People ' s Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Mouloud MAMMERI university of Tizi-Ouzou

Faculty of Letters and Languages

Department of English

Dissertation Submitted in Partial Fulfillment of the Requirements for
the Degree of Master in English.
Option: Language and Communication.

Textbook Evaluation : Cultural Ponderation

in *New Prospects*

Presented by Ms. Lynda FELLAH

Board of Examiners:

Dr.FODIL Mohamed Saddik ; chair.

Mr.HAMI Hamid ; supervisor.

Mr.CHETOUANE Madjid ; examiner.

2013-2014

Table of Contents:

i

To all beloved ones :

my father , my mother, my sisters Sadia and Cherifa ,

to my brothers Mohammed , Malek and Kamel.

Acknowledgements

There are many people for whom I would like to express my feelings of gratitude and thanks. First of all, I would like to express the deepest gratitude and appreciation to my supervisor HAMI Hamid for his assistance, guidance, support and encouragement during my research work. I am grateful for his valuable comments and feedbacks which highly add a great value and more confidence to complete my dissertation.

My sincere thanks go to the jury members for their insightful suggestions and criticism. Special thanks are conveyed to my most beloved family: my father, my mother, my sisters, my brothers, my dear friends and relatives and to all those who have contributed and help me with love and patience throughout this research study.

Abstract

The inseparability of language and culture and the increasing role of English as a global language become the focal reasons of investigation in the field of foreign and second language instruction. The present study is an attempt to explore the cultural content of an in-use and the recently published English language secondary school book entitled <u>New Prospects</u>. It aims to examine and identify the different aspects and types of culture which are packaged in the prescribed course book. It also deals with determining whether the representation of a variety of cultures in the textbook reflect the status of English as an international medium of communication. The content of the teaching material is analyzed and evaluated based on the theoretical framework advocated by Byram et al (1993). The frequencies and occurrences of cultural elements which are sorted out from Byram 's checklist are in turn classified and categorized according to Martin Cortazzi and Lixian Jin's theoretical framework (1999) which refer to three types of cultures: source culture , target culture , and the world culture. The findings make it clear that the course book addresses various cultural aspects about big 'C' culture and small 'c' culture which also correspond to different cultures; the native culture, the target culture and the world culture (C1, C2, C3... etc.). In other words, the obtained data revealed that there is a balance in the portrayal of the national, target and international cultures in the school book. Consequently, this is potentially beneficial in the sense that it permits language learners to develop necessary skills for communicating adequately in different situations.

List of Abbreviations:

ELT : English Language Teaching.

EFL : English Foreign Language .

ESL : English as a Second Language .

EIL : English as International Language.

FL : Foreign Language .

ICC : Intercultural Communicative Competence .

C1 : Source Culture.

C2 : Target Culture .

C3 , C4 : world cultures.

p : Page .

IC : Intercultural Communication.

CCC: Cross-Cultural Communication .

List of Diagrams:

List of Tables:

General Introduction

Intercultural language learning has become an important focus of modern language instruction .This reflects a greater awareness of the strong relationship between the interdependence of language and culture. Teaching from an intercultural stance is a way that forms attention to the difference and diversity which aims at increasing learners intercultural awareness and involves them cognitively in behavior, and affectively in culture learning. In this respect, Paige et al state that

> culture learning is 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 on-going process which engages the learners cognitively, and behaviorly, and affectively (Paige et al, 1999:50).

As the global world is characterized by an increasing need for communication between people from different cultural backgrounds, learners are required to develop intercultural skills which are indispensible for cross-cultural communication in which they may face linguistic and cultural obstacles. Claire Kramsch (1993) also assumes that the goal of intercultural language teaching is not only to be competent native-like speakers in the target culture, instead language learners follow the norms of intercultural speakers.

Education helps to cope up with the developments and the achievements in different fields on the international level and this through the use of various instructional materials, among them textbook. The latter is an instrument to teach and learn a language. Textbooks occupy the most central role among instructional background materials which are still of great demand among language learners, teachers, and pedagogues. Holding the same idea, Hutchinson and Torres suggest that the textbook is an essential tool in an EFL classroom.

The textbook is an almost universal element of English language teaching. Millions of copies are sold every year, and numerous aid projects have been set up to produce tem in various countries (1994:315).

Textbooks which are used in language learning in general present different views and certain ways of looking at the world. Martin Cortazzi and Lixian Jin (1999) notice that ELT textbooks fulfill various functions and for them ELT textbook is a teacher, a resource, a map, an authority and ideology. It is an ideology in the sense that it is seen in its reflection of a world view in a given cultural system.

Textbooks vary in their cultural representations, that is to say, some ELT textbooks incorporate elements from the target culture that is English –Speaking countries, while others contain only features or knowledge of local culture and some of them include world cultures. Introducing and incorporating culture in EFL textbooks is one of the main issues that is today raised among materials writers and designers due to globalization and the role which the English language plays on international scale as an important means of communication. This creates significant changes which lead pedagogues to discuss the cultural types the learners need to learn and which best suits their goals. Through searching the catalogue of previous dissertations in the department of English, we noticed that most previous research works done concern the evaluation of cultural content of secondary school textbook _New Prospects_ through the use of questionnaire, yet the main purpose of doing this research is to adopt another research technique which is content analysis in order to analyze with insight the conveyed cultures in the textbook. This gap in former research is what inspired our motivation to investigate this type of research area.

Our aim in investigating this research topic is to evaluate the cultural contents of the ELT textbook _New Prospects_. To do so, we will explore which cultures are addressed and check whether there is an equal incorporation of the home culture,

target culture and world cultures. In other words, we shall examine if the textbook addresses cultural diversity and whether represents enough cultural knowledge and information with the sake of involving the learners' cultural understanding and facilitating their intercultural communication. In addition, we observe and analyze with insight the conveyed cultural content through which we evaluate how it affects on the learners' attitudes. To this end, we have developed three questions which our research seeks to answer.

1- How is culture addressed, taking into account Byram et al's checklist of cultural evaluation (1993)?

2- Is there a balance between the incorporated cultures: the local, the target and the world cultures?

3- To what extent do the conveyed cultures contribute to the teaching/learning process?

To conduct our research, we have elaborated three hypotheses that tackle the evaluation and critical analysis of the cultural content in the reading selections of _New Prospects:_

1-The textbook focuses more on the target culture rather than on the local or the world cultures.

2- The cultural content in this course book incorporates different topics in various fields of life that provide the learners with distinct cultural backgrounds and knowledge.

3- The cultural content included can contribute to develop the learners' intercultural awareness and make them able to be intercultural competent communicators.

Our dissertation is organized according to the traditional -complex model which is composed of six parts; General Introduction, Review of the Literature in the Field of Culture, Research Design, Presentation of the Findings , Discussion of the Findings and General Conclusion .The first part is an overview gate to the topic of this research study .The second one is the literature review that handles the basic theoretical concepts underlying the investigation of culture, language and textbook. The third section consists in the description and the explanation of data collection method. The fourth part is concerned with the presentation of the resulted data. As regards the fifth part, it analyzes and interprets the collected data. The last section is a summery of the main findings and it is also a kind of suggestions and implications of this study.

Chapter 1: Review of Literature in the field of Culture:

Introduction:

This chapter is intended to highlight some key concepts which are relevant to our research study .It is also devoted to review the analytical framework on which our present study is based. That is, it explains the types of cultural materials which are advocated by Martin Cortazzi and Lixain Jin (1999) such as the source culture , the target culture , and the world culture. The aim of this chapter is to develop a conceptual understanding of some related conceptions underpinning this study.

1.1. Definition of Culture:

There are many definitions which are given to the word culture but we choose the relevant ones to our research work.

Drawing on the definition provided by Ronald Carter, we may distinguish between what is called visible aspects of culture which means literature, art, customs, and everyday life shared by members of given group, and the invisible aspects which are referred to as attitudes, beliefs and norms. In this regard, Carter claims that culture is

> a set of beliefs and attitudes which are prevalent within a
> society or section of society ...culture embraces the habits ,
> customs, social behavior , knowledge and assumptions
> associated with group of people the cultural forms of that
> group are the artifacts and texts (1993:19).

Another viewpoint is offered by Alessandro Duranti who defines the notion of culture as something that humans acquired and transmitted through generations and which also occurs by means of interaction , stating that

> a common view of culture is that of something learned,
> 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. (Duranti,1997:24).

Culture can also be defined as knowledge, beliefs, behavior, actions which are shared by members of social group and which are handed over from one generation to another. As it is stated by Somaver, Porter and Stefani

> We define culture as the deposit of knowledge, experience beliefs, values , actions , attitudes , meanings , hierarchies , religion , notions of time , roles , spatial relations , concepts of the universe , and artifacts acquired by a group of people in the course of generations through individuals and group strivings (1998: 36) .

In the same line, culture can be defined as a set of common features that characterize members of a given community or a group of individuals as distinct from that of other communities. This view is supported by Kramsch who maintains that culture consists in "*the attitudes and beliefs, way of thinking, behaving and remembering shared by members of that community*" (1999:2).

Dimitrious Thanasoulas (2001) states that culture is a range of learned and accepted behaviors which are shared by a group of people due to their belongings to a given social group. These patterns of behaviors range from ways of thinking, feeling and acting to internalized patterns of doing things.

Patrick R Moran identifies five dimensions of culture, consisting of products, practices, communities, perspectives and persons:

> Culture is the evolving way of life and a group of persons, consisting of shared set of practices associated with a shared set of products , based upon a shared set of perspectives on the world and set within specific social contexts (2001 : 24).

1.2. Big 'C' Culture and Small 'c' Culture:

Relying to cultural investigation of this study, it is worthwhile to distinguish between big 'C' culture and small 'c' culture. Halverson describes big 'C' culture as consisting in the "*great achievements of people as reflected in their history, social institutions, works of art ,*

architecture, music and literature" (1985: 327). Small 'c' culture encompasses daily living, way of life, routine aspects of life (Alan Pulverness 1995). For many scholars and researchers, these two types of culture should be addressed in language teaching courses. Holding the same point, Brooks (1968) highlights their crucial importance to teachers. He defines culture with capital 'C' to refer to MLA culture which signifies Music, Literature and Art while the little 'c' culture relates to everything in human life which is under the name BBV: Beliefs, Behavior, and Values. According to Chastain (1988) the culture which emphasizes on products and contribution to society and its outstanding individuals refers to big 'C' which implies politics, economy, history, literature, fine arts, sciences, geography. Pulverness (1995) further maintains that 'way of life', daily living and cultural patterns including food, holiday, living style, customs, values should be referred to as small 'c' culture. It is seen as contributing to students' ability to "*function linguistically and socially in contemporary culture*" (Chastain 988:303). Lafayette (1975) suggests objectives of teaching culture in the foreign language classroom. In his description about big 'C' culture, Lafayette defines those that fit the big 'C' category includes recognizing and explaining geographical monuments , historical events and institutions, for example, administrative, political, religious, educational and major artistic monuments. The little 'c' goals he suggests, includes recognizing and explaining everyday active cultural patterns like eating, shopping, greeting people, acting appropriately in common everyday situations .

1.3. Cultural Awareness:

Barry Tomalin and Susan Stempleski identify three components which they feel are of crucial importance in cultural awareness which consist of the knowledge of our own culture and that of others' cultures and the ability to elicit one's own cultural perspectives. In this respect, they claim that cultural awareness

includes awareness of one ' own culturally induced behavior
awareness of culturally induced behavior of others and lastly,
an ability to explain one 'own cultural standpoints (1993:15).

For them the definition of cultural awareness is "*sensitivity to the impact of culturally induced behavior on language use and communication*" (Ibid). Therefore, the key feature of cultural awareness is the understanding of one ' s own culture and target culture which plays an important role in the process of real life communication.

From his standpoint, Michael Byram (1997) states that the cultural awareness is "*the ability to reflect on one 's own cultural identity , question , taken – for- granted values and beliefs and compare one*'s *own culture with that of the interlocutor's* " (Byram,1997:60). Indeed, learners should grasp the differences that lie between the native culture and the other cultures, which lead to the ability to mediate between them.

1.4. Intercultural awareness:

It helps to develop the skills which lead the FL learners to comprehend and perceive the differences as well as shared behaviors, beliefs between their own culture and foreign cultures. Thus, it allows them to communicate effectively and in acceptable manner across cultures. In this context, Bolt maintains that:

teaching culture develops the learners 'intercultural awareness
and skills . These skills consist of culture reception which refers
to the ability to understand the cultural features and themes of
the home and the target society as well . Then the learners
express what they have observed skillfully . A the final step,
these aspects in order to extract cultural information and
recognize them (2003 : 65) .

Intercultural awareness is an ability to perceive and accept the differences and similarities through comparing and contrasting between one's own culture and that of others' cultures. Accordingly, Byram (1998) claims that the comparison between the native and

foreign behaviors is the important way that can be used to rise intercultural understanding. Therefore, it brings the learners to "*perceive and cope with difference*" (Byram 1998: 4).

By defining intercultural awareness, Rose (2004) points out that it composes a set of attitudes and skills which can be featured as follows:

- Observing, identifying and recording.

- Making a comparison and a contrast.

- Negotiating meanings and connotations.

- Efficiently interpreting messages, making sense and minimizing the possibility of misunderstandings.

- Supporting one's view point while recognizing the legitimacy of others.

- Perceiving and accepting the difference.

1.5. Cross-cultural Communication and Intercultural Communication:

Some scholars make a distinction between intercultural and cross-cultural communication on the basis of the way they define what is culture (Kramsch 1998). Gudykunst maintains that "cross-cultural communication is a central area of study within the broad rubric of intercultural communication" (2003:2). This means that cross-cultural study is a subcategory of intercultural communication. Gudykunst and Kim say that "the term cross-cultural traditionally implies a comparison of some phenomena across cultures" (1997:19). Gudykunst (2003) further maintains that the study of cross-cultural communication (CCC) emphasizes the comparison between cultures in order to sort out the similarities and the differences between them, while he identifies intercultural communication (IC) as a face-to-face communication between people from distinct cultural backgrounds. He later argues that it is essential to grasp CCC before trying to understand IC.

In the field of language education , Fries (2002: 2) claims that the concept of cross-

cultural can be applied to something which encompasses more than one culture and involves a comparison of selected aspects of given cultures, whereas intercultural implies communication of two cultures.

Samovar and Porter identify some barriers of IC that raise when communication between people from distinct cultural bases take place such as seeking similarities, uncertainty reduction, stereotypes, prejudice , racism and ethnocentrism (2004: 284-300).

1.6. Model of Intercultural Communicative Competence:

Intercultural communicative competence(ICC) is defined by Byram as the capacity to interact in one 'own culture with people from other cultures through using a foreign language .As it is a way that can be used to describe whether an individual have a competence to communicate in intercultural situations. Byram views ICC as an *"individual's ability to communicate and interact across cultural boundaries"* (1997: 7).   Another definition is suggested by Byram and Fleming in which they consider ICC as an individual

> with intercultural competence has the knowledge of one , or, preferably, more cultures and social identities and has the capacity to discover and relate to new people from context for which they have not been prepared directly(1998: 9).

Byram states that an intercultural speaker is someone who is aware of the cultural similarities and differences and can act as a mediator between different cultures. Byram (1997) develops five components of ICC which comprise knowledge, attitudes, skills of discovery and interaction, skills of interpreting and relating as well as critical cultural awareness which according to him are indispensable in the current mainstream education.

1.6.1. Knowledge:

Byram(1997) argues that this element relates to the knowledge which an individual brings when interacting with another person from another country such as knowledge about one's own social group and their products, practices, values, and those of others' cultures.

1.6.2. Attitudes:

They are viewed as the perception towards people as being different in respect of cultural meanings, beliefs and behaviors which they implicitly exhibit in their interaction. These attitudes are referred to as prejudices or stereotypes. The attitudes which are required for efficient or successful intercultural competence include curiosity, openness and readiness to suspend disbeliefs and misjudgment about one's own and about other's cultures (byram,1997).

1.6.3. Skills of Discovery and Interaction:

They denote an ability to make use of prior knowledge together with the ability to recognize the significance of a new cultural phenomenon. In other words, the skills which are needed to develop strategies of acquiring new knowledge of cultural practices and attitudes and operate them when communicating and interacting in real life situations (Ibid).

1.6.4. Skills of Interpreting and Relating:

They are also called the analytical skills of comparing that enable learners to interpret a document or event by drawing on their own existing cultural knowledge , values and assumptions and relating it to those of others from different cultural backgrounds . That is to say, the skills which help them to be able to mediate between conflicting views and identify misunderstanding and elicit their references according to their cultural system (Byram,1997).

1.6.5. Critical Cultural Awareness:

It refers to the use of the explicit criteria in order to make a critical analysis and evaluation of perspectives, products and practices in one 'own culture and in the others' cultures. It is a reflective standpoint which is required in order to negotiate and appreciate the

meanings, behaviors and beliefs of others 'own cultures (Ibid).

1.7. Factual Knowledge:

Knowledge is an umbrella concept for recognizing the social and the cultural conditions of the target culture and of the students 'own culture. Byram claims that it should encompass "knowledge of how social groups and identities function and what is involved in intercultural interaction" (Byram, Gribkova, Starkey 2002: 8). Objectives which refer to knowledge according to Byram are as follows:

-Historical and contemporary relationships between the students' own country and the interlocutors' countries.
-The ways of achieving contacts with interlocutors from different countries.
-The kinds of cause and process of misunderstandings between speakers of distinct cultural origins.
-The national memory of one's own country and how its events are connected to and viewed from the perspective of one's interlocutor's country.
-The national memory of the interlocutor' country and the stance which is hold on it from one's own country.
-The national identifications of geographical space in someone's country and how these are seen from the perspectives of another country.
-National explanations of geographical space in one's interlocutor's country and the viewpoints on them from one's own.
- The institutions and the processes of socialization in the students' own country and the other ones' countries.
-Social dissimilarities and their basic markers in one's own country and the interlocutor' countries.
-Institutions and the recognition of them which impinge on everyday life in one's own and one's interlocutor and which affect their relationships.
-The processes of social interactions in the speakers country and of the listeners' country (Byram 1997: 51) .

Knowledge as explained by Byram focuses on the relationships between the

Students' own culture and the target culture in which the learners are expected to be conscious of historical relationships. In this way, they need to be able to communicate in an effective way with the target culture as well as to perceive their own culture from the eyes of

someone else.

1.8. Types of Cultural Materials:

Martin Cortazzi and Lixian Jin (1999) provide a new look at the sources of cultural information of the instructional materials. According to them, EFL textbooks can be divided into three major categories depending on their cultural content referred to as the source culture, target culture and international culture based textbooks. Due to the recent shift from ESL/ EFL to EIL, different cultures should receive equal attention in ELT textbooks.

1.8.1. Source Culture Textbooks:

They refer to that kind of textbooks which are designed locally which reflect the learners' own culture rather than the target culture. In this respect, Cortazzi and Jin point out that such category of textbooks are " *produced at a national level for particular countries that mirror the source culture rather than target culture , so that the source and the target cultures are identical* " (1999: 205).

The authors also provide three examples of textbooks that are based on the local culture; Venezuela textbook, Turkish English textbook and English for Saudi – Arabia. All of these materials deal with national and local cultural topics, contexts and participants which are usually familiar to the students. The aim of the incorporated contents is to reinforce the learners' native culture and enable them to talk about their cultural identity to foreign visitors to their country. However , these textbooks have been criticized for their qualities since they can neither make the learners aware of the diversities between cultures nor engage them in critical process of reflecting over the cultural differences as well as fail to develop in them intercultural competence even though using the same or common language (Cortazzi &Jin, 1999).

1.8.2. Target Culture Textbooks:

The second types of textbooks are the most used teaching materials in EFL contexts all over the world. Such textbooks mirror the target culture which represents the western English speaking countries such as the United Kingdom and United States (Ibid). As concerning their cultural content, they rely on the social cultural realism which tackles with controversial issues which reflect the real picture of the target culture. In this regard, Cortazzi and Jin maintain that "…*materials designed to promote awareness of race, gender and environmental issues*" (1999: 208). The authors assume that these textbooks may be considered as an instance of Lukes' distinction between '*Closed* 'and '*Open*' texts. This means that the former do not encourage the learners' responses and reinforce their assumptions and attitudes by representing facts '*unproblematic world* ' without analysis whereas the latter formats require the students to engage cognitively by bringing their previous knowledge to make a connection with what they are working on. In this context, Cortazzi and Jin point out that "*an open text encourages cognitive or emotional involvement and draws on what students bring to the text*" (Ibid). So, an open text raises the cultural awareness by allowing the learners to think critically about the target culture and their native culture. However, these kinds of teaching materials are criticized for their commercial publications.

1.8.3. International Culture Textbooks:

The cultural contents of these types of EL textbooks focus neither on the source culture nor on the target culture but instead include a wide range of cultures which relate to countries where English is spoken as a first language or countries in which it is used in international situations .The use of that brand of textbooks aim to develop intercultural skills and seem to be the appropriate textbook in foreign language teaching. In this sense, Cortazzi and Jin define those which represent

a wide variety of cultures set in English –speaking countries
or in other countries where English is not a first or
second language, but is used as an international target.
the rationale for such international target cultures is that
English is frequently used in international situations by
speakers who do speak it as a first language (1999:209) .

Mckay (2000) suggests three benefits of international target culture in the instructional materials; first of all, they show pragmatics when non- native English speakers interact with the target culture by being able to use their terms of what is relevant. Secondly, they help the learners through showing them the effective way of using English in the international environment and finally, for English to be really the " lingua franca " of today, there must be a choice for non-native speakers of English to reflect cultural norms of various cultures other than the target culture .

1.9. Models of world 'Englishes':

Kachru (1992) claims that English language spread all over the world is identified as the central reason for the increasing of non-native English speaking population. A detailed investigation about this sociolinguistic reality assumes that there exists a variety of Englishes which can be classified into various sorts. In this case, he advocated a useful and acceptable model which is called 'Three circles of world Englishes'. This model shows the expansion of English in three concentric Circles which are the Inner circle, the Outer circle and the Expanding circle.

1.9.1. The Inner Circle:

According to Kachru (1992), this circle includes countries in which English is spoken as a first or native language. It encompasses countries like Australia, New Zealand and North America where English originally brought by speakers from England. Ireland, Canada, South Africa and some Carribean areas are also concerned

with this circle. Some statistics demonstrates that there are about 380 million of people in this kind

1.9.2. **The Outer Circle:**

This category refers to countries which are colonized by Britain and USA . English in these countries is taught as second language which is also used as an official language in education, media and government. The chief reason behind this practice is the colonial rule. India, Pakistan, Malaysia, Singapore, Philippine are implied in this circle (Kachru,1992).

1.9.3. **The Expanding Circle:**

The English, in this circle, is used as a means of international communication in diplomacy, business, industry, technology and research. A set of countries such as China, Russia, Brazil, Japan, Korea, Algeria, Egypt and most of Europe are included in the expanding circle (Ibid).

Conclusion:

After we have discussed the review of literature regarding this research investigation, we will move to outline the background information underlying the context of our present study that is methods and materials.

Chapter 2: Research Design

Introduction:

This part is methodological. With regard to the design of this study, it is divided into three sections. The first section intends to deal with the presentation of the research technique or procedure which is content analysis adopted in order to investigate or evaluate the EFL textbook *New Prospects*. The second one deals with the description of the theoretical framework or an instrument on which our research is relied which is Byram's checklist of

cultural evaluation (1993). As for the third section, it is concerned with identifying the content and the structure of the textbook *New Prospects*.

2.1. Content Analysis:

In this section, we will provide some explanations about the research technique which we make use of which is content analysis. The latter is defined by Holsti as "a multipurpose research method developed specifically for investigating any problem in which the content of communication serves as the basis of inferences" (1969: 2). He states that content analysis is an objective, systematic, and quantitative way of describing any type of content. The content can be categorized into statistical data which in turn are summarized and compared so as to provide answers to research questions (Holsti,1969:2-3). Klaus Krippendorff maintains that content analysis is "a research technique for making replicable and valid inferences from text to the contexts of their use. It provides new insights and understanding of a particular phenomenon"(2004:18).

The dilemma of dealing only with the surface content or including its deeper meaning is one of the main issues that is raised when using content analysis. One of the crucial steps of content analysis is coding which is used to analyze the manifest content. To this end, content analysis is considered to tackle only with the surface content. However, the content can be also analysed through interpretation, in the sense that the researcher makes meaningful inferences about the textual data (Holsti, 1969:12-13).

Holsti (1969) claims that content analysis is required to follow three qualities which are objectivity, systemacity, and generality. The first quality means the steps which the researcher formulated should be explicit so that the obtained data or findings avoid or reduce the researcher subjective opinion. By following these norms, other coders will reach the same results or conclusions. Concerning the second type, content analysis should be systematic and

this is focused on the research rules and procedures. In the final one, the findings should be relevant to the theoretical studies.

2.1.1. Qualitative and Quantitative Approaches:

In order to carry out this study, we shall assess the cultural presence in textbook *New Prospects* and this through the use of two research methods which are qualitative and quantitative approaches since content analysis is a research tool that can be used to classify and measure any given content in numerical and qualitative ways . In this context, Holsti advocates that content analysis can be qualitative or quantitative, or mixed (1969:11). He also adds that "qualitative method of content analysis is insightful, whereas quantitative method of content analysis is mechanical. The relationship is a circular one; each provides new insights on which the other can feed" (Ibid).

2.1.2. Categorization and Classification:

Weber (1990) suggests that content analysis involves an important step which is categorization and classification process through which the analyst transforms the text into numerical data under different categories. In this study, different cultural contents of both the visuals and reading passages of the textbook will be classified and categorized according to the two theoretical frameworks of Byram(1993) and Martin Cortazzi and Lixan Jin. Category is defined as "a group of words with similar meanings or connotations" (1990:37). Analysis categories should be accurate which allow other researchers to make reliable judgements. That is to say, the coder must provide a clear definition of each category which aims to show whether a unit of data belongs to that particular category or not (Holsti, 1969:99)

2.1.3. Apriori and Emergent Classification:

The classification is achieved in two different ways. In apriori classification, the categories are designed before the content analysis, which relate to the previous studies

(Holsti,1969). To clarify, our analysis takes into an account the categories of the checklist which is introduced by Byram (1993) and those of the theoretical framework which is developed by Martin Cortazzi and Lixian Jin. The emergent classification refers to the study of data in which the researcher establishes the analysis categories. In this process, he is allowed to revise or modify the categorization if necessary (Holsti,1969). This means that after we have classified the cultural components of the textbook *New Prospects* according to categories of the mentioned theories, we can verify and check whether there are mistakes or not.

2.1.4. Units of Analysis:

Content analysis consists of two kinds of analysis units: recording unit and context unit. The former is defined by Holsti as "the specific segment of content that is characterized by placing it in a given category" (Ibid:116) .It includes five recording units which are word or symbol, theme, character, sentence, or paragraph and item (Ibid). Context unit is the largest unit that is used to classify the recording units (Holsti,1969:18). In our research, recording units which are put under investigation are sentences, phrases, words and pictures or visual representations. The context units which we make use of are the reading selections of the secondary school course book *New Prospects.*

2.2. Instrument:

Most of our analytic categories are borrowed from Byram's checklist (1993: 34 -35) consisting of eight categories, which in turn are subdivided into subcategories. His criteria are more comprehensive and practical and such a model is the most suitable for evaluating the cultural content because it approximately encompasses everything about culture, ranging from the spirit to the material infrastructure. This checklist has been adopted to analyze, collect and examine both of the reading selections and the visual representation in the secondary school

textbook. The sections below provide more details about each criterion.

2.2.1. Cultural Identity and Social Group:

It refers to different groups or a set of individuals such as social class, regional identity or ethnic minority which show people's social identities and their characteristics and their complexity within a national society.

2.2.2. Social Interaction:

It is a set of conventions about the behavioural patterns of how interacting within a specific social groups through the use of different degrees of formality like greeting, gender , non- verbal language and so forth.

2.2.3. Beliefs and Behaviour:

This is another cultural element which is related to daily routines and actions maintained within particular social groups which is identified as values, morals, assumptions, beliefs and religions .

2.2.4. Social and Political Institutions:

This category consists of state institutions which imply health, law and order, local government and social security.

2.2.5. Socialization and Life Cycle:

It is defined by referring to these core set of items like family, school, employment, media, ceremonies and art which play a pivotal role in social life .

2.2.6. National History:

It deals with historical and contemporary events which are associated with a

given national identity.

2.2.7. National Geography:

It refers to significant geographical factors or markers which belong to the national territory like cities, lakes...etc which belong to different countries.

2.2.8. Stereotypes and National Identity:

It concerns with symbols or representatives of national identity or stereotypes i-e famous people or monuments.

2.3. Description of the Textbook:

New Prospects is an official course book designed by the Ministry of National Education for learners in their study of English at secondary school. This pedagogical document is the result of the recent Reform in the Algerian educational system. Such teaching material is emphasized in the new syllabus which aims to implement a Competency –Based – Approach.

2.3.1. Structure:

The format of the front cover of the textbook *New Prospects* falls under two types combining both the linguistic and visual components. It consists of the title *New Prospects* which is written in bold form and it also contains other related information about the textbook. The back cover represents a colorful realistic picture depicting a crowd of students near the entrance of the Faculty of Humanities and Social Sciences of Algiers. While the back cover shows a photograph which portrays Abderrahmane MIRA University of Bejaia with students at the main gate.

New Prospects comprises 270 pages. The first page consists of the title of the textbook and the names of the designers. Pages two and three show the contents of the textbook including the "forward" and the "book map" with distinct teaching units. Pages four, five and

six display the authors' description of the contents of the textbook and its desired aims and outcomes. It also provides the users with guidelines and strategies as to how to make an adequate use of the book.

New Prospects is composed of six units: 1. Exploring the Past; 2. Ill-Gotten Gains Never Prosper; 3. Schools: Different and Alike; 4. Safety First; 5. Are We Alone; and 6.We Are a Family. Each of these pedagogical units revolves around a specific theme. Every unit is divided into two parts: Language Outcomes and Skills and Strategies Outcomes. In addition to the semantic aspect of the distinct topics, the phonetic transcription receives a crucial consideration in every teaching unit, which provides the learners with correct pronunciation of the difficult and unfamiliar words. Most, if not all, of the topics addressed in the reading selections are taken from real contexts: civilization, business, sport, corruption, and so on. Furthermore, the textbook is full of attractive captions, drawings and pictures related to famous persons: actors, football players, scientists, etc.

2.3.2. Content of the Textbook:

The pages from eight to thirteen show a table representing the book map which describes the general contents of textbook. In the table, every unit is accompanied with a particular topic divided into two major parts. The first is under the name Language Outcomes which is followed by two sequences Listen and Consider and Read and Consider. The main interest of the sequence is to learn the grammar rules, pronunciation, vocabulary and spelling through Around – the- text rubric. The main objective of this rubric is to assist the learners in acquiring and internalizing the linguistic components. Both Listen and Consider and Read and consider are sequenced by the 'think, pair, share' rubric. The aim of this is to make use of all that they have learned in speaking and writing and perform certain functions, such as informing, asking for and giving advice, comparing and contrasting, etc.

The second part is entitled Skills and Strategies Outcomes which also contains two sequences Listening and Speaking and Reading and Writing. It focuses on practicing the four main skills of language, namely Listening, Speaking, Reading and Speaking. Besides, it helps learners to perform the social skills through collaborative work, peer assessment, responding to the problem-solving situations. Learners' outcomes and intercultural outcomes take part in the instructional process since each addresses a particular topic which is associated with a varied set of exercises. The latter raises the learners' awareness and understanding of cultural diversity.

Research and Project Outcomes Assignments are the last rubrics of every unit which involve internet searching, field work, synthesis. 'Take a Break' is a way to relax through using songs and cartoons.

Conclusion:

In this chapter, we have dealt with the description of the means and the procedure adopted for data collection, as well as the presentation of the materials. The next chapter is devoted to the results of the research work, as sorted out from the content analysis.

Chapter 3: Presentation of the Findings:

Introduction:

As stated above, this chapter concerns with the presentation of the findings that are sorted out from the combination of two theoretical frameworks. This means that the readings texts and visuals of the textbook *New Prospects* are analyzed and categorized according to the categories of Byram's checklist (1993), which in turn are classified relating to the three types

of cultural contents which are elaborated by Martin Cortazzi and Lixian Jin (1999).In keeping with the research questions as they put forward in the general introduction, the results will be organized into two major sections. The first section is about describing the way in which the collected data are addressed in the textbook in terms of the source, target, and the world culture. The second section considers the incorporation of the different cultures.

3.1. Source Culture:

The overall quantitative analysis manifests that the textbook carries some cultural characters and standards which underline the readers' own culture. We then move to introduce the findings which relate to native culture.

a- Cultural identity and social group
b- Social interaction
c- Belief and behavior
d- Social and political institutions
e- Socialization and life cycle
f- National historical factors
g- National geography
h- Stereotypes and national identity

	a	b	c	d	e	f	g	h	total
Number of Elements	1	0	0	3	0	19	10	13	46
Percentage	2.17%	0%	0%	6.52%	0%	41.32%	21.73%	28.26%	100%

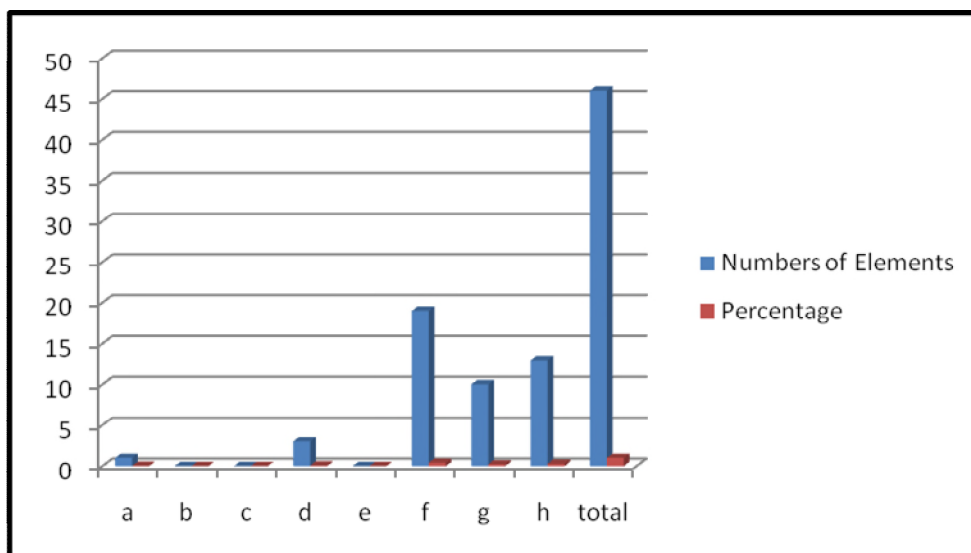Table1: Distribution of cultural items relating to the source culture.

Diagram1: Distribution of cultural items relating to the source culture.

The table and diagram above present the main results concerning the content underlying the local culture. We can notice that of all the overall presence of the home culture in the reading texts and the visual representations, a great attention is found to be put on the national history 41.32 % which portrays the history related to the learners ' own country . The text on pages 22-23 which is entitled Algeria at the Crossroads of Civilizations, conveys the historical events of Algeria through the centuries. Among them we can mention some sentences ' *Tassili n' Ajjer seems to have had as few exchanges with the phoenicians and Roman civilizations as other Saharan sites of our country* '. '*There is a little knowledge about its(Algeria) earliest times when it was founded by the Phoenicians as one of their trading posts*'. '*The Vandals destroyed Icosuim in the 5th century A .D. Five centuries later Emir Bulughin rebuilt the town into an important Mediterranean trading post called al – Jaza' ir . After the Turkish Baba Aruj brothers had gained control of the city in 1516, Algiers thrived as a relatively independent city under the nominal control of the Ottoman Empire*'. The frequency of cultural items regarding stereotypes and national identity incorporate 28.26 % which appear through mentioning famous monuments , historical sites , known individuals for instance Thamugad , Tipaza , Tassili n'Ajjar , the M'zab Valley , the Qualaa of Banu

Hammad and Casbah of Algiers . It can also seem that the occurrences 21 .73 % refer to national geography through citing some geographical locations, areas or cities which belong to the Algerian boundaries ; Algerian Sahara , Casbah, northern part of Algeria ,Timgad . The number of the cultural content of the social and political institutions is considerably small which contains only 6. 52 %. Also , the amount of the cultural categories of the cultural identity and social group 2.17 % seem to be limited which embodies only one occurrence as it is cited on page 22 ' *today few countries in the region can boast of as many World Heritage Sites as our country* '. Through the overall analysis of the source cultural content, we notice that no element which corresponds to social interaction, beliefs and behavior, and socialization and life cycle is detected. See appendix (1).

3.2. Target Culture:

The result of data based analysis demonstrates that the target culture is slightly prominent which caters with some aspects from different cultural entities. In this section, we will deal with the presentations of the collected data.

a- Cultural identity and social group
b- Social interaction
c- Belief and behavior
d- Social and political institutions
e- Socialization and life cycle
f- National history
g- National geography
h- Stereotypes and national identity

	a	b	c	d	e	f	g	h	total
Number of Elements	3	2	17	21	21	0	8	2	74
Percentage	4.05%	2.70%	22.97 %	28.37 %	28.37 %	0%	10 .81 %	2.73%	100%

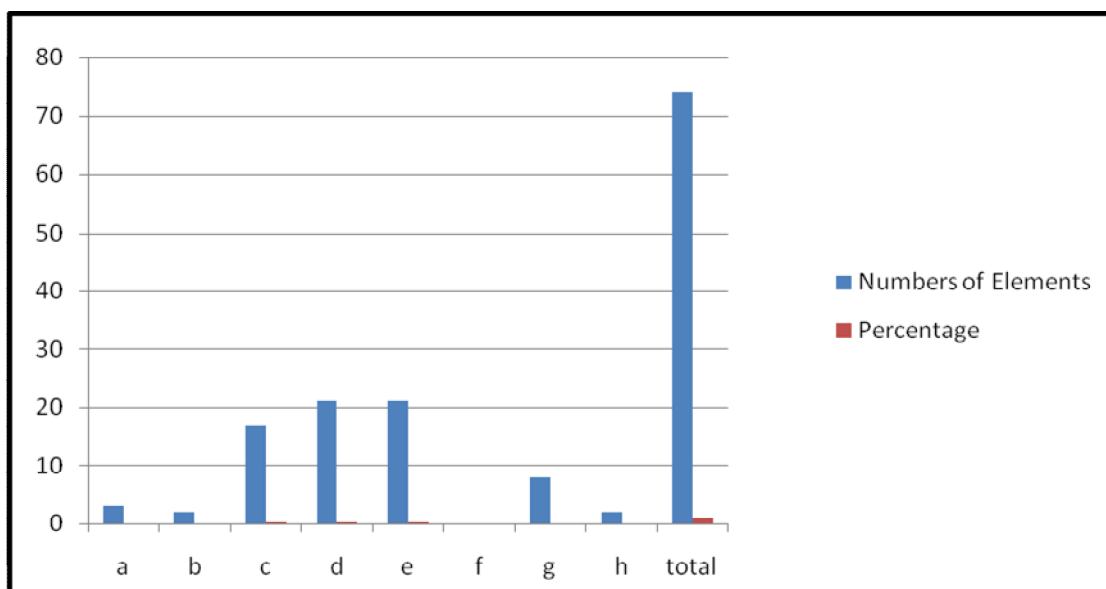Table 2: Distribution of cultural items relating to the target culture.

Diagram 2 : Distribution of cultural items relating to the target culture .

From the findings displayed in table (2) and diagram (2), we can note that the sort of target culture incorporated in the reading textbook is more emphasized on socialization and life cycle and social and political institutions 28.37 % .The former deals with one topic which is education in Britain and the United States. The text on pages 84- 85 includes 12 items providing information about the stages of education from the primary school to the university in Britain. We can mention some elements as it is stated in the reading passage ' *some receive their primary education at an infant school and then a junior school whereas the others receive it at a primary school that combines the two* ' , ' *at about 11, they (British) begin their secondary education at a comprehensive school or grammar school*' , ' *Afterwards some students will start work while few others will go to sixth form college to study for Advanced (1) Levels in two , three or four subjects in order to enter University*' . A text on pages 98 – 99 talks about aspects pertaining school system, types and quality of education in the US. As it is illustrated, the table (2) shows that the second represented category belongs to social and political institutions 28.37% . The set of themes treated in this type of culture imply state 16, local government 4 and law. For example, '*the United States does not have a national system*

of education'. 'Each of the 50 states is free to determine its own system for its own public schools ', 'there is a very large amount of local control over education in the United States '. The table (2) reveals that the belief and behavior 22. 97 % receive a considerable account with 17 frequencies which tackle with cultural issues relating to attitudes, assumptions. As an example the text on page 174 -175 handles the comparison between the American and British feelings with its associated behaviors. For example *, ' Nearly all Americans belief that it is better to share what they think or feel than hide it', ' when some of them are upset they prefer to cry rather than retain their tears , a lot of British people , especially among the elderly still take a great deal of trouble to appear strong'* . Concerning the national geography, there are 8 elements mentioning the countries and the cities of the target culture including Britain, United States , Alaska , New Jersey , Wyoming , Canada etc . All of the cultural identity and social group, social interactions, and stereotypes and national identity are less emphasized while a national history is not mentioned. See appendix (2).

3.3. World Cultures:

This section is about the description of the outcomes yielded from the present study which shows that diverse cultures are featured in the learners 'book *New Prospects*. Table (3):The distribution of the cultural content according to the world culture.

a- Cultural identity and social group
b- Social interaction
c- Belief and behavior
d- Social and political institutions
e- Socialization and life cycle
f- National historical factors
g- National geography
h- Stereotypes and national identity

	a	b	c	d	e	f	g	h	total
Number of Elements	7	0	6	7	0	13	4	17	54
Percentage	12.96%	0%	11.11%	12.96%	0%	24.07%	7.42%	31.48%	100 %

Table3:Distribution of cultural items relating to world culture.
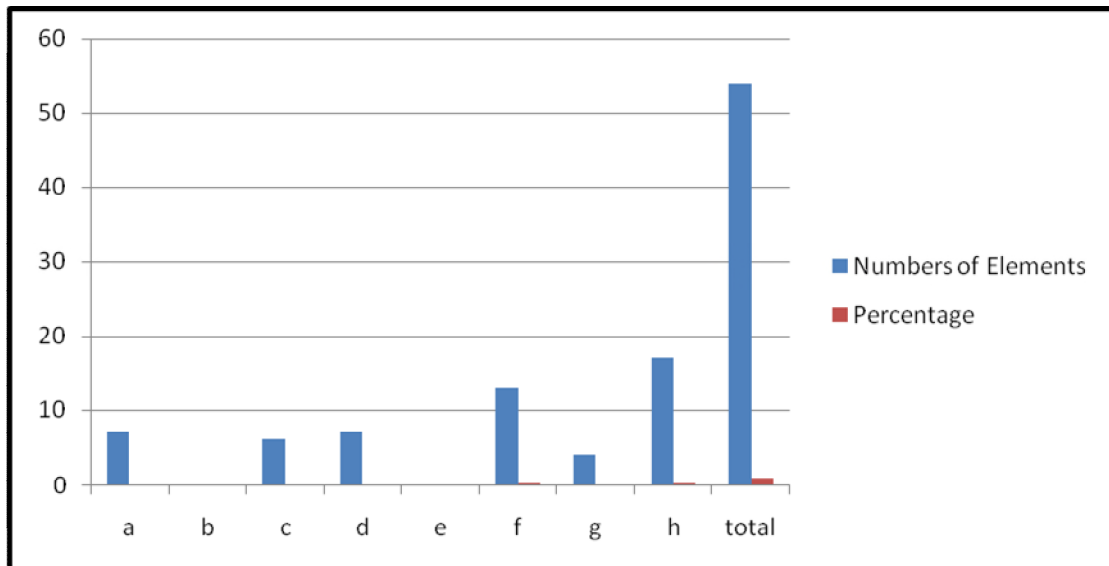
Diagram3: Distribution of cultural items relating to the world culture.

The table and diagram above indicate that stereotypes and national identity convey the highest number 17 or 31.48 % of the overall compared with the other cultural categories. This cultural kind embodies monuments of foreign cultures ; for example a picture on page 14 showing the Hills of Easter Island , a picture on page 14 of the Hanging Gardens of Babylon , a picture number 1 on page 36 representing a Pyramid , a picture c on page 41 is about historical monuments of Greek ; Trojan Horse . It also concerns with well- known personalities such the Russian astronomer Yuri Alexeyevich Gagarin, German Mathematician Johannes Kepler , the two famous foot-ball players Ronaldo and Zineddine Ziddane   . Furthermore , national history occupies a large part which refers to 24.07 % which provide with cultural knowledge about Egyptian civilization and other countries like France and Greek for instance a picture B on page 41 is about Paris ' Abduction of Helen and a picture D

on page 41 is about Ulysses' s Homecoming . We also observe that both cultural identity and social group , social and political institutions incorporate the same number of percentage 12.96 % . The less loaded content refers to belief and behavior 11.11 % dealing with the moral and religious issues of the Ancient Egyptians , for example , ' *It was the Ancient Egyptians ' feelings and beliefs about the pharaoh that provided the strongest unifying force of all , The Egyptian idea of kingship went further than this , they thought that their king was himself a living god , a divine ruler who had a magic control over the weather and the Nile , the Pyramids , therefore , designed as eternal dwelling places for the god -kings from where the dead Pharaohs would continue their magic work for their ' beloved land '* . Through viewing the table (3), we also notice that national geography implies the smallest number. It is also shown that the inclusion of social interaction and socialization and life cycle aspects are totally neglected. See appendix (3).

3.4. Culture with no Reference:

While carrying out a content analysis, we discovered that the textbook covers some cultural traits which are not specified to any culture or country but which handles some themes and topics in different fields of life like health care, business, ethics, geography …etc

Table (4): The Distributions of Neutral Culture in *New Prospects*:

a- Cultural identity and social group
b- Social interaction
c- Belief and behavior
d- Social and political institutions
e- Socialization and life cycle
f- National history
g- National geography
h- Stereotypes and national identity

	a	b	c	d	e	f	g	h	total
Number of Elements	0	0	10	29	8	0	7	0	54
Percentage	0%	0%	18.51 %	53.70 %	14.81 %	0%	12.98 %	0%	100%

Table 4: Distribution of the cultural items relating neutral culture
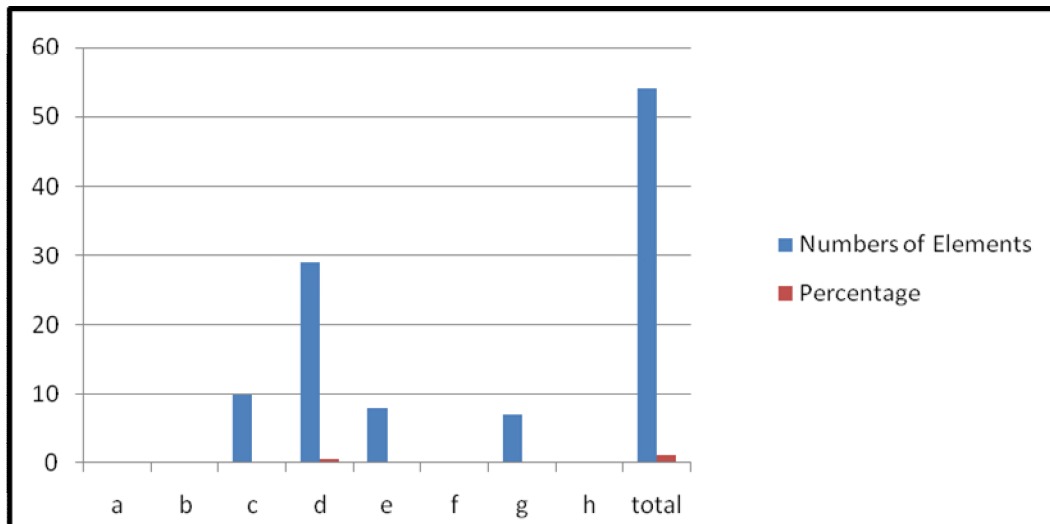
Diagram4:Distribution of cultural items relating to the neutral culture.

The table (4) and diagram (4) indicate that half of the cultural aspects embodied with no reference are about social and political institutions 53.70 % treating various items such as health, business, law and local government, social security. The most portrayed cultural items are related to health care. This topic deals with energy balance and the diseases caused by unbalancy food as it gives advices about health care for example as it is cited in the text on pages 114- 115 . *It is important for people to eat as much food as the need to make sure that they have the right amount of energy , if they eat too much (food) , they will put on weight . When we eat enough food for the exercises we take , we will call this energy balance* . Beliefs and behavior rank second with 9 occurrences or 18.51 % . We can also say that socialization and life cycle occupy 14. 81 % while national geography conveys 12.98 %. All of the cultural identity and social groups, social and political institutions, and

stereotypes are completly omitted .See appendix (4)

3.5. Incorporation of Different Cultural Contents:

Table (5): The distribution of culture in terms of source culture, target culture, world culture and neutral culture in _New Prospects_.

a : source culture , b : target culture , c : world culture, d : neutral culture .

	a	b	c	d	total
Number of Elements	46	74	54	54	228
Percentage	20.19%	32.45%	23.68%	23.68%	100%
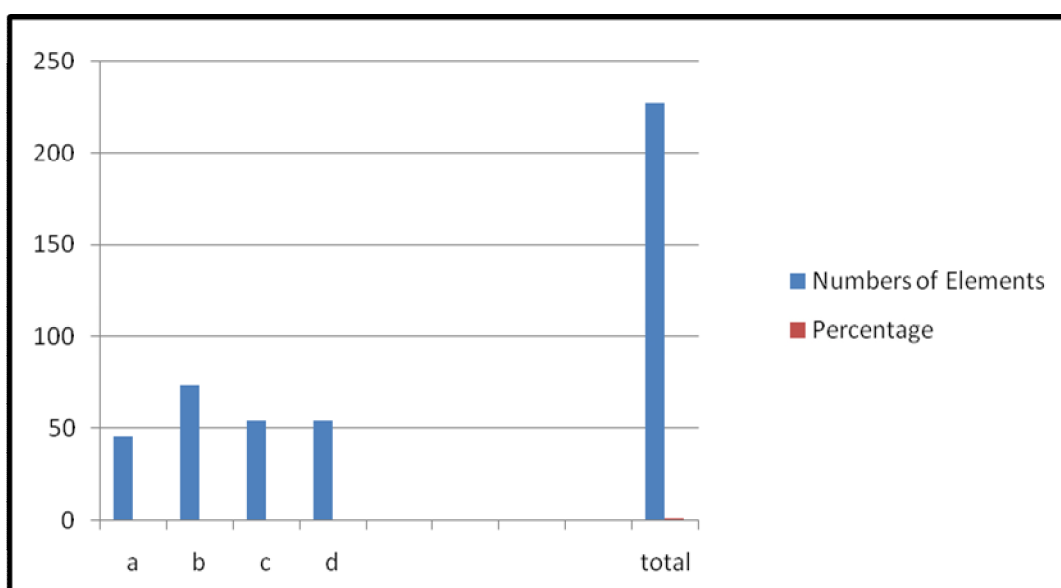
Diagram5:Distribution of culture in terms of source culture, target culture, international culture and neutral culture.

Diagram (5) shows the cultural load of the home culture, target culture, world and neutral culture. Relying on the data displayed on table above , the frequency of the cultural elements in _New Prospects_ demonstrate that the course book incorporates 46 elements or 20.19 % of local culture , 74 elements or 32. 45 % target culture, 54 elements or 23.68 % world culture and 54 elements or

32

23.68 % of culture with no reference. The overall content analysis shows that the target culture is most frequently represented in the school book and with portrayal of international culture and neutral culture. This means that there are a diverse cultural references not only from the target culture countries but also from other foreign cultures around the world.

Conclusion

To sum up, in this chapter we have tried to present a descriptive overview of the collected data. The following discussion chapter provides a detailed and interpretive analysis of the findings.

Chapter 4: Discussion of the Findings:

Introduction:

This chapter provides our interpretation, as well as discussion, of the results displayed in the previous one. In an attempt to answer the previously mentioned research questions, we have divided this chapter into two main sections. The first section is concerned with the analysis of the obtained data in relation to Cortazzi and Jin's theoretical framework (1999) and Byram et al's (1993) model of assessing the cultural content of a textbook. It also constitutes an attempt to interpret the ways in which these cultural contents are addressed in _New Prospects._ The second section is devoted to the discussion of the various types of cultures that are disseminated and the extent to which the cultural presence in the textbook contributes to install socio-cultural competencies in the learners through the study of English as a foreign language.

4.1. Source Culture, Target Culture, world Culture and Neutral Culture:

With regard to the first question of this research, we will organize this

section into four parts in order to explain with insight the contained cultures; local culture, target culture, world culture and culture-free. It aims to find out what type of culture is more disseminated in the course book.

4.1.2. Source Culture:

Our results show that there is a large amount of cultural information about the learners own culture in the textbook. The analysis of the embodiment of the cultural references which are associated with the national culture in *New Prospects*, reveals a strong emphasis on the national history 41.32 % of the Algerian country which aims at drawing the learners' attention to their own cultural origins and identities. As it is illustrated in unit one , the authentic reading texts , on pages 22-23 which appears under the title "Algeria at the Cross –roads of civilizations" provides the learners with historical information and events through showing Algeria ' contacts with ancient civilizations such as Phoenician , Roman and Carthagian civilizations .

The main purpose that lies behind dealing with such valuable knowledge is to cultivate and raise the learners 'knowledge about their own local cultural content. Staying in national history, the same text on page 22-23 also implies a wide range of cultural items or events which relate to different periods of time which indicates the economic and the political relationships of Algeria with other countries through history. Hence, presenting the learners with these cultural aspects are of crucial importance since it enables them to increase and widen their previously acquired cultural knowledge and as it also assists them in expressing their cultural identities and views to the foreigners. It is important to point out that stereotypes and national identity 28.26 % rank second which contain 13 components underlying the learners ' own culture which appear through supplying the learners with well–known and historical sites like Thamugad ,

Tipaza , Tassilli n'Ajjer , the M ' Zab Valley , the Qualaa of Banu Hammad and Casbah of Algiers.

The main goal that is put forward in designing these authentic texts is to expose the learners to familiar cultural contexts, settings and topics might be to give the learners the opportunity to learn about themes, topics which are associated with the source culture as it facilitates the learners ' involvement in the learning process. In this sense, Cem Alptekin states that there are many studies which focus on the view that familiarity with cultural components may "facilitate language acquisition and, in particular, comprehension"(1993:140).It is also shown that the teaching material implies some geographical locations and cities 21.73% which belong to national country territories for instance Algiers , Sahara , Timgad , Casbah and Northern parts of Algeria. The presence of these cultural items which correspond to national culture is seemingly regarded as an attempt made by writers to encourage the learners to avoid negative feelings in the learners through assisting them not to find themselves strange or alien or totally isolated from their cultural backgrounds. This viewpoint is sustained by Alpetkin who claims in the following words:

> Instead of diving simplicitly into the narrow confines of a given
> target language culture in a manner devoid of comparative
> insights and critical perspectives , EFL writers should try
> to build conceptual bridges between the culturally familiar
> in order to not give rise to conflicts in the learners ' s '
> fit'as he or she acquires English (Ibid : 141).

Concerning social and political institution 6. 52 %   which are embodied in the course book, it contains three elements which deal with law and education which are shown through the exposure of the learners with two pictures on page 74 depicting the Algeria university lecture theatre and the other picture demonstrates the Algeria council of Accountancy . The aim of incorporating these types of cultural dimensions is to provide the

learners with cultural authenticity and reality while acquiring the English language. As for the cultural identities and social group 2.17 %, the analysis indicates that there is only one element which shows the Algerians' boast of their country.

To conclude, in terms of what is discussed above we can assert that the textbook addresses various topics about the learners 'own country such as history, stereotypes and social and political institutions which are more emphasized in addition to other cultural components. By acquiring such cultural content, the English language learners can communicate their ideas to the foreigners or the visitors to their country and this is through the use of English language. It also contributes to the reinforcement of their cultural basis, which motivates them to learn the target language.

4.1.3. Target Culture :

On the basis of the statistical evidence mentioned in the 'findings' chapter above, one may say that, besides the inclusion of some cultural knowledge about the national background, special room is found to be specified to the target culture which occupies an important role in teaching and learning English language.

In analyzing the presence of the target culture in the textbook, what we discover is that it contains a wide variety of cultural features ranging from social and political institutions (28.37%), socialization and life cycle (28.37%), belief and behavior (22.97 %) and so on. In this context, some scholars argue that language should be learned along with its culture. In other words, teaching a language should be accompanied with its socio-cultural norms and backgrounds like values, beliefs, social conventions, living conditions, everyday living, body language, interpersonal relation and behavior. In this sense, Peck argues on the fact that "without the study of culture, foreign language instruction is inaccurate and incomplete" (1998:1). This means that

secondary school learners are not only expected to internalize the accurate forms of the target language but also to learn how these forms in the target culture settings and situations operate. This assists and supports them when they come into contact with new background.

As regards socialization and life style, we find that the learners are exposed to basic information about the British and the American educational system as it is mentioned in the third unit in the entitled text on pages 84-84. What is worth noticing here is that the introduction of these aspects seems to be consciously put by the designers in the sense that the text enables the learners to perceive and recognize the place of education and its great importance to the British people and it explains them the main stages which the British children should follow from the primary education until university and it assists them to be aware of the differences between the British and the American education.

Remaining in the same unit, we also find another reading passage on pages 98-99 which conveys nine components which treat the theme of education in the United States. Such text may have the aim of giving the learners the opportunity to learn about the school system , kinds and quality and processes of education in the United States and to grasp its main function to the American people and to increase their awareness about them.

It is worth pointing that social and political institutions are other types which are granted a prominent importance in the school manual occupying (28.37%) as it is cited in the text on page 98-99 .They are found through mentioning some elements which highlight various roles and functions of state and local government which they perform through showing their responsibility towards education in US. In addition, we observe that the same text incorporates one element about law. As a result, what we may deduce from the

textbook's coverage of such great number of this cultural type is interesting since the learners may be invited to think about these cultural aspects and to enhance their awareness and understanding about social and political system of the target communities. Moving to beliefs and behavior (22.97 %), the reading text on pages 174-175 covers a set array of beliefs and behavior which refer to the British and the American cultures.

The reading passage displays the differences and the similarities in the ways of expressing feelings and emotions and its associated beliefs, values and behavior which the British and the American people hold towards them. The goal of the textbook designers behind the selection of these reading texts and the exposition of the learners to these various beliefs and behavior may be considered as an efficient means which assists the learners to understand and to be aware about the target culture ' views , attitudes , values , preferences , assumptions and expectations towards each other when they express their sensations . In this way , Tomalin and Stempleski say that the rise of cultural 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 " (1993 : 5) .Consequently, this allows the learners to communicate and interact successfully and therefore behave adequately in the target societies . In terms of geographical factors , it is revealed that the school course book *New Prospects* contains some geographical areas with the proportion 10.81 % implying countries and cities which relate to the target culture such as Britain , United States , Alaska , New Jersey , Canada , Wyoming and so forth . The main function of the inclusion of these geographical surfaces is to enable the learners to learn more about some geographical settings in which foreign language operate.

It is necessary to notice that both social interaction and stereotypes reach the same percentage (2.70 %). More precisely, there are only two items which relate to social interaction are found to be presented in the textbook. This appears in the reading passage on

pages 174-175 . The use of these cultural aspects can serve to show to the language learners how the British people great each other .As far as the presence of stereotypes are concerned , we encounter one element as it is illustrated in the photo on page 135 portraying Old Observatory at Greenwich Royal which correspond to the well- known site of Great Britain . We can notice that the presence of this symbol is important since it reflects or represents a particular value to the British people. In addition to this, there are found three social groups which are considered as a group of people who belong to different parts of the target countries through conveying British people, Americans, Canadian. All in all, one may say that no cultural references which relate to national historical factors are implied.

In conclusion, drawing upon what has been said above, we can say that it is clearly demonstrated that the manual treats some cultural items about the target culture like state, local government, education, belief, behavior and geography which deem to be more strongly presented in the textbook. The consideration of these kinds of culture is seemingly essential because of its effects on the learners' successful communication when they are encountered with English-speaking culture.

4.1.3. World culture:

The textbook indicates that a variety of foreign cultures have also gained significant high frequency. It can be argued here that the manual' publishers succeeded in supplementing the foreign language learners with diverse cultural lens of different countries.

In view of the findings aforementioned, we can deduce that the cultural aspects which are disseminated in the English textbook *New Prospects* are associated not only with the local and the target culture but also with those of other countries around the world such as Egypt, Italy, Germany, Brazil, France etc. This means that the textbook

handles a rich source of cultures which give the learners a chance to access the knowledge of different cultures. In this regard, Zohrabi and Shah maintain that "the English language courses should be designed based on international and multicultural trends" (2009: 277).

After taking a look at the content of the course book, we can say that stereotypes and national identity are the most emphasized which represent (31.48%) or which is equivalent to 17 items. As regards the depiction of well-known figures, for example, they are featured on page 36 which embodies a photo depicting a face of Pharaoh, picture on pages 141and 151 which portray the famous astronomers like Yuri Alexeyevich Gagarin and the Italian astronomer Galileo Galilei and the Greek astronomer Clauduis Ptolemeneus. In other words, well-known persons or representatives from distinct cultures are strongly represented in the school book. The rationale behind them might seek to develop in the learners a complete personality through making them acquainted with information about diverse cultural features of different nationalities and rising their sensitivity towards them. It also helps them to see the members of new and unfamiliar culture frameworks. In addition to this, various cultural items underlying famous monuments are addressed for instance of a picture on page 14 shows the Hunging Gardens of Babylon. Another picture on page 27 displays the Hills of Easter Island. Also, picture c on page 41is about historical monument of Greece which is Trojan Horse. This may be intended to enable the learners to recognize them with the main salient foreign cultural sites and to broaden their knowledge about them with the sake of reflecting on the values which the foreign people hold towards them.

As regards national history 24.07%, the untitled text on pages 37-38 deals with a brief history about the Ancient Egyptian civilization and this through providing the

learners the main reasons that lie behind the development and achievement of the Egyptian civilization through history such as its irrigation system, the internal peace which is prevailing in the country and the unification of Egyptians. It also supplies the language learners with information about the fall of Egyptian civilization. The textbook treatments of such themes and topics seem to be essential since it provides the learners with valuable insights about the Egyptian culture especially its history. We can also notice that there are also some historical events mentioned in the ELT material *New Prospects.* For instance , a picture B on p 41is about the Greek historical events Polyphemus   the Cyclops and a picture D on page 41 is about the Ulysses's Homecoming , a photo D on p 41is about Greek historical factors of Greek Siege of Troy . The textbook writers' purpose that put forward the exhibition of the learners with these type of culture may be to foster the learners' reflection on a variety of foreign cultural backgrounds.

It is found that social and political institutions 12. 96 % are more present in the manual encompassing systems of government, law and social security. The reading passage on page 37-38 integrates some elements relating to systems of governments which describes the procedures which are taken by Pharaoh in order to protect his land and to make his people united during the Ancient Times .The learners 'exposure to these cultural contents is considered an effective means since they are expected to internalize some figures underlying the cultural systems about Egypt with the purpose of raising their understanding about the Egyptian culture. As for the legal system, the textbook depicts the role which the foreign cultural norms and rules play and its beneficial effects on Egyptian society.

Another thing worth discussing here is that there are three elements about social identity 12.96 % are found to be included on pages 37-38 through showing to the learners the

Egyptian pride and sense of belongingness and its impact on their unification. Moreover, various regional and national identities like Phoenicians, Romans, Carthagians and Ottomans which are a group of people who belong to different parts of the world are embodied. The aim of course book loading of this cultural aspect may be to aid the English language learners to develop sensitivity towards another ethnic group and to maximize their understanding about these ethnic minorities and increase their knowledge about the characteristics of these social groups such as lifestyles and ways of thinking, etc. As a result, this particularly is essential since it involves internal changes in the learners' values and attitudes.

Items about religion and belief 11.11% can be mentioned through exposing the learners to the Egyptian beliefs about Pharaoh as being a living god who has a magic control and who alone can bring safety, prosperity and happiness to the nation. They also believe that the Pyramids are eternal dwelling of gods-things in which the Pharaoh continues his magic work for their beloved land. By learning about such items, the learners may be expected to grasp more about the religious and the ritual practices and behavior in early times in Egypt.

To sum up, the less emphasized element is geographical items 7.40 %. The textbook implies some geographical components about distinct foreign countries: Nile Valley , Egypt , Sumer , and on page there is a map which portrays some geographical sites of Ancient civilization such as Ancient Greek , Ancient Egypt , Babylonian , Indus Valley and Chinese civilizations. The examined results might bring us to the conclusion that the manual manages a set of themes which correspond to foreign countries ranging from stereotypes, identity, history, government, law, social security, legal system, religion, belief, and geography.

4.1.4. Culture with no Reference:

In the light of the obtained results, one can notice that the manual addresses different cultural issues, that is to say, such content has no specific reference to any country or culture but the global issues which are found everywhere. The textbook's publishers introduction of neutral content can be considered as a means of solving the issue of the undesirable cultural influence that is to free the teaching of English language from the cultural backgrounds and references in which it has previously been taught. In fact, some scholars seem to use 'culture free ' when teaching English language which does not correspond to the communicative modes and the cultural contexts of countries associated with the language (Polzl 2003) .

In analyzing the textbook in terms of culture with no reference, we deduce that the most proportions are more concentrated on social and political institutions 53.70 % dealing with health care, business, law, government and social security . As it is shown in the text on pages 114 -115, it gives information about health care which are considered as a kind of advice about the importance of energy balance and healthy food, and it describes the causes and the undesirable consequences and the ways of fighting against the diseases which result from the lack of energy balance.

Teaching or learning English separately from particular cultural contexts may be regarded as another way to develop new standards for English as global language which seeks to be culture free (Quirk 1982: 44) .Another point that needs to be dealt with is that in school book there is some devotion to the integration of teaching business . It accounts with social issues like corruption, and counterfeiting and its impact on business, industry especially on companies and consumers and it tackles with strategies which are adopted by companies in order to reduce these social and cultural matters such as corruption and pollution through commissioning social audit. Moreover, a specific area is devoted to beliefs and behavior as the text on page 54-55 shows. It talks about the relationship between business, ethics and

morals as well as behavior such as imitating products or counterfeiting which is viewed as ways of defrauding, stealing and deceiving .As a consequence, as it is apparent that the learners are supplemented or supported with some culture which do not belong to any particular culture. It may significantly contribute to fulfill certain functions or roles rather than to communicate with people of different cultures. This idea is suggested by Zohrabi and Shah who claim that:

> …many people want to learn English not to travel or interact with native speakers of English . Therefore, these people do not have to learn the British or American culture . They learn English for various reasons : to obtain a job , to be promoted in their job , to access scientific information , to enter university, to do business with other non-natives , and so on (2009:276).

In short, after we have examined the content of both the reading texts and visual representations in the textbook, it is worth noting that the school book covers some aspects which relate to Big culture 'C' or culture with capital 'C' like history, geography, social institutions etc. It also implies some elements referring to small c culture such as belief, behavior and stereotypes.

4.2. Incorporation of Different Cultural Contents:

In view of the findings we have reached, it can be said that the textbook presents a balanced view of different cultures. This means that addressing cultural patterns from local culture (20.17 %), the target culture (32.45 %), the world culture (23.68 %) are found to be taken into account in the school book *New Prospects*. To clarify, the textbook written for English language teaching and learning which embraces cultural differences, offers cross-cultural and global perspectives. Even if the target culture is more emphasized than the other cultures, this only shows a slight difference between

them. In other words, the local culture incorporates 20,19%, target culture 32,45%, world culture 23,68% and neutral culture 23,68%.

As it is indicated, the target culture conveys more elements than the other cultures this is not surprising since the learners are intended to learn the English language . This can be explained by the fact that language cannot be taught without its cultural context or it cannot be separated from its culture in the teaching and learning processes. In other words, teaching language should be done along with its culture. In this sense, Jiang who maintains the strong correlation between language and culture giving a metaphorical and philosophical view states that

> ..language and culture make a living organism ; language is flesh and culture is blood , without culture , language would be dead ; without language , culture would have no shape (2000: 328-329).

This means that culture plays an important role in foreign language teaching. In this context, Peck (1998) supports this view emphasizing that "without the study of culture, foreign language instruction is inaccurate and incomplete" (1998:1). However, considering the fact that the English language is a lingua franca, the presence of socio-cultural norms about the United Kingdom and the United States is not sufficient; so it should also take into account different cultural features, which reflect local and global contexts.

As it is found in the language textbook, it handles a diverse mixture of cultures which belong to native and non-native speakers 'countries. By relying on Kachru's classification of world 'Englishes' , it is revealed that the textbook involves various cultures not only from the Inner circle but also from the Outer and the Expanding circles like Egypt , Germany , France , Brazil , Italy …etc.   This view agrees with Zohrabi and Shah who argue that "English language courses should be designed based on international and multicultural trends" (2009: 277). Thus, we may deduce that the learners exposure to these cultural diversity is beneficial

and relevant since it affects communication. One may also deduce that the textbook embodiment of this cultural diversity is of vital importance, as it is beneficial because it provides the foreign language learners with information about the similarities and differences about their own culture and other cultures and it treats a wide range of topics issues and realities about local and global cultural traits like education, history, geography, business, ethics, health, and so forth.

In addition to supplying the learners with a wide range of reading texts which tackle with different themes and topics, these texts are found to be preceded by some questions .In this case, the learners are equipped with skills for comparing, relating and discovering. In other words, the introducing of these instructional activities signifies that the learners are not merely exposed to factual cultural knowledge or teaching culture is not only just to transfer information. But rather it is a process in which the learners can improve an international understanding by increasing appreciation of their own culture and the others' cultures.

The reading passage on page 36 shows that the language learners are asked to find which stories of their culture are associated with that of Egyptian culture which means that they are required to find the similarity between them. It is aimed at fostering the learners' reflection on these cultures with the sake of increasing their understanding about them which enables them to handle different interpretations of cultural realities. Holding the same idea, Kramsch claims that we cannot have a competence 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" (1993: 27). This can be perceived as an efficient technique of developing of what Byram calls skills of comparing and discovery. The use of this ability to " put ideas , events ,documents from two or more cultures side by side and seeing how each might look from the other perspective " (Byram, Gribkova , Starkey, 2002 : 8) are of important function in foreign language education. It allows the intercultural speakers to see how misinterpretations and

misunderstandings occur between speakers from distinct cultures and to identify ethnocentric stance in an event or a document and elicit their origins.

On page 82, learners are also faced with a question which seeks to broaden their knowledge about the British education in which they are asked to find the equivalents of academic qualification in their own country. This aims at looking at oneself from an external perspective in order to gain insights of both their own culture and target cultures. The learners, in this sense, might be required to think critically on the values of the culture of the target community and how they may influence their own culture   rather than blindly adapt or accept them. This opinion is advocated by Byram and explained by Parmenter in the following words:

> … an ability to identify and interpret values in another culture, the ability to critically analyze and evaluate cultural practices or products from another culture and the ability to interact and mediate in intercultural exchanges , drawing on one 's knowledge , skills and attitudes (Parmenter 2003: 20).

The text on page 174 which makes the learners think whether there are similarities and differences that exist between the Algerian attitudes towards feelings and the British attitudes (the learners are asked to compare and relate in order to sort out the similarities. The textbook designers aims in introducing these texts with these questions can be considered an effective means of making the learners to mediate between two or more ways of looking at the world which help them to compare and interpret so as to grasp their relationships in order to make sense of, for example, different values, attitudes, behaviors. This might be viewed as a way of developing intercultural awareness which is identified as product of the relationship between awareness, knowledge and understanding of the 'world of origin' and 'the world of the target communities'. This can lead to changes in the learners' attitudes from positive attitudes to those of curiosity and openness in that it allows them to see and question

critically on the values that underline their own culture and empowers them to interpret the behavior through the eyes of someone else 'culture without prejudice and discrimination . In other words, this enables the learners to grasp the fact that there are different ways of looking at the world and that their beliefs and behavior are not the only appropriate or the correct ones. This thought is suggested by Byram who claims that:

> this means a willingness to relativise one s' own values , beliefs and behaviors , not to assume that they are the only possible and naturally correct ones , and to be able to see how they might look from an outsider 's perspective who has a different set of values , beliefs and behaviors
> (Byram , Gribkova , Starekey 2002: 7).

As a result, the learners will acquire an ability to mediate and connect two or more ways of viewing the world.

The cultural contents and the exercises depicted are of paramount importance, as they enable the learners to develop intercultural awareness and intercultural communicative competence. This helps the English language learners to manage communication and interaction between people of different cultural orientations when the learners are encountered with various cultural assumptions and perspectives. This area stresses on the fact that the learners may find themselves in different communicative situations in which they face some obstacles and barriers. In this way, the use the teaching and learning material _New Prospects_ can reinforce the learners in developing necessary knowledge and skills in order to overcome of all that can prevent them to act successfully in intercultural situations or to perform certain actions or behavior in accordance with a given cultural context from different parts of the world.

After exploring the content of the selected textbook, it is deduced that _New Prospects_ adopts an appropriate approach to foreign language education since it

handles a considerable amount about different types of culture which characterize the native culture C1, the target culture C2 and the international cultures C 3, C4 , C5.

General Conclusion

Through the present research work, we have sought to explore the culture distribution in the locally produced textbook entitled *New Prospects*. One of our attempts has been to find out the types of culture that are more featured and whether there is some balance in the inclusion of the national culture, the cultures of English speaking countries, and other world cultures. We have also endeavored to know the extent to which the culture conveyed is likely to contribute in the installment of both linguistic and cultural competencies in the learners concerned.

After having scrutinized the textbook contents, we have reached the point that it contains a core set of cultural bases of different fields of life. There are also references to big 'C' culture and small 'c' culture. These cultural characters are associated not only with the native culture but also with some English speaking countries and foreign cultures. Our answer to the first and second questions posed in the 'General Introduction' is that the learners are given the opportunity to learn about different aspects of culture, both national and international, as evidenced by the results displayed in Chapter 2. This can help to raise the learners' awareness of the similarities and differences that lie between cultures. This will also help them to develop intercultural communicative competence, which may enable them to operate efficiently in real-life situations and contexts.

All in all, one may say that the results attained and discussed through the present modest research work are far from accounting for the vast world of culture and interculturality with reference to EFL teaching. Teachers and university

researchers will undoubtedly find that the investigation of this issue is worth engaging in. This will certainly bring about an increase in the reliability level of the findings, which in turn will provide richer data and some deeper analysis on the subject. Another point to consider is that a comparative study of set textbooks for different grades will be beneficial, in that it might bring new insights and ideas to textbook designers.

Bibliography:

Primary Resources:

Arab, S. A . , Riche, B. and Bensemmane (2007) . *New Prospects*. Alger: Office National

des Publications Scolaires (ONPS) **.**

Secondary Resources:

Alptekin , C . (1993) . " Target – Language Culture in EFL Materials" . ELT Journal, 47(2)

, 136 – 143. London : Oxford University Press.

Bolt , R " Foreign Language Classroom , Culture and British Studies " in http : //elt .

britishcouncil . org . pl / forum / foreign . html . 2003 .

Brooks , N . (1968) . "Teaching Culture in the Foreign Language Classroom". Foreign

Language Annals : 204 – 217 .

Byram , M (1993) . Language and culture : the need for integration . In M, Byram (Ed) ,

Germany , its representation in textbooks for teaching Germany in Great Britain . Frankfurt

am Main : Diesterweg .

Byram , M . (1997) . *Teaching and Assessing Intercultural communicative competence*.

Clevedon : Multilingual Matters .

Byram , M , & Fleming , M (Eds) . (1998) *Language Learning in Intercultural Perspective* .

Cambridge : Cambridge University Press.

Byram , M . , Gribkova , B . and Starekey , H . Developing the Intercultural Dimensions in

Language Teaching : a Practical Introduction for teachers , 2002 : http :// noyeslodge .

Cornell. edu / director / intercultural .pdf .

Carter , R . (1993) . *Introducing Applied Linguistics*. Suffolk: Longman.

Chastain, K. (1988) . *Developing Second Language Skills*:*Theory and Practice*. Orlando,

Florida: Harcourt Brace Ianovich Publishers.

Cortazzi , M and Jin,L. (1999) " Cultural Mirrors : Materials and Methods in the EFL

Classrooms ". In , Hinkel (Ed) , *Culture in Second Language Teaching* (196- 219) .

Cambridge: Cambridge University Press.

Duranti . A (1997) . *Linguistic Anthropology*. Cambridge University Press . Great Britain .

Fries , S . (2002) . Cultural ,multicultural, cross – cultural , intercultural : A moderator 's

proposal for the 2002 TEOL . Frame Colloquium Retrieved from http : // www. Tesol.

france .org / articles /fries . pdf .

Goodenough , W, H (1964) " Cultural Anthropology and Linguistics" in D . Hymes (ed).

Language in Culture and Society . *A Reader in Linguistics and Anthropology*. New York:

Harper & Row .

Gudykunst , B (Ed) .(2003) *Cross – cultural and Intercultural Communication* .Thousand

Oakes , CA : Sage Publications .

Halverson, R J. (1985). " Culture and Vocabulary Acquisition : A proposal " . Foreign

Language Annals, 18 (4): 22 .

Hinkel , E (ed) . 1999. *Culture in Second Language Teaching and Learning*. Cambridge:

Cambridge University Press.

Hutchinson, T & Torres, E . 1994. " The Textbook as Agent of Change" .In ELT Journal , Vol

. 48 , no . 4 , 315 – 328 .

Holsti , O . (1969) . *Content Analysis for Social Sciences and Humanities* . Reading: Addison

– Wesley.

Jiang, W. (2000) . " The Relationship between Culture and Language" . ELT Journal, 54/4:

328- 334 .

Kachru , B, B . (1992). *The Other Tongue: English across Cultures*. Urbana and Chicago:

University of Illinois Press.

Kramsch , C . (1993). *Context and Culture in Language Teaching*. Oxford : Oxford

University Press .

Kramsch , C. (1998) . *Language and Culture*. Oxford: Oxford University Press.

Kramsch , C . (1999) . "The privilege of the intercultural speaker " . M. Byram &M . Fleming (eds) . *Language Learning in Intercultural Perspective*: *Approaches through Drama and Ethnography* (16 -31) . Cambridge: Cambridge University Press.

Krippendorf , K . (2004) . *Content Analysis*: *An Introduction to its Methodology*. London. England: Sage Publications.

Lafeyette , R. (1975) *The Cultural Revolution in Foreign Languages* : *A Guide for Building the Modern Curriculum* . Lincolnwood IL : National Textbook Company .

Luke, A . " Open and Closed Texts : The Ideological / Semantic Analysis of Textbook Narratives " . Journal of Pragmatics 13 (1989) : 53- 80.

Mckay , S (2000) . *Teaching English Overseas*: *An Introduction* .Oxford: Oxford University Press.

Moran ,P ,R . 2001 . *Teaching Culture*: *Perspectives in Practice* , Heinle and Heinle .

Paige, R . M. , Jorstad , H . Siaya , L . Klein, F . , Colby , J . (1999) Culture learning in language education : A review of literature . R . M . Paige , D. L . Lange & Y. A . Yeshova (eds) . Culture as the Core: Integrating Culture into the Language Curriculum (47 -113) . Minneapolis : University of Minnesota .

Parmenter , Lynne . " Intercultural Communicative Competence". Teaching English Now, vol. 2 . (2003) : http : // tb . sanseido . co . jp / english / newcrown / pdf /ten 002/ ten _02_ 10. pdf .

Peck , D . (1998) . "Teaching Culture: Beyond Language". Retrieved from http: // www. Yale.edu / ynhti / curriculum / units / 1984 / 84 .03 . 06 . & . html.

Polzl ,U. (2003) . " Signalling Cultural Identity : The use of L 1 / Ln in ELF " , In Vienna English Working Papers , Vol . 122 , no . 2, 3 –23 .

Pulverness , A . (1995) . " Cultural Studies , British Studies " . Modern English Teacher ,4 / 2, (7- 11) .

Rose , C (2004) " Intercultural Learning " in www. teachingenglish . org . uk / think /methodology / intercultural 1 . shtml .

Samovar ,L. A ,Porter , & Stefani L , A(1998). *Communication between cultures* . Belmont . CA: Wadsworth.

Samovar, L. A . , & Porter , R . E . (2004) .*Communication between Cultures* (5 th ed) . Belmont : Wadsworth / Thomson Learning .

Thanasoulas , D. (2001) . " The Importance of Teaching Culture in Foreign Language Classroom . " in http: // radicalpedagogy . icaap . org / content / issue 3_ 3 / 7 –thanasoulas . html .

Tomalin , B . and Stempleski , S . (1993) . *Cultural Awareness* . Oxford : Oxford University Press .

Weber, R. P (1990 . *Basic Content Analysis* . California : Sage Publications .

Zohrabi , M . & Shah , P, M . (2009) . " Culture –free and culture bound English language classes " . SoLLs Intec 2009 Proceedings . Retrieved from http : //pkukmweb . ukm .my/solls 09/ proceedings PDF- ppt . html.

Appendices

The cultural elements which are found both in the reading texts and the visual representation of the English textbook _New Prospects_ are analyzed and classified acccording to Byram checklist of cultural evaluation (1993) which in turn are categorized in relation to Cortazzi and Jin ' s types of cultural content (1999).

Appendix (1)

1.Source Culture

1.1.Social identity and Social groups:

- Today few countries in the region can boast of as many world Heritages Sites as our country.

1.2.National history :

-The Tassili n' Ajar seems to have had as few exchanges with the Phoenician and Roman civilizations as other Saharan sites of our country .

-Yet the traces that have already been uncovered in the Tassili n'Ajjar speak eloquently of the fruitful contact of the Phoenician and Roman civilizations with that of the Sahara .

- In the northern part of Algeria , the Casbah of Algiers undoubtedly holds the most important position among the historic sites .

-Its history is closely linked with the history of the city of Algiers.

- Algiers was built during multiple conquests, and layers of well – refined cultures can be found in its architecture and social character .

- There is little knowledge about its earliest times when it was founded by the Phoenicians as one of their trading posts .

- It was known to the Carthaginians and the Romans as Icosuim .

-The Vandals destroyed Icosuim in the 5th century A.D.

- Five centuries later, Emir Bulughin rebuilt the town into an important Mediterranean trading port called al-Zaza',ir .

- Until then, Algiers had less influence on international commerce than the other Algerian maritime cities because it had fewer national harbors.

- Therefore, despite the fact that it was considered a trading post by both the Romans and Phoenicians, only the least amount of merchandise transited through it.

- After the Turkish Baba Aruj brothers had gained control of the city in1516, Algiers thrived as a relatively independent city under the nominal control of Ottoman Empire.

- Later the Ottomans transformed the architectural character of the city by constructing mosques and palaces similar to those in Asia Minor and erecting the famous white –washed military fortification known as the Casbah .

-In spite of the fact that the Casbah underwent some changes during the French colonial rule, it still remains the throbbing cultural heart of the city of Algiers .

-Its privileged geographical position (Algeria) has made it open to many of the Ancient civilizations that flourished in the Mediterranean Basin and those that prospered in Africa South of Sahara .

- Tipaza , Djemila Tassili n' Ajjar , Timgad , the M' Zab Valley , the Qalaa of Banu Hammad , and the Casbah of Algiers are standing witness both its civilizational genius and its enriching contacts with other civilizations .

- These rock paintings, engravings and remains have yielded as much information as we need in order for us to have a clear picture of what life used to be like in the Sahara in Prehistoric times .

- They (these rock paintings and engravings) show clearly that the Algerian Sahara was one of the cradles of civilization.

-Of all the sites of Southern Algeria, the Tassili n' Ajjar has the most prestige.

-1.3 National Geography:

- No country in Northern Africa has as much access to the Mediterranean and the Sahara as Algeria .

Geographical areas which relate to the source culture :

-Southern Algeria

-Tipaza

-Tassili

-Timgad

-Casbah Algiers

-Algerian Sahara

-Northern part of Algeria

- A map on page32 which depicts a trading post Hippo on the shore of Algeria

1.4.Stereotypes and national identity :

1.4.1.Famous monuments :

-Heritage sites :

-Tipaza.

-Djemila .

-Tassili n' Ajjar.

-Timgad.

-The M'zab Valley.

-The Qalaa of Banu Hammad .

-Casbah of Algiers.

-It(The Tassili n'Ajjar) has more rock paintings and engravings than any other prehistoric

Saharan sites ; and it contains the most beautiful remains of the prehistoric civilizations of the

Sahara .

-a picture on page 14 is about one of Algerian historical sites Thamugadi (Timgad) .   -

-A picture on page 22which portrays a rock painting and engraving in Saharian sites Tassilin'

Ajjar .

1.4.2. Famous people :

Picture on page 166 shows two famous Algerian comedians **:**

-Beyouna

-Souilah

Historical personality .

-Emir Bulughin .

1.5. Socialization and life cycle :

1.5.1.Education .

pictures on page 74 show

-Algerian University lecture theatre

- University library

1.5.2.Law :

A picture on page 45 about the Algerian council of Accountancy .

Appendix (2) :

2. The Target Culture :

2.1.Social identity and social groups :

-British people .

-Americans.

-Canadian .

2.2.Social interaction:

-Woman sometimes kiss each other on the cheek as greeting**.**

–People may greet or say goodbye to each other with a hug.

2.3.Socialization and life cycle:

2.4.National History:

-National curriculum was introduced in1988.

2.5.National geography :

Some geographical areas which correspond to target culture :

-Britain .

-United States.

-Alaska.

-New Jersey.   -

Wyoming.

-Canada.

-Las Vegas.

-Monaco .

2.6. Belief and Behavior , moral and religious beliefs:

-The greatest disagreement is the place of religious and moral education .

-Commonly debated topics include whether teachers should ask students to say prayers and whether it is right to beat students for punishment.

-Nearly all Americans believe that it is better to share what they think or feel than hide it . A great many of them expect their relatives and friends to say " I love you " , " I care for you " or " I'am glad to have a friend like you " .

-Almost all of them enjoy talking their own experiences and a few of them will go so far as to share ideas with foreign visitors the first time come into contact with them .

-When some of them are upset they prefer to cry rather than retain their tears .

-Few Americans consider it bad to show anger in public .

-In contrast to this the traditional British reserve , a national tendency to avoid showing strong emotion of any kind.

-The British like to keep a stiff upper lip (they don't like showing or talking about their feelings) they rather prefer hiding them because people who reveal their emotions are thought to be weak and bad-mannered .

-For example, showing anger in public is considered to be a sign that the person hasn't much character .

-A lot of British people , especially among the elderly , still take a great deal of trouble to appear strong .

-Most British men and woman are still embarrassed to be seen crying in public. Woman are more likely to respond than men and will put their arm round the person or touch their shoulder .

-Many British youths now show affection in public.

When British people are part of crowd they are less worried about expressing their emotion.

-Lovers holds hands in public and sometimes embrace and kiss each other . But elderly people do not like to see this.

-Most (British) citizens believe that the State should provide education free of charge and to a high standards as well.

-A lot (British) students are afraid that Higher Education might be reserved for the privileged few because poorer students would not receive enough financial help from the government .

2.7. Socialazation and Life cycle :

2.7.1.School   :

- Formal education is usually considered to begin at the age of 5 when children go to kindergarten .

-Kindergarten and the next five or six years of education are together usually called elementary school. the term primary school is less common in the US than in Britain) .

-Grades seven to twelve are part of secondary education and may be divided between junior high school where children have two years .

- High school usually covers four years , from ninth to the twelfth grade .

-Post –secondary education (also called university or higher or Tertiary Education).

-Although young people must attend school until they are 16, over 80% continue until they are 18 about 45 % of Americans have some post –education and at over 20% graduate from college or university .

-However , 20% of adults i-e about 40 million of people have very limited skills in reading and writing and 4% are illetrate.

-But there are some private schools for which schools have high reputation .

-There are some 16000 schools districts within the 50 states.

-Private education is less accepted in Britain that it is in the United States .

-Some receive their primary education at an in infant school and then a junior school whereas others receive it at a primary school that combines the two .

-At about 11, they (British) begin their secondary education at a comprehensive school or grammar school .

-Secondary schools are much larger than the primary schools .

-The students take the Standards Assessement Tests (SATs) at 14 then they study towards the General Certificate of secondary Education (GCSE).

-After wards some students will start work while few others will go to a sixth form college to study for Advanced Levels in two , three , or four subjects in order to enter university .

-(In British education system) unlike the old system , the present system sets the same subjects for all state.

-The children have to study the core subjects of English ,mathematics and geography , history ,art and physical education.

-Schools are visited regularly by inspectors and school performance tables are published annually to show how well individual schools have done in tests and exams .

-These ' leagues ' tables enable parents to compare one school with another .

School which do not make adequate progress run a risk of being closed .

-A picture on page 92 is about girls ' secondary school in Britain .

2.8.Social and political institutions :

2.8.1.Local government :

-A picture on page 179 which show a celebration of marriage of princess Diana and Spencer and prince Charles .

-At election time , politicians who promise to spend a great deal of money on education are more popular than those who promise only little .

-Standards at individual school are matched closely by the government , this limit the influence of government , this not the case where education is concerned all the levels of government are involved in education .

-It is considered one of their most important responsibilities of Federal government provides some money for education through the department of Education.

-State and Local governments have direct control and are responsible for the education of students between the ages of 5and 18 .

-Most of educational institutions in the US are public (run by the government).

-But State and local government have direct control and responsible for education of students between the ages of 5and 18 .

In order to reduce the differences in the quality of education , the Federal government sometimes provides special funds to poorer areas and school districts .

2.8.2.State:

-The average expenditure per pupils for secondary education in U. S was 4.000 dollars in 1986.

-Some states such as Alaska , New Jersey and Wyoming spent more 5. 000dollars per pupil .

-But in general Americans are worried that more Federal help could eventually lead to less independence and less local control in state education .

-United States does not have a national system of education –education is considered to be the responsibility of each State .

-Although there is a Federal Department of Education , its purpose is merely to gather information , to provide counseling and help finance certain educational programs .

-Since the constitution does not state that education is a responsibility of the Federal government , all the educational matters are left to the individual states .

-Each of the 50 states is free to determine its own system for its own public schools .

-State constitutions give actual control of the public schools to the local districts within the 50 States.

-There is a very large amount of local control over education in the United States.

-Because of local and state taxes support the public schools , there are significant differences in the quality of education . States and communities that are able or willing to pay more for schools , materials and teachers almost have better educational system than those that can not or do not .

2.8.3.Law:

-Sometimes the debates ends up in the court of justice, and the courts usually say that students shouldn't be forced to do something that is against their beliefs.

2.8.Stereotypes and national identity:

Famous monuments:

-A picture on page 135 represents Old Observatory at Greenwich Royal .

Appendix (3) :

3.International culture :

3.1.Social identity and social groups :

-Another reason (of why the Egyptian stayed a united people throughout the ancient times) was their national pride and strong sense of belonging together .

-The Egyptian felt that they were privileged to have born in Egypt .

-All other lands , they (Egyptians) thought were cold and dark , and the people who lived in them more akins to animals than human beings **.**

3.2.**National history :**

-Ancient Egypt rose in Nile Valley. As in Sumer , the need for irrigation system first led farmers to join together and cooperate .

-But the bonding together of men developed much further in Egypt .

-Sumer remained a land of small city states whereas the people of Egypt became united under the rule of a single king . This made Egypt the first nation in history .

-The effort and resources needed to build Pyramids were so great that from the 25 th century B.C , they had perforce to become smaller and smaller .

-The later pharaohs were buried , not in Pyramids , but in rock tombs .

When Howard Carter discovered the tombs of Tutankhamun in 1922 it proved to contain the most incredible treasure ever found .

-With this treasure going into the ground instead of being invested , it was no surprise that eventually the Pharaohs proved to be the major cause behind the decline and the fall of ancient Egyptian economy , and therefore of its civilization .

-The preserving of internal peace was another of the Pharaohs ' s tasks .

-A picture B on page 41 is about Par' is s Abduction of Helen .

-A picture A on page 41 is about the Greek historical events Polyphemus the Cyclops .A picture D on page 41 is about Ulysses ' s Homecoming .

-A picture E on page 41 is about Greek historical factors Greek Siege of Troy .

3.3.Social and political institutions :

3.3.1.Social security:

-Last year, the police raided three aviation parts manufacturers in Rome seizing more than 2 million dollars worth of used parts – modified and repackaged to look as good as new.

3.3.2.Local government :

-Local government did many important things .

-It (pharaoh ' government) protected the land and its inhabitants by organizing defences to keep out the raiding war-bands which sometimes attacked the country from desert .

-Egyptians derived great benefits from their system of national government . This was only one reason why they stayed a united people throughout the ancient times .

3.4.Stereotypes and national identity :

3.4.1.Famous monuments :

-Tomb of Tutankhamun .

-A picture on page 14 of Hunging of Garden of Babylon .

-A picture on page 27 depicting the Hills of Easter Island .

-Picture number 1 on page 36 of Pyramid .

-A picture number 2 on page 36 is about mammufication .

-A picture number 3 on page 36 of a Pharaoh .

-A picture c on page 41 of historical monuments of Greek which is Trojan Horse .

-A picture G on page 41 is of Penelope and Ulysses . A picture F on page 41 is the Sirens .

3.5.**National geography** :

-Nile Valley .

-Egypt .

-Sumer .

-A map on page 15 of Ancient civilization representing the geographical sites and areas of - Ancient Egypt , Babylonian , Indus Valley ,Chinese civilizations.

Appendix (4).

4.Neutral Culture :

4.1.Social and political institutions :

4.1.1.Health care :

-It is important for people to eat as much as food as they need to make sure that they have the right amount of energy .

-If they eat too little food or the wrong kind of food they won't have enough energy .

-If they eat too much (food) , they will put on weight .

-When we eat enough food for the exercises we take , we call this energy balance .

-In many parts of modern world today , people eat a lot of fast food and don't take enough exercises .

-They also eat a lot of sweets between meals .

-Although most people know that fatty and sugary foods can cause a loss of their energy balance , they find it difficult to retain from eating them .

-A recent study shows that a large number of people who can not manage to keep their energy balance are those who spend too much time in front of their TV sets .

-If people eat many products which contain a large amount of fat and sugar –also called junk food , and too few products which provide them with enough quantities of fibre , it is because of the many advertisements to which they are exposed while watching T.V .

-Parental advice is help no help at all if children continue to be exposed to such advertisements.

-A lot of people today suffer from obesity .

-Since obesity in our modern times is caused mostly by a loss of energy balance which is due mainly to the impact of Junk . Advertisements of unhealthy foods are as harmful as food adverts .

4.2.Business and industry:

-As far as companies are concerned the loss in profitability as so big that most of them have launched advertisement campaigns against counterfeiting .

-However some consumers , both in the developed and developing countries are relatively unconcerned . Since brands are too expensive , many of these consumers are obliged to buy counterfeits to satisfy their needs .

-And yet consumers, especially those with low incomes feel that they have to purchase them .

-Companies had better think of reducing the prices of their brands instead of spending huge amounts of money on advertising against counterfeiting.

-But now it is considered by some company executive as one of the best ways of promoting products and services.

-Many companies now are designating executive to oversee the whole area of corporate social responsibility .

-Businesses are increasingly aware of the importance of social and environment issues for their reputation.

X

-That is why some of them are commissioning social audits relating to their social performances.

-These are social reports that evaluate the effect of their behavior, in relation to their employees and to society as a whole.

-Social auditing has emerged as a result of pollution , corruption , consumption and employment , executives as one of the bests ways of promoting products and services .

-He know that if we are seen to be social responsible , the company will benefit .

4.3.Belief , behavior , moral religious beliefs :

-counterfeit is something that is forged , copied with the purpose of deceiving or defrauding .

-To most people , counterfeiting means essentially forged currency .

-But in reality , products of all sorts , medicines , mobile phones , food and drink , and even car parts are being copied everyday by counterfeiters .

-These consumers know well that they mustn't buy imitations because they are just like stolen property .

-Imitating property is theft .

-They say that it (social reporting) provides important information about whether the activities of companies such as employment and community , the environment , and the way of winning new business are morally right or wrong .

-Supporters of social audits say that ethically responsible products and services are more likely to prosper than those which behave unethically .

-Critics say that a social audits may just be a public relations exercises , with no real benefits .

-Today , we can no longer separate ethics from business .

4.3.1.Community Service :

-A recent study shows that 10% of car parts in the European Union are fakes .

-A study conducted in 2000 by the Centre for Economics and Business Research estimates that the EU has lost 17 , 120 jobs as a result of the counterfeiting of clothing , cosmetics , toys , sports equipment and medicines

4.3.2.Social security :

They are also aware that they must refrain from buying them because of lack of safety standards .

4.3.3.Local government :

-As counterfeiting rarely pay duties , EU governments have also lost a lot of revenue . This loss amount to 7, 4 billion dollars a year . Their light is less intense than that of the sun because they are far more remote from us than any other heavenly bodies .

4.4.Socialization and life cycle :

4.4.1.Employment :

-Companies in the clothing industries are particularly open to criticism about sweat shop labor.

-The use of underpaid people with terrible working conditions , which amounts to labor abuse or labor exploitation .

-My job is to travel to these countries and to check labor standards .

-I go there to check , for example , that our suppliers are paying their workers fairly , and they

-work in good health and safety conditions with low levels of illness and accidents .

-We also ensure that workers are above the legal minimum age to work.

-Our suppliers must not use child labor.

4.5.Geography:

-If you were out in space, billions of miles away from our planet , you would see the Earth as a tiny ball moving in a wide path around a star that you might recognizes as our Sun .

-You would also see at various distances from the seven other spherical bodies of different sizes – other planets – all travelling in the same directions in almost circular paths around the Sun.

-Now suppose you were still in space and that you were looking at the space between the orbits of the planets Mars and Jupiter what you see?

-Cutting in this way and that , across the paths , you would see comets – starry – headed object , sometimes with long tail streaming after them as they near the Sun .

-If you continued to view them for months or for years , you would see that they were moving together through space as a unit , at the speed of some twelve miles a second in the general directions of the blue star Vega**.**