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**The Cultural Component in EFL Textbooks: An Investigation
of its Presentation in Spotlight on English One and On the
Move**

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Dedication

I would like to dedicate this modest work to:

All the members of my precious family *DEHAK*, especially my dearest parents, my mother and father who have Always supported me.

My darling aunt Sabrina, her son Meziane, sweatsister Doudoucha, brothers Said and Azouaou, my beloved aunts Fatiha and Lynda, my unclesFarid,Kamel, Samir, their children and wives, and my cousins Yasmine and Fatma.

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Taous

Dedication

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Abstract

The present dissertation aims at investigating the teaching of culture in the Algerian EFL Middle School textbooks Spotlight on English One and On the Move. For the sake of finding out how the cultural component is presented in the two textbooks. We have evaluated them in relation to Anne Brit Fenner's model (2000). It consists of knowledge, socio-cultural competence and attitude. In this research, the main concern has been to show if the cultural components are portrayed differently in the textbooks under investigation. In order to gather further data, we have relied on a questionnaire as an additional research tool addressed to the middle school teachers. The study combines both qualitative and quantitative methods which are both descriptive and statistical. The results sorted out from our textbook evaluation reveal that there are significant differences between the ways the cultural elements are portrayed in the two coursebooks. Besides, it is also found that the focus of the cultural components differs in the textbooks. In Spotlight on English One, it is knowledge which is mostly focused on. As for On the Move, there is a gradual movement to socio-cultural competence and attitude since the fourth year Middle School learners have been well equipped with the necessary skills and language mastery all along the four years. Concerning the findings obtained from teachers' answers and perceptions; they show that Fenner's cultural elements are presented differently in Spotlight on English One and On the Move.

Key Words: Culture, EFL Middle School Textbooks, Knowledge, Socio-cultural Competence, and Attitude.

List of Abbreviations

- EFL: English as a Foreign Language
- FL: Foreign Language
- ICC: Intercultural Communicative Competence.
- MS1: Middle School Year One.
- MS4: Middle School Year Four.
- N: Number
- P: Percentage

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I. General Introduction

- **Statement of the Problem**

Culture plays an important role in language teaching. Its incorporation in foreign language materials as in textbooks is inevitable. It provides learners with the necessary tools and knowledge that permit them to accept and tolerate others' ways of being (life, beliefs, customs, etc.) which characterize the target group. It is a means whereby they can identify and recognize each other in the world. Beyond language by which people exchange information, culture is important for its effectiveness in the communicative aspect. We can not teach a language without a cultural background. For this reason mainly it should be incorporated in foreign language materials.

Culture in foreign language teaching has been subject of discussion among pedagogues who claim that it is incumbent to make the contents of textbooks comprise the cultural aspects in addition to the language being taught in the classroom. Indeed, incorporating the target and foreign cultures exposes FL learners to a cultural awareness and make them develop skills of interpreting and interacting with people from different cultures.

The present study therefore aims to investigate the issue of teaching culture in the Middle School textbooks Spotlight on English One and On the Move. The investigation of teaching culture has been a concern among professionals, teachers and many students who have studied culture according to divergent aims by adopting different corpuses. In this regard, a study was conducted by Roza AIMEUR and Nabila CHABANE in 2008 on the theme 'National and foreign culture(s) in EFL textbooks': A Case Study: New Prospects. The aim in dealing with this theme was uncovering which culture is the predominant in the textbook of English New Prospects. It was proved that the predominant culture is the international one with a particular emphasis on the target culture as well as other foreign ones.

MadjidCHETOUANE has also conducted a study in 2010 for magister degree, about teaching culture in the Algerian middle school textbooks Spotlight on English One, Two, Three and On the Move. The issue of this research has been to show the way culture is presented and taught in the textbooks, and it was an attempt to demonstrate through an integrative approach in which language and culture are bridged, that teaching a foreign language is not limited to the learning of syntactic structures or new vocabulary and expressions. Each should rather incorporate some cultural elements which are interwoven with language itself.

Furthermore, Djamila HADJI and Sihem FOUDAD in 2012 have conducted a study of culture and its integration in New Prospects which they have analyzed according to knowledge, socio-cultural competence and attitude in order to determine which one is mostly portrayed in the textbook.

The first study aims to reveal which culture either foreign or local is given prominence in New Prospects, however the way culture is included has not been mentioned. In the second study, even though Mr Madjid CHETOUANE claims that culture is necessary to be included in the middle school textbooks while learning English, he neglected to state that culture should be taught in different ways from one level to another. The third research attempts to analyze New Prospects according to Fenner's model which consists of knowledge, socio-cultural competence and attitude. In this study, the only concern is to show which one is the most predominant, whereas, little focus was put on the fact that they should be taught differently.

The previously mentioned research works are concerned only with the study of culture and its important adoption in EFL materials, the evaluation of numerous criteria of the framework relied on, whether these criteria are included or not, and then reaching upshots and

findings that there is a strong necessity to make culture an important aspect in foreign language teaching.

Yet, as far as we have reviewed these studies, none of them has addressed the issue of how culture is taught in Spotlight on English One and On the Move relying on Fenner's model (2000) and that culture should be transmitted differently to learners of divergent levels. Although culture evaluation of EFL textbooks in Algeria has attracted the attention of many researchers, we think that no study has suggested that culture should differ from one particular level to another so as to make learners cope with the cultural elements gradually in respect to their abilities to assimilate them.

- **Aims and Significance of the Study**

The present research aims at investigating the teaching of culture from another angle. In this regard, we have chosen Spotlight on English One and On the Move which are evaluated in terms of knowledge, socio-cultural competence and attitude. These coursebooks serve as a means not only to show that the cultural component is incorporated, but also to unveil if it is taught differently for first and fourth year learners.

To carry out this research, we should prove that culture is necessary while being integrated divergently in the Algerian coursebooks for different levels. Therefore, having selected Spotlight on English One and On the Move serves to argue that the adoption of culture is useful to be transmitted in different ways for beginners as well as for elementary pupils. Indeed, learning a language presupposes being provided with its culture, that is to say, language without culture is unthinkable and inefficient. Learners lack an important element in their learning process if they are not provided with the culture that underlies the target language.

To undertake this research, we rely on Anne-Brit Fenner's model (2000) wherein she argues that knowledge, socio-cultural competence and attitude should necessarily be

interrelated in language learning. Thus, Fenner's Cultural component (2000) should be included within FL textbooks so as to reflect foreign language learning.

- **Research Questions and Hypotheses**

The research questions are raised as follows:

1- Are knowledge, socio-cultural competence and attitude integrated in Spotlight on English One and On the Move?

2- If yes, are they integrated in the same way?

3- Do First Year Middle School (MS1) learners and Fourth Year Middle School (MS4) ones cope with the cultural elements easily?

Relating to these research questions, we put forward the following hypotheses:

Hp1: Knowledge, socio-cultural competence and attitude are included in both textbooks.

Hp2: They are not integrated in the same way.

Hp3: Fourth Year Middle School learners cope with the cultural elements easily than the first Year ones.

- **Research Methodology**

To conduct the investigation, we adopt the Mixed Methods Research which combines both the quantitative and qualitative methods. As the main concern of this research is to analyze the textbooks Spotlight on English One and On the Move in relation to Anne Brit Fenner's model (2000) which consists of knowledge, socio-cultural competence and attitude, textbook evaluation is a supportive and prominent tool for more statistical and descriptive data. Besides, the questionnaire serves as a technique to gather further information about the way the cultural elements are represented in Spotlight on English One and On the Move.

- **Structure of the Dissertation**

The present master dissertation is organized into two parts which are respectively theoretical and practical. It is to be conducted under the IMRAD method which is based on four sections. The first is the introduction together with the literature review. The second section includes the method and materials where the framework proposed by Fenner (2000), the questionnaire, and the two textbooks Spotlight on English One and On the Move are described. As for the third section, it presents the findings of our examination of the two textbooks in relation to Fenner's framework (2000) and the questionnaire's results which are discussed in the fourth section namely Discussion. Our work ends with a general conclusion that the three cultural elements are portrayed differently in the two textbooks under study.

I.1. Review of the Literature

This section attempts to review some authors' definitions of concepts which are tightly related to the current topic which investigates the teaching of culture in the middle school textbooks Spotlight on English One and On the Move. It opens with defining culture according to different specialists, and in relation to language. It then tackles another relevant title to the present study, which is culture in the context of language teaching. It surveys the history of culture teaching, the importance of teaching culture in foreign language (FL) materials and the importance of authenticity in English textbooks. In addition, it defines intercultural awareness and finally intercultural communicative competence.

1.1. Defining Culture

1.1.1. Definition of Culture according to Different Authors

Culture is a difficult and broad term to define. As Valdes (1986: 5) argues: *'It is a very complex and broad topic to be learnt'*. *'It is multifaceted'* (Moran, 2001: 13). Thus, it has different meanings for different authors and specialists. It *'lies at the crossroads of a number of fields of study and academic disciplines'* (Stern cited in Valdes, 1986: 5). Culture may refer to an appreciation of good literature, music, art, and food. For anthropologists and other behavioral scientists, culture is the full range of learned behavior patterns. The term was first used in this way by the pioneer English Anthropologist Edward B. Tylor in his book, Primitive Culture, published in 1871. Tylor (1871:1) says that culture is *'That complex whole which includes knowledge, belief, art, law, morals, customs and any other capabilities and habits acquired by man as a member of society'*. Culture characterizes a particular group of people in terms of some principles as their language, cuisine, social habits, and arts.

Kramsch (1996) distinguishes two kinds of definitions which influence the manner in which culture learning is dealt with. The first definition comes from humanities, and it focuses on how members of a society identify not only themselves but also others by means of human

productions and actions involving both professional and daily domains. In other words, it is related to the man-made productions. The second definition derives from social sciences and refers to the views, thought, behaviors and values which commonly characterize a group of people. (Kramsch).

Culture is something that should be necessarily acquired within the community; it is a powerful human tool for survival. It develops perpetually through time by means of communication. In this concern, Alessandro Durranti (1997:24) claims: '*A common view of culture is that of something learnt, transmitted, passed down from one generation to the next, through human actions, often in the form of face to face interaction and of course through linguistic communication*'.

Culture is what makes societies unique. Each society has different cultural activities and rituals. It is the way people think about and understand the world and their own lives. In this concern, Thompson (1990: 132) views culture as '*... 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, conceptions and beliefs*'.

Lee and Peterson have categorized culture into two general types: Big C culture and little c culture (Lee 2009; Peterson, 2004). Lee (2009: 78) refers to Big C culture 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*'. For Peterson (2004), the culture relating to grand themes, is classified under Big C culture which includes the following themes such as geography, architecture, classical music, literature, political issues, society's norms, legal foundation, core values, history, and cognitive processes.

The little c culture includes the routine aspects of life and encompasses everything as a total way of life. For Lee (2009: 78), this type of culture is '*the invisible and deeper sense of a*

target culture' including attitudes or beliefs and assumptions. Peterson (2004) defines little c culture as the culture focusing on common or minor themes. It includes themes such as opinions, viewpoints, preferences or tastes, gestures, body posture, use of space, clothing styles, food, hobbies, popular music, and popular issues, and certain knowledge like, trivia, facts, etc.

1.1.2. Language and Culture

Language is a means of communication whereby we express our culture such as thoughts, and traditions, etc. It is a form of acquired verbal behavior and therefore a part of culture. Indeed, the relationship between language and culture has been at the center of interest of many scientists and scholars. Language is intertwined with culture. Salzman (1997:41) claims that *'it is key to the cultural part of a society'*, and he explains the relation of language to culture to be that *'of part to a whole'*. As noted by Mitchell and Myles (2004: 235) *'language and culture are not separate, but are acquired together, with each providing support for the development of the other'*. Their intrinsic connection is widely recognized although there is some controversy over the extent to which language shapes and controls its speakers' thinking or reflects their world view. Brown (1994: 65) describes the affinity between language and culture as follows: *'A language is a part of a culture; and a culture is a part of a language; the two are intricately interwoven so that one can not separate the two without losing the significance of either language or culture. In a word, culture and language are inseparable'*.

As language and culture have an inextricable relationship, learning a new language without familiarity with its culture remains incomplete. Indeed, language learners need to be aware of the cultural norms and values so as to use the target language accurately in particular situations.

Liddicoat et al., (2003) argue that language, culture and learning are fundamentally interrelated into a single educative approach. In this respect, (Paige et al., 2003: 177) define culture learning as:

The process of acquiring the culture-specific and culture-general knowledge, skills, and attitudes required for effective communication and interaction with individuals from other cultures. It is a dynamic, developmental, and ongoing process which engages the learner cognitively, behaviorally, and affectively.

Language use is determined by the norms that govern each culture. In this regard, Sapir (1970: 207) suggests: *'Language does not exist apart from culture, that is, from the socially inherited assemblage of practices and beliefs that determine the texture of our lives'*. In a sense, *'it is key to the cultural past of a society'* (Salzmann, 1998: 41).

Adding to what is mentioned above, Valdes (1986: 45) claims that *'cultural patterns, customs, and ways of life are expressed in language; culture-specific world views are reflected in language.'*, that is, people tend to express their ways of thinking, desires, and needs through language.

1.2. Culture in the Context of Language Teaching

1.2.1. The History of Culture Teaching

In the heyday of the audio-lingual era, Brooks (1968) emphasized the importance of culture not for the study of literature but for language learning. Since the 1960s, a great number of educators have concerned themselves with the importance of the cultural aspect in foreign language learning, with Hammerly (1982), Seelye (1984) and Damen (1987) being among those who have considered ways of incorporating culture into language teaching. From the 1970s on, sociolinguistics led to greater emphasis on the situational context of the foreign language.

The role of cultural learning in the foreign language classroom has been the concern of many teachers and scholars. Among them Kramsch (1993: 24) suggests two perspectives which have influenced the teaching of culture. One pertains to the transmission of factual and

cultural information which consists in statistical information, that is, institutional structures and other aspects of the target civilization, highbrow information, i.e., immersion in literature and the arts, and lowbrow information, which may focus on the customs, habits and folklore of everyday life. The other perspective, drawing upon cross-cultural psychology or anthropology has been to embed culture within an interpretive framework and establishes connections, namely points of reference or departure between one's own and the target country.

Moreover, Lessard Clouston(1997) notes that in the past, people learned a foreign language to study its literature and this was the main medium of culture. That is to say, in the history of language teaching, literary texts was the main medium through which the culture of the target language was transmitted.

Savignon's(1972:9) study on communicative competence, for example, suggested *'the value of training in communicative skills from the very beginning of the FL program'*. As a result, the role of culture in the foreign language curriculum was enhanced and influential works by Seelye(1974) and Lafayette(1975) appeared. The Audio-lingual Method was replaced by the Communicative Approach, for this reason, Canale and Swain(1980: 31) claimed that *'a more natural integration of language and culture takes place through a more communicative approach than through more grammatically based approaches'*.

1.2.2.The Importance of Incorporating Culture in Foreign Language Materials

Culture has always been a focal point in foreign language teaching, especially in different levels of education. It has been a subject matter among linguists and educators for ages. Kramsch (1991: 217) stresses the close relationship between language and culture that both of them constitute *'a single universe or domain of experience'*, and she adds (1993: 177) that *'it is a truism to say that teaching language is teaching culture'*. The foreign language teacher does not only transmit the words and the superficial structure of the language being

taught, but he/she is required to transmit knowledge of the way that people actually use the language to express their particular way of thinking and living.

When it comes to the realm of teaching and learning, as Gao(2006: 59) presents it, *'the interdependence of language learning and cultural learning is so evident that one can conclude that language learning is culture learning and consequently, language teaching is cultural teaching'*. Therefore, foreign language teachers should be aware of the significant place of cultural instruction in FL classrooms and attempt to enhance students' cultural awareness and improve their communicative competence. It is important to make foreign language materials encompass cultural components in addition to the language points and the adequate skills.

Language teachers must be interested in the teaching of culture not because they necessarily want to teach it, but because they should. In case of teaching language separately from culture, students are taught inefficient symbols and are prevented from being sensitive towards the foreign culture. In this view, (Jovanovich cited in Valdes, 1986:123) argues : *'If we teach language without teaching at the same time the culture in which it operates, we are teaching meaningless symbols or symbols to which the student attaches the wrong meaning'*.

Textbooks usually play a dominant role in FL classroom. They serve as a rich source of topics, texts, visuals, and language. (Pulverness, 2004). Textbooks used in English lessons are primarily designed to facilitate foreign language learning but because of the interrelation of language and culture, textbooks are expected to include some aspects of the target culture. Furthermore, to become fluent in the second/foreign language, communicative competence is needed. It covers a cultural understanding of social behavior, routines and discourse nuances as well as society's norms and values (Kramsch, 1994).

Skopinskaja (1992) suggests that there are two types of textbooks currently used at school: intercultural or global and locally produced textbooks. Global textbooks are produced

with international market in mind; it means that these textbooks are written to be as universally appealing as possible. They usually focus only on the target culture and international level of encounters. These textbooks can represent either culture-specific or culture-general orientation. In this concern, they contribute to make EFL learners be open-minded and tolerant about the specificity of different cultures, thus, have a wide knowledge about their characteristics which enable them be in touch with the other and communicate effectively. Locally produced textbooks on the other hand, are written by non-native authors or in cooperation with non-native speaking authors (ibid).

These textbooks are usually written in accordance with the national curriculum and have approval of the ministry of education of a particular country. Being written by local authors, they tend to introduce the target culture from a local perspective and usually also include some aspects of the local culture. This also exposes learners to their native culture, be aware of it and know its contents.

The choice of appropriate teaching materials is one of the most difficult problems language teachers face. The structure of culture in textbooks should integrate knowledge, socio-cultural competence and attitude. These three categories must be interrelated so as to reflect real life situations where *'gaining knowledge usually happens simultaneously with the ability to use this knowledge and develop attitudes related to it'* (Camillery, Fenner cited in Newby, 2000:154). Making students aware of the important traits in the target culture helps them realize that there are no such things as superior and inferior, and there are differences among people of distinctive cultures, as well. (Wang, 2008:4). Kramsch (1993) refers to this as establishing a "sphere of interculturality". Moreover, what educators should always have in mind in the process of FL instruction is the need to raise students' awareness of their own culture (Straub, 1999) and the target culture (Wei, 2005).

1.2.3. The Importance of Authenticity in Foreign Language Materials

It is essential to introduce the authentic aspects in FL materials so as to expose learners to the target language used by its native speakers in real life situations. Teachers and program developers are asked to take the learners' socio-cultural background into consideration in choosing materials and pedagogical approaches for particular contexts of teaching. The English presented in the classroom should be authentic, not produced for institutional purposes. Accordingly, authentic materials enable learners to interact with the real language and content rather than the form. Learners feel that they are learning a target language as it is used outside the classroom. Newspaper reports and advertisements are good illustrative materials which involve the authentic aspect.

1.3. Inter-Cultural Awareness

Intercultural awareness is the development of awareness and understanding the home and foreign cultures. Intercultural awareness happens when people do not only claim or consider their culture's vision and perception of things as the best or the mere way. In this sense, Tomalin and Stempleski (1993: 15) claim that intercultural awareness '*covers beliefs, values, attitudes, and feelings conveyed not only by language but by paralinguistic features such as dress, gestures, facial expressions, stance and movement*'. That is, we are aware of different cultures thanks to the verbal and non-verbal signs through which we can communicate.

Developing sensitivity and understanding of another ethnic group involves internal changes in attitudes and values. Qualities such as openness and flexibility towards other people play an important role in developing cultural awareness which must be supplemented by cultural knowledge.

Kramsch (1993:27) suggests that we cannot be competent in the language '*if we do not have an awareness of that culture, and how that culture relates to our own first language /first*

culture'. She, therefore; claims that it is essential to have cultural awareness together with intercultural awareness in order to be successful in the language use.

Byram(1997: 60) claims also that cultural awareness may be seen as '*an ability to reflect on one's own cultural identity, questions taken-for-granted values and beliefs and compare one's own culture with that of the interlocutor*'. From this quotation, we may say that foreign language students should grasp and perceive their own cultural values, principles, thoughts and beliefs, compare them to those of the target culture and have positive attitudes and accept the differences that exist between their own culture, the target one, and the foreign ones as well.

Educators have always claimed that the fact of raising students' awareness of both their own and foreign culture is crucial in English learning. Stressing on this, learners need to master some skills in culturally appropriate communication and behavior of the target culture. Cultural awareness is necessary if students are to develop an understanding of the dynamic nature of the target culture as well as their own. Besides, intercultural speakers need an awareness, some skills, attitudes and values in addition to the knowledge of the target community they develop. Indeed, Kramsch (1993: 4) has defined four categories of teaching goals for the purpose of raising cultural awareness:

...developing a greater awareness of and a broader knowledge about the target culture; acquiring a command of the etiquette of the target culture; understanding differences between the target culture and the students' culture; and understanding the values of the target culture.

Learners need to develop intercultural communicative competence so as to be aware of the target culture and foreign ones and accept the differences that characterize them.

1.4. Intercultural Communicative Competence

Intercultural communicative competence (ICC) is the result of the introduction and/or revision by different authors of other models of competence. Noam Chomsky (1957) introduced the concept of 'linguistic competence' as the aim of any speaker to possess a

certain number of knowledge in mind. A few years later, Dell Hymes (1972) proposed the concept of “communicative competence” adding the ability to discern when and how to use language in specific contexts to the sheer linguistic ability when speaking. The idea was further developed and enlarged by authors such as Canale and Swain in the early 1980s in the United States and by Van Ek in the mid-1980s in Europe. Canale and Swain split “communicative competence” into several aspects or competences: “grammatical competence”, “sociolinguistic competence” and “strategic competence”. Van Ek in the mid-1980s emphasized the idea that language teaching is not concerned merely with training in communication skills, but must also involve the personal and social development of the learner as an individual, and, therefore, he presented a framework for comprehensive foreign language objectives which included aspects such as social competence, the promotion of autonomy or the development of social responsibility.

In recent years, the concept of ICC has started to spread in the field of foreign language teaching and learning. ICC is based on the development by the learner of several ‘savoirs’ concerned with attitudes, values, knowledge, and skills of discovery and interaction, and critical cultural awareness. In ICC, students become the center of the teaching and learning process and the role of teachers should be focused on encouraging autonomous and independent learning skills in their students. Additionally, for Byram, when persons from different languages and/or countries interact socially, they bring to the situation their knowledge about their own country and that of the others. Part of the success of such interaction will depend on the establishment and maintenance of human relationships, which depend on attitudinal factors. At the same time, both aspects of knowledge and attitude are influenced by the processes of intercultural communication, that is, the skills of interpretation and establishing relationships between aspects of the two cultures and the skills of discovery and interaction.

Our review of the literature shows that culture is defined differently according to different specialists; still, it is tightly related to language. Indeed, we have reviewed some authors' views of the close relationship between language and culture. Accordingly, culture and language have always been considered as a single entity in language learning. Besides, we have shed light on another concept which is culture in the context of language teaching. Furthermore, we have taken into account the historical background of culture teaching and how it has developed through time. Then, we have shown in this section that culture is effective when it is incorporated in EFL materials, and also referred to the importance of the authentic aspect in language learning. Finally, intercultural awareness and intercultural communicative competence are required to be fostered on EFL learners. ICC which is based on the development of several 'savoirs' concerned with attitudes and values, knowledge, skills of interpreting and relating, skills of discovery and interaction and critical cultural awareness, is fruitful and beneficial in language learning.

II-Methodology

This section is methodological. It deals with the description of the method and materials which are respectively Fenner's model of culture (2000), the questionnaire, and the Middle School textbooks Spotlight on English One and On the Move.

II.1. Anne-Brit Fenner's Model of Culture (2000)

Our research workadopts Anne Brit Fenner's framework (2000). The latter suggests that FLT materialsshould include the three cultural elements namely: Knowledge (savoir), Socio-cultural Competence (savoir-faire), and Attitude(savoir-être).

a-Knowledge (Savoir)

Itconsists of an awareness and understanding of the cultural elements of not solely one's own culture but also of the target one. It is mainly centeredaround perceiving, discovering and learning aboutsociety, history, geography, way of life (as food and spare time), history(civilization), literature(poems and literary texts), etc of the target and foreign cultures. 'Savoir' refers to the knowledge of social groups, their products and practices in one's own culture and the one of the interlocutor's.

Cultural knowledge should be transmitted through authentic materials in second/foreign languageteaching. The authentic texts which are not produced for instructional purposes have an advantage over the contrived ones since they involve written or oral texts, pictures, advertisements, cooking recipes, horoscopes. They are not forcefully presented for language learners to teach them particular language points, but they also enable them comprehend the characteristics of the foreign culturesand communicate successfullyin real life situations.

b- Socio-cultural Competence(Savoir-faire)

It is a set of competencies that FL learners need to develop to cope with foreign cultural aspects. Learners should be aware of the behaviors, patterns, and rules that characterize the group of the target culture. In this regard, FL learners build their socio-cultural competence by means of role-play, written or oral texts, communication gap tasks and dialogues that permit them to enter into a dialogue with the target group and transfer the skills they developed in the classroom to real life situations.

As stereotyping is a part of culture, FL instructors should make their learners develop the necessary skills that may help them avoid misinterpretations, and then facilitate their intercultural communication. Socio-cultural competence which is termed as *Savoir-apprendre* is connected to the interaction skills and the ability to acquire new knowledge of the cultural practices, attitudes and skills under the constraints of communication and interaction. Thus, textbook designers should design the coursebook in such a way to provide learners with appropriate activities that permit them to gain an understanding and be centered on a debate of discussion about the target and foreign cultures.

c- Attitude

It is the learners' acceptance and curiosity they build in both their native and foreign culture in the learning process. Indeed, relativizing the self and valuing the other requires getting in touch and contact with the native speakers of the target culture. This enables them recognize their own identity and the one of the target group. Therefore, learners develop effective points of view in the target language. In this case, the learners gain an awareness of both home and foreign cultures. Attitude is also referred to as *savoir-être* which is a set of values that unveil curiosity and openness to suspend disbelief about the other and one's own cultures. However, the learners may have negative attitudes towards the target culture which prevent them from understanding and being tolerant. This is due to the fact that some prejudices and stereotypes are not explicitly apparent in the learning process. Therefore, they should be treated and simplified by means of introducing some teaching resources such as advertisement and newspaper articles that are useful in the FL classroom so as to make the learners avoid prejudices and treat them.

II.2. Data Gathering Tool

2.1. The Questionnaire

To collect further data on the issue addressed in our investigation, we will rely on a questionnaire as a data collection instrument. It is a set of systematically structured questions used by the researcher to gather both qualitative and quantitative data. According to Wallace (1998: 59), a questionnaire is: *'A set of questions to be answered by a number of people so that information about these people which is of interest to the researcher can be discovered. Questionnaires are usually answered in writing, but may also be answered in an interview'*.

There are three types of questionnaires which are; structured, semi-structured, and unstructured. The structured questionnaire includes questions where the respondents are not free to answer, in the unstructured one; they are not controlled and are provided with open-ended questions. As for the semi-structured one that involves both open-ended and closed questions, it is the one we have designed in our study.

2.2. Setting and Participants

The investigation has taken place in different middle schools of Tizi-Ouzou through a period of around three weeks. The subjects are teachers of English different ages who teach both levels of the first and fourth years.

In order to collect data on the way culture is taught in the Middle School Textbooks Spotlight on English One and On the Move, we have distributed 35 questionnaires to get more reliable data. In fact our questionnaire comprises four sections, and each part includes questions which are of different types; true/false, yes/no, open-ended and multiple choice.

II.3. Description of the Middle School Textbooks

II.3.1. Spotlight on English One

Spotlight on English One is the official textbook intended for beginners in the Middle school. It is based on the 2002 official syllabus issued from the Educational Reform undertaken in 2001. The textbook is organized into seven didactics files which are named *Hello, Family and Friends, Sport, In and Out, Food, Inventions and Discoveries, and Environment*. Each file comprises the following sequences: Learn the language, Learn about Culture, Reminder, Check, and Your Project. (Merazga Larkria et al, 2009).

-Learn the Language: This part focuses on grammar, vocabulary, pronunciation, spelling, notions, and functions. It encompasses three sequences namely: Listen and Speak, Practice, and Produce where the learners move from receiving information to producing their own.

-Learn about Culture: Its aim is to sensitize learners to the inseparability of language and culture and to make them aware of the existence of a variety of cultures that use English as an official language in order to be able to compare these foreign cultures with theirs.

-Reminder: is the part in which all the important elements covered in the file are reviewed and summed up.

-Check: is an evaluation section which permits the learners to assess their feedback by themselves in order to improve the quality of their own learning.

-Your Project: is the final step of the file, where the learners are required to conduct a project and fulfill the objectives of the file.

II.3.2. On the Move

It is the official coursebook designed by the Ministry of National Education for the fourth year learners. On the Move which is the last coursebook to be released to complete the Middle School English Course is made up of six files: *It's my Treat, You can Do it, Great Expectations, Then and Now, Dreams, Dreams, and Fact and Fiction*. Each file comprises six sequences that are: *Language Learning* (Receptive Stage), *Take a Break, Skills Building, Project Round-up, Where Do we Stand Now?*, and finally, *Time for...* Each file starts with a

Preview, a kind of a pedagogical road map of the file intended for both students and teachers and Food for Thought which serves as a warm-up consisting of pictures to help learners anticipate the content of the file. (Riche, B and Arab, S.A. , 2006).

-Language Learning: deals with introducing grammatical points inductively through listening and reading activities. This section also comprises three rubrics which are; 'Listen and Consider', 'Read and Consider', 'Words and sounds'. It aims at developing on the learners listening and speaking competencies.

-Take a Break: This part is made for fun and relaxation; learners enjoy cartoons, work out puzzles, tongue twisters, idioms and colloquialisms related to the theme of the file.

-Skills Building: This section is categorized into three rubrics, namely 'Research and Report', 'Listening and Speaking', and 'Reading and Writing'. It has the goal of enhancing the learners' receptive and productive skills.

-Project Round-Up: This section is devoted to the procedure to follow to carry out the project work.

-Where Do We Stand Now?: It is an evaluation section comprising two rubrics: 'Progress Check' and 'Learning Log'. While the former aims at assessing learners' performance all along the file, the latter deals with learners' self-assessment.

-Time For: It is a leisure time section where the learners are provided with songs, poems, proverbs, and cartoons meant for amusement.

III. Results

This section aims at presenting the findings of our study. It falls into two sub-sections. The first is concerned with the results of the textbooks' analysis in relation to Fenner's model (2000). As for the second, it deals with the data sorted out from the questionnaire.

III.1. Analysis of the Textbooks in the Light of Fenner's Framework

After having analyzed the seven files which constitute Spotlight on English One and the six ones which constitute On the Move, we present the results in relation to Fenner's model which includes knowledge, socio-cultural competence, and attitude. The findings are displayed in the form of tables followed by short comments.

1.1. Spotlight on English One

1.1.1. Knowledge

Textbook Units	Examples
File: I	<ul style="list-style-type: none"> -A world map on p29 where pupils should locate the names of some countries suggested to them. -Pictures that represent monuments of different countries are shown on p 32. -A series of pictures of great foreign celebrities on p 34. -Pictures of bank-notes and flags with their countries such as England, Kenya, Canada, and Lebanon on pp 34 and 35.
File: II	<ul style="list-style-type: none"> -A set of pictures on p 51 represent different types of jobs. -A series of pictures representing famous Algerian and foreign stars such as Beyouna and Will Smith on p 52. -An authentic text which is introduced on p52, describes Lynda Smith's physical characteristics (a short biography). - Pictures representing some tools of jobs, for example, a stethoscope on p 53. -A series of photos that show types of greetings on p 56. -Divergent photographs on p 56 which instantiate some celebrations in both the native and foreign cultures like Aid-Elfitr in Algeria and Christmas in Europe.
File: III	<ul style="list-style-type: none"> -Page 61 includes photos of some sorts of sport that exist in the world such as Rugby. -A series of matchstick figures represent some types of sport on p 64. -On p 65, a reading comprehension text is introduced in the form of a letter about baseball. -Pictures on p 66 show sport players from divergent countries, for instance, Zidane and Ronaldo. -On p 72, there are pictures that represent types of sport wears such as swimsuit and kimono. -Photographs present two types of sports, such as base-ball and camel riding on p75.

File: IV	<ul style="list-style-type: none"> -There are pictures on p 83 which show a woman's habits and hobbies of the daily life. -A series of pictures that involve spare time activities are presented on p 84. -On p85, there is a letter about a description of the holiday times and a photograph illustrating a landscape of Al-Qala in the northern side of Algeria. -A series of pictures of divergent animals that exist in parts of the world on p 87. -On p 91, a set of pictures of transport means that are used in different countries. -On p 96, there are pictures of well-known monuments that represent some cities of the world like the Big Bell of London.
File: V	<ul style="list-style-type: none"> -Pictures on p 101 that represent different kinds of food in some cultures, as Couscous. -Page 104 contains some drawings representing appellations of food packages. -On p 106, a photograph of pancakes with their ingredients is presented. -Some photos of recipes appear on page 107, as the recipe of madeleine. -A set of drawings represent utensils like a glass and a kettle on p 108. -On P 115, a series of pictures that involve ingredients of both the Algerian and Spanish dishes such as M'hajeb, and Taco are presented.
File: VI	<ul style="list-style-type: none"> - Page 121 demonstrates photos of some discoveries as computer. -On p 128, there are photographs of some famous inventors in the world. -A short text that is followed by an image of the famous inventor Bill Gates and a postcard to fill in are introduced on p 29. -On p 138, some pictures representing the development of light's time line like the photo of a chandler.
File: VII	<ul style="list-style-type: none"> -A world map on p 146 that present different capitals of the world as London. -Page 147 shows a map of a weather forecast in Britain. -A set of drawings about symbols of the weather like when it rains or the sunshine are illustrated on p 147. -On p 148, an Algerian map shows the weather forecast. -A short poem on p153 speaks about the importance of trees. -A Picture on p 160 represents the pyramid which is one of the wonders of the world.

Table(01):Knowledge in Spotlight on English One

From table(1), we can deduce that knowledge is presented in the textbook in a big amount. It is introduced in terms of visual materials such as maps, pictures and drawings, and verbal texts such as reading texts and letters. These sustain the learners to interpret the cultural elements incorporated in the textbook.

1.1.2. Socio-Cultural Competence

Textbook Files	Examples
	<ul style="list-style-type: none"> -A task on p 16 wherein the learners are asked to translate some words into their own language, this task helps the learners to know the words' meaning. -A task on p 23 asks the learners to order sentences to produce a coherent conversation between Massil and Rym. It aims at making the learners foster

File: I	<p>their productive and writing abilities.</p> <p>-MS1 learners are asked to correct the mistakes in two sentences on p 37. This activity has the purpose to learn a concise vocabulary in English.</p>
File: II	<p>-On p 45, a task asks the learners to play roles by asking and answering questions once looking at the family tree. It aims at equipping the learners with some oral skills.</p> <p>-On p 47, a task where the learners are to listen to a telephone interview for a contest between Mrs. Johnson and a candidate, then repeat it by taking turns. It aims at engaging the learners in dialogic interaction.</p> <p>-A task on p49 wherein the learners are provided with a letter to read and answer by saying whether some sentences are true or false. It aims at developing on the learners some reading and comprehension skills.</p> <p>-A task on p50 about writing in full the names of the currencies of different countries. It helps the learners to be aware of a correct spelling of the currencies.</p> <p>-A task on p52 wherein the learners are required to ask and answer questions of some famous personalities from different countries such as Beyouna, Will smith. This activity fosters the learners' oral skills.</p>
File: III	<p>-A task on p 64 asks the learners to listen and repeat some words. This type of exercise helps the learners to practice some sounds of words and their stress.</p> <p>-The learners are given the time in numbers in an activity on p 77 and are asked to transfer them into letters. It allows the learners to write and say time in English.</p> <p>-On the same page, learners are also asked to match the subjects included in different sentences with their appropriate pronouns. This aims at making the learners know some basic grammatical points.</p>
File: IV	<p>-A task on p 84 about listening and repeating some words as sing, strong, and playing, such a task allows the learners to know the sounds and stress of words.</p> <p>-On p 86, the learners are provided with drawings of people performing different actions to which they should associate the right and relevant verbs to express these performances. This task permits the learners to be acquainted with some English verbs.</p> <p>-A task on p 92 in the form of a dialogue where the learners are asked to say what time is. It helps the learners learn the vocabulary of time.</p>
File: V	<p>-A task in the form of a dialogue on p 104 between a grocer and a customer, it helps the learners to cope with the expressions used in the market.</p> <p>-A task on p 107 where the learners are asked to choose a recipe from those provided, and tell their partners what is needed to prepare it. Such a task attempts to help the learners to feel free and express what they want in English.</p> <p>-P 110 includes a task which asks the learners to listen to a dialogue between a doctor and a girl during a consultation session; it aims at equipping the learners with expressions of a doctor's advice.</p>
File: VI	<p>-On p 125, the learners are asked to read a telephone conversation then say whether some sentences are true or false. The purpose of this activity is to develop the reading skills.</p> <p>-A task on p 128 where the learners are given some pictures or photos of great inventors as Pasteur, and then guess their inventions. It develops learners' skills in communication.</p> <p>-A task on p 131 where a picture of Thomas Edison and a card are provided to learners. They are asked to write a short paragraph about him. It aims at developing the writing skill in English.</p>

	-A task in the form of a text on p 134 followed by pictures which the learners are asked to read and reorder the pictures chronologically. It enhances the learners' understanding abilities.
File: VII	<p>-On p 150, the learners are asked to listen and repeat a list of words and guess their pronunciation and spelling. This assists them to identify the stress of these words. This activity helps the learners to develop the reading comprehension.</p> <p>-A task on p 151 where a letter is introduced to be read, then the learners are to answer to some questions.</p> <p>-The learners are asked to re-order disordered letters to find the right word on p 152 .E.g. l,o,n,i (lion). The aim behind this activity is to make the learners be familiar with the right spelling of the English vocabulary.</p> <p>-In a task on p 162 the learners are required to complete the table about pronouns. It permits them to distinguish between personal pronouns(I, you, he...)and possessive pronouns(his, its...), and object ones(me, him, ...). This task aims to expose the learners to the basic grammatical and functional points of English.</p>

Table (2): Socio-cultural Competence in Spotlight on English One

From table(2), we notice that the textbook aims at developing the learners' socio-cultural competence which is introduced in the textbook in the form of simple, controlled and short tasks which tackle the most basic and necessary language points in English.

1.1.3. Attitude

Textbook Files	Examples
File: I	<p>-A task on p 25 where the learners are provided with some photos of pupils from different countries, and are asked to play the role. This task seeks to develop the learners' attitude of their cultural identity (Algerian) as well as openness and a positive attitude to other ones such as the English.</p> <p>-A world map on p 29 to which the learners are asked to locate some capitals. It aims at helping the learners to gain an insight not only about the geographical location of their own country, but also be tolerant and develop a positive attitude towards other foreign countries' geography.</p> <p>-Introducing some photos of monuments of different countries on p 32, such as the statue of liberty aims to make the learners gain an insight and a positive attitude about the foreign cultures besides theirs.</p> <p>-It appears on p 34 that when learners are provided with some photos of great celebrities such as Elizabeth, helps them be tolerant, open-minded and develop positive attitudes of the target culture.</p> <p>-Learners are asked to match some names of countries with their flags on p 35. This helps them engage in an acceptance of the other and have positive attitudes.</p>
	-An authentic text on p49 about Daisy and Jackson personal characteristics and personality. It aims at making the learners develop a certain attitude and accept

File: II	<p>people from other cultures.</p> <p>-A task on p 52 that consists of answering and asking some questions about Algerian and foreign stars. It promotes the learners' acceptance towards not only their native culture, but also the target one.</p> <p>-A task on p 54 where the learners are provided with a postcard and asked to write a letter to a new pen pal. This task aims at making the learners understand and appreciate the city of their proper country and culture.</p> <p>-On p 56 there is a task about celebrations in Algeria and other foreign countries as France, Italy, as Aid ElFitr in Algeria and Christmas in France. It helps learners have positive attitudes about the differences between the Algerian and the foreign cultures.</p>
File: III	<p>-A song on p 63 entitled 'We are the champions' enables the learners to express their emotions and share them with the singer by accepting the foreign elements supplied in the song.</p> <p>-A task on p 66 presents a series of footballers' photos such as Ronaldo, Zidane, to which learners are to select their most favorite one. It develops on the learners a positive attitude and awareness to the champions of the world.</p> <p>-A task on p 75 where the learners are asked to read about the Scottish game. It aims to evolve on learners' openness to the Scottish culture.</p> <p>-A task on the same page asks the learners to describe traditional game of their own country. It aims at making the learners understand more their home culture.</p>
File: IV	<p>-An authentic letter on p 85 consisting of reading Jane's letter about El Qala and answering to some question aims to make the learners be more tolerant and familiar with their own culture, and thus have a positive attitude.</p> <p>-On p 89 an authentic text informs the learners about two animal stars which are a dolphin and a female collie dog, it tends to make the learners sensitive and know that such animals have an important role in the target culture.</p> <p>-Providing the learners with a set of sentences to translate into the mother tongue on p 93, aims at exposing them to the meaning of words in English and compare it to theirs. Thus, they develop positive attitudes.</p> <p>-An authentic text on p 96 is about the British Educational system. It permits the learners to gain an insight about the British culture.</p>
File: V	<p>-Page 107 presents a set of pictures and recipes of pancakes, cakes and hamburgers among which the learners are supposed to choose one, and tell their partners what is needed to prepare it. This task aims at making the learners be acquainted and have positive attitudes to the foreign cultures' food.</p> <p>-A task on p 115 involves some different dishes that the learners guess from which country they are. It aims at enhancing learners' open-mindedness to other foreign cultures in addition to theirs such as have a positive attitude of the Algerian meal such as Bourek and a Spanish meal such as Taco.</p>
File: VI	<p>-An authentic text on p 127 in the form of a letter written by Zakaria to Mona about holidays in London. Such exercise enhances the learners' cultural awareness and permits them to be more acquainted and aware of the touristic settings of London as its museums.</p> <p>-A task on p 128 where the learners are asked guess what some inventors illustrated in pictures discovered. Such as Pasteur. This activity aims at developing on the learners a positive attitude towards the target culture.</p> <p>-On p 129, a task in the form of an authentic text about Bill Gates professional card is introduced. It aims at making the learners open-minded to the American culture.</p>

	<p>-On p 137, a set of information about the history and origins of England are introduced for learners in the section called Learn about Culture. This aims at fostering positive attitudes on the learners.</p> <p>-On the same page, learners have also the opportunity to know their cultural quiz. This enables them to develop positive attitudes and tolerance to their own culture.</p>
File: VII	<p>-An Algerian map on p 148 through which the learners guess what the weather forecast is for the day after. It aims to make learners tolerant of the culture of their country.</p> <p>-A task on p 159 asks the learners to name some sites protected in Algeria and in other countries. It helps them gain a cultural awareness of both their culture and the foreign ones as well.</p> <p>-On p 160, a task where the learners are supposed to name six other wonders of the world in addition to the one of the pyramids given to them. Such a task assists the learners to have a positive attitude towards the various wonders of different cultures.</p>

Table (3): Attitude in Spotlight on English One

As shown in table (3), the learners are transmitted with the necessary cultural elements which enable them to be open-minded and tolerant towards any culture being taught.

1.2. On the Move

1. 2.1.Knowledge

Textbook Files	Examples
File: I	<p>-On p 18, three pictures of different dishes as Chicken Tandori are presented.</p> <p>-Two pictures illustrating two different meals such as <i>Pancakes</i> and <i>Tamina</i>.</p> <p>-A picture showing a restaurant advertising leaflet on p 32.</p> <p>-On p 40, a song, a laugh and proverbs are introduced.</p>
File: II	<p>-A photo on p 43 illustrates a talent show and a set of drawings which present some activities of sport as swimming and basket-ball.</p> <p>-On p 64, a famous address from 'I Have a Dream' by Martin Luther King (journal), and a laugh are presented.</p>
File: III	<p>-Two pictures about the geographic maps of California and U.S.A on p 76.</p> <p>-On p 78, an image of the royal Mauritanian Mausoleum is illustrated.</p> <p>-On p 81, an image of a map of a postcard illustrating the Northern regions of Algeria known for their touristic settings such as Tipaza.</p> <p>-A poem on p 89 extracted from <i>If</i> by Rudyard Kipling is presented.</p>
File: IV	<p>-Two different pictures of Algiers in the traditional and modern times are presented on p 91.</p> <p>-A set of photographs of both Algerian and foreign stars are shown on p 92.</p> <p>-On p 95, a picture presenting the lifestyle of cavemen who are drawing on the wall of ancient times.</p> <p>-On p 97, two different images present objects used by cavemen such as a spear.</p>

	<ul style="list-style-type: none"> -A poem named the <i>House that Jack built</i> which is accompanied by a photo of a landscape, a set of idioms and colloquialisms are presented on p 100. -An image of a map of India and Taj-Mahal is introduced on p 101. -A photo on p 105 illustrating tribes of the Indian nation such as Lakata and Apache. -On p 110 a picture shows Gandhi in England to negotiate the Indian independence (1947). -A song which is entitled “Where Have all the Flowers gone?” sung by Bob Dylan is presented on p 116.
File: V	<ul style="list-style-type: none"> -A cartoon, a set of idioms, and colloquialisms are presented on p 127. -On p 128, a map of Australia accompanied by a fact file, a picture of the Victorian Sahara, tower bridge of Sydney and a rugby player are represented. -Page 136 shows a set of pictures of famous personalities. -A song on p 140 entitled If I had a Hammer and a joke are presented.
File: VI	<ul style="list-style-type: none"> -On p 143, a picture which is an illustration from Yesterday’s newspaper ‘The Sydney Sun’ and a picture of a shark presented. -A picture representing the story of Joha and the pots is displayed on p 151. -On p 156, a picture of the book covers of Grimm’s Fairy Tales. -A picture of the fairy tale snow white on p 158 is illustrated. -On p 164, a song entitled ‘Yesterday’ by The Beatles’ is represented.

Table (4): Knowledge in On the Move

From table(1), we can conclude that knowledge in On the Move is incorporated not only through pictures but the learners are also provided with songs, proverbs, idioms and stories which are meaningful and promote learners’ understanding.

1.2.2.Socio-Cultural Competence

Textbook Files	Examples
File: I	<ul style="list-style-type: none"> -Pupils are asked to act out dialogues so as to identify falling and rising intonation in tag questions on p 20. Then they are asked to write a dialogue about one particular food so as to practise tag questions. It aims at giving the learners the chance to speak correctly. -On p 21, a task about re-ordering some instructions to make them coherent. -An authentic text on p 22 which is introduced for the learners to read and check their answers helps them develop their reading competencies. -On p 23, learners are asked to write a recipe of success to a friend who failed in preparing it using the imperative and the sequencers. Such task aims at equipping the learners with necessary vocabulary to organize their writing. -Activity 3 on p 24 wherein the learners are required to read aloud some words and cross out the silent letters. This activity allows the learners to be aware of the concise pronunciation and spelling. -On p 29, in a pair work, learners are supposed to act out a dialogue they have heard previously and to take turns to play the role of a customer and a waiter. Such a task helps the learners to use English in real life situations. -A task on p 31 asks the learners to write a note to describe a dish using prompts

	<p>given in a box. It aims at developing learners' writing.</p> <p>-On p34, a task consists of writing a letter of invitation after having filled an invitation card. It aims at exposing the learners to sustain the communicative aspect of English and use it in real life situations.</p> <p>-On p35, a task about carrying out a project consisting of designing restaurant Advertising leaflets. It aims at exposing the learners to the use of English as it is used in the target community.</p>
File: II	<p>-In a pair work on p 43, learners are asked to look at some drawings to which they ask and answer questions to find out what one's friends can or cannot do. It aims to enable pupils express ability and inability.</p> <p>-On p 45, learners are asked to imagine themselves teachers, write a small report about one of their students, and then read it to their classmates on class assessment day. It aims at enabling them transfer their skills developed in class to real-life situations.</p> <p>-Task 5 on p 53 wherein pupils are supposed to imagine themselves members of the world wild life organization, and write a ten-rule charter designed to ensure the protection of wild animals using appropriate modals. It promotes the learners' writing skills.</p> <p>-A task wherein the learners should look at a picture of a cover page of a magazine and answer some questions on p 57. The aim behind this task is to know how to extract information from a text.</p> <p>-On p 59, a task of writing a ten-line newspaper article to say what the NASA will/may/might well is able to do with robots in the future. Its aim is to allow pupils to know how to express possibility.</p> <p>-A task on p62 presents a text for learners to read and make the predictions less categorical/certain. It aims to express possibility and probability.</p>
File: III	<p>-On p 72, there are different tasks such as making sentences using if...will...by joining a clause from column A with a clause from column B. Then the learners are asked to write a paragraph telling about their wishes and expectations when they pass their Middle-School Brevet. It enables them to express the conditional.</p> <p>-A task on p 76 which asks the learners to find information about California and complete a fact file, then report to the class reading from their notes. It permits the learners know how to make a fact file and exchange information.</p> <p>-On p 81, a task about acting as a tourist guide by illustrating the sightseeing tour with a map. This type of tasks help learners use language for communication and know how to transfer information from map to speech.</p> <p>-Task 2 on p 82 about listening to the teacher reading lyrics of a song. It allows the learners recognize features of a song.</p>
File: IV	<p>-A task on p 94, the learners are asked to fill in the blanks with <u>used to</u> and <u>did not use to</u>, so as to express habit in the past. Afterwards, they are asked to report the reminiscence orally. This task aims at assisting the learners to develop their communicative skills such as fluency.</p> <p>-A pair work task on p 97 wherein the learners are required to imagine themselves archeologists and explain objects used by cavemen written in bold by using the relative pronouns <i>which</i> and <i>that</i>. It helps the learners to avoid repetition while writing.</p> <p>-The third task on p 99 about arranging words proposed according to the pronunciation of the letters in bold type. It seeks to assist learners to recognize the pronunciation of the different diphthongs.</p>

	<p>-MS4 learners are provided with a task on p 100 about writing a short presentation for tourists using relative pronouns and the past participle. It permits the learners to know how to make a presentation.</p> <p>-The second task on p 110 about writing a short letter of opinion to a newspaper or a magazine about a favorite hero following an outline proposed. Such a task has the objective to develop writing competencies.</p> <p>-On p 112, a task about reading a paragraph for which the learners should choose an adequate title. This task enables them to read for a gist.</p> <p>-Task 7 on p 113 about re-ordering sentences to have a coherent paragraph. This task aims at encouraging the learners to make meaning.</p>
File: V	<p>-Task 2 on p 124 where the learners are asked to match each sentence from column A with its function from column B. It helps the learners know the different uses of <i>might</i>.</p> <p>-On p 133, an authentic text consisting of an introduction of a letter to which the learners are asked to make continuity. It develops on them reading skill.</p> <p>-Task 5 on p 134 about filling in the blanks with appropriate link words. It enables the learners know how to join sentences by means of sequencers.</p>
File: VI	<p>-On p 144 there is a task in the form of a dialogue to which the learners are to listen and choose the right pronunciation for the auxiliaries in bold type. It helps the learners have a correct pronunciation.</p> <p>- A task on p 145 about completing a dialogue using the correct tense and act out a snippet of it in pairs. This task assists the learners to use the correct tense in different situations.</p> <p>-Tasks 1 and 2 on p 147 about reading an authentic text and answering some questions. It helps the learners to develop the reading skill.</p>

Table (5): Socio-Cultural Competence in On the Move

From table (2), we can conclude that the tasks included within the textbook are varied in terms of language objectives, such as grammar points, vocabulary, and pronunciation which develop the learners' socio-cultural competence.

1.2.3. Attitude

Textbook Files	Examples
File: I	<p>-The first task on p 18 deals with identifying three dishes of different countries illustrated in three images. It seeks to develop the learners' awareness of their own and target cultures.</p> <p>-On p 26, a task where students are required to join each food idiom in column A with its meaning in column B. It encourages the learners to express themselves and expose them to the meaning of idioms in the target culture.</p> <p>-Task 4 on p 28 about writing a short letter to a British friend of them where they speak about the Algerian mealtimes, meals and what they are made of. It gives the learners a chance to tell about the Algerian food and thus make their culture known by the foreigners.</p> <p>-A song on p 40 entitled 'If you are happy and you know it', enables the</p>

	learners to express their attitudes towards the elements of culture included in the song.
File: II	<p>-Task 4 on p 53 about writing a report of an animal which is in danger of extinction using a report card provided for learners. The aim beyond this task is to give the learners an opportunity to express their positive or negative attitude towards any animal of a target culture.</p> <p>-On the same page task 5 asks the learners to imagine themselves members of the World Wild Life Organization. Wherein they are to write a ten-rule charter designed to ensure the protection of wild animals. It aims at increasing the learners' positive attitudes towards any wild animal of the world.</p> <p>-An authentic text on p 64 bears the title 'a famous address extracted from <i>I have a dream</i>' by Martin Luther King). It seeks to make the learners tolerant and open-minded towards racism in American culture.</p>
File: III	<p>-Task 1 on p 76 about finding information concerning California, complete a fact file, and report to the class reading one's own notes. Such a task promotes the learners' cultural awareness and understanding of the geographical aspects of the target culture to which they develop positive attitudes.</p> <p>-On the same page, learners are asked to draw a map of the United-States in full; this also enhances the learners' awareness towards the target culture.</p> <p>-Task1 on p 77 about filling in the letter's blanks after having read a diagram about the American public educational system. It aims to make learners aware and cope with the American culture.</p> <p>-Task 2 on p 82 about listening to lyrics of a song and underline the words that rhyme, it aims at assisting the learners in sharing the singer's feelings and understanding the target culture through the theme of love and miss treated in these lyrics.</p> <p>-A poem on p 84 extracted from <i>If</i> by Rudyard Kipling. It has the goal of making the learners sensitive towards the target culture.</p>
File: IV	<p>-Task 1 on p 128 where the learners are required to conduct an encyclopedia search about Harun al –Rachid. Such a task exposes the learners to be open-minded to numerous famous celebrities in the target culture as the Arabic one.</p> <p>-In a task on p 105 the learners are supposed to conduct a class research on the American Indians using a map and strategies suggested for them. It encourages them to discover the history of the Americans and gain an insight of their culture.</p> <p>-Task 2 on p 110 where the learners are asked to write a short letter of opinion to a magazine about their favorite hero using the letter of Martin Luther King as a model. It permits them to develop their cultural knowledge of English and thus have a positive attitude towards the foreign culture.</p>
File: V	<p>-Task 1 on p 128 where the learners are required to conduct an encyclopedia search and write a fact file about Australia. Such a task has the goal of developing the learners' knowledge and awareness about the Australian culture and, thus, has a kind of openness and acceptance.</p> <p>-On p 129, a task asks the learners to select among a set of Australian animals proposed those which are the least known in Algeria. It aims at making the learners aware and compares their own culture to the foreign one.</p> <p>-A song on p 140 entitled '<i>If I had a hammer</i>'. It enables the learners to share the singer's feelings and have a positive attitude towards the target culture.</p>
	-On p 151, a task about reading the beginning of the story <i>Joha and the Pots</i> . Such a task aims at making the learners be acquainted with the Algerian

File: VI	<p>storytelling and in whole with their home culture.</p> <p>-Task 2 on p 152 asks the learners to find the popular legends about what the scientists Isaac Newton and Alexander Fleming were doing when they made their discoveries. It permits the learners to be culturally aware and tolerant towards these scientists and have a positive attitude to the target culture.</p> <p>-Task 1 on p 154 about completing a dialogue by asking appropriate questions about the cartoon Shrek. It enables learners to be aware concerning the target culture' cartoons.</p> <p>-The first task on p156 about extracting information of the author, and the title of a book represented in a picture through which the learners guess the name of the story. It enhances the learners' cultural knowledge and attitude towards the English culture.</p>
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Table (6): Attitude in On the Move

From table (3), we can argue that fourth year learners are provided with some cultural elements in order to develop positive attitudes and cultural awareness towards the target culture and foreign ones.

III.2. Results of the Questionnaire

In order to collect further information about our theme, we have distributed at least 35 questionnaires for more credible and reliable data. We have collected only thirty questionnaires, from which the results are summarized in tables followed by commentary short passages.

Section I:Teacher's Views about the Importance of Including Culture in Foreign Language Textbooks.

1-Do you think that learning a foreign language presupposes the learning of its culture?

a- Very important

b- Quite important

c- Not important

	a-	b-	c-
N	16	10	4
P	53.33%	33.33%	13.33%

Table (1):Teachers' Views about the Importance of Culture in Language Learning.

Table (1) shows that a large number of teachers (53%) consider culture very important and few others (33.33%), they consider that culture is quite important. As for the four others (13.33%) consider that culture is not important in foreign language learning.

2-In your opinion, is it necessary to integrate different cultures in addition to the native one into foreign language textbooks?

	a-Yes	b-No
N	24	6
P	80	20

Table (2): Teachers' Views about the Necessity of Integrating Different Cultures into FL Textbooks.

From table (2), we state that an important number of teachers (80%) insist on the necessity of integrating different cultures in FL textbooks. The rest of them (20%) ignore its importance.

3- If yes, does this help the learners to go beyond their cultural boundaries and be open-minded to other cultures?

	a-Yes	b-No
N	24	6
P	80%	20%

Table(3): The Usefulness of Integrating Different Cultures in Developing Students' Open-mindedness.

From table (3), the majority of respondents (80%) claim that integrating different cultures into the textbooks helps the learners to go beyond their cultural boundaries. However, (20%) of the respondents relinquish cultures' contribution to learners' tolerance.

Section II: Teachers' Views about the Cultural Component of Spotlight on English One.

4-The textbook Spotlight on English One encompasses different cultural elements.

	a-True	b-False
N	22	8
P	73.33%	26.67%

Table (4):Teachers’ Perceptions about the Inclusion of the Cultural Elements in Spotlight on English One

According to the results displayed in table (4),a great number of teachers (73.33%) argue that Spotlight on English Oneencompasses different cultural elements. A few numbers of the teachers say the opposite.

5-If it is true, which areas of culture are integrated?

a-Knowledge (Pictures, maps, and drawings).

b-Socio-cultural Competence (Role-play, matching pair, gap-fill).

c-Attitudes. (Openness towards different cultures).

	a-	b-	c-
N	20	8	7
P	66.67%	26.67%	23.33%

Table (5): The Integration of Appropriate Areas of Culture in Spotlight on English One

From table (5) we notice that knowledge is the most predominant element (66.67%) portrayed in Spotlight on English One. Socio-cultural competence is only viewed as the most portrayed element by (26.67%) of teachers. And the remaining percentage (23.33%) focused on attitude.

6-Are MS1learners more motivated when they deal with?

a-Visual illustrations as pictures of characters.

b-Tasks of grammatical points.

c-Reading comprehension texts.

	a-	b-	c-
N	26	5	8
P	86.67 %	16.67%	26.67%

Table (6):The Most Motivating Teaching Materials.

The results sorted out from table (6) reveal that (86.67%) of teachers argue that visual illustrations are presented in a big amount comparing to tasks of grammatical points (16.67%). And eight teachers (26.67) think that reading comprehension texts are introduced in the textbook.

7- You as teachers, what kind of tasks do you use to develop socio-cultural skills on your learners in such level?

a-Role-play activities.

b-Writing letters.

c-Others, specify.

	a-	b-	c-
N	21	9	11
P	70%	30%	36.67%

Table (7): The Use of Appropriate Materials to Develop on MS1Learners' Socio-cultural Competence.

From table (7), we observe that twenty one teachers (70%) view that role-play activities are among the tasks that develop socio-cultural skills of learners in such a level. Whereas, only nine teachers (30%) select writing letters. Eleven teachers (36.67%) suggest other kinds of activities such as dialogues, reading short texts, mini-project works.

8-According to you, what materials you think are more suitable to teach knowledge for the first year learners?

a-Photographs and pictures

d- Cooking recipes' pictures

b-Maps and drawings

e-Poems and songs

c-Grammar activities

f- Authentic texts

g-Others

	a-	b-	c-	d-	e-	f-	g-
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N	23	19	3	9	3	7	6
P	76.67%	63.43%	10%	30%	10%	23.33%	16.67%

Table (8): The Suitable Materials for Transmitting Knowledge to First Year

Learners.

From table (8), we can conclude that Spotlight on English One includes many photographs and pictures (76.67%), maps and drawings (63.43%) and cooking recipes' pictures (30%) than poems and songs (10%) and authentic texts (23.33%). In addition to this, videos, games, data show, or bringing real things to the classroom are suggested by six teachers (16.67%).

9-In your view, does the textbook Spotlight on English One include the cultural knowledge of the source and foreign cultures and promote the learners' awareness and openness?

	a-Yes	b-No
N	19	11
P	63.33%	36.67%

Table (9): Spotlight on English One's Promotion of the Learners' Awareness and Openness.

From table (9), we conclude that 19 teachers (63.33%) argue that Spotlight on English One allows the learners to be open-minded to the target culture thanks to the cultural knowledge included within it. But the rest of the respondents (36.67%) say the contrary.

10-The knowledge presented in the textbook allows the learners to:

a-Gain an insight of the target language.

b-Develop sensitivity and openness towards the target culture.

c- Show negative stereotyping.

	a-	b-	c-
N	18	12	1
P	60%	40 %	3.33%

Table (10): Learners' Different Attitudes towards the Knowledge Presented in Spotlight on English One.

From table (10), we notice that a part from one teacher (3.33%) who believes that the knowledge presented in the textbook shows negative stereotyping, eighteen teachers (60%) claim that it allows the learners to gain an insight of the target language. Twelve others (40) argue that it develops sensitivity towards the target culture.

Section III: Teachers' Views about the Cultural Components in On the Move

11-The textbook On the Move contains knowledge, socio-cultural competence and attitude.

	a-True	b-False
N	20	10
P	66.67%	33.33%

Table (11): Teachers' Views about the Inclusion of the Different Cultural Elements in On the Move.

Through the results shown in table (11), we can say that approximately all the teachers (66.67%) agree on the fact that On the Move contains the three cultural components. The rest of teachers (33.33%) disagree on this point.

12-If it is true, which one is the predominant in the textbook?

The information obtained through this question is that some teachers have claimed that it is socio-cultural competence which is the most predominant, with little attitude. However, a small number of teachers argue that it is knowledge which is commonly emphasized in On the Move.

13-To which extent it is efficient to provide MS4 learners with tasks which develop on them some Socio-cultural Competence?

a-Very efficient b-Quite efficient c-Not efficient

	a-	b-	c-
N	14	15	1
P	46.67%	50%	3.33%

Table (12): The Effectiveness of Providing Fourth Year Learners with Tasks that develop their Socio-cultural Competence.

This table indicates that half of the participants (50%) believe that providing fourth year learners with tasks which develop on them some socio-cultural competence is quite efficient. Fourteen teachers (46.67%) agree on its efficiency. Whereas, only one teacher denies it.

14-According to you, what kind of materials should be used to teach socio-cultural competence for such level?

a-Carrying out a project

c-Acting out oral conversations

b-Writing letters

d-Pronunciation and spelling activities

	a-	b-	c-	d-
N	20	13	17	12
P	66.67%	43.33%	56.66%	40%

Table (13): The Use of Adequate Tasks that Develop Middle School Fourth yearLearners' Socio-cultural Competence.

From table (13), it is apparent that teachers' views differ in selecting the activities used to equip fourth year learners with socio-cultural competence. A great number of teachers (66.67%) have chosen carrying out a project and (56.66%) of them have chosen acting out oral conversations as appropriate teaching materials. 13 others (43.33%) suggest writing letters, and twelve propose pronunciation and spelling activities.

15-You as teachers, do you think it is necessary to expose MS4 learners to knowledge presented in photographs, maps and paintings?

	a-Yes	b-No
N	18	12
P	60%	40%

Table (14): Teachers' Perceptions of MS4 Learners' Exposure to the Cultural Knowledge.

Apart from twelve teachers (40%), the remaining (60%) insist on the necessity of exposing MS4 learners to knowledge presented in the form of photographs, maps and paintings.

16-In your view, what kind of teaching materials do you rely on to transmit knowledge to fourth year learners?

a-Poems and songs

c-Pictures of characters

b-Idioms and colloquialisms

d-Fairy tales

	a-	b-	c-	d-
N	18	14	10	18
P	60%	46.67%	33.33%	60%

Table (15): Teachers' Views about the Teaching Materials that Transmit Knowledge to MS4 Learners.

From these results, we can say that 18 respondents (60%) claim that poems, songs, and fairy tales are relevant teaching materials to rely on to transmit knowledge to learners. Fourteen respondents (46.67%) choose idioms and colloquialisms. Ten others (33.33%) opt for pictures of characters.

17-Are MS4 pupils motivated when they are provided with authentic texts and open-ended tasks?

	a-yes	b-No
N	20	10
P	66.67%	33.33%

Table (16): The Use of the Authentic Texts and Open-ended Tasks that Motivate Middle School Fourth Year Learners.

Regarding the findings displayed in table (16), the majority of the informants (66.67%) agree on the fact that authentic texts and open-ended tasks motivate fourth year learners. The rest of them (33.33%) disagree.

18-In your view, does On the Move permit the learners to develop positive attitudes towards different cultures?

	a-Yes	b-No
N	19	11
P	63.33	36.67

Table (17): On the Move's Extension of the Learners' Positive Attitudes to Different Cultures.

From table (17), it is clear that nineteen teachers (63.33%) view that On the Move permits the learners to develop positive attitudes towards different cultures. Eleven teachers on the other hand, claim the contrary.

19-What are the fourth year learners' attitudes towards knowledge presented in stories, proverbs and authentic texts?

a-Gaining an insight about cultural values.

b-Curiosity and openness towards the target culture.

c-Prejudices and negative attitudes.

	a-	b-	c-
N	10	17	00
P	33.33%	56.67%	00%

Table (18): Middle School Fourth YearLearners' Attitudes towards the Knowledge Presented in On the Move

From table (18), we notice that no participant (00%) claimed that learners' attitudes towards different cultures are prejudice and negative attitudes. A huge number of participants (56.67%) assert that curiosity and openness to the target culture is the main attitude of learners to the knowledge presented in On the Move. The ten others suggest that MS4 learners' attitude is gaining an insight about cultural values.

Section VI: Teachers' Perceptions about the Cultural Elements: Knowledge, Socio-cultural Competence and Attitude in Spotlight on English One and On the Move.

20-According to you, is culture taught and presented differently for MS1 and MS4 learners?

	a-Yes	b-No
N	17	13

P	56.67%	43.33%
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Table (19): Presenting Culture Differently for MS1 and MS4 Learners.

From this table, we can state that out of thirty teachers, seventeen (56.67%) have agreed that culture is taught and presented differently for both first and fourth year learners. And this is justified differently from one teacher to another. Accordingly, they argue that fourth year learners are more conscious with the cultural elements than the ones of first year because of their advanced level.

21- MS1 learners conceive the cultural elements by discovering them, whereas the MS4 ones tend to develop their understanding of the cultural component for their advanced level.

a-True

b-False

Justify!

	a-True	b-false
N	21	9
P	70%	30%

Table(20): MS1 and MS4 Learners' Different Conceptions of the Cultural Elements.

Through the results displayed in the table above, we can claim that the majority of the respondents (70%) are for the fact that MS1 learners discover the cultural elements, whereas the MS4 ones develop their understanding of the target culture for their advanced level. It is justified that MS4 pupils have acquired a good amount of knowledge and necessary skills in English, and are more interested to other cultures. Therefore, they are more aware of them than first year ones. The remaining percentage (30%) falsifies this point.

IV. Discussion

This section is devoted to the discussion of the results obtained from the analysis of the textbooks Spotlight on English One and On the Move in the light of Anne Brit Fenner's model (2000), and from the 30 questionnaires collected from the middle school teachers of Tizi-Ouzou.

IV.1. Discussion of the Textbooks' Results in Relation to Fenner's Framework

This sub-section is organized into two parts. Each part deals with the discussion of the three cultural elements knowledge, socio-cultural competence and attitude, and are evaluated separately in the two textbooks Spotlight on English One and On the Move. Finally, we end up with an analogical study, by comparing the two textbooks in terms of the incorporation of the cultural elements.

IV.1.1. Spotlight on English One

IV.1.1.1. Knowledge in Spotlight on English One

Knowledge is necessarily to be included in EFL textbooks. Transmitting knowledge of the target culture to EFL learners is a key element in language learning. Thus, the relationship between language and culture is made meaningful in language learning. As stated previously language and culture are inseparable entities. Indeed, Mitchell and Myles (2004: 235) argue that *'language and culture are not separate, but are acquired together, with each providing support for the development of the other'*. In this regard, when teaching English as a second/foreign language, learners should be provided with some cultural aspects that underlie the target language, among them knowledge, which is mainly centered on being aware of the society, history, geography, and way of life of the native community and the target one as well.

This is indeed well illustrated in the textbook under investigation Spotlight on English One to which once we made an impressionistic overview, assumed that each unit comprises a section

entitled Learn about Culture. This entails to us that culture has got a significant role and is important to be incorporated in the syllabus in addition to the language points. It is a means whereby knowledge is proved to be an important cultural aspect included appropriately in EFL materials to cater to the learners' level in their very first stage of learning. Therefore, it should be introduced in a big amount and overlap the few linguistic aspects they have to acquire. First and foremost, at this level, learners discover the foreign culture, thus, they are less aware of what it may be featured from the linguistic and cultural points of view. It is worth noting that knowledge is a key element in the textbook which comes in different aspects. Visual contents are amongst them, such as geography which is represented in terms of world maps. For example, on page 29, pupils are asked to name and locate some countries, a world map on page 146 that represents different capitals in the world, and on page 148, an Algerian map shows the weather forecast. Such illustrations foster learners' background knowledge and the target culture and communicate meaningfully. In this sense, Hutchinson (1987: 9) proposes that *'non-linguistic content should be exploited to generate meaningful communication in the classroom'*.

As what regards history, different examples favor it, like in file one on page 32, pictures that represent monuments of different countries are included. A series of photographs of great foreign celebrities like Philip and Elizabeth appear on page 34. Pictures of bank-notes and flags with their countries such as England, Kenya, Canada, and Lebanon on pages 34 and 35 are presented.

The aspect of society is also presented in the textbooks such as on page 51 in file two where a series of pictures representing different types of jobs are included. Page 61 includes photos of sport that exist in the world. And in file three on page 56, different pictures which instantiate divergent celebrations in the Algerian and foreign cultures such as Halloween and Christmas. We have also noticed that knowledge is shown through pictures of

lifestyle. To illustrate this, we should refer to a set of pictures representing some tools of jobs on page 53. Having referred to all these examples about society makes us link them to the following quotation where Kitao (2000) claims that studying culture, *'gives students liking for the people of that culture'*.

From the aforementioned examples, it is clear that knowledge in Spotlight on English One appears mainly in terms of visual and literary texts involving both the target and foreign cultures. Thus, knowledge is sufficiently incorporated in the textbook. Learners at this stage are beginners and need to be exposed to the cultural elements so as to stimulate them and build on them some awareness of the target language culture. Kitao (2000) suggests that studying culture is a useful part of foreign language instruction because of its influence on language and communication. It has benefits on language learner as it increases motivation and student's interest in the target culture and its people.

Another important component of knowledge which is literature is illustrated in Spotlight on English One. This is exemplified in file seven, on page 153, in a task in the form of a short poem that deals with the importance of trees.

Literary works are considered an effective means to develop the understanding of other cultures because they provide the readers with insights of other cultures without visiting the real place. Carter (1995) points out:

Literature, it seems to me, is the surest bridge to understanding. Let students read novels, plays, short stories, and yes, poems from other nations and cultures. Let them immerse themselves vicariously in the other lives, and sort of actually living there for an extended period, they will have about as intensive an understanding as it is possible to get.

IV.1.1.2. Socio-cultural Competence in Spotlight on English One

EFL learners need to develop some skills in addition to the knowledge they are provided with. Indeed, socio-cultural competence is the ability to interpret and operate the new knowledge and the skills acquired in the classroom, and to bring them outside it. To

emphasize this, Dema and Moeller (2012) contend that *'according to research, classroom activities that are not contextualized and attached to real life issues, activities, and concerns, do not help the students learn to use L2'*. Indeed, it is of high necessity to introduce the authentic aspect in EFL materials for its importance to enhance learners' intercultural communicative competence and be successful speakers in different real-life situations. Besides, Dodd (1995: 3-4) points that *'culture influences communication. Beyond using language, the study of intercultural communication recognizes how culture pervades what we are, how we act, how we think, and how we talk and listen'*. Owing to this, the divergent tasks that are used to develop first year learners' socio-cultural competence should be manifested in some communicative texts (written and oral), role-play activities, communicative gap tasks and dialogues. To stress this, Fenner (2000: 275) suggests: *'Through communicative gap exercises, role-plays and other simulated activities; students' were in addition required to develop socio-cultural competence'*

Socio-cultural competence should be developed in first year learners by means of easy and simple tasks relevant to their level, such as oral activities as in file one on page 28 wherein learners are asked to look at some photographs of persons from different countries of the world such as from Algeria, France and Greece, then play roles. Another task on page 47 asks the learners to play a role in an interview for a contest. From these examples, learners are to be prepared for the use of English.

Pronunciation and spelling are key elements that are presented in each file in the textbook. First year learners are provided with tasks which allow them to be acquainted with the pronunciation of some words in English. For instance in file three on page 64, they are required to listen and repeat some words so as to be aware of their sounds and stress. In the same file on page 84, they are asked to practise stress and intonation of words and sentences, e.g. Singing in the rain. These activities aim at allowing the learners to be equipped with some

oral skills and therefore communicate fluently in concrete contexts. Adding to this, we have also concluded that MS1 learners are exposed to a variety of dialogues which they are asked to listen and repeat. This appears almost in all files of the textbook as in file (5) on page 110 in a dialogue between a doctor and a girl making a consultation through a telephone. This attempts to assist learners to cope with expressions used for advice in English. Another task treating this is introduced in the same file on page 125 where the learners read the telephone conversation and answer the statement by true or false. This kind of exercise helps them to develop their listening skills and understanding in the target language.

From the above mentioned examples of oral activities, we claim that Spotlight on English One encompasses a variety of tasks that are characterized by communicative features. In this sense, Liddicoat et al. (2003) claim that language and culture interact with each other in a way that culture connects to all levels of language use and structures. This kind of tasks allows MS1 learners to foster their listening and oral abilities, and thus, discover how to communicate appropriately in real-life situations. Other examples concerning syntax are found in file two on page 53 about how to form nouns in the English language liketeach+er. This type of exercise permits the learners to combine the suffixes and prefixes with their bases to form correct nouns in English. And another task on p 162 asks the learners to complete the table about pronouns. It permits them to distinguish between personal pronouns (I, you, he...) and possessive pronouns (his, its...), and object ones (me, him...). These activities help the learners to master the language structures and functions.

It is worthy to reach the conclusion that Spotlight on English One supplies a set of resourceful teaching materials relevant to MS1 learners' level, so as to equip them with some socio-cultural skills that allow them to interact successfully in the target language. Accordingly, some authors point out that *'a learner is not only a learner of new ways of expressing ideas but rather the learner becomes a learner of new ways of thinking, behaving,*

and living in an L2 community'(Firth& Wagner, 1997, Hall, 1997, cited in Dema and Moeller, 2012).

IV.1.1.3. Attitude in Spotlight on English One

Attitude is concerned with the learners' tolerance and openness towards the home and target culture. That is, they show curiosity extend their cultural awareness by relinquishing false assumptions towards the target group and valuing one's own. The aim of attitude in the instruction process of second or foreign language learning is to make the learners reflect on and gain an insight about the self and the other(Fenner, 2000). Thus, having analyzed the textbook under investigation, we come to the conclusion that attitude is fostered on learners by means of the cultural knowledge portrayed in it. Indeed, learners at this level are hugely exposed to knowledge through which they build positive attitudes. This can be observed mainly through the visual aspects incorporated in the tasks. For example, in the first file, page 25 includes a task in which the learners are provided with some photos of pupils of different countries as Sweden and Algeria, and are asked to play roles. This task seeks to develop the learners' awareness of their cultural identity and compare themselves to the target group and the foreign ones like the Swedish one. Since we have mentioned this example we therefore assume that it is very important for teachers to take the concept of identity as an essential one. The educational process helps us realize our identity and learn about the identities of other individuals and groups. In this concern, Browne (2008: 10) says: *'We come to know what makes us similar to some people and different from others, and therefore form some connections with them'.*

It is also of high importance to mention that authentic texts are included in the textbook. To illustrate this, on page 24, an authentic text about an Algerian pupil introducing himself and his identity aims at showing tolerance of the Algerian culture. Another authentic text on page 49 which speaks about Daisy Jackson's personal characteristics, aims at making

the learners be aware of the personal values of the target group. Adding to this, an authentic text on page 96 speaks about the British educational system. This type of activity permits the learners to gain an insight and awareness of the British culture.

Providing learners with an important amount of information related not only to their own culture but also to the foreign ones may make them construct an effective comprehension and contemplate the cultural elements that underpin the target group. This is well noticed in the following examples, as in a task on page 32 where the learners are provided with some pictures of monuments that exist in the world which they should recognize and guess their names. The aim is to render them aware that they are existentially and develop a positive attitude towards other cultures. Besides, being acquainted with the characteristics of the other group serves as the basis for recognizing the self. This allows learners to compare and contrast their native culture with the target and foreign cultures. This is well illustrated in task 4 on page 44 where an Algerian pupil is asked to invite a friend from Nigeria. This task has the goal of making the learners open-minded to the Nigerian people by comprehending the differences between the Nigerian and the Algerian cultures. Furthermore, the fact of introducing drawings on page 56 about celebrations in Algeria and other foreign countries such as the Christmas party in France and Aid Elfitr in Algeria aims to make the learners aware of the differences in celebrations between countries and finally understand better their proper identity and the principles of their own culture.

IV.1.2. On the Move

IV.1.2.1 Knowledge in On the Move

As shown in the results' section, knowledge appears in On the Move through few visual aspects involving images like in file one on page 32 a picture showing a restaurant advertising leaflet. In file three, page 78 represents an image of the royal Mauritanian Mausoleum. File three demonstrates on page 87 a map and a postcard illustrating

the Northern regions of Algeria known for their touristic settings. At this level, MS4 learners are more acquainted with the historical background of the target culture. This is well illustrated in table 4 of the results displayed previously, as in file four on p 101, an image of a map of India and Taj-Mahal are introduced. Besides, on p 105 a photo illustrates tribes of the Indian nation. Additionally, on page 107 a photo presents Martin-Luther King with children and on page 110 a picture showing Gandhi in England to negotiate the Indian independence (1947). These illustrations entail that On the Move includes the target and the native culture as well as the foreign ones to extend learners' background knowledge.

We have also noticed that the textbook covers other elements of knowledge in addition to the visual ones. In this regard, we can comment that the results sorted out from On the Move's evaluation reveal that knowledge is transmitted not merely through non-verbal instances, but also through verbal texts. The latter is embodied in different literary written texts like in poems. To give an example of this, in file three on p 89 a poem extracted from 'If' by Rudyard Kipling is presented to students, and on p 100 a poem named the 'House that Jack Built' which is accompanied by a photo of a landscape. Songs are also included in the textbook to transmit the knowledge of the world music to learners and extend their affection and sensitivity to the target culture. In this context, Ellis (2003) claims that traditional songs, rhymes, riddles, and other children's lore are ideal for younger children. To emphasize this, we mention a set of songs. At the end of the first file on page 40, a song entitled 'If You're Happy and You Know It', and the fourth file ends with a song which bears the title 'Where have all the flowers gone?'. The learners' exposure to these songs helps them interpret deeply the knowledge of the music in the target culture.

Presenting for MS4 learners words of wisdom on p (40), a laugh on p (64), and idioms and colloquialisms on page 100 may be regarded as successful means to promote the learners' understanding and conception of what features the reality of the target culture. It

is obvious that all these illustrations permit us to argue that MS4 learners are able to decipher and depict meaning in English by means of materials that involve contextual situations in different cultures.

IV.1.2.2. Socio-Cultural Competence in On the Move

From the results sorted out from the analysis of On the Move, we notice that MS4 learners are in addition to the knowledge they are provided with, are also exposed to tasks that deal with different language points which are inevitably part of English learning. This aims to provide them with the necessary skills which are in short referred to as socio-cultural competence. Relating to this fact, Hutchinson (1987: 108) contends that *'the ultimate purpose of language learning is language use. Materials should be designed, therefore, to lead towards a communicative task in which the learners use the content and language knowledge they have built up through the unit'*.

Socio-cultural competence is mainly fostered in fourth year learners by means of different types of tasks among them, oral and written tasks such as reading and listening comprehension. In this sense, in a task on p 18, the learners answer the questions after having listened to the teacher reading a script. On page 22 an authentic text is introduced for the learners to read and check their answers. Moreover, in a task on page 53 pupils are supposed to imagine themselves members of the world wild life organization, and write a ten-rule charter designed to ensure the protection of wild animals using appropriate modals. It promotes the learners' writing skills. Moreover, Task 2 on page 110 is about writing a short letter of opinion to a newspaper or a magazine about a favorite hero followed by an outline. Such a task seeks to develop learners' writing competencies. These help them foster not only their oral competencies consisting of the pronunciation but also to enrich the morphology and lexis of English. This is well described by Dell Hymes (1961: 65-66) as follows: *'New speech*

habits and verbal training must be introduced, necessarily by particular sources to particular receivers'

The textbook designers have also incorporated information-gap exercises; this appears on page 29 where the learners are supposed to act out a dialogue in a pair work they have heard previously and to take turns to play the role of a customer and a waiter. Such a task helps the learners to use English in concrete situations and encourage their ability of communication.

Besides this, it is clear that MS4 learners have potential in expressing their opinions, attitudes, and use English freely in less controlled activities. In this regard, it is clearly apparent in our results of socio-cultural competence displayed previously that On the Move contains many open-ended activities. To support this, in file one, on page 34 a task consists of writing a letter of invitation after having filled an invitation card presented to the learners. It aims at exposing the learners to develop the communicative aspect of English and use it in real life situations. Furthermore, the task illustrated in file four on page 110 about writing a short letter of opinion to a newspaper or a magazine about a favorite hero following an outline proposed, is a good example that has the objective of developing writing competencies.

In analyzing the textbook, we find that at the end of each file there is a sequence entitled Project Round-up. It aims at giving an opportunity for learners to carry out mini-projects. At this level, learners can cope with this kind of tasks because they can check their progress by exploring and practising the knowledge acquired throughout the unit. On page 35, a task about carrying out a project consisting of designing restaurant advertising leaflets aims at exposing the learners to the use of English. At the end of file four, the learners are asked to conduct a project which deals with making a poster about differences of ancient and modern lifestyles. In this project the learners are given some instructions to take into consideration.

IV.1.2.3. Attitude in On the Move

According to Fenner's model (2000), attitude is an essential cultural component that EFL learners should necessarily develop. As we have made a look to the textbook On the Move, we have summed up that it contains the adequate knowledge and tasks that permit the learners to develop different attitudes towards the target cultures. To confirm this, in the light of reviewing some examples presented in table (6) of the results, it is clearly apparent that the varieties of authentic texts, idioms, songs, poems as well as tasks permit MS4 learners to have different attitudes related to different domains (geography, literature...), and foster their open-mindedness towards not merely their proper culture but also the target and foreign cultures. At the fourth year level, the learners are generally taught literary texts whereby they conceive the value of the target culture and thus build positive attitudes. To argue on this point, in file one on page 40, a song which is entitled 'If you are happy and you know it', enables the learners to unveil their attitudes and foster their affection and feelings towards the elements of culture included in the song and have a certain ideas about what characterizes the music of the target culture. Adding to this, a poem on page 84 extracted from If by Rudyard Kipling, has the goal of making the learners sensitive towards the target culture.

Another aspect on which the learners gain a cultural awareness and an insight about the target group and foreign ones is geography. The latter can be mostly shown in terms of pictures and maps of different countries and by means of tasks which are introduced mostly in different files in On the Move. For example, in file (3) on page 76, a task asks learners to find information about California and complete a fact file, and report to the class reading the notes. Such a task promotes the learners' cultural awareness and understanding of the geographical aspects of the target culture to which therefore they develop positive attitudes. On the same page, learners are asked to draw a map of the United-States in full; this also enhances the learners' cultural awareness and enables them to be tolerant and open-minded towards the target culture.

In the FL classroom, authenticity is of high necessity to be incorporated in EFL materials, mainly in textbooks. Indeed, On the Move contains authentic instances such as in file two, an authentic text on page 64 bears the title “a famous address” extracted from “I have a dream by Martin Luther King”. It seeks to make the learners accept the other and be tolerant towards racism in American culture and thus avoid any kind of negative stereotyping.

Comparing one's own culture with the target one enhances learners' own knowledge, beliefs and values and leads to increased cultural knowledge, understanding and acceptance, which provide a basis for successful intercultural communication. In this context, Byram and Planet (2000: 189) argue that *'comparison makes the strange, the other familiar, and makes the familiar, the self-strange – and therefore easier to reconsider'*. Having argued on this, it is apparent from the results of the textbook evaluation that fourth year learners are provided with tasks wherein they tend to compare their own culture with the one of the target group. For example, in file one, task 1 on page 18 deals with identifying three dishes of different countries illustrated in three images. And in file five on page 129, task 3 asks the learners to select among a set of Australian animals those which are the least known in Algeria. Such activities aim at making the learners aware of their own culture and compare it to the foreign one. Therefore, they recognize their self-identity through the other.

IV.1.3.Fenner's Model (2000) in Spotlight on English One and On the Move

After having discussed the three cultural components proposed by Anne Brit Fenner(2000) separately in Spotlight on English One and On the Move, we reach the conclusion that knowledge in Spotlight on English One is introduced in terms of verbal, and non-verbal texts such as pictures, maps of different countries, drawings, photographs of characters, and letters which provide the learners with the opportunity to interpret the cultural elements and make them be aware of different cultures. Whereas, in On the Move, knowledge is introduced not only through visual materials, but learners are also provided with further

literary texts such as songs, jokes, proverbs, idioms and stories by which they can interpret the content of the target culture for their advanced level. It is also clear that knowledge is mostly portrayed in Spotlight on English One.

As regards socio-cultural competence, it is not developed on first and fourth year learners in the same way. MS1 learners acquire a certain quantity of skills and knowledge through simple and short tasks such as oral activities involving role-play activities and dialogues. At their very first stage of learning, they tend to learn about the basic points in English, for instance, how to describe and introduce oneself and be somehow aware of the structure and spelling of English. However, MS4 learners develop their socio-cultural competence. Indeed, they tend to practise the relevant language points such as the form of the language for example grammar, lexis and phonetics. Adding to this, for their ability to comprehend English, they are provided with the functions of the target language.

It is worth mentioning that MS4 learners are equipped with more skills of contemplating the meaning in English. Accordingly, they are provided with proverbs, colloquialisms, jokes, songs, and poems. Moreover, MS4 learners are provided with open-ended tasks such as writing letters, carrying out projects, and writing fact files.

Concerning MS1 and MS4 learners' attitudes, we have noticed that there is a slight difference in the way they develop them. While MS1 pupils are provided with materials related to the target culture in the form of concrete and visual illustrations (realia) thanks to which they discover the basic cultural elements since they are newcomers to the English language, MS4 learners have already had attitudes towards the target culture all along the four years. In this sense, they only promote more their attitudes and tolerance about the target and foreign cultures by means of authentic and verbal materials in addition to the few visual ones. In this fact, listening and reading comprehension, poems, and open-ended tasks are good

examples that allow learners to develop positive attitudes and accept the target and foreign groups.

It is clearly summed up that there is a gradual movement and shift from knowledge to socio-cultural competence and attitudes in MS4 year. At this stage of learning, learners have an advanced level and acquired the necessary competencies in English and are able to understand abstractedly the meaning, contrary to MS1 ones who are in need of an important number of the cultural knowledge that is related to the target language through which they discover the features and values of the target culture.

IV.2. Discussion of the Questionnaire's Results

This subsection attempts to discuss the data sorted out from the questionnaire separately in four parts.

IV.2.1. Teachers' Views about the Importance of Including Culture in Foreign Language Textbooks.

When we have asked the MS teachers if language learning presupposes the learning of its culture, it is clear from the results displayed in table 1 that half of them (53%) insist that culture is very important in FL learning. In this case, teachers value culture and its necessity in second/foreign language learning. Culture and language have an interdependent relationship. To affirm this, Peck (1998) argues that *'culture should be our message to students and language our medium'*. While a small minority of teachers (33.33%) have answered that culture is quite important, and (13.33%) of them have denied its importance.

From our results we have also noticed that the majority of the informants (80%) point out to the necessity of integrating different cultures in FL textbooks, they seem to favor the usefulness of exposing EFL learners to different cultures. Accordingly, Brown (1994: 167) says; *'we need to understand cultural differences, to recognize openly that everyone in the world is not 'just like me', that people are not all the same beneath the skin. There are real*

differences between groups and cultures'. The rest of teachers (20%) ignore its importance. Afterwards, approximately all of them (80%) claim that the fact of integrating different cultures in EFL classroom helps the learners to extend their cultural awareness and open-mindedness, whereas, few of the informants (20%) have suggested the opposite.

2.2. Teachers' Views about the Cultural Component of Spotlight on English One.

We note from the answers of the respondents that a great number of them support the fact that Spotlight on English One encompasses cultural elements (73.33%). According to this, they focus on the idea that knowledge, socio-cultural competence and attitude are considered a focal point. Accordingly Camillery, Fenner cited in Newby, (2000: 154) state: *'gaining knowledge usually happens simultaneously with the ability to use this knowledge and develop attitudes related to it'*.

Besides, when the respondents are asked which cultural element is the most predominant in the textbook, we can conclude that (66.67%) of the teachers suggest that it is knowledge which is the most embodied element in Spotlight on English One, contrary to a small percentage who select socio-cultural competence (26.67%) and attitude (23.33%) as being mostly portrayed in the textbook. At this point, we should mention that the teachers' selection of the cultural items vary since some of them choose two propositions.

Drawing on the answers commented in the results of the sixth question, except the small number of respondents (16.67%) have selected tasks of grammatical points as relevant ones which motivate the FL learners. Reading comprehension texts are also given importance by eight teachers (26.67%). The high number of them (86.67%) assert that it is mainly visual illustrations as pictures of characters, which motivate and attract their attention, in this sense we can describe these visual materials as eye-catching which enlarge English learners' interest and activeness.

In analyzing teachers' views about what kind of tasks they rely on to develop socio-cultural skills on the learners in their very first stage of learning, many teachers (70%) prefer role-play activities over writing letters which are not really given importance (30%). This helps us induce that MS1 learners do not develop written skills increasingly in their preliminary initiation, yet, they should be provided with communicative and oral tasks such as to act out a short conversation in pairs. Furthermore, eleven teachers (36.67%) suggest other kinds of activities such as dialogues, doing mini-projects work.

The data which are sorted out from teachers' relevant selection of materials used to transmit knowledge for the first year learners are summarized differently, owing to the variation of the participants' perceptions, methods of teaching and experience. Accordingly, nearly all the teachers (76.67%) suggest that Spotlight on English One includes much of photographs and pictures, also maps and drawings (63.43%), cooking recipes' pictures are considered by nine teachers (30%) as being integrated in the manual. Other teaching materials consisting of poems and songs (10%) and authentic texts (23.33%) seem to be given less importance by the teachers who in the other hand have specified videos, games, data show or bringing real things as extra tools to transmit knowledge for MS1 learners.

As concerns the question whether Spotlight on English One includes the cultural knowledge of the source and the foreign culture promotes the learners' awareness and openness, it is unveiled that (63.33%) of teachers argue that Spotlight on English One allows the learners to be open-minded to the target culture. However, the remaining claim the contrary.

Moreover, dealing with the analysis of teachers' responses about what the knowledge presented in Spotlight on English One allows the learners to develop, we have noticed that out of the thirty informants, one teacher has claimed that culture presented in the textbook shows negative stereotyping. Since stereotyping is part of culture, it should be treated in the EFL

Classroom. Tomalin and Stempleski (1993: 127) state that some stereotypes are harmful as *'they don't allow for individuality, they encourage negative judgment, and lead to misunderstanding'*. It is also stressed that (60%) of the respondents claim that learners gain an insight of the target language and (40%) of the whole argue that learners develop sensitivity and openness towards the target culture. And one teacher only suggests that the culture presented in the textbook shows negative stereotyping.

2.3. Teachers' Perceptions about the Cultural Elements: Knowledge, Socio-cultural Competence, and Attitude in On the Move.

From the results obtained, we have observed that apart from ten teachers (33.33%), a large number of them (66.67%) argue that the textbook contains knowledge, socio-cultural competence and attitude. As a result, those who have opted for this, differ in their answers concerning which cultural element is the most predominant in the coursebook. Though there are some who have claimed that it is socio-cultural competence which is the most portrayed but with little attitude, others have argued that it is knowledge which is commonly focused on On the Move.

The findings reached by means of the analysis of the questionnaire also reveal that half of the informants (50%) quietly value that it is efficient to provide MS4 learners with tasks which develop on them some socio-cultural competence. As for the fourteen teachers (46.67%) who agree on the efficiency of providing the learners with tasks that foster socio-cultural skills, in their view it is necessary to include such tasks for their effectiveness and the fruitful consequences they lead to. From this concept, culture learning is defined as:

The process of acquiring the culture-specific and culture-general knowledge, skills, attitudes required for effective communication and interaction with individuals from other cultures. It is a dynamic, developmental, and ongoing process which engages the learner cognitively, behaviorally, and affectively (Paige et al, 2003: 177).

Only one teacher denies that MS4 learners need to be provided with tasks that develop on them socio-cultural competence. In addition to this, there are selective materials that should be used in English learning, so as to develop the necessary socio-cultural skills to MS4 English learners. At this point, the majority of teachers (66.67%) have chosen carrying out projects and (56.66%) of them have chosen acting out oral conversations as appropriate teaching materials. Whereas, 13 others (43.33%) suggest writing letters, and only 12 ones propose pronunciation and spelling activities.

Besides, it is highlighted from the informants' perceptions about the necessity of exposing the English MS4 learners to the knowledge presented via photographs, maps and paintings that apart from (40%) the remaining (60%) agree on the necessity of exposing fourth year learners to knowledge presented in the form of photographs, maps and paintings.

Relating to the materials to rely on to transmit knowledge to MS4 English learners, it is maintained by eighteen teachers that it is fairy tales or poems and songs that are considered as appropriate materials to transfer the necessary knowledge, and fourteen others (46.67%) choose idioms and colloquialisms. A small number of the respondents (33.33%) opt for the visual aspect as pictures of characters.

Relating to the question about the contribution of the authentic texts and the open-ended tasks in stimulating fourth year learners' motivation, it is stressed that the majority of the informants (66.67%) agree on the point that authentic texts and open-ended tasks are necessary teaching means to facilitate English learning. Consequently, since authentic texts provide exposure to real language as it is used within the target group, they increase learners' motivations, expectations, and interest. The rest of the respondents (33.33%) disagree with this.

As for the teachers' positions whether On the Move permits the learners to develop positive attitudes towards the different cultures, it is revealed that with the exception of eleven

teachers,(63.67%) of the them agree on this fact differ in their suggestionsof the learners' attitudestowards the knowledge presented in story-telling, proverbs and authentic texts. Indeed, we notice that regardless of the zero answer to the proposition of prejudices and negative attitude. Most of the teachers (56.67%) assert that curiosity and openness to the target and foreign cultures is actually the learner' attitudes to the knowledge presented in On the Move. The ten others suggest that MS4 learners gain an insight about cultural values.

2.4. Teachers' Perceptions about the Cultural Elements: Knowledge, Socio-cultural Competence and Attitude in Spotlight on English One and On the Move.

It comes clear that out of thirteen teachers, seventeen (56.67%) have agreed that culture is taught and presented differently for both first and fourth year learners. And this is justified differently from one teacher to another. Accordingly, they argue that fourth year learners are more conscious about the cultural elements than the ones of the first year because of their advanced level and their familiarity with the target culture through the four years.

Finally, relating to the last question whether the statement “first year learners conceive the cultural elements by discovering them, whereas the fourth year ones tend to develop their understanding of the target culture for their advanced level”, in this concept, we come to the conclusion that the majority of the respondents (70%) agree on this. However, (30%) of teachers disagree with this statement. It should be also noted that some teachers have justified this statement with further explanations. Indeed, it is said that MS4 learners have acquired a good amount of knowledge and necessary skills in English, so they are more aware than MS1 ones.

From the teachers' responses we have obtained, we come to conclude that Anne Brit Fenner's model of culture (2000) is an important dynamical component which appears differently in the two textbooks under investigation. Therefore, MS1 and MS4 learners cope

with it perpetually from the first year till the fourth one. Accordingly, while MS1 pupils need knowledge of the target language represented through visual illustrations, MS4 ones are exposed to a variety of tasks that foster their socio-cultural competence because of their ability to act using language and understand better the meaning in English.

V. General Conclusion

Our dissertation has undertaken the study of teaching culture in the Algerian EFL Middle School textbooks Spotlight on English One and On the Move which we have studied and evaluated with a special focus on Anne Brit Fenner's framework (2000). The latter consists of three cultural elements namely, knowledge, socio-cultural competence and attitude. These cultural elements should be given prominence and be in total conformity with language learning process, because they prepare EFL learners to use English for an efficient communication as it occurs within the target community and allows them to be aware of the aspects that underlie the target culture.

In this work, we have evaluated the two textbooks Spotlight on English One and On the Move in terms of the three criteria suggested by Fenner (2000). Indeed, it is by means of the textbooks' contents that we have identified the main differences of the cultural elements proposed by Fenner (2000). Throughout our study, we have set some objectives among them finding whether knowledge, socio-cultural competence and attitude are introduced in the textbooks in the same way or differently.

To conduct our research, we have relied on textbook evaluation since our research deals with evaluating the first and fourth Middle School Textbooks in relation to Fenner's framework. Besides, the questionnaire is also another research tool for data collection. We have adopted the Mixed Methods Research by combining both qualitative and quantitative methods. We obtained data from the analysis of the two textbooks in the light of Fenner's model (2000) and from the thirty-five questionnaires distributed to the Algerian MS teachers in Tizi-Ouzou.

The results sorted out from the study we have made to Spotlight on English One and On the Move unveil that the cultural elements are introduced in different ways in terms of quantity and quality of the tasks and language points that are included in the textbooks.

Therefore, it is clear from the data obtained that knowledge is transmitted to MS1 learners by means of verbal and non-verbal resources like reading comprehension texts, photographs and maps. Whereas for MS4 learners, it is presented mostly in the form of verbal materials. Moreover, socio-cultural competence is introduced in the MS1 year through simple, controlled and short tasks. However, in the MS4 year, learners are provided with somehow complex and open-ended tasks that expose them to different language points. Concerning attitude, we have noticed that it is necessary for both first and fourth year levels so as to develop some cultural awareness and a kind of acceptance to the target culture.

The data obtained from the questionnaire show that MS teachers differ in the way they respond to the questions. Most of them argue that the three cultural elements knowledge, socio-cultural competence and attitude are included differently in the textbooks under study. Furthermore, most of the respondents have so far claimed that the predominance of the cultural elements differ in the two textbooks. In Spotlight on English One, it is necessarily knowledge which is commonly incorporated. It is also concluded that On the Move encompasses different tasks whereby MS4 learners develop some socio-cultural skills.

The results of the questionnaire also show that many teachers have supported the idea that there is a difference of the inclusion of the three cultural elements. In this sense, teachers have justified on this point that fourth year learners have acquired an important amount of knowledge and the necessary skills all along the three years. Besides this, it is also argued that fourth year pupils have the capacity to capture and interpret easily the cultural knowledge of English. And in On the Move an emphasis is put mainly on socio-cultural competence and attitude contrary to Spotlight on English One which includes much of the cultural knowledge.

To finish with, we hope that we have contributed to the field of evaluating culture teaching in EFL textbooks and added something new and fruitful as the fact of finding that

MS1 learners need a big amount of the cultural knowledge which help them discover the target culture, and MS4 ones tend to develop their understanding of the target culture, though we have faced some problems as the difficulty to distinguish between the two textbooks in terms of the incorporation of the three criteria, and say which one of them is more portrayed in each book, and the problem of gathering the questionnaires addressed to the MS1 and MS4 teachers. The present study will hopefully open doors to further researches and extend them in the future. As a suggestion of this, we provide to combine semiotics to culture and communication, in other words, to determine how visual illustrations help learners comprehend the elements of the target culture and finally communicate meaningfully. Furthermore, it may be investigated that knowledge, socio-cultural competence and attitude (Fenner, 2000) is a dynamic component and that learners are in need of them altogether so as to prepare them for a best communication.

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The Teachers' Questionnaire

This questionnaire is part of our research work. Its aim is to gather information about the Teaching of Culture in the Middle School Textbooks Spotlight on English One and On the Move. You are kindly requested to answer the questions by ticking off the appropriate box (es) or by providing a full statement whenever necessary. We would like to thank you in advance for your precious collaboration and please be honest while answering.

I-Teacher's Views about the Importance of Including Culture in Foreign Language Textbooks.

1-Do you think that learning a foreign language presupposes the learning of its culture?

a-Very important ☐ b- ☐ important c-Not really ☐ important ☐

2-In your opinion, is it necessary to integrate different cultures in addition to the native one into foreign language textbooks?

a-Yes ☐ b-No ☐

3- If yes, does this help the learners to go beyond their cultural boundaries and be open-minded to other Cultures?

a-Yes ☐ b-No ☐

II-Teachers' Views about the Cultural Component in Spotlight on English One.

4-The textbook Spotlight on English One encompasses different cultural elements.

a-True ☐ b-False ☐

5-If it is true, which areas of culture are integrated?

a-Knowledge (pictures, maps, and drawings). ☐

b-Socio-cultural Competence.(role-play, matching pair, gap-fill). ☐

c-Attitudes. (openness towards different cultures). ☐

6- Are First year learners more motivated when they deal with:

a- Visual illustrations as pictures of characters. ☐

b- Tasks of grammatical points. ☐

c- Reading comprehension texts. ☐

7- You as teachers, what kind of tasks do you use to develop socio-cultural skills of your learners in such level?

a- Role-play activities. ☐

b- Writing letters. ☐

c- Others, specify. ☐

8- According to you, what materials you think are more suitable to teach knowledge for the MS1 Learners?

a- Photographs and pictures ☐ d- Cooking recipes' pictures ☐

b- Maps and drawings ☐ e- Poem and songs ☐

c- Grammar activities ☐ f- Authentic texts ☐

g- Others ☐

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9- In your view, does the textbook Spotlight on English One include the cultural knowledge of the source and foreign cultures, promote the learners' awareness and openness?

a- Yes ☐

b- No ☐

10- The knowledge presented in the textbook allows the learners to:

a- Gain an insight of the target language. ☐

b- Develop sensitivity and openness towards the target culture. ☐

c- Show negative stereotyping. ☐

III-Teachers' Views about the Cultural Component in On the Move

11-The textbook On the Move contains knowledge, socio-cultural competence and attitude

a-True ☐ b-False ☐

12-If it is true, which one is the predominant in the textbook?

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13-To which extent it is efficient to provide fourth year learners with tasks which develop on them some Socio-cultural Competence?

a-Very efficient ☐ Quite efficient ☐ c-Not efficient ☐

14-According to you, what kind of materials should be used to teach socio-cultural competence for such a level?

a-Carrying out a project ☐ c-Acting out oral conversations ☐
b-Writing letters ☐ d-Pronunciation and spelling activities ☐

15-You as teachers, do you think it is necessary to expose fourth year learners to knowledge presented in photographs, maps and paintings?

a-Yes ☐ b- No ☐

16-In your view, what kind of materials you rely on to transmit knowledge to MS4 learners?

a-Poems and songs ☐ c-Pictures of characters ☐
b-Idioms and colloquialisms ☐ d-Fairy tales ☐

17-Are MS4 pupils motivated when they are provided with authentic texts and open-ended tasks?

a-Yes ☐ b-No ☐

18-In your view, does On the Move permit the learners to develop positive attitudes towards different cultures?

a-Yes ☐ b-No ☐

19-What are the MS4 learners' attitudes towards knowledge presented in story-telling, proverbs and authentic texts?

a-Gaining and insight about cultural values. ☐

b-Curiosity and openness to target culture. ☐

c-Prejudices and negative attitude. ☐

VI-Teachers' Perceptions about the Cultural Elements Knowledge, Socio-cultural Competence and Attitude in Spotlight on English One and On the Move.

20-According to you, is culture taught and presented differently for first and fourth year learners?

a-Yes ☐

b-No

☐ Justify your answer!

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21- MS1 learners conceive the cultural elements by discovering them, whereas the fourth year ones tend to develop their understanding of the target culture for their advanced level. Justify!

a-True b-Fa ☐

☐

Thank you for your collaboration.