one can notice that themes of ‘big C’ culture are the dominant (30) and this can be considered a negative aspect. Although over consideration is given to big C culture, the textbook still lacks information about geography, literary works, and works of art achievements of the TC.

The textbook seems to have a remarkable reduction in the topics devoted to ‘small c’ culture and this lack may be behind the inability of the Algerian students to communicate successfully especially that it has been said that ‘small c’ themes are of great importance in developing learners’ intercultural skills (Wintergerst and Mcveigh, 2010).

And even the characters presented in the textbook cannot be considered as a good representative of the TC. Byram and Esarte-Sarrie (1991) and Sercu (1998) believe in the necessity of choosing representative characters in order to give an idea about how the culture is lived and making the textbook more realistic.

The findings of the analysis indicate that the textbook contains activities where the students are asked to compare and contrast the NC and the TC. The activities the textbook provides are not enough to develop ICC in the students. These results have been confirmed by students answers to Q9 where 52% of the students think that the textbook does not provide them with situations where culture is put in a comparative framework, but teachers believe in the presence of such activities. It is worth mentioning that the topics of comparison are limited (i.e. educational systems, feelings and proverbs). It is preferable if textbook includes activities that discuss the similarities and differences in term of behaviours, beliefs, nonverbal communication which may better contribute to the development of the students’ ICC.

Likewise, the textbook does not aim at enriching learners’ cultural knowledge and this is clearly noticed in the absence of culture teaching techniques. Actually, many scholars like Meade and Morain (1973), Stern (1992), Chastain (1988), Henrichsen (1998) insist on the use of these techniques due to their advantages such as, developing awareness towards other culture’s behaviours, developing an intercultural communicative competence, bringing more authenticity to FL classrooms, involving learners in problem solving situations and motivating them.

Basically, it can be said that the target culture in ‘New Prospects’ is present, but not to the expected extent. Cultural information about the target culture is presented in a superficial way which does not allow the students to gain insight into the target community’s way of life as it does not allow the students to know how the language is really used in that target culture. These results are confirmed by the majority of the students (88%) and teachers (100%) who state that the textbook does not provide them with sufficient cultural knowledge about the TC whereas much consideration is given to the native culture. Consequently, the textbook cultural content fails to trigger the students’ motivation to learn English according to the results.

There are some points that the researchers must shed light on concerning the ICC dimension in ‘New Prospects’. It has been stated by the authors in the foreword of the textbook that the textbook aims at developing learners’ intercultural skills. However, the analysis shows that there are no specific sections devoted to the development of this competence. This disregard can give the idea that the prime objective is preparing learners to the final exam; the baccalaureate as stated at the very beginning of the textbook. Because the baccalaureate exam is “*exclusively of the written mode*” (SE3 Textbook, p. 4), much importance is given to grammar, vocabulary and this can be easily noticed in the assessment section at the end of each unit and no reference is made to what is correct or not concerning

the use of socio-cultural rules because the students' cultural knowledge will not be assessed. It thus can be said that the objective is a linguistic one.

5. Implications for Teachers:

The researchers highlight that foreign culture teaching and learning in EFL classes should not be simply set to familiarize learners with certain cultural features and elements of the foreign language speaking community or to encourage positive attitudes towards the others, but more importantly to improve EFL learners' communicative competence. In an attempt to attain a better teaching of the English culture, the researcher suggests certain implications for teachers.

Because the Algerian teachers lack the necessary cultural knowledge, an adequate cultural training is needed. Teachers should be trained on 'what to teach' and 'how to teach'.

Teachers should use more cultural teaching techniques such as culture capsules, culture clusters and culture assimilators. so as not to simply familiarize students with aspects about the foreign culture ,but also to enhance their intercultural communication skills and reflective thinking about what is native and what is foreign .

Furthermore, teachers must also benefit from seminars in abroad to raise their awareness of the importance culture teaching and to have a direct contact with the foreign culture.

Finally, since successful learning is all about motivation, teachers are supposed to motivate their students to learn culture by creating a culture-rich learning environment to bring real world into classroom.

6. Implications for Textbook Designers:

- The first and most important action that must be undertake is the insertion of specific section devoted to the cultural component in each unit.
- The assessment of the cultural information should be given the same importance like grammar assessment at the end of each unit. Such assessment can evaluate learners' progress in term of culture learning and it can also be integrated in official exams.
- The improvement of the cultural content is also required through the incorporation of information that deals with target community behaviours, traditions, customs and daily life because these are the aspects the language users need when interacting with others.
- It is highly recommended that textbook designers implement activities that make students practice the language like role plays, culture capsules, culture clusters, assimilators, drama and other techniques.
- Textbook designers are also required to review their objectives concerning culture teaching, because even the implementation of culture is there to achieve the linguistic objectives not to facilitate intercultural communication which becomes the main objective of culture teaching today (saluveer, 2004).

A very important point that must be highlighted is that learners expect teachers to be a source of cultural knowledge. Therefore, the ministry of education should organize training programs for FL teachers in order to make them more competent in culture teaching. This solution can really improve the situation of culture teaching in Algeria.

This chapter tackled the interpretation of the results that were analyzed in the previous chapter. The interpretation of the findings revealed that third year secondary school students and FL teachers hold positive attitudes towards the integration of the target culture in foreign language learning. The interpretation also reveals that the target culture is present in the textbook 'New Prospects', but to a limited extent, therefore; pedagogical recommendations

are suggested for textbook designers and for teachers as well in order to improve the situation of culture teaching.

References

- Bamgbose, A.(1994).Politeness across Cultures: Implication for 2nd Language Teaching. In J, E. Alatis.(Ed).Educational Linguistic, Crosscultural Communication and Global Interdependence. Washington: George Town University Press.pp.117-125.
- Byram, M. (1989).Cultural Studies in Foreign Language Education. Clevedon, avon: Multilingual Matters.
- Byram , M. C, Morgan.& colleagues. (1994).Teaching and Learning Language and Culture. Clevedon: Multilingual Matters.
- Chastain, k. (1976). Developing Second Language Skills: Theory to practice. (2nd ed). Boston,Holt, Houghton Mifflin.
- Corbett, J. (2003). An Intercultural Approach to English Language Teaching. Clevedon: Multilingual Matters.
- Cortazzi,M. L, Jin. (1999).Cultural Mirrors: Materials and Methods in the EFL E,Hinkel.(Ed).Culture in Second Language Teaching and Learning. New York: Cambridge University Press.pp.149-176.
- Harrison,B.(1990).Culture Literature and the Language classroom. In B, Harrison.(Ed). Culture and the Language of Classroom. London: Modern English Publication and the British Council. pp.44-53.
- Hinkel, E.(Ed). (1999).Culture in Second Language Teaching and Learning. Cambridge University Press. Bibliography 50
- Kramsch, C. (1993). Context and Culture in language teaching. Oxford: Oxford University Press.
- Kramsch, C. (1998). Language and Culture. Oxford: Oxford University Press.
- Kumaravadivelu, B. (2008).Cultural Globalization and Language Education. USA: Yale University.
- Littlewood, W. (1981). Communicative Language Teaching. Cambridge: Cambridge University Press.
- Moore, Z.(2003). Culture How to Teach it?.In Z, Moore.Foreign Language Teachers Education: Multilingual Perspectives.US:University Press of America. USA. University Press of America.
- Nieto, S. (2002). Language, Culture and Teaching: critical perspectives for a new Century. USA: Routledge.
- Risager,K.(1991). Cultural Reference in European Textbooks.In D, Buttjes,&M. Byram Mediating Languages and Cultures. Clevedon: Multilingual Matters.
- Language and Culture Global Flow and Local Complexity. Clevedon: Multilingual Matters (2006).
- Rivers,W,M.(1987). Interactive Language Teaching. Cambridge: Cambridge University Press. Bibliography 51

- Sander,Z .S,Loon.(1997). Cultural Studies for Beginners. Cambridge: Icon Books.
- Sercu, L.E, Bandura. (2005). Foreign Language Teachers and Intercultural Competence. Clevedon: Multilingual Matters.
- Steinberg, S.1995. Introduction to Communication. Wrench, Cape Town: Juta. Co.LTD. 21. Stern , H.H.(1992).Issues and Options in Language Teaching. Oxford: Oxford University press.
- Tavares,R.Cavalcanti.I. (1996). Developing Cultural Awareness in EFL Classrooms. ETF, 34(3/4), pp.18-23.
- Valdes,J,M.(1986).Culture in Literature. In J,M.Valdes.(Ed).Cultural Bound:BridgingThe Cultural Gap in Language Teaching.Cambridge: Cambridge University Press.
- Vallette R.M.(1986). The Culture Test. In J.M. Valdes.(Ed).Cultural Bound: Bridging the Cultural Gap in Language Teaching.Cambridge:Cambridge University Press.pp.198-218.
- Wang, M . (2000). Turning Bricks into Jade Critical Incidents or Mutual Understanding among. London: Intercultural Press. 26. Yule, G.(2006).The Study of Language. Cambridge: Cambridge University Press