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(Re-)Considering Intercultural Learning In **the** Algerian Secondary Schools
in Relation to Textbooks, Teachers and learners.

Case Study :First year level **Secondary School** ,Mostaganem

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Dedication.

I dedicate this work to my blessed father and sister .

To my dearest mother, my husband Abdelkader and my children :Meriem ,Mohamed ,Mostafa and Mounir.

To my brother Mohamed ,my brother in law Belhandouz Moustafa,to my sisters Zohra and kheira ,to my nieces Nadjet,Fatima and Zina.

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*Many thanks are owed to **Allah** alone who guides me and gives me the power for doing this work.*

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Abstract

Teaching culture should be an essential part of teaching English as a foreign language because one of the main aims of teaching a foreign language is intercultural communicative competence (ICC). The present research is an attempt to examine the way an intercultural learning is adopted in the curriculum; this issue is illustrated with reference to first year secondary school textbooks and questionnaires oriented to both teachers and learners. The analysis of the previous textbook *My New Book Of English* and The current one “*At The Crossroads*” demonstrates that the cultural component is slightly covered within the current textbook unlike the previous one. Moreover, the results obtained from the analysis of the teacher’ questionnaire reveal that most of them preffer the ancient textbook which involved an effective content that combine the linguistic competency with the intercultural communicative one. Based these results , a number of recommendations and suggestions are presented in order to help learners and teachers be aware of the importance of intercultural competence in EFL learning and teaching.

Keywords: culture , ICC(intercultural communicative competence) , curriculum , intercultural learning , EFL learning and teaching.

List Of Abbreviations

EFL : English as a foreign Language.

ICC : Intercultural communicative competence.

TC : Target culture

FLT : Foreign language teaching.

C : Culture.

SE1 : Secondary education.

Q : Question.

BA : Bachelor of Arts.

UK : The United Kingdom.

USA :The United States Of America.

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General Introduction

Teaching culture in secondary schools has become a crucial element in the process of learning. So ,the ultimate objective of teaching English is no more limited to the development of learners' grammatical competence but also other competences necessary for communication in general and intercultural communication in particular. Pupils have to be equipped with enough skills and knowledge to become intercultural competent student or global citizens .This new orientation in EFL teaching draws its arguments from a deep belief that in our contemporary world ,intercultural competence is vital to a better understanding of the world. It prepares the learners for physical and virtual exchanges ; moreover ;it permits a better grasp of others' cultures and ensures mutual understanding.

1-Statement of the problem and the research questions :

The concept of ICC (Intercultural communicative competence) has received much attention in many developed countries .However,,it is still not given its due importance in The Algerian schools and this is because the designers of the new text books neglect the essential information about the target culture that would help learners reach a cultural understanding to complement their linguistic one. In fact The main goal of this paper is to explore the presence of culture in the curriculum of first year secondary school level.

In this respect ,the research work is going to investigate the following questions :

*How is the quality of the content of the textbook At The Crossroads ?

*Which textbook is more interesting and does present culture explicitly: the previous one My New Book Of English or the current one At the Crossroads ?

*What is the status given to the intercultural approach in EFL classes syllabus in the current programme ?

*Are teachers aware enough about the importance of introducing culture in teaching English ?

*what are the pupils' attitudes towards learning other cultures ?

2-Research hypotheses :

In an attempt to find answers to the above research questions, we put forward the following hypotheses:

The first hypothesis investigates the poor quality of the content of the textbook *At The Crossroads*. The second hypothesis demonstrates the valuable quality of the ancient textbooks and the way it introduced culture to the pupils . The third hypothesis shows that the intercultural components are either not incorporated or not adequately dealt with.

The fourth hypothesis focuses on the awareness of teachers in introducing the target culture .

The fifth hypothesis demonstrates that although first year secondary schools pupils hold ethnocentric attitudes ,they are curious and opened up to discover the other culture.

Methodology and Means of Research

The descriptive methodology is the most suitable method to the present study it describes the cultural content of the textbooks. And a description of questionnaires which provide data about the population So,both teachers and learners will be given a questionnaire. The teachers' questionnaire would examine teachers' views concerning the role of culture in foreign language teaching contexts, and how culture is represented in the current and the previous textbook. The extent to which teachers are aware of the inseparability of language and culture .

As for the learners' questionnaire, it would help us know about their opinions on learning the TC. In addition, short tests are given to both teachers and learners to assess their cultural competence. The textbook is a key means in the process of language teaching / learning; the cultural content of the school textbook of English is analysed and compared with the previous one in order to check if the cultural conventions and allusions are taken into account by Algerian textbook designers. As for the sample population it is made up of 15 secondary school teachers of English and 80 first year secondary school learners from 2 different secondary schools in Mostaganem.

1. Structure of the Study

The present dissertation is divided into three major parts.

Chapter one is a theoretical part, it attempts to define the concept of language and culture , and their close relationship from a pedagogical point of view, and hence it discusses the importance of culture in the process of FLT .

Chapter two is concerned with the research tools, presentation of the ancient textbook My New Book Of English and the current textbook At The Crossroads ,evaluation of the cultural content in both of them, data analysis of the questionnaires administered to teachers and learners.

Chapter three offers some suggestions and recommendations for secondary school teachers regarding the best themes for teaching the cultural features of a target language ,furthermore a slight presentation of my own experience in teaching will be presented beside to a modal of task achieved by my pupils..

Chapter One.

The Theoretical Review.

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Chapter one

1-Introduction.

Teaching culture should be an essential part of teaching English as a foreign language because due to this important competence learners acquire many skills and know the practices and customs of social groups. However, culture is not a simple concept ; culture is so inclusive and vague that it is extremely difficult to define precisely. Edgar H. Schein maintains that "Culture is pervasive and ultimately embraces everything that a group is concerned about and must deal with". Schein adds that "Culture is a multidimensional, multifaceted phenomenon, not easily reduced to a few major dimensions". (Schein 2004, p.85)

Therefore, in order to achieve well-rounded development and progress in all areas of language learning, it is necessary to incorporate culture as an essential component of language learning. Moreover, since language and culture are inseparable it is important to mention that the inclusion of culture in EFL teaching does not exclude grammar, vocabulary, spelling, pronunciation and the four language skills.

In view of that, the present chapter aims at clarifying the concept of culture, and tries to shed light on some of its key elements. Accordingly, it will try to review some of the outstanding definitions of culture, along with a focus on culture's influence on communication mainly when the latter takes place between people who are culturally dissimilar

1.2 Definition of language

Language is a dual system of arbitrary vocal symbols used for human communication. The duality is due to the coexistence of two systems of language –the system of sounds and the system of meaning ;thus ,duality is a basic feature of language.

Languages and cultures are best approached from a nonprescriptive stance. All human languages are equally complex and sophisticated . "Language is a system of symbols with standard meanings" (Rai & Panna, 2010, 333) . "Language is a linguistic practice in context" (Risager, 2007, p.167)

1.3 Definition of culture

"Way of life .A set of social practices. A system of beliefs .A shared history or a set of experiences. A culture may be synonymous with a country ,or a region ,or a nationality or it may cross several countries or regions. A culture may be synonymous with a religion .It is highly possible to belong to or identify oneself with more than one culture.

So, due to its complex nature, the word “culture” cannot be easily defined. Nieto (2002) argues that the term “culture” has not one meaning since it can mean different things to different people and in different contexts. Hence, it is impossible to give a standard definition of it. She goes on saying that culture can be connected to people with formal education and high social status. On the other hand, there are people who reduce culture meaning to food, holidays, ,lifestyle, etc,

However, it cannot be restricted to these meanings because culture is a combination of beliefs, customs, shared values as well as common history, geographical location, language and religion that a group of people share.

The origin of the word culture is commonly assumed to be the Latin noun **cultura** from the verb **colere**; which means to cultivate. Culture was used exclusively in agriculture to refer to the process of tending crops and animals. But, through time this meaning expanded, primarily in the early sixteenth century, when culture came to include the process of human intellectual and social development, a meaning which was not given much importance before the eighteenth century and its use was not common before the nineteenth century (Williams, 1983). Later on, culture adopted from a new meanings; such as the general body of arts, and later on it was used to refer to “a whole way of life, material, intellectual and spiritual” (Williams, 1958, p. xvi). Accordingly, it would be logical to some extent to assume that the complex history of the word culture contributed in a way or another in the diversity and complexity of its meanings. (**Adapted from-theses/anglais /MaLL11.pdf**)

Byram (1989:15) defines culture as “the whole way of life of the foreign country including but not limited to its production in the arts, philosophy and high culture in general”. More specifically, Williams (1965) identifies three dimensions of “culture”. The first one labeled “the ideal” is related to some certain universal values, the second is defined as “the documentary” which consists of the intellectual works in all the fields like: arts, sciences....etc, and “the social” type which is related to the meanings, values, and behavioral patterns (cited in Byram, 1989).

However, the term “culture” was first used by Taylor in his book “ Primitive Culture” (1971) who defines it as” That complex whole which includes knowledge , belief, art ,moral, Law, custom, and any other capacities and habits acquired by man as a member of a society “.

It is apparent that according to Tylor the concept culture is related only to society and norms acquired by man within his social group (small c). From that time, studying the meaning of culture became an important concern in anthropology. (cited in Sander & Loon, 1997:4)

According to Hinkel (1999), the term “culture” has many definitions that usually deal with forms of interpretations and speech acts, rhetorical structure of discourse, society rules and conventions and knowledge constructs. We can identify culture with notions of personal space, appropriate gestures, and so on. Byram (1989) argues that there are two concepts of culture.

First, “culture” is seen as distinguishable, homogeneous, and objectively describable or essentialist system. Second, it is understood as dynamically developing events which are consequently only seized as momentary perceptions.

Furthermore, Vallette (1986) highlights the two major components of culture in the following broad sense.

The first one is anthropological, or it is related to the target society, that is to say, the values, customs, and way of life of a given speech community and their frame of reference in the real world. These, in fact, cannot be fully understood or appreciated

without the knowledge of the target language. Therefore, the knowledge of a language helps to understand and appreciate the society in which it is spoken.

The second component of culture is “the history of civilization”. It refers to history, arts, geography, achievements in the sciences and the social sciences.

1.4-The cohesive relationship of culture and language.

Language and culture are interconnected so that they complement each other. Since 1990, different scholars have dealt with the relationship existing between language and culture.

Sun describes language as a primary vehicle by which a culture emanates its beliefs, values and norms (371). Similarly, language is influenced by culture –“If there is no culture, language will be like water without a source or a tree without roots” (Sun 371). Thus, the connection between language and culture must be considered in foreign language teaching because the main purpose of learning a foreign language is to learn the customs and traditions of the speech community, and to become competent for communication with speakers of the foreign language (Sun 371)

Risager (2006) considers culture as a component and a part that cannot be separated from the language. She adds that linguistic production and practice is a way of cultural practice since language is always embedded in culture. Furthermore, Kramsch (1998) relates language to identity and culture. She believes that there is a natural connection between speakers’ language and their identity, in other words, by their accent and vocabulary, speakers are identified to a given speech community. Speakers draw a social importance, pride, historical,

and cultural unity by using the same language as the group they belong to.

In the same context, Byram (1989:41) argues that language pre-eminently embodies the values of meaning of a culture, refers to cultural artefacts, and signals people

cultural identity. Because of its symbolic and transparent nature; language can stand alone and represents the rest of cultures phenomena

Moreover, Byram (1989) believes that language is a tool to express speakers' knowledge and perception of the real world. Thus, it reflects their cultural concepts and values. He goes on saying that one cannot learn a language and neglect its culture because speaking a language means expressing its culture, exchanging a language embodies a particular way of thinking and living. Language is bound up with culture in different ways. First, language expresses speakers' beliefs, points of view, and assumptions about the real world. People of the same social group utter words which express common experiences. That is, they refer to facts, events, and ideas that are shared and known among the same social group. In addition to this, the languages people speak reflect their authors' attitudes and beliefs. Second, members of the same social group create experience through language. They give meaning to it through the way they interact with each other either with verbal aspects like face-to-face conversations, speaking on the phone or non verbal ones such as gestures. For example, the way of sending an e-mail or message creates meaning that members of the same society understand. Thus, language always embodies cultural reality.

Thirdly, language itself is seen as a cultural value. In fact, it is through language that speakers identify themselves as members of the same social group having the same culture

1.5. Definition of cultural awarness.

Cultural awareness is the ability to recognize the different beliefs ,values and customs that someone has based on the person's origins ,and it allows a person to build more successful personal and relationship in a diverse environment .

A person's state ,region or country of origin and local customs heavily influence background .. (Byram, 1989). Bamgbose (1994) argues that foreign language teachers should give their learners insights and information about the target culture from the native speaker point of view. He goes on saying "learners need to be prepared for experience of the daily rhythm of the foreign culture, of the behaviours which are different and those which are the same but have a different significance" (117). In the same vein, Kramsch (1993) argues that learners should explore, examine, and interpret the differences existing between native and target cultural meanings and reflect critically upon them. This makes them experience new ways of thinking and acting, and view the world from their own perspective and the other one.

1.6. What is intercultural communicative competence?

ICC is an attempt to raise student's awareness of their own culture ,and in so doing ,it help them to interpret and understand other cultures .

It helps them also to be more linguistically accurate and to choose the appropriate words and phrases for the situation in question. Intercultural competence doesn't involve abandoning one's own cultural identification or affiliations ,nor does it require individuals to adopt the cultural practices ,beliefs ,discourses or values of other cultures .Intercultural competence instead involve being open to ,curious about and interested in people

who have other cultural affiliations ,and the ability to understand and interpret their practices ,beliefs ,discourses and values .Intercultural competence enables people to interact and co-operate effectively and appropriately in situations where cultural "otherness" and "difference" are salient.It also enables people to act as mediators among people of different cultures.

1.6.1- Intercultural Savoir (Byram 2008)

Byram, who developed the concept of ICC, explains that it consists of a number of **savoirs**.

***Savoir** is defined as knowledge of social groups and their customs and practices in one's own and In one's interlocutor's country (qtd. in Piasecka 26).

There are four kinds of **savoirs** :

***Savoir-comprendre** which is "the ability to interpret a document or event from another culture, to explain it and relate it to documents or events from one's own";

***Savoir-apprendre/faire** is the "skill of discovery and interaction: ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction";

***Savoir s'engager** is described as "critical cultural awareness/political education: an ability to evaluate, critically and on the basis of explicit criteria, perspectives, practices and products in one's own and other cultures and countries";

***Savoir-être** refers to "curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own" (qtd. in Piasecka 26).

1.6.3-The components Of Intercultural Competence.

The components of intercultural competence may be broken down into attitudes, knowledge and understanding, skills and actions. So according to Byram, ICC requires certain attitudes, knowledge, and skills to be promoted, in addition to linguistic, sociolinguistic and discourse competence. **Attitudes** represent curiosity and openness that is actually readiness to get rid of prejudices about other cultures. **Knowledge** can be separated into two categories – the first category of knowledge presents knowledge of social groups and their products and practices in one's own culture and of the foreign one; the second category presents knowledge of general processes of individual societal interaction. **Skills** correspond to interpreting and relating, discovery and interaction, as well as critical awareness/political education. These attitudes, knowledge and skills should be incorporated into the EFL teaching process because they open students' minds toward other cultures and show cultural diversity as something natural and ubiquitous. This makes communication easier and prevents possible misunderstandings.

1.7-The objectives Of ICC.

Since the English language is widely used as a lingua franca, there is a growing need for competence in English in the everyday life of non-native speakers of English. They need to be fully prepared so they can overcome misunderstandings that could happen while communicating with speakers of English. Therefore, learners should be made familiar with the cultural differences that affect their communication. Even though a language is best learned in an authentic context, students must be prepared before travelling abroad and that is what foreign language instruction is about. Each culture has distinctive rules and social courtesies that are irrelevant in other cultures. In order to minimise possible misunderstandings, teaching culture along with language can provide students with greater cultural sensitivity and can help them to adjust to other cultures when necessary. According to Vigier and Le Floch, 2011 "language learning combines the understanding of cultural beliefs and identities with the practical aim of communicating

1.8 Obstacles in Intercultural communication.

In order to improve our cross-cultural communication, we need to be more flexible in our communications, we also need to reduce the bias that clouds our appropriate intercultural interpretations and communications because when we don't have enough information about those from another culture, our cultural or ethnic-racial identity separation and distinctiveness may be triggered as a result, we may resort to stereotypes and ethnocentrism.

1.8.1-Ethnocentrism and Stereotypes.

Ethnocentrism is often accompanied by stereotyping ,a strong tendency to characterize people of other cultures unfairly ,collectively and often negatively .This generalization is applied to every individual in a cultural group or used to generalize based on experience with only a few people from the group like (“All Muslims are terrorists .All Americans are materialistics .All British are reservedetc’’).stereotypes are often infused with emotions which are usually based on race ,religion,ethnic origins ,nationality ,gender ,socio-economic status or affiliation.

However Ethnocentric attitudes takes one’s own culture as superior and evaluates the other’culture as being right or wrong or minor depending on how similar or different it is to his own culture.Ethnocentrism operates with concepts like :“chosen nation ” “blessed nation ” ; “true faith ” “savages or infidels’’.Ethnocentrism is universal and can be met in all groups or societies.

In recent social usage Stereotypes are mostly referring to negative attitudes towards different ethnics and races .Discrimination is the first and most important effect of negative stereotypes.

1.9-The importance of integrating culture in EFL classroom .

Intercultural language learning is considered as a new trend in language teaching.

In recent years there have been more discussions and research focusing on the importance of intercultural sensitivity and intercultural communicative competence. EFL teachers should not just draw learners’attention to facts about other cultures ,but they should they should teach in such a way as to make it clear that communication is more than the exchange of information and opinions .And when inserting culture in the curriculum and using textbook having cultural content ,teachers should be aware of the factors such as socio-cultural information,learners needs ,stereotypes ,generalizations and intercultural communication.Thus ;an effective intercultural communication requires empathy,respect,openness and sensitivity.

The integration of culture in FLT is a way of making learners more conscious of the inseparability of language and culture.(Sercu, 2005).In this context, Politzer asserts that culture teaching is an obligation and a duty that all language teachers must fulfill.“As language teachers we must be interested in the study of culture (in the scientists” sense of the word) not because we necessarily want to teach the culture of the other country but because we have to teach it. 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”’. (Politzer, 1959, p. 100-101)

1.10- Definition of textbooks

The definition of textbooks are wide and varied .One common definition is that a textbook is a printed and bound artefact for each year or course of study (Encyclopedia of Education ,2008b).they contain facts and ideas around a certain subject.

1.10.1-Culture and textbook.

Textbook continue to constitute the guiding principle of many foriegn language courses throught out the world. The most recent study in relation to the use of textbooks in Norwegian schools revealed that textbooks continue to be the primary source of teaching material . .

According to the unesco textbooks are instrumental in the process of raising awarness about other’s beliefs and fostering understanding of,and respect for,the diversity of beliefs present in societies and the world at large. Textbook can help to combat prejudice ,present pluralism as an asset ,and encourage mutual understanding based on respect for the right to express one’s beliefs.They contribute to promoting tolerance ,critical thinking in the face of divisive stereotyping and discrimination ,and the independence of individual choice
(unesdoc.unesco.org **Making Textbook content inclusive.**)

Most of the cultural information comes from course books that are designed for a specific language .Course books will directelly or indirectelly communicate sets of cultural values .This is called ’hidden curriculum (Cunningswoth,1995 ;Holly ,1990)Many educationalists claim that hiden curriculum is more effective than the official curriculum .

Risager states that “Forriegen language teaching textbooks no longer just develop concurently with the devellopment of foriegn language pedagogy in a narrow sense ,but they increasingly participate in the general cultural transmission with educational system and in the rest of society ”’(p.90)

So, the textbook is a crucial material that engage the learner in the process of a cquiring the knoledge ,skills ,and attitudes necessary to become responsible citizens of thier communities and of the wold at large.

1.11- Conclusion

At the end we can conclude that it is necessary to introduce culture in foreign language textbooks because they serve as basic sources of knowledge. And since Language and culture are closely associated and interrelated , teaching of culture in foreign language classrooms is a must and should always be present.

Chapter Two. The Practical Review.

The Research Methodology.

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2.9 The learner's questionnaire

2.9.1 Description of the learner' questionnaire.

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2.1 Introduction

Schools are often the first place in which a climate of trust and mutual understanding among diverse individuals and communities can be built. Textbooks can either help or hinder this development. However, school textbooks can be used to promote cultural diversity by employing inclusive language and representing diverse identities. Yet, it is the teachers' role and responsibility to make learners engage in the process of acquiring the knowledge, skills and attitudes necessary to become responsible citizens of their communities; Thus, the first chapter dealt with the interrelationship of language and culture, and the importance of culture teaching in language teaching curricula. The present chapter is a reflective account of the steps undertaken towards investigating the culture-based contents in the EFL Algerian secondary school classroom in relation to teachers, learners, and textbooks. The current chapter presents the range of steps used in presenting at the crossroads and evaluating the adoption of culture in the curriculum. And it presents a detailed description of the data classification, description, analysis, and interpretation generated by the means of the questionnaires with 15 teachers from three secondary schools. And 80 pupils selected randomly from three secondary schools from Mostaganem.

The data collected would help us to answer the following questions: is culture included in the Algerian curriculum? . Is the content of the current textbook involves cultural knowledge? If we compare it with the ancient textbook, which one is more interesting?. Are the Algerian teachers of English really aware of the importance of culture teaching?. Do learners like cultural content?. Are they curious to know more about different cultures?

2.2 Presentation of the Text Book My New Book of English.

My New Book of English was the previous text book which was oriented to first year secondary school it was published after the slimming down of the syllabus of English in The text book New LINES. The head of the project is Mr K.E.S Bereksi, and as he wrote this textbook hopes to meet the teachers and the learners needs.

2.2.1 How This Text Book Work ?

In this text book the syllabus is divided into two types : Syllabus for Technological stream and syllabus for Human Sciences.

As the students of Technological stream it is advised to choose topics from scientific and technological sources. And concerning the Human Sciences stream, students are certainly be directed towards literary streams, It is advised to choose the topics of the inputs from literary and cultural sources, in order to improve the four skills which are :listening comprehension, oral expression, reading comprehension and written expression.

*Listening comprehension : The objective of this skill is to enable the pupil to understand a simple oral message said in everyday English in interpersonal exchanges as well as simple stories read at normal speed.

*Oral Expression : The objective beyond this skill is to foster the pupils to interact and communicate on cultural topics.

*Reading Comprehension : The objective beyond this skill is to foster the pupils to read authentic texts and documents (short stories, poems and charts. Notices, forms for scientific classes)

*Written Expression : The objective beyond this skill is to make pupils understand simple writing tasks in relation with subjects and topics studied in class. These writing tasks need to be guided by the teacher through appropriate procedures and activities. These activities are achieved in group work sessions and this favours inter-pupils communication.

*Songs, games, poems and other relaxing activities could be set to create motivation, interest and participation.

2.3 Evaluation and interpretation of the place of culture in “My New Book Of English”

The first unit is Introduce Yourself and Your Friends its function is describing. In this unit pupils are supposed to introduce and describe themselves. The first task in this unit is a role play activity. The teacher asks the pupils to fill in cards in which each one has to write his personal information. Then they were asked to put all the cards in one box provided by the teacher. And then every pupil has to take a card randomly and introduce the person shown on the card to the rest of the class this game is carried until few pupils have been introduced. The second game is called Tell Us about You. In this game the pupils need a small ball to play this game. Pupils are asked to stand in a circle one of the pupils stand in the center of the circle bring in his hand the ball and start to introduce himself then he throw the ball to another one in order to take turn to introduce himself the game will continue until the end of the circle. In the second task the pupils were asked to draw a map to and locate his house and his school. These type of games develop interaction and communications in the classroom.

The second skill is reading comprehension the text is entitled “The British Isles” so after reading the text the pupils are asked to match each country with its capital. And then matching countries with nationalities and languages of the UK. Beside to comprehensive questions which aimed to widen the cultural knowledge of pupils about the countries, languages and the location of the United Kingdom of Great Britain. The last task is to ameliorate the writing skill : so the pupils are asked to write letters to penfriends in which they describe Algeria. The objective is to have an intercultural exchange with persons from different countries.

The second unit is narrating. In this learners are supposed to read folk tales taken from our culture, as Djuhas Stories. The objective of narrating such funny stories is to make pupils aware of their own culture and compare it to other cultures.

The third unit is instructing It is entitled Be Our Guide. In this unit many information are given as how to deal when visiting Great Britain. So the guide is supposed to inform you about many services that you need during your trip as the best routes, the prices, the quality of the show. The pupil is getting informed about famous places like the London Zoo. The Windsor Safari Park, Famous theatres; Cockney Walksetc.

The fourth unit is comparing . The teacher is supposed to supply original texts to the pupils to be read in order to compare and interpret many cultural facts and situations Like Pilgrimage in the past and the present, regulations of residents of university of Essex and compare it with regulation of residents in the universities in Algeria ..Beside to comparing teacher'life in the past and in the present.

Beside to the Light Side Which is an interesting part in the text book .It aimed to enrich the learners cultural knowledge it includes a variety of cultural activities such as joining halves of **proverbs, games** like the Alibi game, Riddles and **brainteasers, songs** such as : (Are You Sleeping ,Clementine,Billy Boy ,Cockles and Mussels ;Donna Donna,Happy Birthday,If You're Happy ,Old Mac Donald.....). Many **fairy tales** are included in this part as :(Ali BABA And The Forty,Little Red Riding Hood,Snow White And Rose Red,The Little Mach Girl.)

So, cultural teaching is very obvious and Explicit beside to the communicative and the linguistic competencies .And this reflects that the previous Algerian textbooks are qualitative and valuable .

2.4 Presentation of The Text book *At The Crossroads*.

According to the Ministry of Education The presentation of *At the Crossroads* will try to answer the following questions:

1. What is *At the Crossroads* ?
2. Why is it called so ?
2. How do the units work ?
3. What kind of methodology does *At the Crossroads* use ?

24.1. What is *At The Crossroads*?

At the Crossroads substantiates the new English studies syllabus for the First Year of Secondary Education as set down by the Algerian Ministry of Education in January 2005.

It is designed for learners aged 15 to 16, who have already four years' tuition in English at Middle School level. It consists of five units, to be covered in some twenty hours' teaching each.

The overall aim of *At the Crossroads* is to consolidate and extend the competencies acquired at the Middle School level (Cf. Syllabus). These broad competencies are worded in the syllabus as follows:

- interacting orally in English
- interpreting oral and written texts
- producing oral and written texts

2.4.2. Why is it called so?

There are two reasons why the coursebook is called *At the Crossroads*. First, it is intended for learners who have come at a 'crossroads' in their educational career. Indeed, at the end of SE1 they will choose to specialise in different streams. Second, the course places the learners at a 'crossroads' of disciplines (school subjects) and cultures in that it seeks to establish cross-curricular and cross-cultural linkages.

2.4.3. How do the units work ?

There are five units in the book. Each unit consists of four sequences. Sequence one is Listening and Speaking ; sequence two is Reading and Writing ; sequence three is Developing Skills and sequence four is Consolidation and Extension.

Each unit of the textbook revolves around a broad topic selected for its general interest and for the functional language it generates: communication in Unit 1, it is about intercultural exchange it is called Getting Through. The objective of this unit is to enable the learner to have an intercultural exchange with people from other cultures through computers. So, at the end of this unit the pupils must write a reply to Kirsi, a Finnish girl, in which they introduce themselves, their regular activities, their families, they describe Algeria and what it is famous for.

Journalism (reporting) in Unit 2. It is called Our Findings Show. The objective of this unit is to make the pupils learn how to report the findings of a survey and how to report the events of an accident using the reported speech. The environment and pollution are dealt with in unit 3 which is called 'Back To Nature'. The objective of this unit is how to use information to write minutes of a meeting about an environment problem, a letter of complaint and a green advert about a product which is kind to the environment. Science and technology in Unit 4, it is about inventions and discoveries, it is called Eureka!. The objective of this unit is to write short biographies about famous discoverers or inventors, and using information to describe an invention. Famous people in unit 5. This unit is not taught alone it is a continuity of the fourth unit. For the scientific stream, pupils are going to learn about a famous scientist or an inventor. And for the literary stream, pupils will learn about a famous writer, a poet, a comedian or a singer.

2.4.4. What kind of methodology does *At the Crossroads* use ?

At the Crossroads complies with the Competency-Based Approach. This approach is characterised by the following:

First, it allows the learner to become an effective/competent language user in real-life situations outside the classroom.

Second, it is a problem-solving approach in that it places learners in situations that test/check their capacity to overcome obstacles and problems. Languages are learned most effectively and lastingly when they are used to solve problems through hypothesis testing. Problems make the learners think and they learn by thinking. They word their thinking in English while solving the problems.

Third,It is social-constructivist in that it regards learning as occurring through social interaction with other people. In other words, learning is not conceived of as the transmission of predetermined knowledge and know-how to be reproduced in-vitro (i.e., only within the pages of the copybook or the walls of the classroom), but as a creative use of newly-constructed knowledge through the process of social interaction with other learners.

Finally, and most importantly, the Competency-Based Approach is a cognitive approach. It is indeed indebted to Bloom’s taxonomy who has claimed that all educational objectives can be classified as «cognitive» (to do with information and ‘affective’ (to do with attitudes, values and emotions) or ‘psychomotor’ (to do with bodily movements, such as setting up some apparatus). **(Adapted from the Teacher’s Book Secondary Education year one)**

2.5 Evaluation and interpretation of the place of culture in “*At the Crossroads*”

Introducing culture in the current syllabus is becoming crucial in teaching English .However, the designers of The Textbook ‘At The Crossroads’ neglects this essential competence. Most of units do not contain cultural information, and the teachers of English keep complaining about the poor quality of the content .In this part of the reseach we try to evaluate to what extent culture is presented in each unit .

The contents of the text book *At the Crossroads* according to the new modification.

Unit numbers	Unit titles	The themes
unit one	Getting Through	Intrecultural exchange
unit two	Our Finding Show.....	Press and communication
unit three	Back to Nature	the invironment and pollution
unit four	Eureka	Science and innovation
unit five	Famous people	The biographies of celebrities of science and literature.

Table 2.1 Units of Secondary Education ,Year One.

2.5.1 Unit one: “Getting through”

Culture is present in unit (1), . Through an e-mail from Kirsi, in which she describes her self, her family, and their way of life. Such a text, gives the students insights about Finland as a country and how people in Finland live. More importantly, in p 23 students are asked to write a short reply to Krisis’ e-mail where they introduce themselves, their regular activities, their family, and their country . However the e-mail is empty of general cultural information as traditions ,food ,historical events ,national holidays. . However, it would have been more effective if this e-mail was sent from an English or an American, or any other English speaking country. In page 25 there is a phone tactic summary which deos not reflect real conversation between English speakers. Moreover pupils are supposed only to read the phone tactics summary without making any effort to communicate and express what they want to convey.

In page 27 culture is slightly presented through , authentic invitations and acceptance or refusal of invitations about house warming, celebration of success at exam, , and marriages are provided. This would enable students to handle authentic language of the English people and thier habits in accepting or refusing an invitaion,and compare it with their own culture.

2.5.2. Unit two: “Our findings Show…….”

In this unit only some British and American newspapers titles which are presented .The pupils are asked to give only titles of similar Algerian newspapers.In Page 79 a picture demonstrates some poeple on a tube or in a bus reading newspapers it is not even clear ,the pupils are asked to look to this picure and discuss some questions concerning the reading habits among the Algerians.

However, it is worth noting that there are few pictures in the textbook which are very small and colourless. In addition to this, most of the texts are not authentic .This unit is devoid of authentic passages which reflect how the English language is used in reality

The focus in this unit is only on how to use the reported speech,and the majority of pieces of talk do not reflect the everyday dialogues between friends and colleagues because it is too formal. So, they mislead the pupils and give them an artificial picture about how the target language is used in actual situations by native speakers.

2.5.3 Unit Three: “Back to nature”

“Back to nature” is about everything related to nature and earth .This unit is concerned of how to make our pupils aware about their environment.It aimed at educating them of how to be friend of nature .However it does not reflect the Algrians compotements toward his environment. Another text in p150 .It is called Ecoclean .Ecoclean is a product made in UK.The text is a green advert . So,pupils through this text know how to advertise for safe products .

It is important of vital necessity to provide the pupils with information related to their own culture and the culture of others so as to prevent them from stereotyping and overgeneralising because each country has its own specificities. On the contrary, the unit presents a very general aspect of information without referring to any culture or society .

2.5.4 Unit four: “Eureka”

In this unit pupils are supposed to learn about great achievements of great people

In the domain of science and technology ,and their role in the development of the human life.

This unit represent general information about the innovation of devices like the washing machine and the development of means of telecommunication .Culure is totally neglected

2.5.5 Unit five .Famous people.

This unit is a modification of the unit“ Once Upon A Time ”.It is not programed in the textbook.The teacher is free to choose suitable texts .For the literary stream ,the teacher should select literary personalities like famous writers, poets , artists and even famous actors or singers

And for the scientific stream the teacher should select scientific personalities like famous discoverers or inventors. So,in this unit the teacher must disign the unit according to the pupils’ needs.He should integrate the pupils’culture and the target culture through effective activities that enable him to know, to disscuss and compare different situations .

So finally we can deduce that units in At The Crosroads represent general information without or with a slight reference to the English speaking countries. In fact, such factual information do not arise the pupils’ motivations because they already have dealt with them earlier in their studies. Moreover, it is worth noting that we still come across small and colorless pictures in the textbobok.

2.6 The teachers’ questionnaire.

On the 2nd of May ,teachers of English from several Lycee of Mostaganem met in a seminar organized by the Inspector of English in the lycee of Ben Guella .So, **we** took the opportunity to question 20 of them, some teachers insisted on taking the questionnaire with them and fill it at home.This is why only 15 of them answered the questionnaire ,.However I did not get any reply from those who took the questionnaire with them.and i could not contact them .

2.6.1 Description of the questionnaire

The questionnaire begins with a small introduction which explains the aim of our study. It involves 13 questions and can be divided into three sections.

2.6.2. Section one: experience information

This section aims at obtaining information about the teachers’ experience: their qualification (Q1), their teaching experience(Q2),whether they have been to England, America, or any other English speaking country(Q3). How many textbooks they dealt with .These,in fact, give the opportunity to teachers to express their knowledge in terms of their familiarity with the target culture.

Q2: How long have you been teaching English at the secondary level?

a-less than 5 years

b-between 5 and 10 years

c-more than 10years

Options	Nb of teachers	%
Less than 5years	4	26.66 %
Between 5 and 10years	2	13.33 %
more than 10years	9	60 %
Total	15	100 %

Table 2.3: Teaching experience at the secondary level

As table 2 might suggest, 60% of the teachers have a long experience in teaching English (more than 10 years), 26.66% between 5 and 10 years, and 13.33% less than 5 years. This can be explained by the fact that English teachers are very few in Algerian schools. That is, in each school there are four or five teachers at most; hence, it is extremely difficult for new graduates to teach at the secondary level. However, this can have a positive effect because the majority of the teachers are well acquainted with the programme and textbooks. Moreover, they know how to deal with adolescents.

Q3: Have you ever visited England, America, or any other English speaking country ?

a-yes

b-no

Options	Nb of teachers	%
Yes	4	26.66 %
No	11	73.33 %
Total	15	100 %

Table 2.4: English speaking countries visited by teachers

In table 3, 73.33% of the teachers have answered no, while 26.66% have answered yes. Those who had a direct contact with the foreign culture will be more confident as well as interested in dealing with cultural issues. The pupils also would benefit a lot from the teachers' experience through detailed explanations, examples, and comparison between the home and the target culture. Nonetheless, it is apparent that most of the Algerian teachers do not have this opportunity. They rely only on the limited knowledge they have learned from the university.

Consequently, most of them will face difficulties in teaching the target culture and so ignore dealing with it in classes because a good command of the English culture requires direct experience with its culture and people. Unless teachers have documentation and read a lot or watch documents.

Q4- New Lines ,My New Book Of English ,At The Crossroads are English textbooks for

SE1 .During your teaching experience which of these textbooks have you dealt with ?

a-all of them.

b-My New Book Of English and At the Crossroads.

c- only At the Crossroads.

Options	Nb of teachers	%
a-all of them	05	33.33%
b-My New book Of English and At the Crossroads	07	46.66 %
c-only at the Crossroads	03	20 %

Table 2.5 : Names of English Textbooks in the Algerian Curriculum Past and Present.

In this table teachers were asked how many textbooks they dealt with during their experience in teaching ,33.33% said that they witnessed all of them since they have more than 15 years in teaching. 46.66 % of them said that they have the opportunity to work on My New Book Of English and At The Crossroads .Those teachers have started teaching since 2004.

How ever only 20% of them they witnessed only “At the Crossroads” as they started teaching after the reforms of the English programme in 2005.

2.7.2. Section two: Approach to culture teaching

Q4: How would you define culture?

a. The whole set of artistic achievements and activities: music, theatre, dancing, poetry...etc.

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

c. Culture is both a and b.

d. Other (please specify)

Options	NBof teachers	%
a	3	20
b	3	20
c	7	46.66
d	2	13.33
Total	15	100

Table 2.6: Teachers' Definition of Culture

46.66% opted for the choice (c) which incorporates the social and artistic aspects of culture. 20% of the respondents said that culture is merely art and music and also 20% think that culture is only the way of life of a given social group. Two teachers gave their own definitions:

-“Culture is the shared, learned symbolic system of values, beliefs and attitudes that shape and influence perception and behaviour.

-”Culture is about habits, life styles, language, education, history, and intellectual development.”

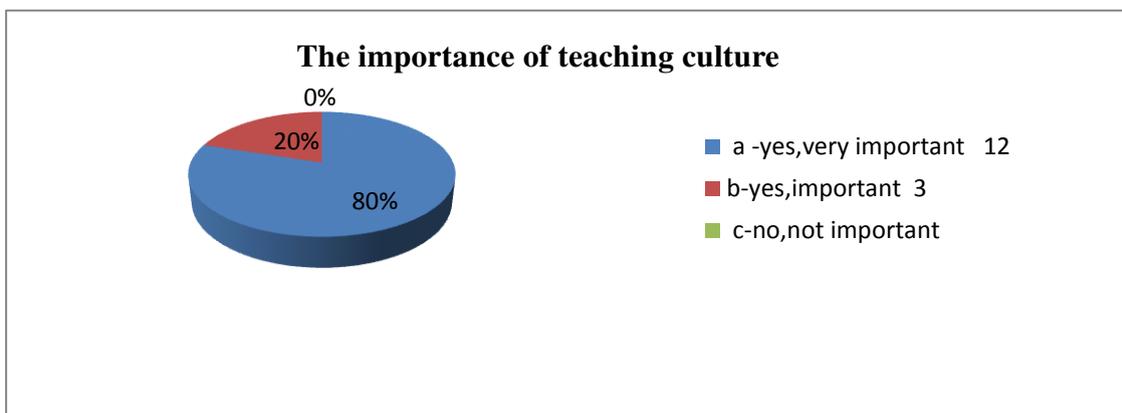
Q5: Do you think that teaching culture is an important part of teaching English?

a- yes, very important

b-yes, important

c-no, not important

Please justify your answer



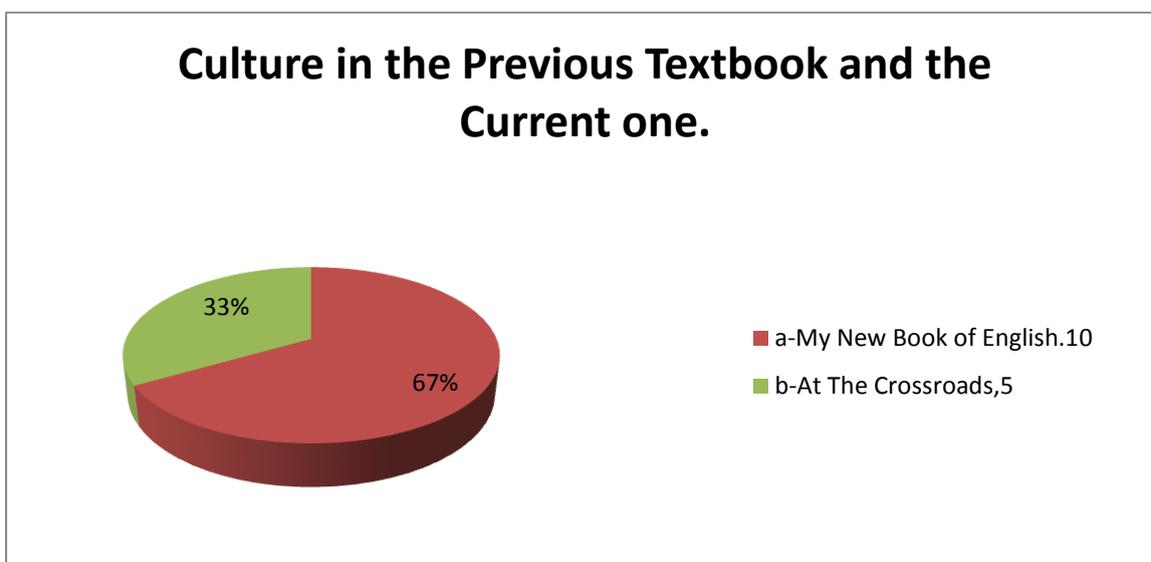
Graph 2.1

As shown in the graph 80% of teacher considered culture as an important element in teaching English .Most of them said that in the previous curriculum was rich current one of cultural information.Some of them explain that the bad results of pupils in the English language is due to the lack of introducing ICC in the current programme.Only 20%of them said teaching culture is important beside the other competencies. Noone of the requested teachers ignore the Importance of teaching culture.

Q6-Which of the following textbooks do you think is more interesting and represent Culture explicitly ?

a –The previous one : My New book Of English .

b- The current one :At The Crossroads.

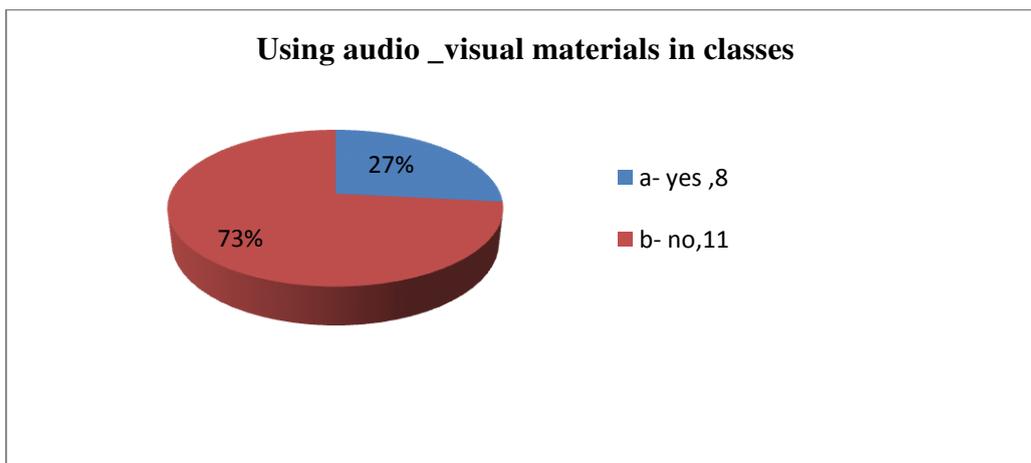


Graph 2.2

In this graph teachers gave their point of view concerning the more interesting textbook . 66.66% of them preferred the previous text book .They justified their answer by saying that pupils were aware about their culture and the target culture because they were exposed directly to learn about culture in the textbook ,through songs ;proverbs ,literary texts . games .Only 33.33% of teachers prefer At the crossroads since they had no idea about the previous one.

Q8: Do you use audio-visual materials in your classes?

- a- Yes
- b- No



Graph 2.3

The above Graph shows that 73.33% of the teachers do not use audio-visual materials, while 26.66% use them in their classes. The reason is that the classes are overcrowded; a lack of materials and workshops in most schools. These results can be linked to the previous question. In other words, audio-visual materials help teachers to explain and deal with cultural issues. All the teachers (100%) who use audio-visual materials do not face difficulties because they provide a solid basis for teaching. Whereas, those who do not use them face difficulties in explaining cultural elements because it is very difficult to put the pupils' in the picture unless they watch and see what the teacher is speaking about.

2.7.3. Section three: teachers' test.

Q10- Mountbatten-Windsor is

a-The surname of a famous English actor.

b-The surname of the English Royal Family

options	Nb of teachers	%
a-surname of a famous actor	4	26.66 %
b-surname of the English Royal family	4	26.66 %
no answer	7	46.66 %

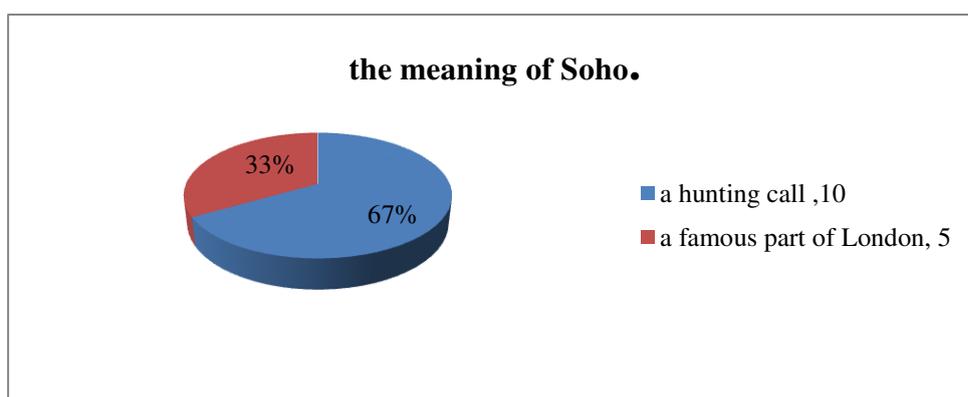
Table2.7: The Surname Of The Royal Family.

Nearly half of the teachers did not answer this question which indicates that they do not have the answer, and 26.66% gave the correct answer (the surname of the royal family) but after cheking in the internet. 26.66 answered wrong answers. The problem here is that teachers do not have the cultural knowledge even about such simple information.. So **they can't** teach culture if they ignore such simple infomation.

11-Soho is

a- a hunting call that huntsmen were heard to cry as they chased deer in royal parklands.

b-a famous part of London.



Graph 2.4

In this graph 66.66 of teachers answered that Soho means a hunting call to cry as they chased deer in royal parklands .whreas 33.33 of them said that Soho is a famous place in London. They even visited it when they travelled to the UK.but most of them ignore the historical background of this word

Q9-Cockney English is a dialect spoken in :

- a-Wales.
- b-England.
- c-Scotland .

Options	Nb of teachers	%
a-Wales	00	
b-England	12	
c-Scotland	00	

Table2.8 : The cockeny English.

In this table teacher were asked if they knew where the Cockney English spoken. Fortunately all of them answered correctly and said that the Cockeny English is a dialect spoken by English people who born in Bow Bell in the Cheapside district of London.

2.8 Interpretation of the Results.

The majority of the informants have a BA degree . 60% of them have been teaching for more than 10 years ; and during their career they witnessed three types of textbbooks for SE1 which are New Lines, My New Book Of English And finally At The Crossroads. Though many teachers had had the opportunity of being abroad, only three of them ,(26%) had been to an English speaking country. This indicates that very few secondary school teachers had the opportunity to get in real contact with the TC and the native speakers of English. This may affect the process of culture teaching; teachers who have been to English speaking countries would have more information and knowledge and may use their own experience which is more authentic, than what may be included in the textbooks.

As for how they define the word culture, all of the respondents related culture to aspects like: language, way of speaking, and communication. This reveals that they are aware of the interrelationship existing between language and culture, and eventually the role culture plays in foreign language teaching. In fact, this is the aim of this question to see whether teachers consider culture as a part of language or not.

80 % of teachers referred to the importance of the previous textbooks used in teaching English and praised the quality of content which it involved which developed the pupils positive attitudes towards native speakers. Beside to the development of the four skills of the language and the language proficiency of the learners. As for the using of audio-visual materials Though they are so useful and effective in the process of FLT, particularly in culture teaching, they are less used (26.66). This is due to the lack of pedagogical means in most of the secondary schools like audio visual rooms, and data show.

As for the cultural knowledge test the majority of teachers failed in answering most of questions .46.66% of teachers did not know the surname of the British Royal Family .And 33.33% of them considered Soho as a hunting call .However All of them succeeded to recognize the Cockney English.

Generally speaking most of teachers agree that culture teaching is not an easy task; teachers face many difficulties like the lack of time and lack of important pedagogical resources. The majority of the respondents are not satisfied with the content of the school textbook in terms of culture teaching

2.9 The learner's Questionnaire.

The questionnaire delivered to the first year learners from the scientific and the literary stream. The participants are 100 pupils but only 80 pupils who answered the questionnaire .They are from two secondary schools in Mostaganem.The population was chosen randomly. The questionnaire was given to them during English classes. I asked their teacher of English to help them in case they do not understand some questions.

2.9.1 Description of Learners' Questionnaire

Learners' questionnaire is made up of 12 questions, all the questions are, multiple choice questions (Q1.3.4.5.7.8), yes& no questions (Q 2.6.9.10.11.12). The learners' questionnaire is divided into three sections.

- 2.9.2 Section One: Back ground information(Q1 to6)

This section aimed at knowing the gender of learners who are interested in learning the English language (Q1.Q2) and which unit they like best(Q3).the purpose beyond using the English communication(Q4). (Q5)aims at knowing the obstacles they face while communicating in the English language.

2.9.3 Section two : This section aims at analyzing the pupils attitudes toward leaning foreign cultures and if they are ethnocentric or not(Q6.Q8).And their point of view toward the American and the British people(Q7). And their willingness to discover the British and the American culture .(Q10)aims at knowing whether the school textbook provides them with sufficient information about the British culture.

2.9.4 Section Three: The cultural test this section is a cultural quiz, and it is made of two questions . It aims at assessing the learner minimum background knowledge on the British culture . the objective of this question is to investigate the pupils level of proficiency in knowing the complete words of the abbreviations of the words of the UK and the USA.The second questions aims at testing their knowledge about the countries of the United Kingdom

2.10 Analysis of the Results

2.10.1 Section one : Back ground information.

1-Gender : Male Female

This question is about the pupil's gender .50 pupils are female (62.5 %) and 30 (37.5 %) are male .Obviously the number of female pupils exceeds that of male

2- which unit do you like best ?

Getting Through Our Findings Show..... Back To Nature Eureka
famous people

Explain your choice .

Options	NB	%
Getting Through	30	37.5 %
Our Finding Shows....	10	12.5 %
Back To Nature	5	6.25 %
Eureka	25	31.25 %
Famous people	10	12.5 %

Table 2.9 The Unit pupils like best.

Table 1 explains the favourite unit for pupils ,40 %of pupils prefer unit one which is Getting Through (Intercultural exchange)

They justify their answer by saying that they are keen on dealing with the computer and they prefer to know how to write emails in order to exchange ideas with people from abroad.30%prefer eureka (Inventions and discoveries)and this is because they prefer to know how the world is developed thanks to famous scientist from different countries .

10% prefer Our Finding Show...because it shows people habits in reading newspaper and how to report facts objectively.The same rate of pupils prefer famous poeple and this is to kow celebrities of the wold.How ever,5 %only prefer Back to nature and they answer that in this unit they know the dangers of pullution and how to protect the environment and keep it clean.

2.3 Do you use English for communicative purposes such us

- a-classroom interaction
- b-outside the classroom with friends
- c-to make webpals
- d-Chatting with friends on the social media

Options	Nb	%
classroom interaction	51	63.75 %
outside the classroom with friends	9	11.25 %
to make webpals	12	15 %
chatting with freinds	8	10 %

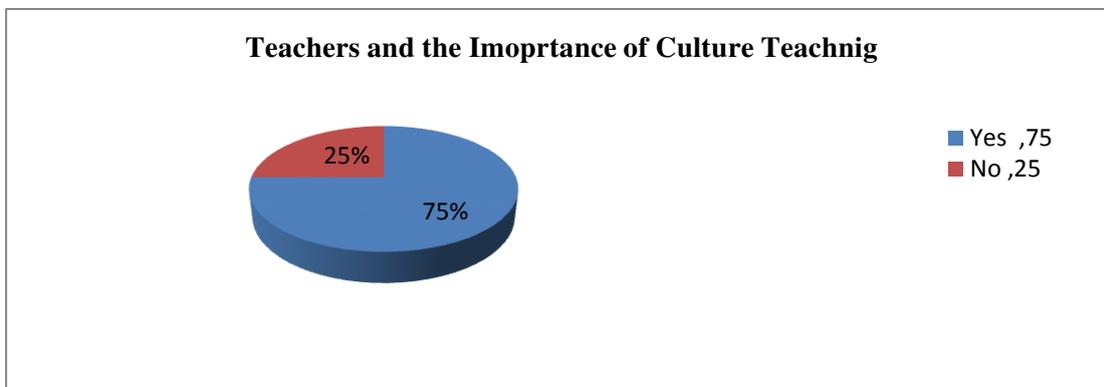
Table2.10 purposes of using The English language

Table 14 illustrates when pupils usually use the English language . 63.75 %answered that they use English to interact in the classroom with the teacher and with their classmates when doing groupworks.

15%said that they use English to make webpals from abroad especially from India ,Indonesia, Malysia ,and Japan.11.25used Engilsh outside the classroom when the teacher asks them to achieve projects.However ,only 10% use English in chatting with freinds they almost use Arabic.

4- :Does your teacher of English talk to you about the importance of learning the foreign culture ?

- a- yes .
- b- No



Graph 2.5

The graph shows that 75% of the respondents said their teachers talked to them about the importance of learning culture when learning a foreign language Although it is not included in the program .Whereas ,25 of them said that the teachers taught them only what is in the textbook they did not give them any information about other culture.

5-Do you think that the difficulties you face in communication is due to :

- a-lack of vocabularies.
- b-lack of structural grammar.
- c-lack of information about the targat culture .

Options	Nb	%
lack of vocabularies	30	37.5
lack of structural grammar	15	18.5
lack of information about the target culture	20	25

Table 2.11 . The reason behind difficulties in English communication

This table invistegate the causes of difficulties the learners face when communicating in English.The results reveal that 37.5% think that lack of vocabularies is the reason that prevents them from communicating successfully.18 % believe that the lack of mastery of the grammatical rules is the cause which hinders effective communication.According to 25% the lack of information about the target culture is also another reason of their lack of English communication proficiency.

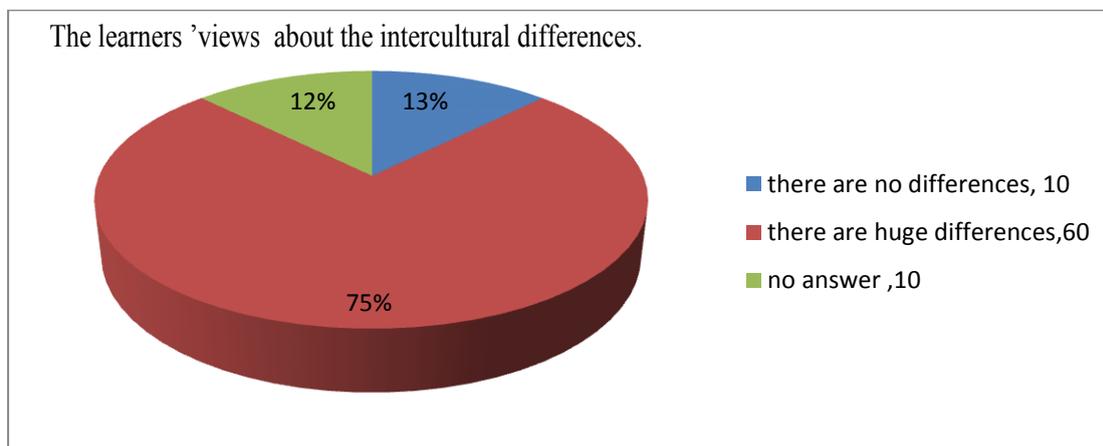
2.10.2 Section two : Intercultural attitudes.

6- Do you think that there are differences between your own culture (the Algerian culture) and the British or American culture ?

a-No ,there are no differences .

b-yes,there are huge differences.

a- no answe



Graph 2.6

This question was asked to identify the learners 'points of view about the intercultural differences .As shown in the table 75% of the learners ticked yes which means that they are completely aware of differences that exist between their own and other cultures .5%only believe that there are no differences at all and that the English and the American culture are similar to their own .whereas ,5%did not tick any choice

7- How do you describe the English and the American people ?

- a-non believers
- b-The enemy of Islam.
- c-their behaviour is strange.
- d-they have their own life style.
- e-They are friendly.
- f-you have no idea about them

Options	NB	%
non believers	10	12.5 %
the enemy of Islam	10	12.5 %
their behaviour is strange	25	31.25 %
they have their own style	15	18.75 %
they are freindly	5	6.25 %
you have no idea about them	15	18.75 %

Table 2.12 The learners’attitude towards the English people and the Americans.

This table identify the learners attitude toward the American and the English people .So ,31.5 % of the informants state that the behaviour of the Americans and the English is strange especially after the election of Donald Trump as a president of the USA.18.75 % said that those people have thier own style .Whereas,the same rate of the informants have no idea about them.12.5 % answered that the British and the Americans are non believers and the enemy of islam .Surprisingly,6.25% said that they are friendly

8-If you compare your own culture (The Algerian culture) with the target culture (the British or the American one) ; do you think :

- b-your culture is the correct one
- c-There are differences and similarities .
- d-Each culture has its own values and principles.

Options	Nb	Percentage
Your culture is the correct one	35	43.75
There are differences and similarities	10	12.5
each culture has its own values and principles	20	25
no answer	15	18.75

Table 2. 13The learners intercultural attitudes

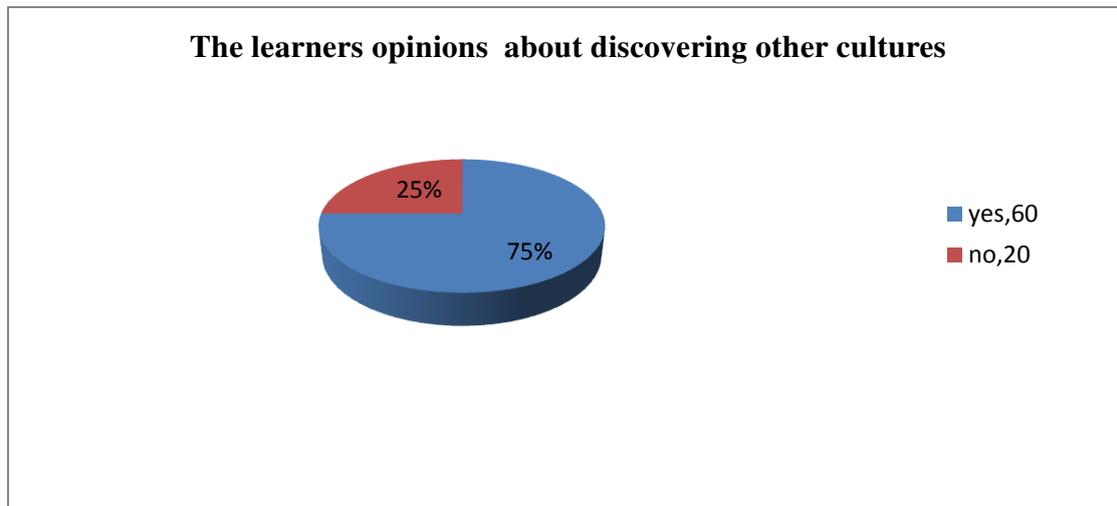
This table demonstrate how the learners consider his own culture vis a vie the target culture.

35% considered their own culture is the correct one .only 12.5% said that there are differences as well as similarities .Whereas ,25%answered that each culture is unique in its values and principles.15% of them did not answer this question

9-Are you interested in discovering the culture of the English speaking world ?

a- yes....

b- no



Graph 2.6

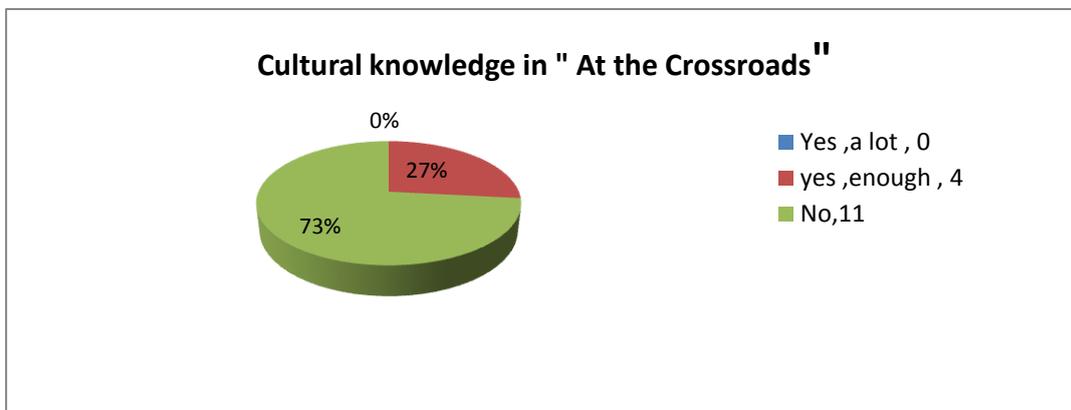
The learners in this graph show their willingness to discover the Americans and the British culture .75% of them show their readiness to know more about the target culture .Only 25% stated that they are not interested to know about the British and the American since they do not care about us and even they disdain our culture and our Prophet Mohamed peace be upon him.

10- Q9- Does the textbook “At the Crossroads” offer enough cultural knowledge ?

a-yes, a lot

b- yes enough

c- no?



Graph 2.7.

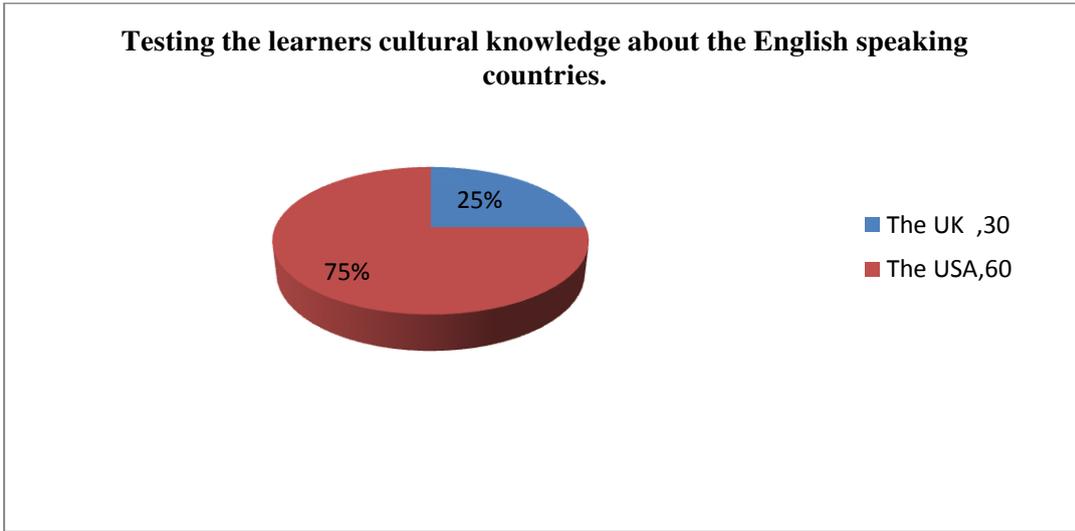
In this graph the majority of informants 81.25 said that the text book At the Crossroad does not represent any cultural information about the British culture. Only 18.75 thought that the text book contains interesting content about the target culture

2.10 .4.Section three : Pupils 'test.

11-Can you write the full words of these abriviations ?

The U K

The U S A



Graph 2.8

The learners were asked to write the complete words of the abriviations of the words the USA and the UK .60% of the learners knew how to write the abriviation of the USA .And only 30 % of them wrote the abriviation of the Uk.Those who knew about the USA said that they knew it through American films and the intrnet and not at schools .

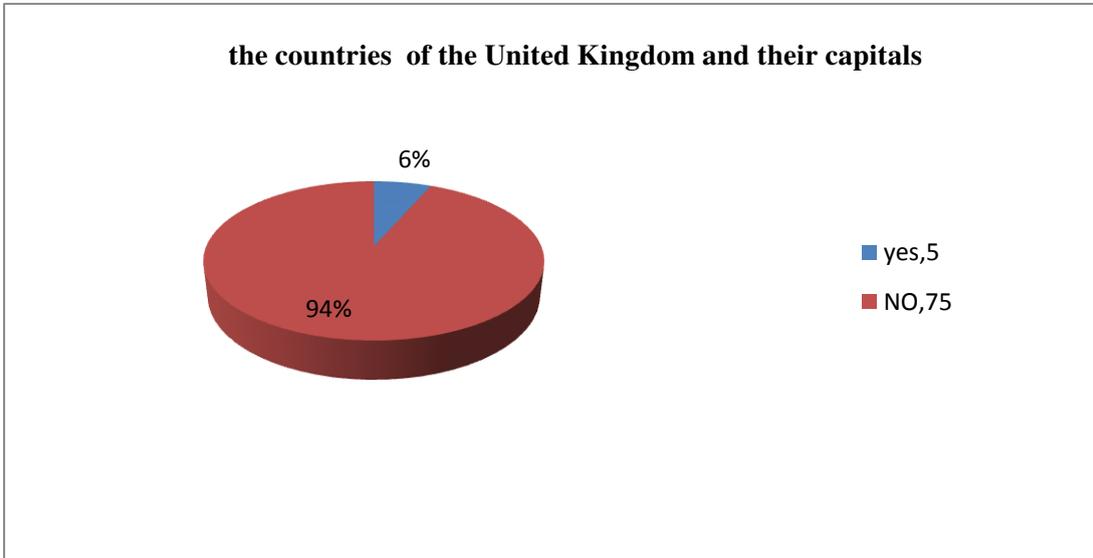
12- Do you know the four countries of the United Kingdom and their capitals ?

If

no

.Why ?

.....
.....



Graph 2.9.

Unfortunately, the majority of the learners 93.5 % did not know the countries of the UK. This is due to the lack of the cultural information in the text book. Only 6.5% knew about few of them they knew England and Ireland They did not know about Scotland and Wales. And concerning their capitals they just know London. Some of them know Glasgow through its football team.

2.11 Interpretation of the results :

As far as learners' reactions to the units are concerned, 37.5 % preferred the theme Intercultural Exchange which is entitled Getting Through. As a result, we noticed a positive reaction from the part of the learners

to culture based activities and lessons. This means learners find learning about other cultures something interesting. When learners like a given content they would be more motivated to learn it, thus including more cultural content in the syllabus would raise learners' interest and motivation to learn the target language (English). Most of pupils correspond with pupils from different countries through the internet using English.

Learners do not only have positive attitudes towards cultural content, but also positive attitudes towards cultural differences; 60% of learners accept and respect the cultural differences. And also 60% of them are enthusiastic in discovering the English speaking world. However, most of them keep complaining about the emptiness of the English textbook from cultural information.

The positive attitudes of the learners do not insure their cultural competence. The majority of them also failed in answering cultural questions. 30% of the learners do not even know what The UK means, meanwhile 60% of them know The USA and they answered that they acquire this from TV, and the internet. Moreover, 75% ignore the countries of the UK.

2.12 Conclusion

The results of the textbook analysis show that culture exists to some extent in "At the Crossroads". However, it is not covered adequately. There are a lot of shortcomings concerning teaching culture. Some subjects, as in unit 1, are beyond the pupils' linguistic and cultural level. Other units lack cultural information (unit 2 and 3). Besides, the textbook does not help in developing cultural understanding. The cultural content in it provides neutral passages. Thus, instead of genuine materials pupils often meet artificial texts. Lack of songs, real pictures, games, proverbs which contribute successfully in teaching culture, can also be easily noticed. The study revealed also that both teachers and learners are aware of the importance of integrating culture in language teaching.

However, teachers do not have the necessary cultural information to teach it and they usually lack time to discuss such issues and are obliged to focus on the linguistic aspects of the language, essentially because these are

the features on which the learners would be tested in official exams..Consequently ; learners' intercultural competence is lowdown .The majority of learners aquire some cultural information from the internet and television . In addition to this, audio-visual materials which help pupils to handle real language are rarely used in most of classrooms. Consequently, some pedagogical recommendations are necessary in order to improve the teaching of culture in Algerian schools in a more effective way.

Chapter Three.

Techniques, Recommendations And Suggestions to Integrate ICC in the Algerian EFL Classes.

Table of Contents.

3.1 Introduction.

3.2 How can education improve our intercultural flexibility.

3.2.1 The learners' role

3.2.2 The teacher' role.

3.3 Pedagogical recomondation.

3.3.1 Teachers' education and training

3.3.2 Teaching culture explecitley .

3.4 My experience as a teacher of English and some techniques to teach culture in EFL classes.

3.5 Some suggestions to adopt ICC in the Algerian Curriculum.

3.6 Conlusion.

3.1-Introduction

Teachers and learners' questionnaire as well as the textbook analysis revealed that culture is still marginalized. Though both teachers and learners are aware that language is more than vocabulary and grammar, culture is not taken seriously and thus it is not taught appropriately. Teachers are aware of the importance of culture teaching but they lack the necessary tools and also ignore how to teach such content. This chapter provides some of the most useful techniques for teaching cultural aspects together with a list of the most central themes that should be integrated in any foreign language course.

3.2 How can Education Improve our Intercultural Flexibility

We can acquire to minimize our stereotypes and ethnocentrism by becoming more mindful and aware of our thoughts. First, we can approach others who are different with us. Second, we must use our brain to think carefully about our own thoughts and the thoughts and behaviours of others. We should be open to multiple perspectives. We should keep in our minds that none is perfect and analyze our ethnocentric tendencies honestly. Thus, educators believe that if such insights are taken into account, a lot will be saved and learners will have more sensitivity to otherness, and by consequence, more prepared to succeed in global communication. So, a better understanding of the world is an essential condition for the education of an efficient global citizen.

3.2.1 The Learner's Role

The learner's role in the IC classroom should systematically evolve in complexity throughout the whole language course, so that it should match the learner's language and cultural development. Thus, initially learners may be involved in tasks which only require them to collect cultural data. This might be followed by tasks which boil down to student

organising the materials collected. As the learners progress in their IC development, they should attempt to take a more active part in classroom activities by engaging themselves into evaluating cultural evidence and reporting on their findings as well as emotions aroused by what they come across. Finally, the most challenging role that learners can take on is reconstructing cultural behaviours, which translates into students trying out cultural mediation in practice, either through simulation tasks or in a real life setting, outside the classroom (EFL-for-Subnivel-Medio-of-EGB-ok.pdf.)

The tasks will progress from teacher-modelled and teacher-guided, i.e. involving various degrees of scaffolding, to learner-centred, with more initiation and contribution on the part of the learners, perhaps also including negotiation of the teaching agenda, provided that it is possible within a particular teaching context.

3.2.2-The Teacher's Role

Consequently, the teacher's role will be determined by the role assigned to the learner at any given stage of the course. Thus, initially the teacher will act as an authority and an initiator of classroom activities, but over time this role will shift more towards that of a mediator, a guide, or an adviser. Towards the later stages of the course, the teacher may consider negotiating the syllabus with the learners, if only symbolically, which may have a motivating effect on the latter. It may also increase the learners' awareness of the intercultural goals of their language learning and the usefulness of IC training in their personal context.

3.4-Pedagogical recommendations

3.4.1- Authentic Materials.

To begin with, it is important to note that textbooks should involve information related to the foreign language culture because no language can be taught without direct reference to its culture. "Authenticity is particularly important when language is viewed as an instantiation of culture and the process of learning as the negotiation of this relationship" (Anthony j.Liddicoat and Angella Scarino p.94). In the Algerian context, textbooks rarely include cultural information related to the English society. Furthermore, it is clear that most of the texts and dialogues in "At the Crossroads" are not authentic; they do not provide real life situations to the pupils in order for them to be familiar with the target culture.

Moreover, the majority of teachers do not use audio-visual materials which present everyday situations and demonstrate many cultural experiences. Henceforth, authentic materials are recommended to offer the pupils the linguistic and cultural insights.

Authentic sources can include films, television shows, proverbs, idioms, and songs of authentic English. Using them in class helps pupils to engage in authentic cultural situations and at the same time raises their motivations towards learning the English language.

For instance, pupils can watch and listen to videos taken from authentic sources as a television show, and focus on some specific cultural elements like greeting. Then, they might describe the behaviours they observe and discuss with their teachers cultural similarities and differences.

Moreover, discussions of common proverbs, folktales and idioms are a useful way to explore the values and beliefs of the target culture.

3.4.2 -Teachers' education and training

To focus on teaching culture, language teachers need to be well informed and competent. Some Algerian teachers, as it has been revealed in chapter two, lack the necessary knowledge about the target culture and the training in how to teach it. Therefore, it is recommended that educational institutions concerned with teachers like universities and ENS (ecole normale superieure) provide a systematic pedagogical training for the future teachers. The programme must focus on an exposure to the English culture explaining everything related to the target culture. It should also train teachers how to deal with cultural issues in their classes. Furthermore, teachers must benefit from seminars in Algeria and abroad, first, to raise their awareness of the importance of teaching culture, and second, seminars abroad would help teachers to get in touch directly with the foreign culture.

The teachers' mastery of cultural matters helps in transmitting both linguistic and cultural concepts and overcomes the problems of misunderstandings, and prejudices.

3.4.3 -Teaching culture explicitly.

Culture in Algerian schools is introduced implicitly. It is considered as an extra option. Needless to say that most of the teachers rarely discuss cultural elements in their classes. Explicit culture teaching means separate courses devoted only to teaching and speaking about culture. It is recommended to design a range of courses which address the concept of culture explicitly. The courses should be presented in workshops equipped with audio-visual materials at least once or twice a week. First, because they allow to experience directly and explicitly what a foreign culture means, and give access

3.5-My Experience as a Teacher of English and some Techniques to Introduce Culture in English classes.

I have had the opportunity to teach English for seventeen years , During this period I coped with three types of textbooks for first year secondary school .The first one was called New Lines , it was a very important textbook ,it contained many cultural information .The second textbook was called my Book of English ,it was also very interesting it combined between three competences which are :the communicative competence ,the linguistic competence and the intercultural competence. Unfortunately this text book did not remain for a long time because of the reforms of 2005/2006.Since then , The current text book At the crossroads came to life .

The later is not as important as the previous text book .The majority of teachers agree about this .

So At The Crossroads does not fulfill the teacher and the learner needs it lacks authenticity, the objectives are not clear and the cultural knowledge is totally absent . However ,If we have a look on the French school text book New Enjoy English 4 , we will notice the difference .In the first page of the book it is written that situations in New Enjoy English are taken from learners real life .The documents are authentic ,they are chosen according to what the anglophone youth see read and perform.As a result , their pupils “The French pupils” discover naturally the similarities and differences between their culture and the target culture. It is also written that each sequence offer a historical and an artistic perspective so as to foster the curiosity and motivation of pupils.They mention also that their main objective is to widen the pupils cultural knowledge in order to be open minded and that they leave school with an ambition to continue learning English.(Translated from New Enjoy English .Odile Martin Cocher)

So , Although ; **At the Crossroads** complies with the Competency-Based Approach ,it lacks a crucial competency which is ICC . Thus ,EFL teachers should create opportunities for communication based on the values ,cultural norms ,and needs of learners ,rather than on the syllabus and textbook.

And in order to integrate culture in the Algerian School textbook ,the cultural activities should be carefully organized and incorporated in the EFL syllabus to enrich and inform the teaching content.According tothese are some useful ideas for presenting culture in the classroom.

*Students read articles or extracts from books,news paper,magazines or websites written by travel writers or people who have visited the student's town ,country or region .Discussion topics can include the norms and values of the culture ,nonverbal behaviours (e.g.the physical distance between speakers ,eye contact ,gestures ,social roles)

Students discuss funny stories and experience they once had related to cultural issues ,or misunderstandings .They can role play a situation based on cultural differences (e.g.a situation in which an inappropriate greeting is used)

*Using **photos** in class to explore various culture and lifestyles and answering questions together can be interesting for pupils .These activities enable lessons to take the form of collaborative discovery.

*Students are usually curious about the different **foods** ;art and **songs** that have value in different cultures .

*using **proverbs** in class as a way to explore culture ,its values ,and analyze the stereotypes of the culture. Discussions can focus on how the proverbs are different from or similar to the proverbs in the pupils' native language.

*Include more **literary texts** and **poems** of the most famous literary figures of the target countries. **Literature** is an important source for information on the way of life and values of the target language speakers.

*Include **more songs**; songs have proved to be effective in the context of language teaching as their lyrics are easy to understand and memorize.

-Teachers should work on their own using **books, internet** ...etc, to compensate for their lack of cultural background knowledge and training

*pupils create a **brochure ,guidebook,poster or webpage for visitors** to their town ,country or region . This should not only describe famous sites and places to visit ,stay or eat ,but also give visitors some useful tips about what they may find strange or unusual about their own culture.

For example ,I always encourage my pupils to correspond with pupils from different countries to have an intercultural exchange using English .Farouk my pupil corresponds with Disma or Annah from Indonesia .Here are the Emails that they wrote to each other.

· Penpal e-mail

Dear Annah,

I've found your adress on the internet. I'm writing because I want to know more about you and your country. But i have to introduce myself first.

My name is Farouk. Farouk isn't really common here in Algeria. I like my name because in Arabic it means "A person who's fair". I'm sixteen years old. Nearly everyone my age goes to school in Algeria. I'm in the first year in the secondary school, I'll pass my Baccalauréat Exam in two years. I want to become a Surgeon Doctor. So, I will study hard more other years.

On Weekdays, I usually get up at 7 o'clock in order to prepare myself for school, which isn't really far from our house. I have classes from 8 to 12 in the morning and from 1:30 to 4:30 in the afternoon. I always go on foot with my friends ,It's rarely when I go by car.

I have a lot of hobbies and passions. I like drawing, Photography, watching Animes and different Films, Listening and playing music .. i play guitar, Piano, Banjo, Mandoline, Violin .. and i'm about to learn other instruments soon. I don't have a favorite Sport because i love them all. But the most famous sport here in Algeria is Football.

My family is a typical Algerian Family: Mum and Dad and three children (My big brother, me and my little Sister) both of my parents works, my Brother studies in the University and my little sister in the Primary School. We all love Animals, we have two little lovely birds.

We live in Mostaganem which is situated in the north-west of Algeria.

Mostaganem is very famous for its beaches and its Andalous music.

Algeria is situated in the North of Africa. To the east it's bordered by Tunisia and Lybia. To the west by Marocco. Our Country has about 40 millions inhabitant. It's the biggest country in Africa with more than 2 millions square kilometers. The summer here is generally Hot between 35 and 45 degrees. And the winter is cold and rainy for about -1 to 10 degrees.

Algeria is very famous for its big Sahara which is the Biggest Desert in the World where we can find the Hoggar famous mountains and where the Fennec lives (a rare animal) . It's also famous for its long and beautiful beaches and also for it's Football National team.

Well, Iguess that's all for now ! keep in touch !

Farouk

Hello Farouk!

My full name's Disma Alfinisa. My mother said, in Arabic it means "good woman". But, you can call me Annah. I'm in the first year in senior high school. I've done my exams two weeks ago. It's really hard `cause i should do 17 exam subjects, but i enjoyed it.

Every weekdays, i usually get up at 4.30 am. Then i take a shower, pray, and go to school at 5.20 or no later than 5.30 (the time is really influential because of the traffic jam). I go to school by car, and my father drive me (cause i have no license) and i eat breakfast in car. My school's bell is at 6.45am. The bell to go home is at 3 pm. But i don't immediatly go home. I usually do extracullicular on Wednesday (i have two), so I go home at 5 pm with my mom. On Monday and Thursday I am tutor at one of tutoring institution (near my school, so i go on foot) at 3.15pm. So, i go home at 6.15pm with my father. When i arrive at home (usually at 8), i take a shower and do my homeworks and sometimes go to bed. Usually i go to bed at 10 or 11pm, but sometimes when i have so many homeworks i go to bed at 12am.

On Friday, the bell to go home at 11.15 am. Then, sometimes i hangout with my friends, but i have a music course at 5.30 pm, so i go home before that time. I really love music, but i can only play piano and violin, soon maybe you can teach me guitar? :D. And i have english course on Saturday at 1.30 am. I want to be an astronomic scientist, and musician too.

Both of my parents are work (like yours), and i have one little sister, she's in the last year in elementary school.

I like photography and watch some films too! But i think i don't really have skillful on photography. And i like coffee-tea and reading.

My country, Indonesia only have two season (dry and rainy), because it pass by equator. In Indonesia you can see mountains, beach, cave, the beautiful scenery of the under the sea and many more. One of area "The ring of fire" is Indonesia, it means Indonesia have so many volcano. and Indonesia have the longest coastline in the world after Canada. But, i had never seen the real-snow in my entire life. The only one snowy place in Indonesia is at JayaWijaya, the highest mountain in Indonesia (it's really really really far from my place).

You don't need air-conditioner or heater in Indonesia, cause the temperature is between 18-36 degrees celcius.

Indonesia have so many culture, i will never can count the tribes, languages, and ceremonials in Indonesia. If you visit Indonesia, and visit some of the province, it really has different language or tribes. but our language unity is Bahasa Indonesia = Indonesian.

So, that's from me :)

3.6- Some suggestions to include ICC in the Algerian Curriculum.

Intercultural education refers to pedagogy –aims,content ,learning processes ,teaching methods ,syllabus and materials –of which one purpose is to develop intercultural competence in learners as a foundation for dialogue and living together in a co-existence. Therefore, The Algerian Ministry of education should:

*Provide schools with the necessary pedagogical equipments (mass media); these are highly significant and influential all along the process of language teaching.They are more authentic and less boring, and useful not only for culture instruction but for other language skills as well listening and speaking)

* Provide teachers with guidelines that would help them in teaching cultural aspects. The findings of the study revealed that many teachers ignore how to teach culture; a lot of them did not receive any culture training.Responsibles may even schedule some training programs, or seminars for English language teachers on the best methods and most efficient techniques of teaching a foreign culture.

3.7-Conclusion

Teaching a foreign language without taking into account its culture is a useless activity. Cultural features should be integrated from the beginning of the teaching process and should be accounted for in all the elements of this process like in the general objectives of the course, the method of teaching and the means and materials of teaching.

GENERAL CONCLUSION

Teaching culture must be an essential part of EFL teaching if we aim at promoting intercultural communicative competence (ICC) which is one of the goals of teaching a foreign language. So, when designing a FLT course, the course designers should care not only for the structural and linguistic aspects of the language, but also should consider the non-linguistic features of the language. In other words, they should consider the culture of the speakers of that language.

This paper is built on the assumption, that language is a culturally conditioned phenomenon so language and culture are interconnected and their relationship is central to language learning. Accordingly language teaching **implies in a way or another consciously or unconsciously, implicitly or explicitly** culture teaching and my experience as a teacher of English has shown that teaching culture can be incorporated into teaching vocabulary, grammar and practicing of the four language skills. Culture integration serve as a motivating factor for learning the target language.

The analysis of teachers' and learners' questionnaires revealed that both are aware of the interrelationship of language and culture and that they fully recognize the crucial role that culture plays in the FLT course. Nevertheless, cultural component is still downplayed in the course of English language teaching. It is noticeable also that the textbook *At The Crossroads* is devoid of English songs, games, proverbs.....etc which promote the cultural understanding.

The syllabus obliges teachers to give much importance to the linguistic features of the language like grammar and vocabulary at the expense of giving the learners an insight on the target culture. And this is due to the content of the school textbook used by the target population. Teachers' questionnaire proved that many teachers ignore the most basic topics to teach; many of them for example consider nonverbal aspects of communication as a secondary aspect in culture teaching. Teachers also lack training and ignore the basic and most useful techniques of teaching a foreign culture.

Teachers are not always responsible of such insufficient culture focus; teachers complained about the serious lack of necessary pedagogical means, particularly audio-visual aids.

The analysis of learners' questionnaire revealed that learners have a positive attitude towards others' cultural differences and towards cultural content. So although their ethnocentric attitudes which reflect their love and respect towards their religion and culture, learners like and enjoy culture based lessons and activities, and they are eager and curious to learn more about the TC. Learners are more active and dynamic when dealing with culture related issues inside the classroom. This confirms our hypothesis; when learners look positively at the others' differences and enjoy learning about others' culture, this would have a positive effect on their educational behaviour in the classroom. In other words learners like such content and accordingly they would make more efforts and be more dynamic and active during language teaching sessions.

Finally and based on the presented research, it can be concluded that language and culture inseparably linked. ICC is essential for successful foreign language teaching and linguistic proficiency and efficiency alone is not enough for successful intercultural communication. Therefore, ICC should be highlighted in teaching or learning a new language and teaching culture is the way to accomplish it. Furthermore, in order to foster the successful incorporation of culture in the foreign language classroom, greater attention must be given to achieving a coherence of the outcomes given in the Algerian Curriculum especially for SE1.

Teachers are not always responsible of such insufficient culture focus; teachers complained about the serious lack of necessary pedagogical means, particularly audio-visual aids.

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Teachers' Questionnaire.

This questionnaire is a part of a research work that aims at finding out what English teachers think of teaching culture as well as testing the teacher's knowledge background regarding cultures of the English speaking world .Your experience at the secondary level is valuable in achieving the objective of this study. Thank you for your cooperation.

Section one : Experience Information.

1-What is your qualification ?

B A Master other , specify.....

2-How long have you been teaching English ?

less than 5 years between 5 and 10 years more than 10 years

3-Have you ever visited England , the U S A or other English speaking countries?

Yes No

4- New Lines ,My New Book Of English ,At The Crossroads are English textbooks for

SE1 .During your teaching experience which of these textbooks, have you dealt with:

a-all of them.

b-My New Book Of English and At the Crossroads.

c-only At the Crossroads.

Section two : Approach to culture teaching .

5- How would you define culture?

a. The whole set of artistic achievements and activities: music, theatre, dancing, poetry...etc.

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

c-Culture is both a and b.

.....
.....

6-Do you think that teaching culture is an important part of teaching English ?

Yes, very important No , not important

Please justify your answer .

.....

7-Which of the following textbooks do you think is more interesting and represent Culture explicitly ?

a –The previous one : My New book Of English .

b-At The Crossroads.

8. Do you use audio-visual materials in your classes?

a- Yes

b- No

Section three: teachers' test.

9- Mountbatten-Windsor is

a-The surname of a famous English actor.

b-The surname of the English Royal Family

10-Soho is

a- a hunting call that huntsmen were heard to cry as they chased deer in royal parklands.

b-a famous part of London.

11-Cockney English is a dialect spoken in :

a-Wales.

b-England.

c-Scotland .

Questionnaire For 1y st year Secondary School pupils.

Dear pupils :

I am conducting a research for my master thesis ,to investigate your attitude towards the importance of teaching culture in the English learning classrooms .This questionnaire is meant to answer questions like : Do learners like learning English ? what attitudes do they have on the cultural differences ?And how much cultural knowledge do they possess ? The information you provide will remain anonymous and contribute to the achievement of research objectives.

Please ,tick the appropriate choice and answer with full statements whenever necessary.

Thank you very much for your cooperation

Section one : Back ground information.

1-Gender : Male Female

2- Do you enjoy your English class ?

Yes No

3-which unit do you like best ?

Getting Through Our Findings Show..... Back To Nature Eureka
famous people

Explain your choice .

.....

4-Do you use English for communicative purposes such as :

a-classroom interaction b-outside the classroom with friends c-to make webpals

d-Chatting with friends on the social media

5- :Does your teacher of English talk to you about the importance of learning the foreign culture ?

a- yes .

b- No

5-Do you think that the difficulties you face in communication is due to :

a-lack of vocabularies.

b-lack of structural grammar.

c-lack of information about the target culture .

d-the failure to translate your ideas into English.

Section two : Intercultural attitudes.

6- Do you think that there are differences between your own culture (the Algerian culture) and the British or American culture ?

- a-No ,there are no differences .
- b-yes,there are huge differences.

7- How do you describe the English and the American people

- a-non believers
- b-The enemy of Islam.
- c-their behaviour is strange.
- d-they have their own life style.
- e-They are friendly.
- f-you have no idea about them

8-If you compare your own culture (The Algerian culture) with the target culture (the British or the American one) ; do you think :

- a-your culture is the best
- b-your culture is the correct one
- c-There are differences and similarities .
- d-Each culture has its own values and principles.

9-Are you interested in discovering the culture of the English speaking world ?

- Yes
- No

10- Does the text book provide interesting content about the British culture ?

- Yes
- No

Section three : Pupils 'test.

11-Can you write the full words of these abreviations ?

The U K

The U S A

12- Do you know the four countries of the United Kingdom and their capitals ?

If no .Why ?

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