

*People's Democratic Republic of Algeria
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Mouloud Mammeri University of Tizi-Ouzou
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Department of English*



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for the Degree of Master in English**

Option: Language and Communication

Subject:

**Interculturality in New Prospects :
"A Spotlight on British culture"**

Presented by:
-MS Katia Hachour

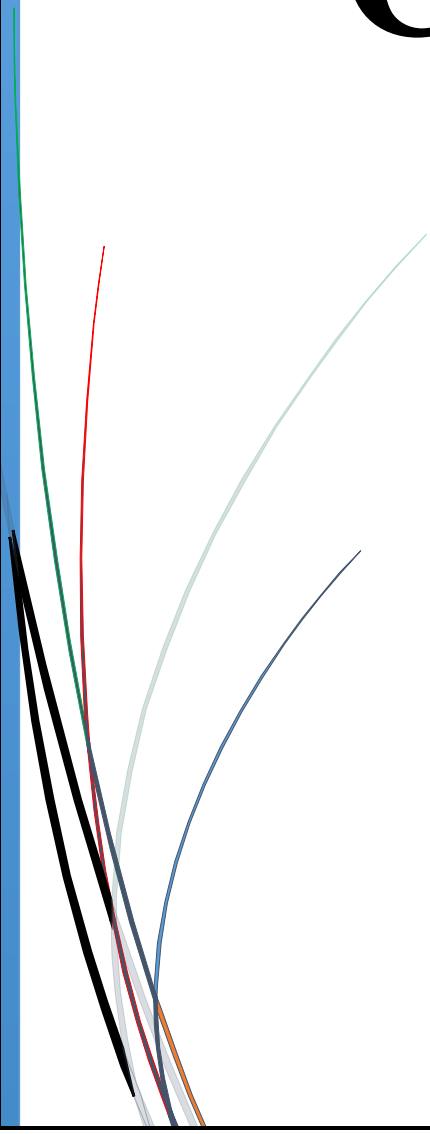
Supervised by:
- Prof. Fodil Mohammed Sadek

Board of Examiners:

**Chair: Mr BENMECHICHE Hacene MCB, Mouloud MAMMERI University of Tizi-Ouzou.
Supervisor: Mr. Fodil Sadek, Prof, Mouloud MAMMARI University of Tizi- Ouzou.
Examiner:Mme.BENAISSA Amel, MAA, University of Tizi- Ouzou.**

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Dedication

I dedicate this work to 'Myself' and to 'My five years

In the Department of English at UMMTO'

Acknowledgement

Thanks God for giving me strength and courage to carry on with this study. I would like to express my deepest gratitude to my parents and I wish that this research work will be a real motivation for my small sisters: Lillia, Lina, Maya, and I which for them all the best in their educational cycle.

I cannot find the appropriate words which express my sincere thankfulness to my supervisor PR. Fodil Mohammed Sadek, I hope that he will never regret the time that he has devoted in order to guide and to correct my work, actually I am really honored to be supervised by such a teacher. He was a source of inspiration and motivation for us and the best example that we should follow as future teachers of English language.

I want to take the opportunity to thanks the Head of the department and all the teachers of the Department of English at UMMTO, and everyone who supported me in my hardest moments.

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List of Abbreviations

FL : Foreign language

NP : New Prospects

Abstract

EFL textbooks play an important role in the teaching of foreign languages and foreign cultures. Designing a program which covers both the teaching of language systems and cultural perspectives at the same time is a real challenge for both teachers and students. In EFL setting intercultural awareness and sensitivity can be reached only when cultural diversity and the differences and similarities that exist between cultures are introduced to the student to make him/her able to appreciate every culture and to recognize that there is no culture which is superior or inferior. The present work is concerned with the investigation of how interculturality and cultural diversity are taught in 'New Prospects' with a specific focus on the share given to the British culture. The study attempts to deal with three main objectives which motivated us to carry on with this research work. Our corpus consists in the EFL textbook designed for the Algerian secondary school which is composed of 270 pages. Content analysis will be used as a helpful tool, in order to evaluate and to examine the different cultural contents presented in the book. The first objective is to identify how 'NP' implements interculturality by introducing various cultural contents: from the source culture, from the target culture and from the international culture. These components are presented through different forms, reading text, images, activities, maps, project, proverbs and sayings. Then, we attempted to investigate and to evaluate the room devoted to the British culture in 'NP'. The theoretical framework of Byram plays an important role in order to organize and to categorize each item and context in the right range. Finally, the result we have reached show the positive side of the British culture which is conveyed through pictures and illustrate perfectly some specific symbols and representative of the British culture and society.



General introduction

General introduction

General introduction:

In a global and complex world, the ability to communicate effectively has become an arena where everyone tries to impose themselves and their beliefs, and it is wise to remind that no one has the right to deny or despise the identity or the origins of others. As a matter of fact, social interactions involve similarities and differences between the nations. These interactions and exchanges of ideas and norms illustrate the values which in their turn reflect the culture of the participants. The notion of interculturality could refer in some way to this complex process of effective interaction and communication between people who tend to practice and maintain a particular way of thinking and specific perceptions of their own life and their relationships with others. It is this process of cultural encounters where each culture participates in the transmission of its values and its symbolic forms, either through verbal or nonverbal means of communication which allows a given culture to rise and thrive for ages. So cultural understanding and interaction depend on the capacity of individuals to both consider their identity as but evolving and perfectible, and to share it in the best way with different individuals who belong to different cultural identities. It is known that it is not an easy task to find the necessary means to bring a given culture to the world stage where cultural differences may lead to misunderstanding, especially when few contacts exist between the cultures. Hence, cultural awareness has a crucial role to play in the formation of individuals as it provides background knowledge about a given culture with all its components and all that make it alive and dynamic.

Language and culture go side by side, and one cannot address culture without using language just as one cannot address language without referring to culture. This intricate relationship is noticed in every sphere of our daily life and in every field. School appears as the most appropriate institution where cultural awareness and tolerance ought to be taught,

General introduction

and foreign language teaching seems to be the ideal means to inform students about foreign cultures. This is a good reason to teach interculturality. In foreign language teaching where success chiefly depends on the quality of its programs and on the efficiency of the teaching of culture, which finds its expression mainly in course books where it is manifested in the subjects taught, in the activities performed and, in the attitudes, of course book writers towards culture and interculturality.

Integrating the concept of culture in language teaching programs play an important role in the effective teaching of FL learners because it helps them develop the necessary skills liable to correctly interpret the behavior of people belonging to different cultures, and thus better interact with them. So, language teachers should instruct their students on the cultural background of language usage through developing appropriate teaching style where they will be able to explore both linguistic and cultural differences, then to promote understanding instead of misconceptions and prejudices.

A well-conceived course book can become a real map to follow in order to ensure an effective teaching and learning of a given language, provided that it also caters for the expression of its culture. If one teaches language without teaching about the culture in which it is raised, the students will learn only empty or meaningless symbols and this may lead them to attach incorrect meaning to what is being taught. In this way one must not only explain the meaning and the grammatical structures of the language used but put emphasis on the cultural context in which it is practiced as well. Taking into consideration the whole knowledge about the various components of a culture, each unit of the book may contribute to a better understanding of that culture and this may include: religion, education, politics, arts, and all the habits and the values which form the reality or the representation of that culture. Therefore, in order to make the students ready to face other cultural artifacts which are

General introduction

different from their own, students ought to be trained to apprehend it in a way in which they will be able to recognize and to accept it as an additional enrichment to their education. Here appears the role of textbook designers through providing not only a complete but also a correct image which should influence the students in a positive way. This could be attained by helping them become intercultural learners who appreciate and estimate their own culture as well as other cultures.

The investigation of integrating culture in the teaching curriculum has been a concern among professionals, teachers and students who were interested in the study of the notion of culture, according to divergent aims by adopting different corpuses. A number of students have already tackled the issue of interculturality in the department of English at Mouloud Mammeri University of Tizi-ouzou. In this regard, a study was conducted in 2008 by Rosa Aimeur and Nabila Chaban who investigated the issue of ‘National and foreign cultures in EFL Textbook’: A case study ‘New Prospects’. The aim in dealing with this theme was to uncover which culture is the predominant in the textbook “New Prospects”. The study showed that the predominant culture was the international one with a particular emphasis on the target culture as well as other foreign ones. In 2012 Djamila Hadji and Sihem Foudad conducted a study of culture and its integration in “New Prospects” where they analyzed students’-cultural competence and attitudes in order to determine which one was mostly portrayed in the textbook. In 2015 Karima Chaibi and Rezika Barech examined the theme of ‘Intercultural Communicative Competence in Algerian Middle School’: An investigation of its teaching in “spotlight on English” Book Two. The aim in dealing with this theme was to investigate whether the textbook provides the learners with more opportunities to become interculturally competent. The study also analyzed the contribution of the course book in the development of students’ knowledge and whether it raised their positive attitudes of openness and curiosity towards other cultures. Despite the existence of all these former studies, no research has ever

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attempted to investigate specifically the share of British culture in “New Prospects”. The present study therefore aims to investigate the issue of Interculturality in “New Prospects” by devoting a particular attention to the examination of the share taken by British culture in the book.

Aim and significance of the study:

The present research aims at investigating the teaching of interculturality in Algerian English textbooks, and more specifically to examine the space devoted to the teaching of British culture within the larger scope of interculturality in an Algerian course book entitled “New Prospects”. In order to help students to become more competent in terms of interculturality, knowledge and interactions, a textbook well designed and supported with different intercultural skills and competences is always required. So, it is very important to discover all the cultural components presented in “New Prospects”, where every element and cultural dimension in ‘NP’ will be taken into consideration. These components are presented through different forms, reading texts, images, activities, maps, projects, proverbs and sayings, and dialogues. All this will be evaluated and examined according to the helpful tool content analysis. Our major concern is the amount of room devoted specifically to the expression and the teaching of British culture in the textbook. Accordingly, we will heavily draw from the work of Byram et al (1993 checklist of cultural evaluation). This checklist is the most adequate for evaluating the cultural content because it covers everything in relation to culture. Finally, we will look for another side of the British culture which is conveyed through images, where we will attempt to see its reflection.

Research questions and hypotheses:

The research questions are raised as follows:

1. How is generally interculturality expressed in “New Prospects”?
2. What is the amount of room devoted to British culture?
3. How is British culture expressed in New Prospects?

In order to examine the above-mentioned questions, we put forward the following hypotheses:

1. Different cultural are incorporated in “New Prospects”.
2. British culture plays an important role through its different aspects and social contexts.
3. British culture is illustrated positively in “New Prospects”.

Methods and Research Techniques:

The corpus of our study consists in the EFL textbook “New Prospects” which is designed to the Algerian secondary school. We will attempt to analyze its wealthy program from a cultural perspective. In order to examine and to evaluate the cultural content in the Algerian secondary school textbook which is entitled ‘New Prospects’, we have opted for the content analysis method. As a research method, plays an important role in the evaluation and the analysis of the textbook in a systematic and objective way through describing and quantifying phenomenon and identifying the relationships within its different parts. CA appear to us as particularly relevant to determine the presence of certain words, concepts, themes, characters or sentences within texts to quantify this presence in an objective manner.

General introduction

Then, to conduct our research we rely on the theoretical framework of Byram whose checklist of cultural evaluation will allow us to investigate the different cultural product, present in the textbook, and which provide at the same time a whole representation of its dif-

Structure of the dissertation:

This dissertation starts with an introduction which gives an overview of the issue of investigation which is the teaching of interculturality in an Algerian textbook, with a more specific focus on the teaching of British culture. A review of the literature will account for the basic concepts and notions of culture and interculturality in language teaching contexts. In addition to the introduction and the literature review, a whole section will describe the methodology adopted for the study of interculturality in the textbook as well as the research procedure; in this section will also be presented the theoretical and methodological framework for analyzing the corpus. The next section will be devoted to the presentation of the results and their discussion. A general conclusion will summarize the main research findings and present some directions for further researches.

Review of the literature

Review of the Literature:

Introduction:

In this section, important and basic concepts will be reviewed and commented. These will comprise the meaning of culture according to different authors; its relation to other cultures, to language, as well as the literature review involved the teaching of culture and interculturality, intercultural awareness, the lack of cultural perspectives in language learning,

1.1. Defining culture:

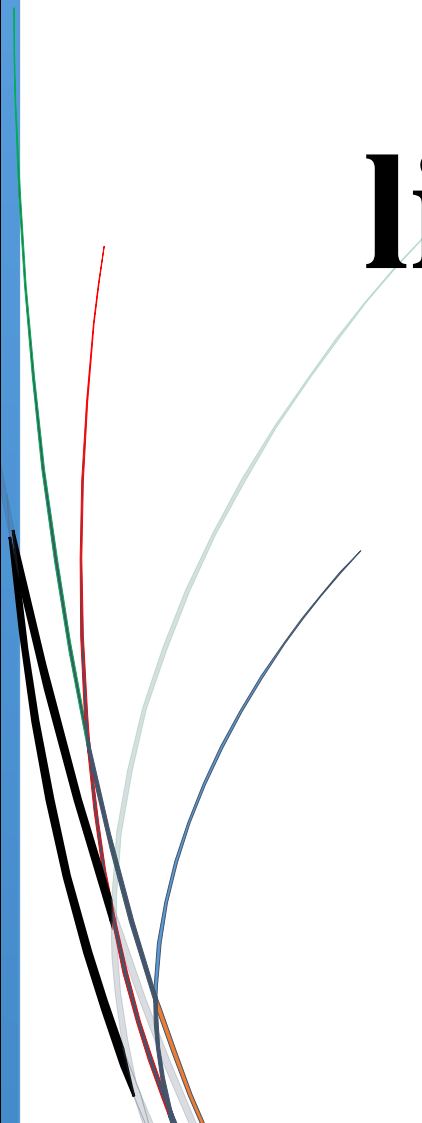
Definition of culture according to different Authors:

Culture is a difficult and broad term to define. It is a powerful human tool which ensures survival, and particular position in this universe among all the different creatures that exist in the world. The concept of culture can be looked at from different perspectives.

Sir Edward B. Tylor (1871; 1) said that “culture is that complex whole which includes knowledge, belief, art, law, morals, customs and any other capabilities and habits acquired by man as a member of a society.” We should realize that every element and every component in a given culture make it alive and contribute in the building of either a strong or a weak culture.

MC Carthy and Carter (1994) look at the notion culture from a social discourse perspective. To them culture refers to “social knowledge skills which are required in addition to knowledge of the language system.” So, in order to acquire an effective learning of any language system we should always integrate the concept of culture with it.

I.1. Review of the literature



Review of the literature

For some others like the anthropologist Geertz Clifford (1973:89) culture is a “historically transmitted pattern of meanings embodied in symbols; a system of inherited conceptions expressed in a symbolic form by means of which human beings communicate and develop their knowledge about attitudes towards life”. Accordingly, culture is transmitted and manifested through different forms and means which allow human beings to ensure their existence and contribute in the development of their everyday life with a better understanding of other cultures.

Likewise, Alessandro Duranti (1997:24) Also contends that “A common view of culture is that of something learnt, transmitted, passed down from a generation to the next, through human actions, often in the form of face to face interaction and of course through linguistic communication.” We cannot deny the importance of culture and the power of each generation in history, which is determined by their behaviors and habits which are manifested in their daily interactions and coexistence with others, where each generation tried to gain and to save its culture, why not to dominate the world through it which is the case of different cultures known in history.

1.2. The relation between language and culture:

Language is a mean of communication and the root of human interaction and activity, whereby speakers are able to identify their group and others through their use of language. It helps people to express and to share their ideas, emotions and feelings which are manifested from their inner world to the outer world. In order to give meaning to their existence, which construct their cultural identity. Brown (1994:65) describes the affinity between language and culture as follows “a language is a part of a culture; and a culture is a part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture.” In a word, culture and language are inseparable.

Review of the literature

So we can say that there is a fundamental relationship between language and culture. Clair Kramersch (1994) argues that “people use language for purposeful communication and learning a new language involves learning how to use words, rules and knowledge about language and its use in order to communicate with speakers of the language.” Our understanding of language is a complex process which involves a real mastery of all the components which form that language such as its rules and the culture in which that language is raised. Therefore, Valdes (1986:45) claims that ‘cultural patterns, customs, and way of life are expressed in language; culture- specific world views are reflected in language’. That is the best way to make the culture participate in the life of individuals and take part in it, through language use which makes their culture real and unique. Bennett, ET al (2003:237) warns “that the person who learns language without culture risks becoming a fluent fool.” So, it is primordial for everyone who wants to learn any language to have a large access to its culture, because they are considered as the two side of a sheet of paper then they cannot be separated. Brown says that “learning a foreign language not only reveals how other societies think and feel, what they have experienced and value, and how they express themselves, it also provides a cultural mirror in which we can more clearly see our own society.” This means that language is not used only in order to communicate some words with special structures, but it is a real back ground of resources which expose cultural awareness to people who belong to different cultures. Kaikkonen (1994:70) also point out that “language and culture can barely be separated from each other since they are in mutual interaction with each other: language affects culture and culture affects language.”

Review of the literature

1.3. The importance of culture in English language teaching:

Culture has always been considered as an essential element in foreign language teaching. This can be noticed in different levels of education. It has been also a major subject matter among linguists and educators for ages.

Kramersch (2003) says that “culture teaching cannot be generalized as teachers do in grammar teaching. Culture teaching needs to focus on exploration and description which is different from teaching grammar because the rules of creating meaning are dynamic.” So foreign language teachers should not only explain the superficial structure of the language being taught, but put an emphasis on the transmission of knowledge about the people who actually use the language in order to express their particular way of thinking and living which differ from one individual to another and must be taken in to consideration. Jovanovich cited in Valdes (1986, 123) notifies that “if we teach language without teaching at the same time the culture in which it operates, we are teaching meaningless symbols or symbols to which the student attaches the wrong meaning.” From this view, it becomes clear that it is impossible to learn or to master any language, if its culture is not included in the program. The study of culture provides real clues for the perception and the comprehension of the symbols which form the language where it plays a central role in the way meanings are interpreted.

For Neuner (1997) “the socio-cultural world of the target language shapes learner’s attitudes and has an indirect effect toward their native world.” We can say that the integration of the concept of culture in teaching will be an opportunity for the student to improve his skills and intellectual level. It is also a real chance for a student to develop different qualities such as tolerance and acceptance of others, no matter if this culture differs from his own. Then, teaching culture along with language comforts the idea that all cultures are equal and the fact that there is no culture which is superior or inferior.

Review of the literature

1.4. Defining interculturality:

Social and cultural representations are constantly being changed and renegotiated, which is the direct effect of the acceleration of the globalization process which contributes to the building of intercultural thinking and perception of different societies.

According to Spencer-artej and Eranlalin (2009:3), “an intercultural situation is one in which the cultural distance between participants is significant enough to have an effect on interaction/ communication that is noticeable to at least one of the parties.” Cultural distance maybe a real problem which should be observed through communication and interaction in order to make a reduction of cultural distance which leads to a new intercultural communication. In the same line of thought, Diene (2007) emphasizes that “intercultural encounters between individuals, communities and people invariably involve a certain cultural tension, whose terms depend on the context in which they occur and the value systems brought into play.” So, according to Diene, within an intercultural society, the two main axes involved are those of memory and value. Nobody is able to deny the memory and the value of a given culture, because in doing this we deprive human beings from their own identity which represents the symbol of their existence. Everyone dreams to be an ‘intercultural speaker’, which Byam (2001:5) describes as someone who has “a willingness to relativize one’s own value, 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 the perspective of an outsider who has a different set of values, belief, and behaviors.” Interculturality seems to be as another hope which favors coexistence and acceptance of others, where each speaker tries to do their best in order to benefit from the best side of each culture.

In order to promote an intercultural dialogue, intercultural competencies should be taken in to consideration. Fantini (2007) considered the intercultural competence as “the complex ability needed to perform effectively and appropriately when interacting with those

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who are linguistically and culturally different from oneself.” To achieve this purpose, Bennet (2009) claims that “various strategies exist for acquiring intercultural competencies and facilitating cultural encounters in the promotion of intercultural dialogue.” Here, we can say that, the success of any intercultural performance depends on the ability to listen, to think and to feel, then to share our experiences and our stories. Kobert Vachon (1998) suggests that, “interculturalism is to experience another culture, to accept the truth of the other culture; it is therefore allowing the other culture and its truth to affect me directly, to penetrate me, to change me.” As human beings we are affected and connected to each other, and everyone wants to see this recognition and this acceptance not only as a human being, but also as a creature that is able to innovate and to both retain its vestige and ensure its legacy which will be transmitted from one generation to another.

1.5- Intercultural Awareness:

Intercultural awareness is the high level of knowledge required in every fields especially in the field of human interactions, which facilitates the understanding of different cultures, with an effective communication far from discrimination and negative perception of the people who actually practice and hold their own believes and behaviors.

Byram (1997, 60) claims that cultural awareness may be seen as “an ability to reflect on one’s cultural nationality, value and beliefs and compare one’s own culture with that of the interlocutor.” This involves much more than just knowing about another culture, also real chance to discover how one’s own culture shapes perceptions of oneself, of the world then our relationship with others which will be deeper than ever.

In education, raising students ‘awareness of both their own and foreign culture is crucial in order to develop an understanding of the real nature of the target culture as well as

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their own. Kramsch (1993, 4) has identified four categories of teaching goals for the purpose of raising cultural awareness is “Developing a greater awareness of and a broader knowledge about the target culture; acquiring a command of the etiquette of the target culture; understanding differences between the target culture and the student’s culture; and understanding the value of the target culture.”

This general comprehension of cultural dimension allows interculturality to reduce ethnocentrism and to modify the learner’s attitude to a positive way toward his perception of the target and the foreign cultures. Tomalim and Stempleski(1993,15) claim that “intercultural awareness covers the beliefs, values attitudes and feelings conveyed not only by language but by paralinguistic features such as dress, gestures, facial expressions ,stance and movement.” From this quotation we notice that in order to reach the level of awareness in understanding any culture, it is primordial to keep in mind that all what we see, hear, feel and touch represent an important part in the identity of a given culture. That is to say, every single component represents the way people practice their culture and the reality of its existence which could be expressed through their daily interactions.

Intercultural awareness leads us to ‘intercultural sensitivity’ which refers to the acceptance of others as they are and considered as unique individuals. In this sense, Hammer, et al (2003: 422) point out that intercultural sensitivity refers to the “ability to discriminate and experience relevant cultural differences, in order for the individual to be able to think and act in interculturally appropriate way.” So, intercultural sensitivity is the deep perception of the learner about what goes on around him, where he/she will be able to develop a social competence which helps them to be ready to act and to move in the right way to prevent any misunderstandings or struggles. Because it is not easy to integrate a new society with a new culture which sees the world differently or which maintains another explanation of all what

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one tends to think that it is the only truth or the only way to live and to exist and the best way to reach this is through the teaching and the understanding of interculturality.

1-6. The lack of cultural perspectives in language learning:

Nobody can ignore the cultural context which helps reaching the real comprehension and perception of given meaning which is transmitted through the medium of language, which permits one to be able to understand it and behave in the right way. In order to master the English language, one must be able to communicate in this language in a manner that native speakers will accept and recognize as their own. This is not easy when cultural perspectives are not taken into consideration during the acquisition process.

Bentahila and Davies (1989, p.103) claim that “people may fail to recognize the source of the differences, and may wrongly attribute aspect of people’s behavior to their own personalities instead of realizing they are simply conforming to different cultural norms.” We can consider this as the root of all confrontation that exists between people who belong to different cultures, when they do not want to understand or perhaps ignore the cultural origins of other people. This may lead to another problem which is according to Bennett (1986,p.116) when people from different cultures try to communicate, they tend to “Fail to recognize the conventionality of the communicative code of the other, instead tacking the communicative behavior as representing what it means in their own native culture”. It is very important to have a good mastery of linguistic competence which constitutes with the knowledge of pronunciation, writing system, vocabulary, grammar and syntax, and the whole system of a given language, but it should always be accompanied with an intensive mastery of the cultural components and the history or the origins of the people who actually use this language. In this sense, Bentahila and Davis (1989) Point out that “what is often neglected is cultural competency that is a kind of knowledge of all other systems of ideas and

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beliefs shared by members of a community and transmitted through language.” Noguchi (1987) Also supports that “the knowledge of socio- linguistic rules is crucial in order to use the target language without creating misunderstanding, one may produce perfectly grammatical yet embarrassing inappropriate sentences without this knowledge ,Or one may have a sizable amount of vocabulary and have a good knowledge of linguistic competency yet produce only silence.” The correct production of any language should be related to its culture which provide a significant insight about the appropriate use of different forms and rules of a given language. Tucker and Lambert (1973) go even further, maintaining that “the ability to communicate fully in a second language depends on the degree of non-ethnocentrism of the learner. The successful learner must develop an awareness of and sensitivity toward the values and traditions of the people whose language is being studied.” Kramsch (1993:1,8) states that culture should not be considered a separate skill like speaking, listening, writing and reading, since it is always present at the background in the context. However, culture is often not seen as a feature of language but as information caused by the language. If language would be seen as a social practice, culture would become the center of language teaching and an essential part of language proficiency.

This is the only way to build a bridge of knowledge and comprehension which relate the learner with the culture of the language being acquired and learned during the educational program.

1.7. Intercultural communicative competence:

If, educators hope to help students develop an appreciation for the language and the culture being studied, it is primordial to incorporate in the language curriculum intercultural communicative competence.

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According to Byam(1997, p.7) ICC takes into account language teaching and focuses on “the ability to interact with people from another country and culture in a foreign language”.Byram and Fleming (1998:8) precise that an individual with ICC “has the knowledge of one, or preferably more cultures and social identities and has the capacity to discover and relate to new people from contexts for which they have not been prepared directly”. From this quotation, we understand that anyone who is able to make a link between their own culture and different cultural identities will be in a state of recognition and acceptance of the similarities and the differences that exist between cultures around the world and the most important thing one may gain special abilities of communications and interactions which facilitate the comprehension of various meanings and attitudes.

To better identify ICC, Byam (1997) develops five components for 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 important in order to help our students to become more competent in term of culture knowledge and interactions, and to be active participants, while improving their intercultural competences and these points are detailed below.

1.7.1. Knowledge

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

1.7.2. Attitudes

According to Byram (1997), attitudes are viewed as the perception toward people as being different in respect of cultural meaning, beliefs and behaviors which implicitly exhibit

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in their interaction. or; these attitudes are referred to as prejudices on 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 others cultures.

1.7.3. 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 menu cultural phenomenon (Ibid)

1.7.4. 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 their own existing cultural knowledge, values and assumptions and relating it to those of others from different cultural backgrounds (Byram, 1997).

1.7.5. Critical cultural Awareness

It refers to the use of the explicit criteria in order to make a critical analyses and evaluation of perspectives, product and practices in our own culture and in the others 'cultures. It is a reflective stand point which is required in order to negotiate and appreciate the meaning, behavior and belief of our own cultures. (Ibid)

1-8 Types of cultural content in EFL Text book:

Including cultural content in EFL textbook is not an easy task because EFL teaching is not just content or some aspect to discover about a given culture. It is a real challenge in order

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to help the student to learn about different cultures all over the world, therefore to change and to become competent in terms of knowledge and attitudes. Cortazzi and Jin (1999) mention three categories of culture possible to be implemented in EFL Textbook. These are: Source culture material, target culture material and the world culture materials.

8.1.1. Textbook based on source culture.

This type represents teaching material where the represented culture reflects the learner's own culture rather than the target one. Cortazzi and Jin (1999) 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." In this sense, Mc Kay (2002) cited in (Chonlada and Liv, 2013:84) explains that the learner will learn about sully acts in relation to his/her innate knowledge of English, consequently he/she will be incapable to communicate with those from different cultures. The objective of these teaching materials is to increase the student's cultural identity, awareness and make them able to speak it through another language.

8.1.2 Textbooks based on target culture:

These materials are considered as the most used teaching materials in EFL contexts in every educational setting, because the target culture will be illustrated in an objective manner which helps teachers and students to teach and learn this culture appropriately.

Chonlada and Liv (2013) claim that "the objective of introducing target cultures in ELF classes is to enhance the motivation of the learners and their positive attitudes toward foreign language learning. In addition, when a textbook includes this type of culture, this makes it useful for both EFL and ESL contexts." In tune with them, Stainer (2004) add that studying culture gives students a reason to study the target as well as rendering, the study of

Review of the literature

12 meaningful. Sysovey and Donelson (2002) confirm that: “nowadays, the 12 culture is presented as an intern disciplinary core in many 12 Curricula designs and textbooks.”It helps the student to concentrate not only on their own culture, but also on the target culture with new horizons and perceptions of another style of living.

8.1.3 Textbook based on international culture:

EFL classrooms need to provide an environment to learn a language and at the same time develop an international conscience.

According to Chonlada and Liu (2013)

“The international target culture shows the learner how foreign speakers use what they think acceptable while communicating in a target culture. Then it gives concretes example for international use of English. Finally, it offers non-English speakers the opportunity to reflect a culture other than the English one while using this lingua franca.”

Our review of the literature shows that culture is defined differently according to different scholars. Indeed, we have reviewed some author views on the close relationship between language and culture, highlighting the fact that culture and language have always been considered as a single entity in language learning. Besides, we have shown the importance of culture in English language teaching and learning. Furthermore, we have defined interculturality according to different authors, considering intercultural awareness. Then, we have shown the drawbacks of the lack of cultural perspectives in language learning with its bad effect on the student. We emphasized the importance of intercultural communicative competence which is based on the development of several components of ICC concerned with: knowledge, attitudes, skills of discovery and interactions, skills of interpreting and relating the critical cultural awarenes. Finally we focussed on the different types of cultural content in EFL Textbook as suggested by different authors.



II. Research Design

Research Design

Chapter 02:

This part is methodological. It is divided into three sections. The first section intends to deal with the presentation of the research methodology which is content analysis adopted in order to investigate and to evaluate the EFL textbook “New Prospects”. The second section aims at identifying the content and the structure of the textbook. As for the third section, it is concerned with the description of the theoretical Framework on which our research is based which is Byram’s checklist of cultural evaluation (1993).

1.1. Content analysis:

In this section, some explanations will be provided about content analysis which will justify our choice of this research approach to treat our object of study. According to Holsti (1969:2), content analysis is “a multipurpose research method developed specifically for investigating any problem in which the content of communication serves as the basis of inferences.” In order to carry out our research, CA appears to us as particularly relevant to determine the presence of certain words, concepts, theme, phrases, characters or sentences within texts and to quantify this presence in an objective manner.

Klaus Krippendorff (2011:13) whose focus is on covert communication, maintains that “content analysis is a research technique for making replicable and valid inference from text to the context of their uses. It provides new insight and understanding of a particular phenomenon.” It is very useful to get a real comprehension about any content that we need to study and analyze in order to reach our objectives which could be realized through content analysis.

Research Design

CA plays important role in order to carry out our research work where it seems appropriate for our research to reveal international differences in communication content, and identify the intention, focus and communication trends of an individual, group or institution. It is also a good method in order to describe attitudinal and behavioral responses to communication, and in the same time it helps to determine psychological or emotional state of persons or groups. CA also was defined by Shannon (2005;p127) as “the research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns” . For Schreyer (2012) CA is considered “As a search method, it represents a systematic and objective means of describing and quantifying phenomena.” So content analysis provides the researcher with several advantages and it could be as helpful tool in order to carry on with our research work. It plays a central role in identifying the communication process via texts and transcripts where social interaction is considered as the main aspect. Also it helps the researcher to discover different historical and cultural realities over time through analysis of texts where every element and content is taken into consideration such us the language use and the way in which it is used in order to be able to statistically analyze the coded form of the texts and its content in general and to categorize and organize, then to find the relationship and the real meaning and objective of the whole content.

The process of content analysis follows six main steps according to B.Devis Prasad:

- A. Selecting content for analysis and a whole description of the phenomenon that would be studied and the final objective.
- B. Selecting the units of content .If the unit is longer, the work of coding it as a whole will be more difficult and subjective.
- C. Preparing content for coding.

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- D. Coding the content which is another important step in order to reduce the data in to manageable mass, where any piece of text or visuals can be coded in many different ways.
- E. Counting and weighting take place when all the preparation for the content analysis has been done and it is the quickest part.
- F. Drawing conclusions where we will be able to compare and to contrast to better understand the content and the relationships between its different aspects.

2.2. Description of the text book

According to Elomma(2009: 109-110) “textbooks have a critical role in promoting the principals of intercultural learning and teaching because they have the power to affect pupils’ attitudes towards foreign cultures. The ideal aim would be that the text book would get pupils interested in the target cultures by presenting the culture, language and mentality of the target countries in an interesting and motivating way.” Therefore, school textbooks are always required in the teaching and the learning of English language and culture.

New Prospects is a pedagogical course book designed by the Ministry of National Education for learners in their study of English at secondary school, and is designed according to the recent reform in the Algerian educational system. It is the last of a series of three course books which were designed and programmed for the teaching of English to secondary school students. The major procedures of the course book are similar and follow the same trail as those adopted for the making of the two books provided before.

2.2.1. Organization of the course book:

New Prospects aims to develop in students three essential competencies of interaction, interpretation and production where a focus is put on all language areas (syntax, morphology, vocabulary, pronunciation and spelling). In the same time it provides different topics which are related to a varied set of subjects in relation to different fields.

New Prospects is made of 270pages, and is composed of six Units. Which are as follows: 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 family. Every Unit is divided into two parts: language outcomes and skills and strategies outcomes, covering different languages functions, grammatical structure and language components. Every teaching unit provides the student with interesting illustration and other texts which attract student attention such as songs and poems, drawing and pictures related to famous persons: actors, football players, scientists, etc.

2.2.2. Content of the text book:

The first pages include a table representing the book map which describes the general content of the Text book. In the table, every Unit accompanied with a special topic divided into two major parts. The first is entitled a language outcome which is followed by two important sequences: Listen and consider, and read and consider. The main purpose of these two sequences is to work on the several language dimension of the texts by the study of grammatical structures, vocabulary, pronunciation and spelling which contain the following rubrics; language outcomes states the linguistic objectives, Getting started, Let's hear it (For the listen-and- consider sequence), Taking a closer look (For the read and consider sequence), grammar and vocabulary tasks preceded by grammar explorers and vocabulary explorers,

Research Design

Pronunciation and spelling, finally think, pair, share. Through these different rubrics, the student is expected to be able to accomplish different performances in different contexts and situations about all what he learned in speaking and writing.

The second part is entitled skills and strategies outcomes which also contain two sequences; listening and speaking; reading and writing. This part is concerned with structural discursive aspects of the text. In the same time a special focus is put the awareness and practice of primary skills of language, namely listening, speaking, reading and writing, and developing social skills through collaborative work, peer assessment, responding to the problem-solving situations. The learner's outcomes and the intercultural outcomes take an important part in the process of teaching and learning including a particular topic which is accompanied with a varied set of exercises. Research and project outcomes assignment are the last rubrics of every unit which involves websites visiting, fieldwork, synthesis and class presentation.

3.3. The presentation of the Theoretical Framework:

One of the most prominent researchers on intercultural learning and cultural content in the classroom is Michael Byram (1989, 1993, and 1997). Focusing on cultural content in foreign language textbooks, he has published a list of criteria examining the extent and methods of how culture is presented. This checklist is particularly relevant for evaluating the cultural content because it covers everything which is concerned with culture. This checklist has been adopted to collect, analyze and examine both of the reading selections and the visual representation in the secondary school text book. The section below shows more details about each criterion.

3.3.1. Cultural identity and social group:

This includes different individuals and groups within the nation or state, including social class, regional identity and ethnic minority through showing their complexity in a national society.

3.3.2. Social interaction:

It includes different conventions about a particular behavior and the way in which the interaction process is manifested in a specific social group.

3.3.3. Belief and Behavior:

It is related to daily routines and actions which form the principal habits maintained within a particular social group, including values, morals and religious beliefs.

3.3.4. Social and Political Instructions:

This is another cultural element which concerns with different institutions which exist in a given social system, health care, law and order, social security and local government.

3.3.5. Socialization and life cycle:

It refers to all what is defined as family, school, employment, media, ceremonies, which are associated always to social life.

3.3.6. National History:

It deals with historical and contemporary events which have a direct relation with a given national identity.

3.3.7. National Geography:

It includes all the geographic factors which exist in a national territory and seen as being important by members of a given country.

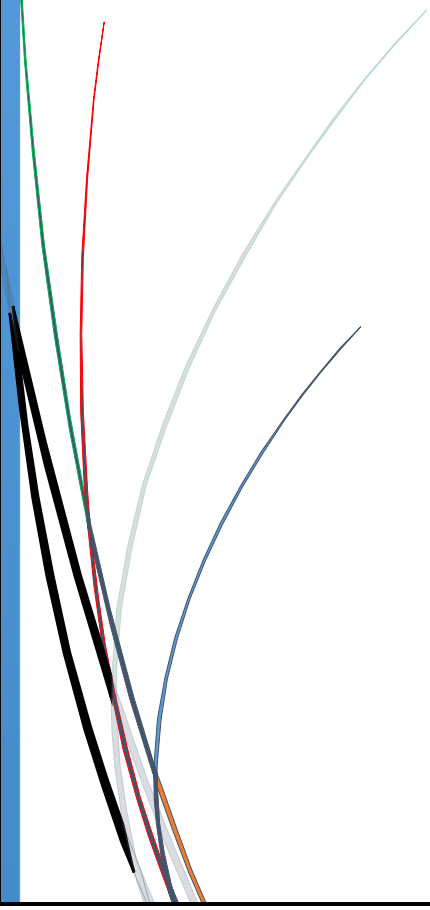
3.3.8 Stereotypes and National Identity:

It includes all the symbols and representatives which refer to a given national identity or stereotypes i.e. monuments or famous people.

Conclusion:

In this chapter, we have dealt with the description of the means and the procedure adopted for data collection which is content analysis, with a general description and the content of the EFL textbooks “New prospects”, finally the theoretical framework that our research is relied on the next chapter is devoted to the result of the research work as sorted out from the content analysis and Byram checklist of cultural evaluation.

III. Presentation of the findings



Presentation of the findings

Chapter 3:

Presentation of the findings:

Introduction

As stated above this chapter is concerned with the presentation of the findings that are sorted from the process of content analysis and the application of the theoretical framework of Byram's Checklist (1993). Our analysis begins from the readings texts and the visuals to the exercises and the dialogues, proverbs and sayings, songs and poems which are included in the 270 pages of "New Prospects", then we will be able to organize and to categorize every element and component in order to reach reliable results. The results will be organized into three major sections which are; the incorporation of different cultural contents. Then, B. culture in "New Prospects" in relation with (Byram checklist 1993). Finally, the description of the negative or the positive side of the British culture which is conveyed through pictures.

1-1 Incorporation of different cultural contents in NP

The cultural content in NP	Exemples frome each culture
	<ul style="list-style-type: none">* A picture on p 14 of T5hamugadi (Timgad)* A text on p 22-23 bears the title "Algerian at the Crossroad Of civilization."* A picture on p 74 about the Algerian Council of Accountancy.* A picture on p 74 of the Algerian University lecture theatre.

Presentation of the findings

<p>Source culture</p>	<ul style="list-style-type: none"> * A picture on p 74 of Algerian Muslim Veiled women. * Task on p 174 about comparing and contrasting the Algerian attitudes and feelings to those of Americans and British. * Task on p 90 about comparing and contrasting the Algerian and the American educational systems. * Task on p 166 in the form of an indirect dialogue about Answering questions concerning the Algerian and the foreign comedians. Its aims at helping the learners to understand more their own culture, then it allowthem to recognize the similarities and differences between the Algerian and foreign Comedians. * An exercise on page 180 aims at developing learner's positives attitudes towards the difference between men's and women's ways of expressing emotions in various situations in the native culture. * A picture on page 166 of the Algerian comedians::Beyouna and Souilah. * A rock painting and engraving on p 22 in Saharan sites. * A group work on page 59, where students are asked to discuss the meaning of different Proverbs and sayings .Then to find their equivalentents in their own language. * A picture on page 74 which shows an Algerian university library.
<p>International culture</p>	<ul style="list-style-type: none"> * A map on p 15 of ancient civilizations: Ancient Greek, Ancient Egypt, Sumerian, Babylonian, Indus Valley and Chinese civilization. * A Picture on p 14 of the hanging garden of Babylon. * A picture of the Hills of Easter Island on p 27. * Timelines on p 35 of the development of Western civilization: the antiquity, the Middle Ages, the Renaissance, the Enlightenment, the Industrial Revolution, the Nineteenth

Presentation of the findings

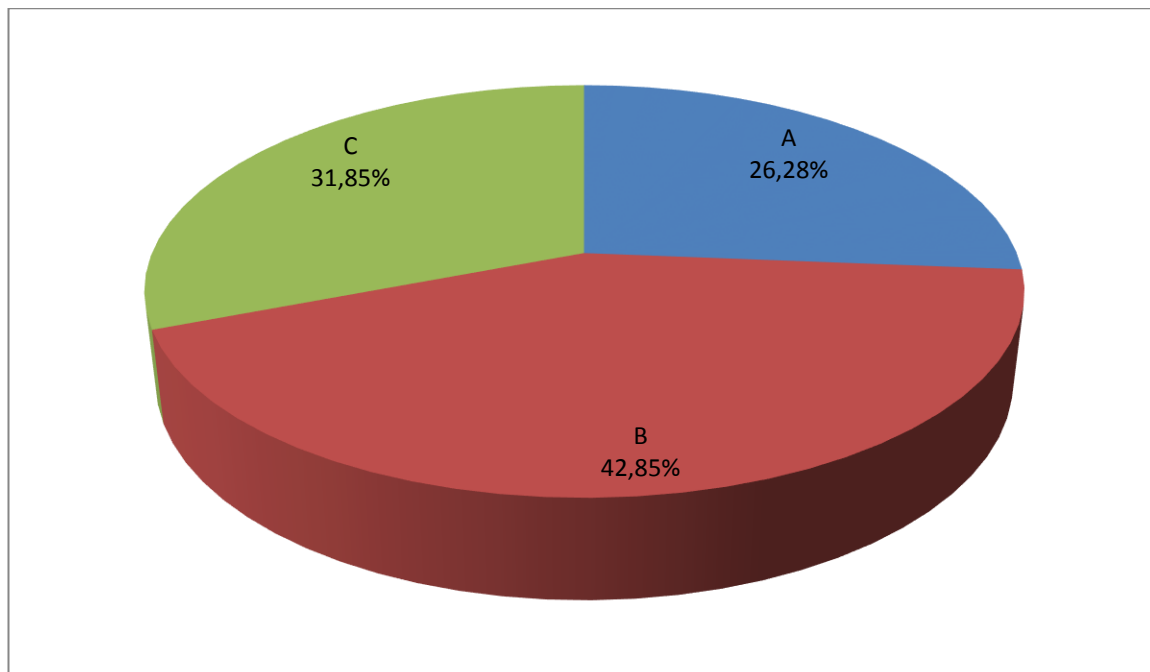
	<p>and twentieth Centuries. A picture on page 41 about Paris's Abduction of Helen.</p> <ul style="list-style-type: none"> -Another picture in the same page about the Greek Siege of Troy. -Proverbs and sayings on page 59 . - A picture on p 151 of historical celebrities: Galileo Galilee, Johannes Kepler and Claudius Ptolemaeus. -A photo on p 145 of the Russian astronaut Yuri Alexeyevich Gagarin. - Text on p 36 in the form on indirect dialogue about answering questions concerning the Egyptian civilization - Followed by a text on p 37-38. It aims at helping to learners an attitude of openness to the cultures. - An authentic text on p 37-38 about the Egyptian civilization. -A text on page 241: Did the West Begin on the Banks of the Nile? (By Sharon Begly)
<p>Target culture</p>	<ul style="list-style-type: none"> - A text on page 83 about Education in Britain. -An exercise in the same page asking students to identify the adjectives, which best describe the access to universities in Britain and The United States. -An authentic text on p 98-99 about government and Education in the USA. -A song on p 105 bears the title what did you learn in school today? By Tom Paxton -A task on p 124 about two students who have different views of advertisement, the aim beyond this task is to use the target language to express moral attitudes. -Task on p 60 about comparing the punishment meted out to people gently of Frauds in England, America and Algeria. -A picture on p 75 of a foreign musician group. -An authentic text on p 83-84 about education in Britain. -A picture on p 82 of student acquiring their certificate degree in Britain.

Presentation of the findings

	<ul style="list-style-type: none">-A picture on p 135 of the observatory at Greenwich.-A song on p 164 bearing in title Astronomy Domine by the Pink Floyds.-An authentic text on p 174-175 about expressing feeling of both British and American people.- A song on p 195 entitled Love is all by Koyer Glover and Guests. It aims at assisting the learners in sharing the singer's feeling and understanding.- Task on p 167, a part from the goal of filling the gaps with definite and indefinite articles this task tries to increase the learner's open – mindedness and tolerance towards the target culture by understanding humor of both the British and American people-A dialogue on page 208 which is about a radio interview with John Doe, an American humorist. -A Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms(From A Compilation of International Instruments, New York: United Nation,1994,pp.600-601)
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Presentation of the findings

Diagramme(1): Deliverance of culture in terms of source culture, target culture and international culture.



Relying on the data displayed on table above the incorporation of cultural elements in New Prospects reveals that the text book contains 46 elements or 26,28% of the room devoted to the source culture, 75 elements or 42,85% represent the target culture, and 54 elements or 31,85% which represent international culture. The overall Quantitative content analysis reveals that the target culture is represented with a high number of elements, followed by the international culture and finally the source culture with the fewest number of elements. We notice that there is a large cultural references not only from the target culture origins but also from other foreign culture from the world as well as the source culture in “New Prospects”.

1-2 British culture representation according to Byram’s checklist (1993):

The result of data-based analysis reveals that the share given to British culture in “New Prospects” is prominent and which includes some aspects from different cultural environments and situations. In this section, we will deal with the presentation of the collected data.

Presentation of the findings

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

Byram's checklist of cultural evaluation	Examples from « NP »
Social interaction	<p>-Exercise on page 175 asking students to identify How much attention do the British pay to people who complain in public.</p> <p>-A song on page 195 by Roger Glover and Guests.</p> <p>-Another exercise in the same page raises a question about what do British football players do when they score a goal.</p> <p>-Text on page 267 is entitled Sport and Friendship Among Peoples</p> <p>-Text on page 270 is entitled Meeting ones 'partner.</p>
Belief and Behavior	<p>-Text on page 174 about British people's feelings.</p> <p>-Exercise on the same page asking students to find to what extent Algerian's attitudes to feelings are similar to or differ from the British attitudes.</p> <p>-A song on page 195 by Roger Glover and Guests</p>

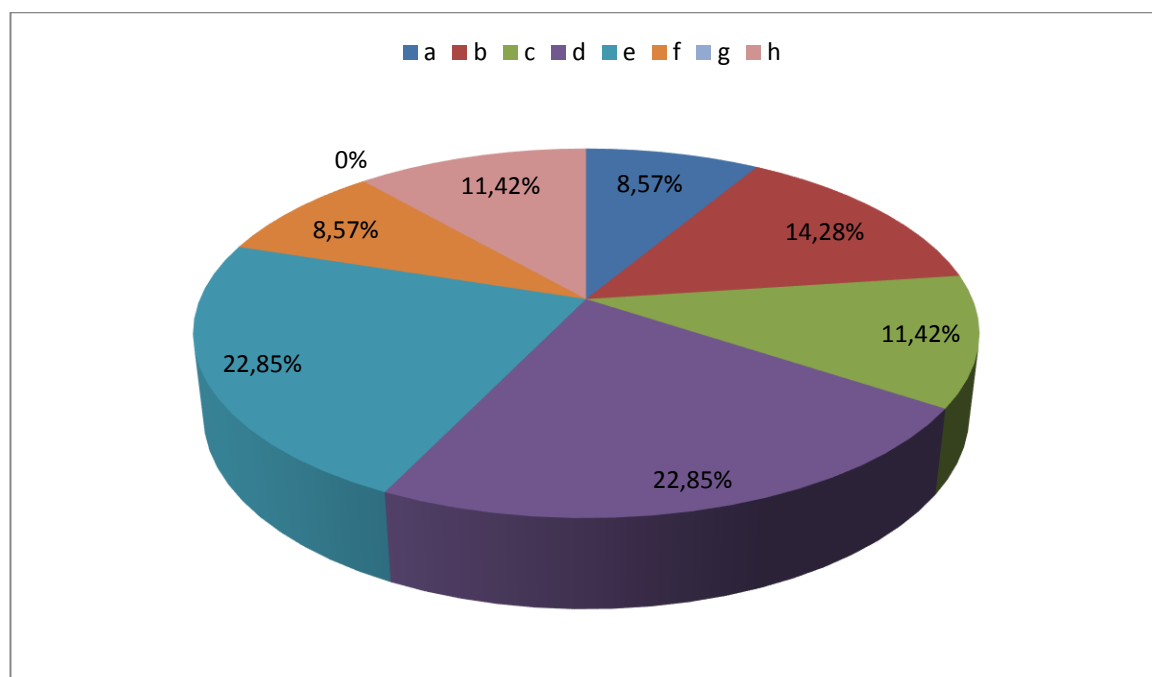
Presentation of the findings

	<p>-The same text on page 270 Meeting one's partner in British society.</p>
<p>Social and political institutions/Socialization and life Cycle</p>	<p>-Text on page 83 about education in Britain.</p> <p>-A picture of a girl's secondary school in Britain in the 1960s</p> <p>-Exercise on page 82 asking students what they know about education in Britain.</p> <p>-A picture on p 82 of students acquiring their certificate degree in Britain.</p> <p>-In the same page students were asked to find the equivalent of Lycee in Britain, and they also asked if British children receive the two stages of their primary education in the same school.</p> <p>-Text on page 257 with the title of how the food industry poisons British children.</p> <p>-A dialogue on page 201 entitled A School Child's Parent in The Headmaster's Office (Adapted from Cambridge First CertificatEnglih,p.69)</p> <p>-A text on page 246 entitled : Threat on UK E-Trade (by Elizabeth Judge)</p>
<p>National history</p>	<p>-A picture on p 179 of the Princes Diana Frances Spence Together with her royal family.</p> <p>-Text in the same page about the story of her life.</p> <p>-A picture on page 135 portraying old observatory at Greenwich Royal</p>
<p>National geography</p>	
<p>Stereotypes and national identity/Cultural</p>	<p>-A picture on page 134 about the traditional food of British culture.</p> <p>-A picture on page 135 portraying old observatory at Greenwich Royal</p>

Presentation of the findings

identity and Social groups.	-A picture in page 253 of Charles Dickens 1812/1870 In the same page a piece of play written by Charles Dickens. -A song on page 164 by A group of British singers (The Pink FOYDS). -A text on page 269 titled April fool. British proverbs and sayings on page 59.
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Diagramme (2): Distribution of British cultural items in relation with Byram's checklist of cultural evaluation



The findings Presented in table 2 and diagram2 show that British culture holds an important place in the course book. It manifest in different forms and displays various cultural facet in NP. An emphasis put on socialization and life cycle and social and political institutions with 22% where we find a topic about education in Britain. For instance, the text on page 83, provides information about the stages of education from the primary school to the university in Britain.

Presentation of the findings

It reveals that other cultural items from Byram's checklist are introduced in 'New Prospects' and every item is presented differently according to its cultural significance; belief and behavior with 11,42%, cultural identity and social group with 8,57%, social interactions with 14,28%, national history with 8,57%, stereotype and national identity with 11,42. As one may notices, no cultural reference about national geography.

Presentation of the findings

1-3 British culture representation through pictures in “NP”:

Figure N°01: A picture on p92 ; A girls’ secondary school in Britain (in the1960s)



As we see in this picture the British secondary school students tend to be unified by a single dress which seems to be interesting and attractive.

Presentation of the findings

Figure N° 02: A picture on p82 of students acquiring their certificate Degree in Britain.



As we can see “New Prospects” provides the student with an illustration about British students who are going to become diplomats . In order to have a clear idea about the educational system and its way of functioning through a concrete image where students in universities wear a specific dress for this event.



Figure N°03: A picture on p179 of the princess Diana Frances Spencer together with her Royal Family.

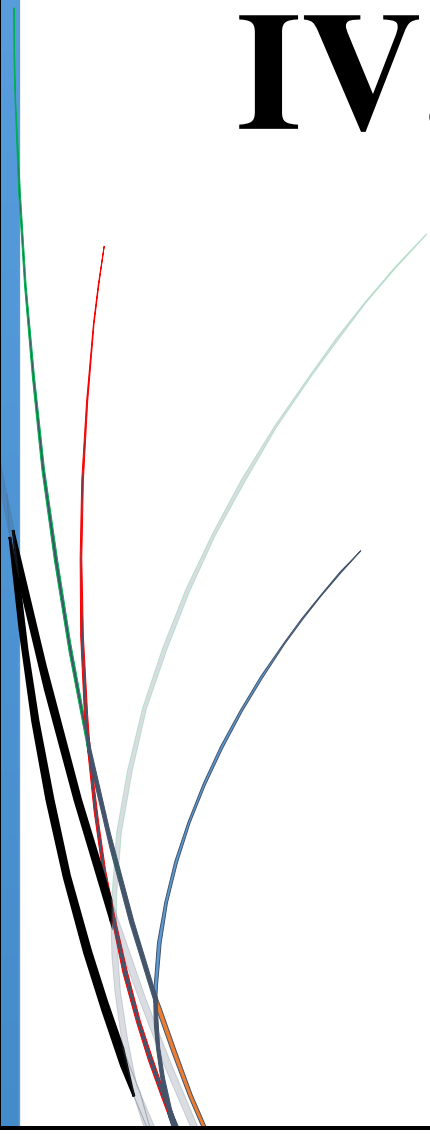
This picture is a real outcome about the British culture and history .It shows the wedding of the princess Diana with Prince Charles. It was an interesting event in the history of the royal family.

Presentation of the findings

Conclusion:

This chapter has dealt with the presentation of the main findings attained through the process of content analysis and the application of the theoretical framework borrowed from Byram. It can be deduced that New Prospects involves different cultural contents, starting from the source culture to the target culture and including the international one, with a specific emphasis put

IV. Discussion



Chapter 4: Discussion of the findings:

Introduction

This chapter intends to interpret and discusses the results displayed in the previous one. In an attempt to answer the previously mentioned research questions, we have divided this chapter into three main sections. The first section is devoted to the discussion of the various types of cultures that are disseminated in the textbook. The second section is concerned with the analysis of the obtained data in relation to Byram (1993) checklist in order to provide a deep insight to the share given to the expression of the British culture. Finally, we will discuss the way in which the British culture is presented through pictures and check whether it is a positive presentation or not.

1-1 Incorporation of different cultural contents in ‘NP’:

The process of interculturality is at play in every sphere of our daily life, and this is due to the globalization phenomenon. The interaction of different cultures in a single field or environment is always manifested, no matter the origins, the religion, the color or the ideology of the people who practice it. Interculturality in foreign language teaching should be the foundation, which leads to the success and the accomplishment of its program, which reflects at the same time the value and worthiness of each culture. This is a fact that, no culture can live in isolation from this world, where it should manifest its artifacts and its worthy existence among other cultures. ‘New Prospects’ is one of the examples of school textbooks which try to illustrate the process of ‘Interculturality’ through its 270 pages. Elomaa (2009:113,122) states that if the textbook combined both formal language teaching and the teaching of culture, it would be possible to create a connection between language learning and intercultural learning”

Discussion

Through the findings that we have reached, it appears plain that the textbook *New Prospects* presents a balanced view of different cultures. This means that various cultural patterns are addressed involving local culture (26,28%), the target culture (42,85%) and the international culture (31,85%). Where it appears that each culture was taken into account in “*New Prospects*”. Which means that the textbook written for English language teaching and learning assumes and promotes cultural difference and diversity, which offers a good opportunity cultural awareness to the students. This strategic perspective allows to bring the world of the target culture into the classroom. In this respect, Sheldon (1988, p237) argues that textbook symbolizes “the visible heart of any ELT Program”. In this sense Cortazzi and Jin (1999) refer to a text book as a teacher, a map, a resource, a trainer and an authority. As a teacher, a textbook gives students relevant information about grammar and vocabulary, as well as about English-speaking countries and their cultures. As a map, it chooses as outline of linguistic and cultural elements as a structured program and it guides students and teachers to follow the steps taken in previous lessons. A textbook is seen as valid, reliable, and written by experts and authorized by important publishers or ministries of education.

The result reveals that that the textbook involves various cultures not only From the Inner circles but also from the Outer and the expanding Circles. The involvement of this cultural diversity provides the foreign language learners with information about the similarities and differences between cultures, and permits them to be able to create a link between the cultural content and the students understanding, therefore a wide range of issues and realities about local and global cultures like education, history, geography, business, ethics, health and so on are evoked in “*New Prospects*”. The learners are equipped with skills for comparing, relating and discovering, and offered an opportunity to use their minds in an effective way across these instructional activities. They are therefore incited to improve their

Discussion

understanding of international cultural issues, and increase their appreciation of their own culture and the world culture.

To start with, the native culture and its incorporation in 'NP', this gained a special amount of cultural insights about its history and traditions. In the first unit many authentic texts are supplied and this appears in the first pages of the book where the Algerian culture was the starting point to discuss cultural diversity. We can mention the text on p22-23 which bears the Title "Algeria at the Crossroads of civilizations" accompanied with a rock painting in the same page. The following reading passage shows some aspects of the Algerian culture "In the northern part of Algeria, the Casbah of Algiers undoubtedly holds the most important position among the historic sites". Also "Algiers was built during multiple conquests, and layers of well-refined cultures can be found in its architecture and social character", 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. 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'. The designers of "New Prospects" gave a chance to the local culture to be expressed in the very beginning of the program, which make the Algerian culture find its place beside other cultures and assist the learners to discover more about their culture through the medium of the English language in their educational background. The source culture refers to the home or the native culture. That is, it deals with all that characterizes one's own culture in terms of customs, behaviors, life styles, practices and products. Modiano (2001) confirms "In language teaching, the inclusion of the learners' culture has a positive effect on the learners' integrity". Accordingly, the incorporation of the local culture in school textbooks facilitates the teaching and the leaning of the second language and its culture.

Discussion

We can also find in the course book other cultural references in the form of tasks and written activities tasks. The reading passage on page 36 requires the students to find which stories of their culture are associated with that of Egyptian culture, which means that they are required to find the similarities between them, such activities allow the student to develop his own reflection and understanding about the native culture and other cultures which maintain the same origins and the same traditions. In this sense Byram (1997, 60) claims that “cultural awareness may be seen as an ability to reflect on one’s cultural nationality, value and beliefs and compare one’s own culture with that of the interlocutor.”

We move now to the target culture and its significant incorporation in “New Prospects”. Information about the educational system of different countries such as United States and United Kingdom were taken into consideration. As an illustration a text on p98-99 about government and education in the United States of America, and to better illustrate this we will mention some reading passages such as “Most educational institutions in the US are public (run by the government), but there are some private schools for which students have to pay a lot of money to attend”. Through designing these authentic texts, learners are brought to be aware and familiar with the educational system of people who belong to different cultural identities and the importance of integrating schools and universities in those countries by their young population in order to ensure the future of its generations. A song in the same Unit on the page 105 entitled “What did you learn in school today” by the American singer Tom Paxton, reveals strong facts about American educational system and its government. Music mirrors what people had experience in their daily life. It is also easily shared and transmitted to others and to make them aware of their perspectives. This goes in tune Halverson’s (1985:327) view who says that “the great achievements of people as reflected in their history, social institutions, and works of art, architecture, music and literature”. Consequently, as posited by Peterson and Coltran (2003), language classrooms should be an environments

Discussion

where learners develop intercultural awareness in their attempt to learn the language; namely, they should know how to address people, and agree or disagree with someone who is a member of the target culture community. Thereby, it could be possible for them to view the world from the perspective of others.

International culture also is included in 'NP'. As we have seen the Egyptian culture has a big share in the first unit and this is reflected in the untitled reading text on p37-38 which maintains different facts about the Pharaoh's government which are revealed in these following passages: "The Pharaoh's government did many important things. It protected the land and its inhabitants by organizing defenses to keep out the raiding war-bands which sometimes attacked the country from the desert". In addition "Many of the laws of the Egyptians were traditional, that is to say, they had grown up gradually, over the centuries. But the pharaoh could make new laws, and did so, whenever he thought it necessary". On page 36, a picture of pharaoh's mummification illustrates the importance given to this aspect of Ancient Egypt culture. The resources of ancient Egypt are an opportunity for the Algerian student to be exposed to the observable system of government and style of life, belief, and values of the ancient Egyptians. The textbook also provides pictures of historical sites such as the Hanging Garden of Babylon on page 14 and pictures of pyramids on page 36. Historical sites represent facts about the history of those cultures and at the same time help the students to discover that each component plays an important role in cultural diversity. A map of Carthage civilization and the most important trading posts and cities in the Maghreb are found on page 32. We can find another map on p15 of ancient civilization, ancient Greek, ancient Egypt, Sumerian, Babylonian, Indus Valley and Chinese civilizations these are followed by a timeline on p35 of the development of the western civilization: the Antiquity, the Middle Ages, the Renaissance, the Enlightenment, the Industrial Revolution, then come the Nineteenth and Twentieth Centuries.

Discussion

It is worth mentioning that other historical texts are embodied in the resource Portfolio section. The latter includes two texts entitled “the spread of civilization” on p240 and “Did the west Begin on the Banks of the Nile” on p241, with the obvious aim of supplying the learners with historical knowledge of various countries because when the student learns about the history of a given culture, he will learn different facts and realities which happened in the past and which determine the way in which one looks at this culture. It is important to notice that the text book also provides information on some historical celebrities like the Russian astronomer YoriGagarin and the Italian physician Galileo Galilei on p15 whose achievements marked the scientific revolution and lasted in the history of the foreign cultures. One aim of intercultural teaching is therefore to practice the understanding of diversity, while learning foreign languages, one also has to change one’s views of the world and develop new levels of consciousness. Elomaa (2009:109) suggests that “this new way of thinking enable pupils to understand other cultures better and develop their sense of justice”. As we can see ‘NP’ not only emphasis the teaching of grammatical and lexical structures of English language, it also constitutes a real resource about different information and facts around the world which contributes to raise students’ knowledge and openness toward the world where they live.

According to Liddicoat (2003) Learners engaged in intercultural language learning “develop a reflection toward language and culture, both specifically as instances of first, second, and additional languages and cultures, and generally as understandings of the variable ways in which language and culture exist in the world.” So, every student of foreign languages should be familiar with essential rules of linguistic forms also with the idea that culture and language affects the way we think and the way we speak, even it affect our perception of others and the world.

Discussion

1-2 the share given to British Culture in “N P”:

According to Tylor (1971,1) “Culture is that complex whole which includes knowledge, belief, art, law, moral, customs and any other capabilities and habits acquired by member of a society.” Every component contributes to the best understanding and functioning of a given culture. We cannot deal with one element or concept without referring to another, since each element is related to another and determines the whole perception that gives that culture a particular identity. That is why when one investigates on the learning and the understanding of a given culture, they should take into consideration all the factors and the notions that make that culture different in order to go deeper in its comprehension.

On the basis of the statistical evidence mentioned in the findings, one may say that a significant space is devoted to the British culture which occupies an important role in the teaching and learning of English language. Byram’s checklist proves of great help in order to categorize and organize each element in the right range. From analyzing the presence of the British culture in the text book through its different pages, what we discovered is that it contains a wide variety of cultural features with different aspects and social contexts which were identified in social and political institutions (22,85%), socialization and life cycle (22,85%), belief and behavior (11,42%), national geography (0%), cultural identity (8,57%), stereotype and national identity (11,42%), social interactions (14,28%), national history (8,57%).

It is worth pointing that social and political institutions/ socialization and life cycle received a large focus with (22,85%). From the onset, the student is exposed to basic information about the British educational system. It is worth noticing here is that introducing these aspects enables the learners to perceive and recognize the place of education and its valuable place to the British people. The text on page 83 accompanied by explanations of the

Discussion

main stages through which British children pass from primary education to university and this assists the learner to be aware of the differences between the British and the American education. Another aspect which represent in some way the socialization and life cycle of the British people is mentioned in the authentic text on page 275 about how the food industry Poisons British children(By Joanna Blythman). In the last paragraph of the text the author said “So I wish Britain would follow the example of the United States and the Scandinavian countries by banning the worst of each category of additives. A ban on advertising food products would also give parents a much-needed break from the ‘pester’ power of children”.

Moving to belief and behavior (6,55%) of the texts refer to daily routines and actions which form the principal habits maintained within a particular social group, including values, morals and religious beliefs. The reading text on pages 174, 175 covers belief and behavior that refer to British people and their culture, and in order to understand more the British feelings and its association with the American one. The reading passage involve the differences and the similarities in the way of expressing feeling and emotion, including, values and behavior which the British and the American people share in many ways. For instance, “British and American people are similar in many ways but in expressing feeling they haven’t much in common”. That is why people who belong to different cultural identities maintain different feelings and emotions which could be associated only to their own culture, and in this passage make the idea obvious “The British like to keep a stiff upper lip. In other words, they don’t like showing or talking about their feelings. They rather prefer hiding them because people who reveal their emotion are thought to be week and bad mannered. The text reads “Most British men and women are still embarrassed to be seen crying in public. People are also embarrassed when they see somebody crying, and do not know whether it is better to pretend they have not noticed or to try and comfort them.” In the same unit a large amount of activities was addressed to the student in order to develop intercultural capabilities starting

Discussion

from the classroom. We mention the task number 2 on the page 174, where students are asked to identify to what extent are Algerian attitudes to feelings similar to or different from the British attitudes as described in the text. Such activities could be a real outcome for the high school student who becomes able to notice and to distinguish between the cultural similarities and differences as they were made evident through language practice. In the same context, Seelye (1984:31) claims that the presence of native culture and other ones 'will help the student to understand both their culture and the target culture, to have more positive attitudes towards culture differences'.

The goal of the textbook designers behind the selection of these various beliefs and behaviors is to help learners to understand and to be aware about the different of British cultural views, attitudes, values, preferences, assumptions and expectations towards each other when they express their sensation and feelings.

It is necessary to notice that social interactions reached the percentage (8,19%). This item in Byram's checklist determine the different conventions about a particular behavior and the way in which the interaction process is manifested in a specific social group.

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 greet each other. For instance, "Many British youths now show feelings of affection in public. Women sometimes kiss each other on the cheek as a greeting and people may greet or say good bye to each other with a hug". Another example that illustrates social interactions and the attitudes which are maintained by British people in their daily life and meetings is found in the song on page 195 by the British singers Roger Glover and Guests in 1974. And the following passage is the best example:

Everybody's go to live together

Discussion

All the people got to understand

So, love your neighbor

Like you love your brother

In such a song, one may hear the call to a common understanding and respect for all peoples, their cultures, civilization, values and ways of life. In this sense A.J.Simpson (2015) explains that “universal appeal, connecting all cultures and languages makes such a great teaching tool. It can be the best and most motivating resource in the classroom, regardless of the age or background of the learner.” Therefore, the use of songs in an educational setting allows the student to acquire a new vocabulary and to enjoy another style of rhythm which is made and create by the native people.

Stereotypes and national identity is another factor taken into consideration in ‘NP’ and the later involve all the representative and symbols which refer to a given society and it could be famous peoples or monuments.

A piece of play written by Charles Dickens on page 253 is accompanied by his picture. It seems appropriate to the learner to know and to discover the famous people of a given culture such as singers, writers, poets, scientists ...etc. who tried to make that culture particular and prestigious. It was a good idea to make the learner discover this great thinker and poet who made great achievement in the field of literature. Byram (1994) says that “Pupils should get enough opportunities to analyze the complex values and meanings of different cultures and be able to get know .e.g. : literature, film, history and political parties of the target cultures.” The traditional food illustrated on page 134 is another important component in the British society, such illustration will prepare the learner of English language to new cultural encounters where they will be ready to be intercultural speaker who know the different habits and preference of a given culture, and this could also be in their foods.

Discussion

Another authentic text on page 269 is entitled ‘April fool’ is another cultural event that British people celebrates every year of British people in this text the author said “The custom started a long time ago, and still very popular today. The idea is simple: for twelve hours of April 1, you are allowed to play as many tricks as you like on as many people as you can deceive”. The author said also “It isn’t just children who play these jokes, however. The television, radio, and newspapers occasionally try to deceive their customers with a cleverly-constructed April fool story. Some years ago, for example, a very serious BBC TV program did a ten-minute report about spaghetti tree in Switzerland: the reporter described, how with recent bad weather, the trees weren’t producing as much spaghetti as they normally did, and that this would make spaghetti more expensive”. A lot of viewers, who didn’t know that spaghetti is made of flour, actually believed the story.

“NP” did not forget the use of proverbs and sayings which are generally used by British people in their daily life. Mieder (2004) claims that “the use of proverbs in the teaching of English as a foreign language is very important in fostering learner’s ability to communicate effectively.” In the same perspective, Hanzen (2007: 1) concludes that “proverbs play an important role in language teaching as a part of gaining cultural knowledge, metaphorical understanding and communicative competence.” Proverbs and sayings are considered as a collection of wisdom words, which can offer culturally-specific insights and convey a deep comprehension of the way people of the target language think about the world and life experiences in general. A list of proverbs were addressed to the student on page 59 such as; ‘Money is good slave but a bad master.’ A British proverb which means that money is really useful and beneficial in order to facilitate the needs of life, but if we do not know how to use and control it according to what is important and necessary for us, it become a real danger for every one where the roles will be exchanged from the servant to the master who control us.

Discussion

From this proverb which reflects in some way the perception of British people about the use of money, the student will benefit not only with an advice from life but also with a cultural wisdom which enable him to share the understanding of others through proverbs. Another mentioned in the same page; ‘Every man has his own price’ another British proverb which means that eventually everyone is ready to accomplish something which goes with his own believes and understanding. All those proverbs were discussed in the classroom where students are asked to find its equivalence in their native culture.

National historical factors with (8,19%) which refers according to Byram to the historical and contemporary events which have a direct relation with a given national identity. This item is presented through a picture on p 179 of the princess Diana Frances Spances together with her royal family followed by a text about her life “Diana died in a car crash in Paris on 31 August 1997 together with her companion, Dadi Fayed, and their chauffeur. The accident happened as their car was being pursued by parazzi photographers on motorcycle”. The history of every culture is really important especially when one study its language and its culture. Including the life story of Diana in ‘NP’ permitted to open the door to some historical events which were happened in the past and to enrich the students’ knowledge about the royal family.

Another element which is illustrated in the photo on page 135 portraying ‘Old Royal Observatory at Greenwich’, that correspond to the well-known site of Great Britain. We can notice that the presence of this symbol is important since it reflects and shows the presentation of particular values and the historical identity of British people.

One can also notice the absence of cultural references which relate to national geography which refers to the geographic factors which exist in a national territory and seen as being important by members of a given country. In this level of education, the designers

Discussion

thought that students should learn and discover much deeper about the British people environment and style of life.

The knowledge of cultures is important for facilitating interaction and communication with people who belong to different cultural identities. In this sense Claire Kramsch (1994) argues that “people use language for purposeful communication and learning how to use words, rules and knowledge about language and its use in order to communicate with speakers of the language.” Therefore, learners in language classroom who tend to learn the language and the culture of a given country and society should become familiar with how they can personally engage with linguistic and cultural diversity of that society. All what the learner knows and discovers about that culture will be supplementary and beneficial to his intellectual background through which he will be able to face any situation, which require him to become an effective speaker with different interlocutors.

In conclusion, drawing upon what has been said above, we can say that it is clearly demonstrated that “New prospects” treats different cultural items in relation to British culture like, education, belief, behavior, national identity and national history which were strongly presented in the textbook.

1-3 The positive side of the British culture which is conveyed through images in “NP”:

School book designers of NP attempted to give a deserved attention to different modes of expression which contribute and facilitate at the same time the teaching and the learning process. Since we are dealing with the teaching and the understanding of interculturalism and the British culture more specifically in NP, it is really important to identify the different zones through which it is treated and manifested. Byram et al (1994:55) have shown that “culture courses should not only be historical, sociological or geographical, the image of a particular culture has to be founded in many different ways, like stories and images either fantastic or realistic since they refer to reality.” In order to bring the world of the target culture to the classroom it seems more appropriate to use concrete images where different realities and facts will be transmitted to the student. Many scholars attempted to study the effect of images on its viewers, according to Gunter Kress and Theo van Leeuwen (1996) who confirm that “similarly to verbal language, images can be interpreted according to what they represent. Meaning expressed in language through parts of speech and grammatical structures can be expressed in images through color, tone, angle, framing, among other categories, and this affects what and how images communicate meanings to viewers.”

The use of pictures in any school textbook, makes that book attractive, interesting, we can even say alive because it attracts student attention on the most important things, they put them in a direct contact with that culture where they will be able to see with their eyes through the medium of images the manifestation of different aspects and values and symbolic forms about it. According to Royce (2007) analyzing “the images before reading the text can ease the student’s interpretation of it.”

Discussion

In order to check the third hypothesis which is concerned with the positive illustration of the British culture through the images that we have selected, we will attempt to discover the hidden meaning that the images tries to convey to the student. In this sense Kress and Van Leeuwen (1996) suggest that “Language and visual communication both realize the same more fundamental and far-reaching systems of meaning that constitute our cultures, but that each does some by means of its own specific forms and independently, although not everything that can be realized in language can be realized by means of images, or vice versa.”

As we have seen in the first image mentioned on page 82 which shows the graduated students and the famous dress that British students wear in this ceremony of graduation with certificates in their hands . We notice that higher education in Britain received much importance as any country in this world , in order to improve the quality and the performance of the British universities. Education contributes to the full development of the human personality, and promotes all the good and positive values and characteristic of a given society, which allow the young diplomat population to find its place and participate in the building and the freedom of their country which is the case of Britain.

In the second image in page 92 which illustrate a girl’s secondary school in Britain (in the 1960s). Here again we can deduce that it is a positive presentation which shows the importance of women’s education in British culture in 1960. The schooling of girls in this period of history shows gender equality and the role of women in the building of a strong society and culture, because a culture which considers women as an essential part of its prosperity and development may reach and realize great achievement in every field and every sphere of their life. In the same image one may notice the single uniform of the students which is comfortable and interesting at the same time.

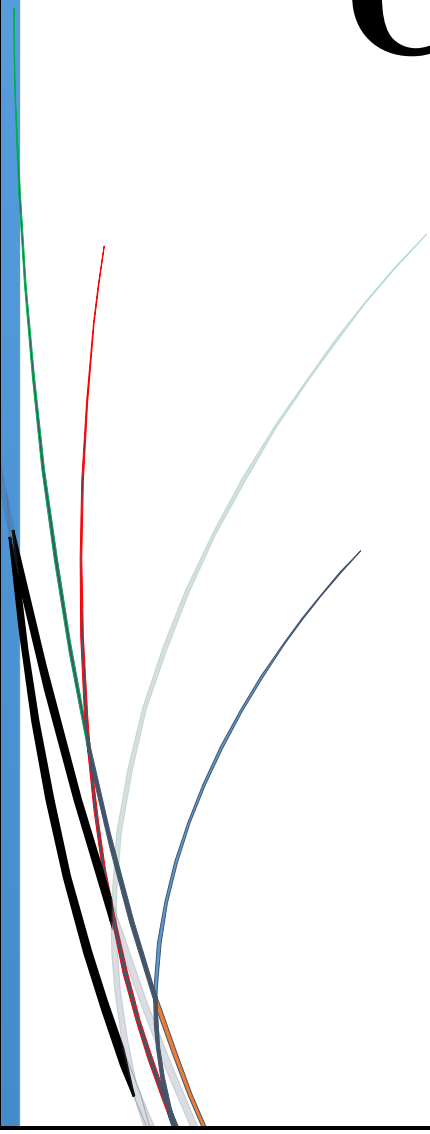
Discussion

The third image in the page 179 shows the royal family with Diana Frances Spencer and Prince Charles in their wedding day in London in 1981. The image shows the positive side of the royal family. One may notice from observing the image that the royal family is characterized by simplicity and modesty and this appears from the positioning of the couples who were in front of the public with a smile in their faces sharing their happiness with the member of their community. As explained by Kress and Theo Van Leeuwen (1996, p2) “visual structures realize meaning as linguistic structures do also, and thereby point to different interpretations of experience and different forms of social interaction”. Through such illustration the student will be in a state of compassion and recognition of the value and the habits of the royal family. In this regard, Hammond and Gibbons (2001) suggest that “if teachers explore visual features along with the textual content in the textbooks and guide learners through understanding their meaning and what they represent, they will be scaffolding, teachers provide support that will assist learners to develop new understanding, concepts, and abilities in learning.” In this way, the student will get the access not only to the various cultural perspectives but they also will be able to improve their critical thinking with a new perception of what they are learning about.

Conclusion:

This chapter of our dissertation presented and discussed the main findings that are sorted out from the analysis and the evaluation of the process of interculturality in ‘NP’, where it was revealed that ‘NP’ was a real platform of cultural encounters addressed to the student of high school education. The manifestation of each culture through the incorporation of its own identity and style of living make it different and unique. The rooms devoted to the British culture was our concern, therefore we attempted to apply the theoretical framework of Byram that is a checklist of cultural evaluation where we organized each element according to this checklist. To conclude with the positive side of British culture conveyed through pictures.

V. General Conclusion



General conclusion

To sum up, it seems that an intercultural perspective offers more than an effective way to analyze and to facilitate adaptation with other cultures. The success of any educational program in foreign language teaching depends on the presentation and the effective illustration of the target cultures. Therefore, the teaching of English language should always be accompanied by its culture, which makes that language rich and a powerful human tool in order to survive and to develop different abilities and talents. Cultural diversity is one of the most important aspects that each school textbook should take into consideration which leads to promote intercultural awareness where the student gain different abilities, such as accepting the differences and the similarities through comparing and contrasting between their own culture and that of other's cultures. Tolerance, acceptance, humanity, and the ability to communicate with others, especially the awareness of the increasing global interdependence between peoples and nations, should be the main objectives of cultural awareness in educational settings.

The present work aimed at investigating cultural diversity and the interculturality in the EFL textbook "New Prospects" with a real focus on the room devoted to the British culture. "New prospects" is a pedagogical course book designed by the Ministry of National Education for learners in their study of English at secondary school, and is designed according to the recent reform in the Algerian educational system. Its wealthy program motivated us in order to evaluate and to examine different cultural components. As was mentioned at the onset of our dissertation, it was devoted to answer three basic questions which make the whole objective and purpose to carry on with this research work.

The first aim was to discover how interculturality is expressed in "New Prospects". Through our analysis of the 270 pages of NP, it was revealed that various cultural contents manifested through the reading texts, activities, visuals, maps, dialogues, songs and poems.

General conclusion

The source culture or the home culture was the starting point of cultural diversities, where the student got a chance by discovering some facts and realities about his own culture that he ignored before. The first unit tried to increase the learner understanding and comprehension about his own culture in order to be ready to face new cultural identities. The target culture also was manifested through different issues.

The target culture should be considered as an essential cultural content any EFL textbook, because it tends to illustrate the native people and their values, habits and beliefs which form their cultural identity in a perfect way. It was revealed from our analysis of 'New Prospects' that the target culture contributes to another cultural awareness which was identified and demonstrated through different subjects and activities which attract student attention by exposing another style of life and other cultural identity maintained by the people who belong to this culture, with the obvious aim of promoting student's sensitivity with a larger and deeper perception of this culture.

The international culture was also exposed to the student from different angles. The use of this type of cultural content motivate the student to discover that in addition to the source culture and the target culture, it exists another cultural content that he should consider in his educational background and more specifically in his cultural understanding.

So, the international culture was exposed to the student from the glorious past to the present achievements of each culture, which attempts to raise student openness to different cultures that exist in this world and to show its importance either in the past or in the present, and its importance in the life of individuals and its participation in the construction in good relationships between people, nations and their cultures far from discrimination and misunderstandings which has always a bad effect on the life of individuals.

General conclusion

The second aim of our research work which is our major concern in this dissertation was the investigation on the number of rooms devoted to the British culture in 'NP'. Byram's checklist of cultural evaluation played an important role through its different items which contributes to a deeper understanding of each element involved in New Prospects. Byram is considered as one of the most prominent researchers on intercultural learning and cultural content in foreign language teaching and learning. Focusing on cultural content in foreign language textbooks, he has published a list of criteria examining the extent and methods of how culture is presented. This checklist is particularly relevant to evaluate the cultural content because it covers everything, which is concerned with culture.

The share given to the British culture in 'New Prospects' was definitely crucial. Starting from socialization and life cycle and social and political institutions which tries to inform the student about important facts and realities about the British government and political and educational systems.

Social interactions were another important factor which contributes to a better understanding of the British attitudes and manners of behaving in their daily interactions and many different situations of interaction are introduced in the textbook. Without forgetting their beliefs and behaviors which illustrate the different feelings and habits or values maintained by British people, and one may recognize how it is different and at the same time specific. The history of the British culture was also manifested in NP through some historical events which happened in the past, which allowed the student to consider the past as a gift of every culture.

The third aim was to look at the British culture from another angle in 'NP'. British culture exposed through different pictures which provides the learner with a range of symbols which includes famous people, architectural and landscapes from this culture. We have selected

General conclusion

three pictures through which the British culture manifest with its specific aspects and symbolic forms. Each picture was a real outcome to the student, because through this various image the student will be in a direct contact with this culture where he was able to see the positive side and the beauty of the British culture.

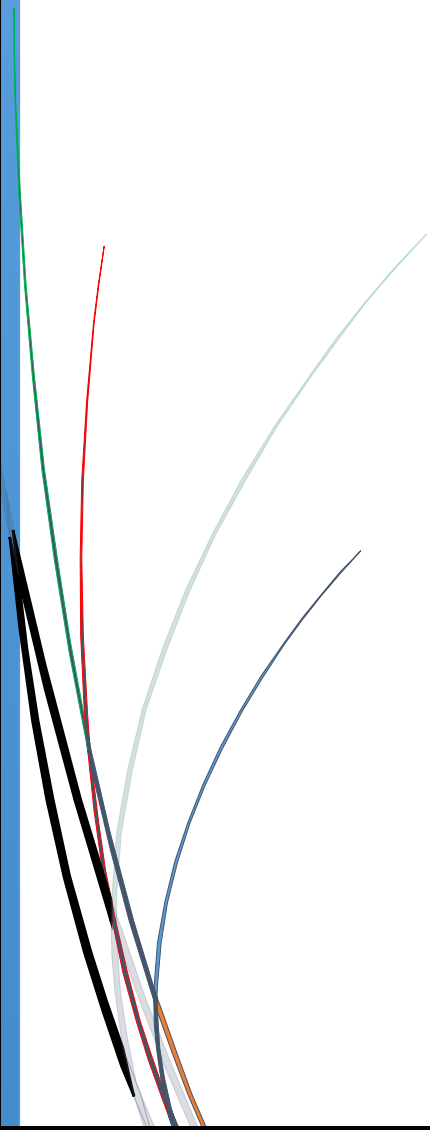
It will be always a good perspective to enrich EFL textbooks by images which reflect the native culture, because it motivates the learner and attract him to learn and to discover more about this culture through different representatives and symbolic forms of that culture. The process of interculturality and cultural diversity will always be a real benefit to the student either in his educational background or in the different aspect of his personal life, where he will be able to develop a new perception of the world based on all the good qualities which allow him to appreciate and consider his own culture and origins as well as other cultures.

At the end, we can say that the Algerian EFL textbook ‘New Prospects’ is a real platform of cultural diversity and the teaching of interculturality which tries to improve student’s cultural awareness and communicative competences in order to become effective intercultural speakers.

Any research work certainly encounters certain barriers that can prevent the perfect achievement of it goals. In our case, the major obstacle was the limited time which prevented the use of some research tools such as questionnaires and interviews.

Our recommendation for further research is to investigate the practical side of the teaching of Interculturality in classrooms using classroom observation, interviews and questionnaires which might yield more reliable results.

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VI. Bibliography

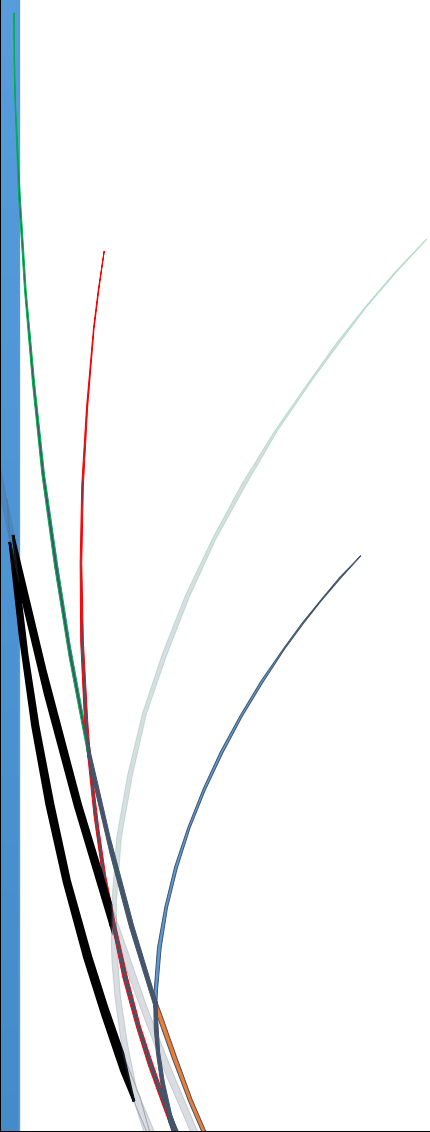
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Appendix



Algeria at the Crossroads of Civilizations



No country in North Africa has as much access to the Mediterranean and the Sahara as Algeria. Its privileged geographic position has made it open to many of the ancient civilizations that flourished in the Mediterranean Basin and to those that prospered in Africa south of the Sahara. Today few countries in the region can boast of as many World Heritage Sites as our country. Tipaza, Djemila, Tassili n' Ajjer, Timgad, the M'Zab Valley, The Qalaa of the Banu Hammad, and the Casbah of Algiers are standing witnesses both to its civilizational genius and to its enriching contacts with other civilizations. (§1)

Of all the sites of Southern Algeria, the Tassili n' Ajjer has the most prestige. It 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. 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 show clearly that the Algerian Sahara was one of the cradles of civilization. The Tassili n' Ajjer seems to have had as few exchanges with the Phoenecian and Roman civilizations as the other Saharan sites of our country. Archaeologists are still undecided about which of these Saharan sites contains the

/medɪtə'reɪniən/

/sɪvəltaɪ zəɪ'nz/

/hərɪtɪdʒ/

/dʒɪ'nɪəs/

/saɪts/

/preɪ'hɪstɪk/

/prɪ'hɪstɒrɪk/

/ɪnfə'meɪʃn/

/krɪɪdlz/

/sə'hɑ:rən/



Skills and strategies outcomes

- Listening for gist
- Listening for detail
- Responding to opinions
- Defending opinions/points of view
- Writing an argumentative speech



WRITING UP

► Before listening

- Discuss the following questions.

1. What is ethically wrong with the businessman's behaviour in the picture ?

2. Do you think that there are too many or too few business regulations in your country ?

3. What effect, do you think, this has on the economy ?

4. Do you believe that businesses in your country comply with health, safety, and environment regulations? Why or why not ?

5. Which of the statements below better describes the practice of businesses in Algeria ? Justify your point of view.



A. The activities of private companies generate profits only for their owners and shareholders, i.e. those who invest money in the companies.

B. The activities of private companies are beneficial not only to the owners and shareholders but also to their employees and their stakeholders, i.e. people who have interest, a say in the matter.



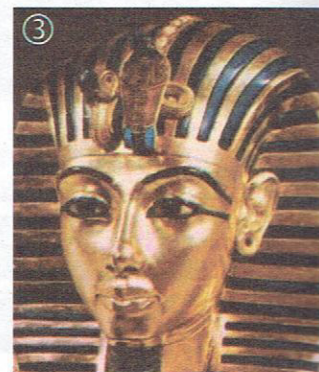
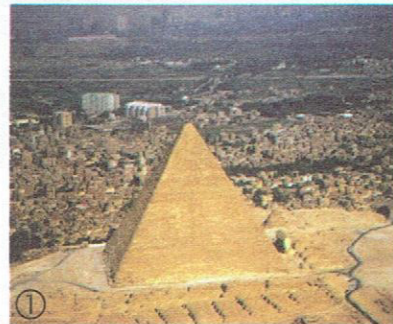
Skills and strategies outcomes

- Skimming
- Scanning
- Identifying reference words
- Recognizing types of discourse
- Summarizing
- Writing a story



► Before reading

- Look at pictures 1-3, then answer the following questions.
 1. What does each of the pictures represent ?
 2. Which of them shows one of the Seven Wonders of the World ?
 3. Which Ancient Egyptian king have you heard of ? What was he famous for ?
 4. Which stories in your culture are associated with Egypt ? Say a few words about them.





READ AND CONSIDER



Language outcomes

- Using the present continuous passive in descriptions
- Expressing cause and result: because, so +adj+that ...
- Expressing obligation and necessity with must/have to
- Forming nouns by adding suffix -ty to adjectives
- Forming opposites by adding prefixes dis- il-, etc.
- Writing an opinion article



FACT
FINDING

► Getting started

- Discuss the following questions.
 1. Look at the picture below. What does it represent ?
 2. Would you accept to buy copies/imitations of products such as perfume ? Why or why not ?
 3. Where do you think is the difference between genuine and counterfeit products ?
 4. Can you name some of the counterfeit products currently available on the Algerian market ?
 5. Have you ever bought a counterfeit ? If yes, how did you realize that it was a counterfeit ?
 6. Is it right or wrong to imitate products ? Justify your opinion.



A customs officer showing counterfeits of famous European paintings

Unit two : ILL-GOTTEN GAINS NEVER PROSPER.

Project outcome

Writing a charter of ethics

For further information, have a look at page 71.



TRANSPARENCY INTERNATIONAL

the global coalition against corruption



- International Standards Organisation
- Label conferred upon goods/services that comply with ISO

- A non-gouvernemental organisation



TIME FOR...

► *Poems about the Rise*

I've known rivers :

I've known rivers ancient as the world and older than the
Flow of human blood in human veins.

My soul has grown deep like the rivers.

I bathed in the Euphrates when dawns were young.

I built my hut near the Congo and it lulled me to sleep.

I looked upon the Nile and raised the pyramids above it.

I heard the singing of the Mississippi when Abe Lincoln

Went down to New Orleans, and I've seen its muddy

Bosom turn all golden in the sunset.

I've known rivers :

Ancient, dusky rivers.

My soul has grown deep like the rivers.

and Fall

Langston Hughes (1902- 1967), *Weary Blues*

I met a traveller from an antique land
Who said : 'Two vast and trunkless legs of stone
Stand in the desert Near them on the sand
Half-sunk, a shattered visage lies, whose frown
And wrinkled lip, and sneer of cold command
Tell that its sculptor well knew those passions and
Which yet survive, stamped on those lifeless things
The land that mocked them, and the heart that fed.
And on the pedestal these words appear :
"My name is Ozymandias, King of Kings
Look on my works, ye Mighty, and despair."
Nothing beside remains. Round the decay
Of the colossal wreck, boundless and bare,
The lone and level sands stretch far away.

of Civilizations

Percy Bysshe Shelley (1792- 1822)

SCHOOLS: DIFFERENT AND ALIKE

"Thus and (much more) Bitzer. Now girl number twenty," said Mr. Gradgrind. "You know what a horse is."

She curtsied again, and would have blushed deeper, if she could have blushed deeper than she had blushed all this time.

The third gentleman now stepped forth. ... "Very well," said this gentleman, briskly smiling, and folding his arms. "That's a horse. Now, let me ask you girls and boys. Would you paper a room with representations of horses?"

After a pause, one half of the children cried in chorus, "Yes, sir!" Upon which the other half, seeing in the gentlemen's face that **Yes** was wrong, cried out in chorus, "No, sir!" - as the custom is, in these examinations.

Of course, no. Why wouldn't you?"

A pause. One corpulent slow boy, with a wheezy manner of breathing, ventured the answer. Because he wouldn't paper a room at all, but would paint it.

"You must paper it," said the gentleman, rather warmly.

"You must paper it," said Thomas Gradgrind, "whether you like or not. Don't tell us you wouldn't paper it. What do you mean, boy?"

"I'll explain to you, then," said the gentleman, after another dismal pause, "why you wouldn't paper a room with representations of horses. Do you ever see horses walking up and down the sides of rooms in reality - in fact? Do you?"

"Yes, sir!" from one half. "No, sir!" from the other.

(From Charles Dickens, *Hard Times*)



Charles Dickens
1812 - 1870

TIME FOR ...

► A song

Love is all

Everybody's got to live together
All the people got to understand
So, love your neighbour
Like you love your brother
Come on and join the band.

Well, all you need is love and understanding
Ring the bell and let the people know
We're happy and we're celebrating
Come on and let your feelings show.

Love is all, well love is all
Love is all, can't you hear the call
Oh, love is all you need
Love is all you need at the Butterfly Ball.

Ain't you happy that we're all together
At the Ball in nature's countryside
And although we're wearing different faces
Nobody wants to hide

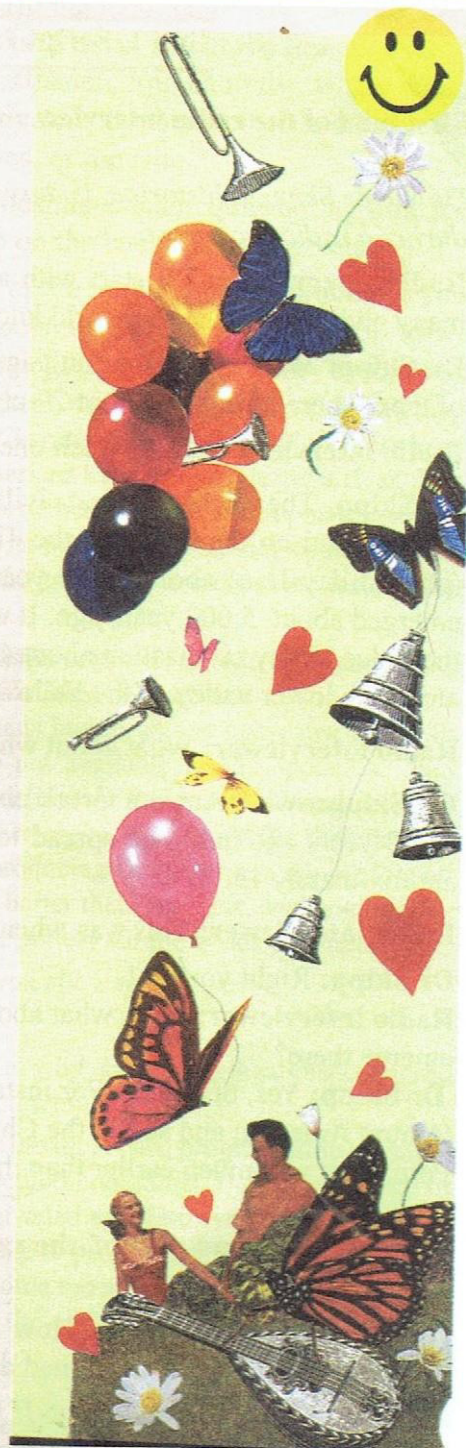
Love is all and all is love and
It's easy, yes it's too easy
At the Butterfly Ball where love is all
And it's so easy.

All you need is love and understanding
Hey, ring the bell and let the people know
We're so happy and we're celebrating
Let your feelings show.

Love is all, yes love is all at the Butterfly Ball
Love is big, love is small
Love is free, love is all
At the Butterfly Ball

When your back's to the wall
When you're starting to fall
You got something to lean on
Love is everything
It can make you sing at the Butterfly Ball
Love is all, I say love is all, yes love is all
At the Butterfly Ball.

Roger Glover and Guests/ Butterfly Ball (1974)



► A song

ASTRONOMY DOMINE

by the PINK FLOYDS

Lime and limpid green,
A second scene
A fight between the blue
you once knew
Floating down the sound resounds
Around the icy waters underground
Jupiter and Saturn
Oberon Miranda and Titania
Neptune Titan
Stars can frighten...you

Blinding signs flap flicker flicker flicker
Blam pow pow
Stairway scare Dan Dare, who's there ?

Lime and limpid green
The sound surrounds the icy waters under
Lime and limpid green
The sound surrounds the icy waters
Underground



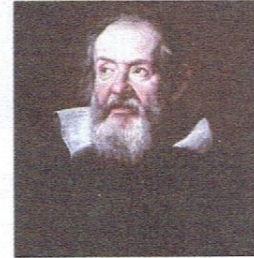


ASSESSING

Choose one of the following assignments:

① Make a short ID card of any one of the historic celebrities below for a "who's who?" class competition. Emphasize their respective contributions to astronomy.

- | | |
|--|----------------------------------|
| <input type="radio"/> Ptolemy | <input type="radio"/> Copernicus |
| <input type="radio"/> Caliph Al Ma'mun | <input type="radio"/> Galileo |
| <input type="radio"/> Al-Battani | <input type="radio"/> Hubble |
| <input type="radio"/> Razes | <input type="radio"/> Brahe |



Galileo Galilei,
1564 - 1642

② Carry out research into **solar and lunar eclipses** for a classroom presentation. Compare and contrast them using graphic representations.

③ Find the origin of the terms in italics below in an encyclopedia. Add four to five words related to astronomy, and belonging to the same origin. Explain what the words mean to your classmates.

nadir - zenith - almanac



Johannes Kepler,
1571 - 1630

④ Carry out research into the myths that your ancestors told about the heavens, or the myths you have read about in other cultures. Identify the natural phenomena that the myths you have discovered explain. Present your findings to the class.

Ptolemy (Claudius Ptolemaeus), c. 100-170 A.D Greek astronomer and geographer. In the picture, Ptolemy is using a quadrant to observe the Moon. He is being watched by Urania, the muse of astronomy.



- A. Is the Earth round and red when seen from a spacecraft ?
 B. Well.... Actually, it is spherical and blue.

- A. So it was the American astronaut Neil Armstrong who was the first to orbit the earth.
 B. Well ... In actual fact, it was the Russian astronaut Yuri Gagarin who did it.



*Yuri Alexeyevich Gagarin,
1934-1968*

> Think, pair, share <

Topic : Class presentation about the Moon.

- ① Write a draft expository presentation of the Moon using the notes in the fact file below. Include any other details you think appropriate.

Fact file

Earth satellite. Diameter: 3,476 km. Mass: 0.012 (approximately one-eightieth) that of the earth. Surface gravity: only 0.16 (one-sixth) that of Earth. Average distance from Earth: 384,402 km. Orbit: west-to-east direction. No atmosphere and no water. Temperatures: sunlit side: +110°C lunar nights: -170°C. Composition: rocky. Age: about 4,6 billion years. Orbits in a west-to-east direction every 27.32 days _____

- ② Correct your mistakes. Then exchange drafts with your partner for error checking.

Draft revision checklist

- Are the tenses used appropriately ?
- Are the sentence structures varied and appropriate for the expression of measurement, size, distance and age ?
 E.g. It has a diameter/ of _ with _ . Its diameter is ____ .)
- Are the link words used appropriately ? E.g. As to __ , In connection with - , As far as __ is concerned, Concerning __ ?

- ③ Write a final version of your presentation. Then read it to the class.

Unit five : IT'S A GIANT LEAP FOR MANKIND.



Project outcome

- Designing an astronomy booklet

For further information have a look at page 162.

Old Royal Observatory at Greenwich



TIME FOR ...

► A song for eating

Dad, Joe and the match

Dad who was a sporting man,
Son Joe, the keenest football fan
Went to see their favourite team
Slowly running out of steam.

Joe and Dad felt low and ill
Having seen them lose one - nil.
Mum, prepared for this defeat,
Gave them Vesta, all complete.

Chicken Supreme with rice,
and spices,
To help recover from the crisis.
Dad said, 'If I were manager of the team
I'd see they all had Chicken Supreme.'



Simple moral: Fun to eat. These Vesta dishes are complete.

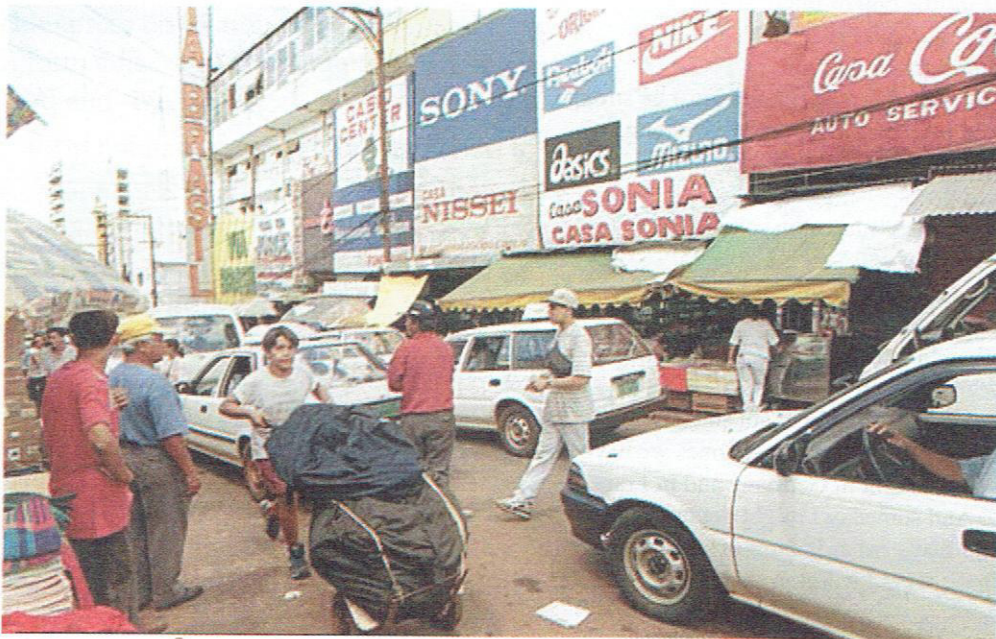
Unit four : SAFETY FIRST



Project outcome

**Making a survey
on the impact of
advertising**

For further information,
have a look at page 132.





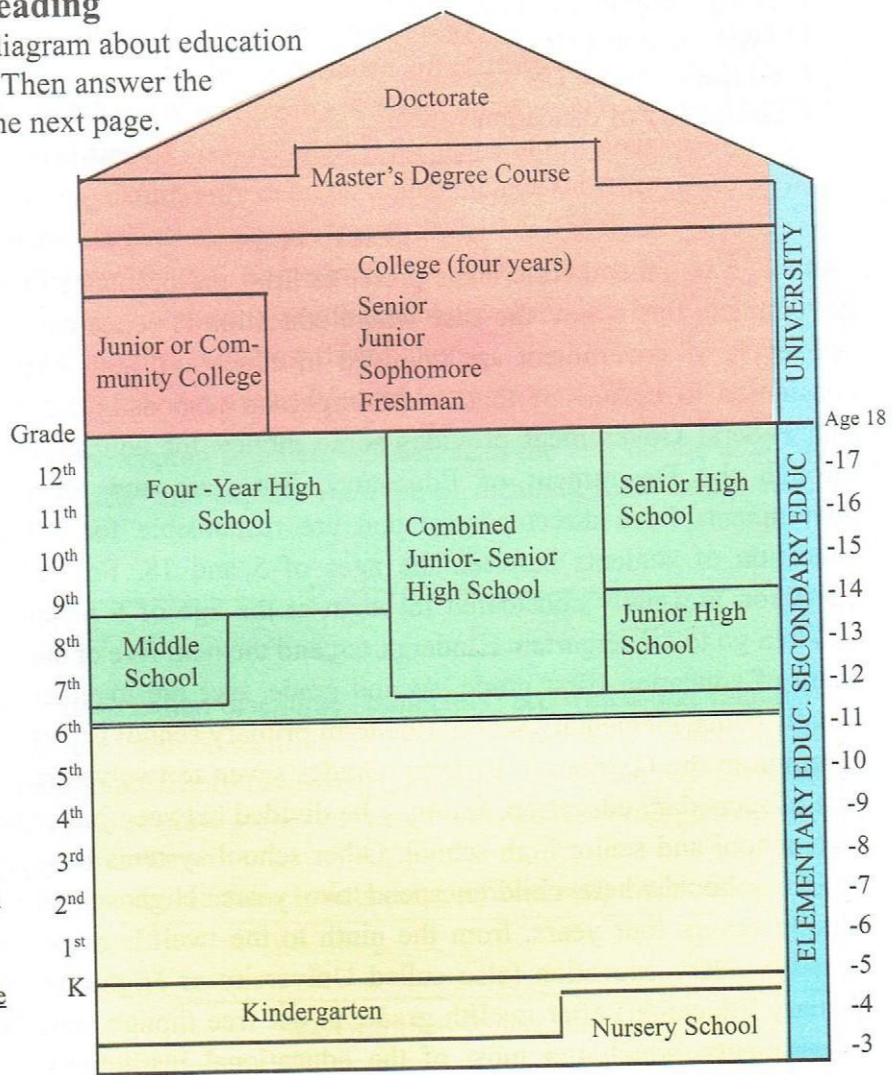
Skills and strategies outcomes

- Skimming
- Paragraphing ideas
- Scanning
- Making logical links between sentences and paragraphs
- Writing an expository article



► Before reading

● Study the diagram about education in the U.S.A. Then answer the question on the next page.



Adapted from D.K. Stevenson, American Life Institutions, U.S.I.A



Designing a home page for your lycée

- ① Your home page should include information about the following:
 - the location
 - the curriculum of studies
 - regulations
 - exams
 - discipline
 - sports
 - extra-curricular activities
 - staff
 - The parent-teacher association (P.T.A.)
- ② Illustrate your homepage with pictures and maps.
- ③ Bring out print-outs of your homepage for class presentation.



A girls' secondary school in Britain (in the 1960s)



READ AND CONSIDER



Language outcomes

- Expressing quantity with a lot of, a great deal of, etc .
- Using comparatives of short and long adjectives
- Expressing similarity and difference with like, whereas,...
- Describing a process using the present simple passive
- Forming nouns from verbs by adding -ing and -tion
- Identifying syllable stress ● pronouncing the final s
- Spelling of the comparatives of adjectives
- Writing: describing my school



FACT
FINDING

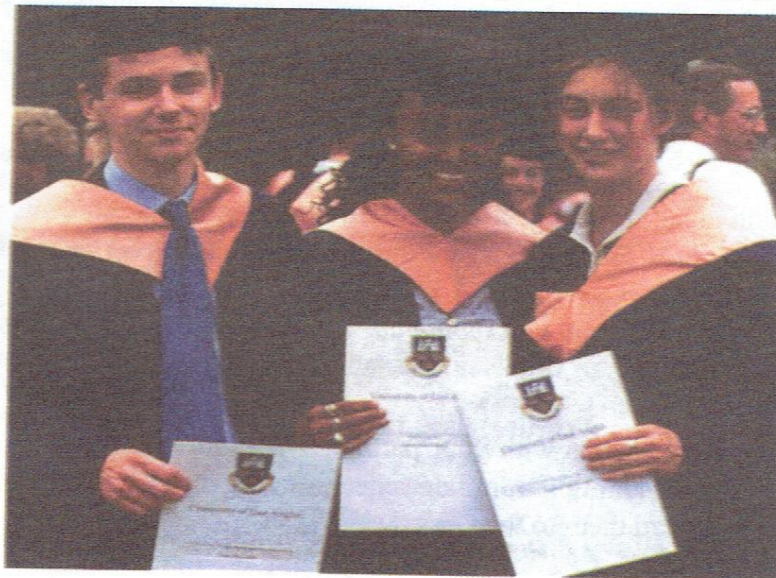
► Getting started

- Discuss the following questions.

1. What do you know about education in Britain? Have you ever heard of any famous British university or college? Which one?
2. What do you think is the equivalent of *lycée* in Britain?
3. The abbreviations below are academic qualifications/degrees. In which order do you think they are conferred?

Master of Arts/Science (M.A/M.Sc) - Doctor of Philosophy (Ph.D) - Bachelor of Arts/Science (B.A/B.Sc) - Master of Philosophy (M.Phil.) - General Certificate of Secondary Education (GCSE)

4. What are some of the equivalents of the academic qualifications above in your country?

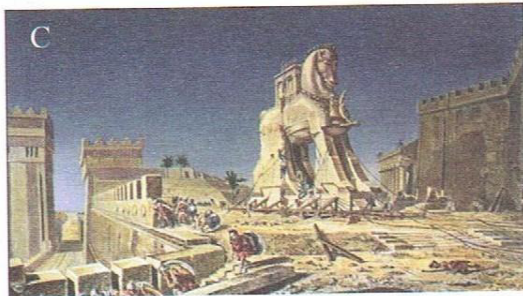




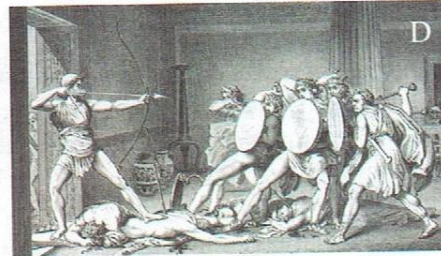
A
Polyphemus the Cyclops



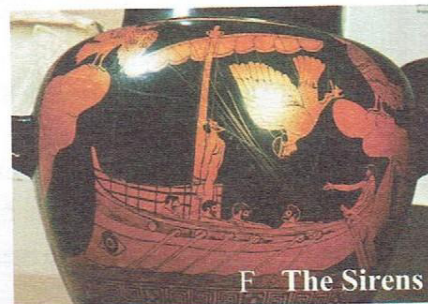
B
Paris's Abduction of Helen



C
Trojan Horse



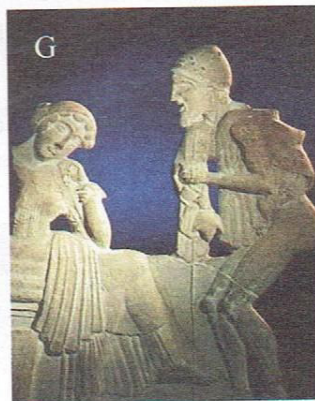
D
Ulysses's Homecoming



F The Sirens



E
Greek Siege of Troy



G
Penelope and Ulysses



Skills and strategies outcomes

- Predicting
- Note taking
- Summarizing
- Responding to an oral text
- Speaking from notes
- Speaking and writing about one's ideal school



WRITING UP

► **Before listening**

● The picture and the caption in italics on the right illustrate a life story. Look at them closely and guess the answers to questions 1-5 on the left.

The Discoverer of Radium

(by J.Walker
McSpadden)

1. Who do you think the lady is?
2. Where was she born?
3. What nationality is she?
4. Where is she and what is she doing?
5. Do you think her education has prepared her for the kind of work she is doing?



► A song

What did you learn in school today ?

What did you learn in school today,
Dear little boy of mine?
What did you learn in school today,
Dear little boy of mine?

I learnt that Washington never told a lie,
I learnt that soldiers seldom die,
I learnt that everybody's free,
And that's what I learnt in school today,
That's what I learnt in school.

What did you learn in school today,
Dear little boy of mine?
What did you learn in school today,
Dear little boy of mine?

I learnt that policemen are my friends,
I learnt that justice never ends,
I learnt that murderers die for their crimes,
Even if we make a mistake sometimes,
And that's what I learnt in school today,
That's what I learnt in school.

What did you learn in school today,
Dear little boy of mine?
What did you learn in school today,
Dear little boy of mine?

I learnt our government must be strong
It's always right and never wrong,
Our leaders are the finest men,
And that's what I learnt in school today,
That's what I learnt in school.

What did you learn in school today,
Dear little boy of mine?
What did you learn in school today,
Dear little boy of mine?

I learnt that war is not so bad,
I learnt about the great ones we have had,
We fought in Germany and in France,
And someday I might get my chance,
And that's what I learnt in school today,
That's what I learnt in school.



(A song by Tom Paxton)



Skills and strategies outcomes

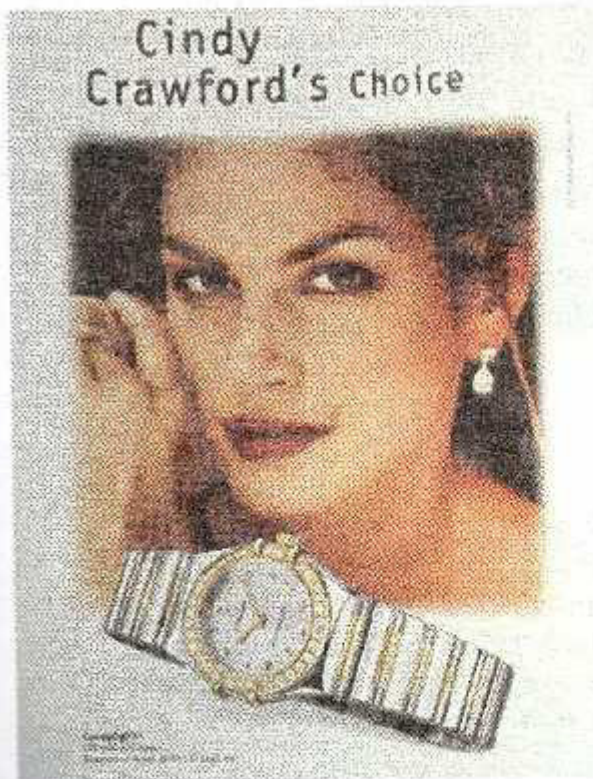
- Predicting the content of a text
- Listening for general ideas
- Listening for detail
- Summarizing/synthesizing information
- Debating (arguing by making concessions)
- Writing an argumentative speech



WRITING UP

► Before listening

- Look at the advertisement on the left and answer the questions on the right.



1. What is the advertisement about?
2. What is its target audience?
3. Who do you think Cindy Crawford is?
4. Why do you think she has been selected for the endorsement of the product?
5. What is the slogan of the advert? Do you think it is a catchy one?
6. On the whole, are you for or against advertising? Why?



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Language outcomes

- Expressing likes and dislikes with like/dislike + verb + ing...
- Expressing preferences with rather and better
- Using reciprocal pronouns each other and one another
- Expressing quantity : a lot of, a great deal of, few, etc.
- Recognizing and using suffixes -ness, -ful, -ous and -ic
- Identifying and correcting spelling errors
- Pronouncing final -ed
- Writing a newspaper article about feelings



► Getting started

- Look at the picture below and answer these questions.

1. What is the lady doing ?
2. Do you feel ashamed to cry or weep in public ?
3. Are you self-controlled or emotional ?
4. Do you think that being emotional is a sign of weakness ?
5. Do you feel embarrassed if you see someone crying in public ?
6. Is there a difference between **emotions** and **feelings** ?

Compare them with **reason**.

