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Teaching Culture In EFL Context :  
The Case Of The Algerian Middle School Of  
Mostaganem

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## **Dedications**

I dedicate this work to my beloved parents: Benyoub AEK and Menad Aicha who never ceased to encourage me;

To my husband AEK Guendouzi for his support and comprehension;

To my three kids: Hadjer, Marouane and Kawther;

To my in-laws, especially to my father-in-law Guendouzi Mohemmed and my mother-in-law Awadi Kheira .

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To anyone helped me doing this research.



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## Abstract

The present work is concerned with the incorporation of culture in the middle School curriculum in English- as foreign language- classes. More specifically, some consideration will be given to the **how** of teaching culture. It will be demonstrated that teaching a foreign language is not a matter of teaching structures, vocabulary and expressions, but it is mainly to incorporate some cultural elements; which are interwoven with language. This work consists of: introduction, three chapters and conclusion. The introduction gives a general view of what is going to be investigated. The first chapter deals with the theoretical implementation that enlightens what culture is, why and how we teach it. The second chapter, concerns the methodological design and data collection which were based on questionnaires addressed to teachers and learners, interviews, and class observation of three middle schools in Mostaganem Ketrouci Mohamed (Mesra), the New Middle School (Siret) and Bensadoun (Mostagsnem). The third chapter gives the results of the experiment, the analysis and the interpretation of the data. It seems that there is no standard way of teaching the target lessons, no materials available. Besides, the learners prefer to study some topics and show no motivation with others. Also, the chapter supplies the reader with some suggestions and substitutions of the non-valid facts; there must be solutions to the large number classes, the overloaded curriculum, the methods of teaching culture and the topics that do not interest the learners. Finally, the conclusion sums up all what was dealt with in the whole work.

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## المخلص :

بحثنا هذا مخصص لادراج دروس الثقافة فى البرنامج الدراسى للغة الانجليزية للتعليم المتوسط بالمدارس الجزائرية. تكمن اهميته فى كيفية او طرائق التدريس (هذه الدروس). و من خلال هذا البحث سيتم ايضا ان تدريس اللغات الاجنبية لا يقتصر على تدريس نحو، و مفردات، و عبارات هذاللغة، و انما ايضا يجب ادراج بعض العناصر الثقافية المرتبطة ارتباطا وثيقا باللغة.

هذا العمل ينقسم الى : مقدمة، و ثلاثة فصول، و خاتمة. المقدمة عبارة عن نظرة شاملة لما يحتويه البحث.

الفصل الاول يختص بالجانب النظرى للبحث، حيث يتعرض الى تعريف الثقافة، و لماذا ندرّسها؟ و ما هى المواضيع التى يجب ان تدرج؟ و ما هى الطرق و المناهج التى من خلالها نستطيع تدريس دروس الثقافة؟

اما الفصل الثانى فيختص بالجانب التطبيقى للبحث، اين تم العمل فى ثلاثة متوسطات على مستوى ولاية مستغانم من خلال استبيانات، و ملاحظات ، و مساءلات.

الفصل الثالث عبارة عن نتائج البحث و تحليلاتها و مناقشتها ، حيث تم التوصل الى انه لا توجد هناك طريقة موحدة مستعملة من طرف جميع الاساتذة لتعليم دروس الثقافة، و لا توجد وسائل بيداغوجية مساعدة. كما ان التلاميذ يفضلون بعض المواضيع و يملّون من أخرى. فى الفصل الثالث أيضا بعض الاقتراحات لتغيير واقع التدريس فى الاكمائيات.

أخيرا الخاتمة عبارة عن حوصلة لما تم التطرق اليه خلال البحث.

## Résumé :

Cette recherche est concernée par l'incorporation de leçons de culture dans le programme de l'éducation national au moyen. Plus spécifiquement, la concentration sera donnée sur comment enseigner ces leçons de culture. Il sera démontré qu'enseigner une langue étrangère n'est pas enseigner que ses structures, vocabulaire et ses expressions. Mais c'est aussi incorporer des éléments de culture, qui sont attachés à la langue. Cette recherche se compose d'une introduction, trois chapitres et une conclusion. L'introduction donne un résumé du travail. Le premier chapitre, théorique, présente la définition du mot culture, pourquoi l'enseigner, quels sujets enseigner et quelles sont les méthodes utilisées ? Le deuxième chapitre, expérimental, y contient la collection des données aux trois (3) écoles moyen parmi enseignants et élèves qui ont subi des questionnaires, des observations et des interviews. Le troisième chapitre donne les résultats de la recherche, l'analyse et l'interprétation des données. Il n'y a pas une méthode standard pour enseigner les leçons de culture utilisée par tous les enseignants, pas de matériels prêts et les élèves préfèrent quelques sujets et ne s'intéressent pas à d'autres. Ce chapitre, aussi, se constitue de quelques suggestions et des substitutions. La conclusion, résume tous ce qui a été fait dans la recherche.

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## **List of Abbreviations:**

**EFL:** English as a foreign language.

**FLT:** foreign language teaching.

**CC:** communicative competence.

**ICCC:** Intercommunicative Communication competence.

**CBA:** competency- based approach.

**T-B-A:** Task-Based-Approach

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# **General Introduction**

Applied linguistics is an interdisciplinary field of study that identifies, investigates and offers solutions to language-related problems. Some of the academic fields related to applied linguistics are education, linguistics, psychology, anthropology and sociology. Among these I have chosen for my research the field of education. One of the principles of education is to construct an open-minded citizen. This cannot be realised without knowing languages of other peoples. This could be implemented through schools and universities within academic methods and techniques. Hence, teaching a foreign language is not merely giving importance to syntactical, lexical and morphological aspects. But, the teaching process should incorporate cultural elements which are intertwined with language itself. The actual work is concerned with the importance of including culture in the Algerian middle school curriculum. More specifically, some considerations will be given to the *how* of teaching the lessons of culture which have been newly inserted in each and every file. The new programme is designed to help learners integrate in the world. Hence, it enables them to communicate and transact in all the domains. Among the objectives of the education reforms, the insertion of culture represents an important target which is expected to raise learners' consciousness through explicit separate lessons.

The idea for this research work matured during the last few years while I started teaching English in the Middle School. My recruitment coincided with the implementation of the 2003's educational reforms which targets many components. Textbook designers inserted sub-rubrics meant to deal with cultural aspects of English language. There are lessons dealing with culture at the end of each file entitled '*Learn About Culture*': for the first and the second years, '*Snapshots of Culture*' for the third year, and '*Research and Report*' for the fourth year.

Teachers of English in Algeria are supposed to teach English Speaking Country culture because it is part of the curriculum designed by the Ministry of Education. They are expected to be cultural instructors which is a new social role added to others they already fulfil. Therefore, the teachers' new task is to help students develop intercultural competence, a fashionable word in globalisation. The role of cultural learning in the foreign language classrooms has been the concern of many scholars (Seely 1984, Byram 1989, Kramsch 1991) and has sparked considerable controversy.

Teaching in middle schools, I have noticed that there are difficulties in the teaching/learning process in lessons dealing with culture. Learners are motivated and concentrated well in almost all the sections of the files, but once it comes to the sections of culture they become

unmotivated and lack concentration. This pushed me to think over the reasons that determine such an issue in order to improve learners' interest in the subject.

The purpose of this work is an attempt to examine the way culture is implemented in class; and highlight the potential difficulties that might hinder the teaching/learning process.

The focal point of the work is to give an overview of how the teaching of culture in EFL classrooms is important and examine its situation in the Algerian middle schools. The work will concentrate on history of teaching culture, its goals and principles, topics, methods and materials.

As any piece of research, the present study is based on the following research questions and hypotheses.

This dissertation aims to answer the following research questions:

1-What are the topics included in the curriculum of the middle school?

2-How is teaching/learning process of culture conducted in the Algerian classrooms; how do teachers teach the target lessons?

3-Are there any recommendations to change the current situation?

The first hypothesis to be tested is that the topics of culture included in the middle school curriculum are not adequate to the pupils' interests, age and proficiency level. The second hypothesis is that the ways the teachers deal with these topics do not meet the pedagogical needs.

## **Steps of the study**

This work consists of three chapters. The first chapter deals, in the beginning, with the importance of teaching culture. For many scholars (Valdes1986, Kramsch1993 and Byram1989) teaching a foreign language does necessitate teaching how to use

the language appropriately in the line with the cultural norms and values practiced by the native speakers of that language. While teaching culture, teachers have to deal with the three domains of culture: the cognitive, the pragmatic and the attitudinal ones which are essential and equally important.

According to many linguists, there are goals and objectives for teaching culture. Teachers have to keep them in mind as they are doing their lesson planning and incorporate them into practical teaching principles (Seelye 1993, Corbett 2003, Sercu 2005).

While there is a general agreement in the field of ELT about the importance of teaching language interwoven with culture for the purpose of communication, there is less agreement about how it can best be done. Teachers should remember not only what they want to teach but also how they are going to do it. Tomalin and Stempleski (1993) advocated a Task-Oriented approach, which is based on co-operative learning. This means that the learners will work in teams, negotiate, share opinion, interpret and compare information. In his turn, Byram (1997) claimed to apply the Intercultural-Communication-Competence approach. This approach, aims to acquire knowledge, skills, attitudes and critical cultural awareness necessary for the intercultural communication.

The second chapter is devoted to the methodology of the empirical study where the data are collected through questionnaire, classroom observations and interviews. These were conducted among teachers and learners from three middle schools in Mostaganem. The questionnaires were filled by one hundred twenty (120) pupils, forty (40) from each middle school and ten (10) from each level.

Data are also collected from the observations of twelve teachers who taught lessons of culture either as they used to do previously, or they were given pedagogical instructions, by the observer, on how to deal with the target lessons. In these lessons, the teachers were asked to apply the Task-Oriented approach and the Intercultural-Communication Competence approach to see their effectiveness or not in teaching the learners the target culture. All observed teachers were later on interviewed.

The third chapter deals with the interpretation and the analysis of the data collected.

The first step of the survey is the questionnaire. One hundred-twenty pupils were asked to fill in the questionnaire. The questions were about: the importance of studying culture, the methods used by the teachers, the topics that interest them the most, and the sources used by the teachers to teach culture. The second step is the observation. Teachers were observed while teaching the lessons of culture. All what have been noticed about the way of teaching, pupils/pupils interaction and the teacher/pupils interaction was reported. As a third step these teachers were interviewed. While answering the questions, the first group said that the vast majority of them teach the lessons of culture from the textbooks: written texts dealing with different topics followed by questions. The materials are not always available, except when the teacher relies on his/her own to get them. They also confirmed that they have received no trainings on how to teach culture. The second group taught the target lessons as they were asked to do.

The results of the experiment done previously raised a set of problems that face both the teachers and the learners. The work contains some suggestions that might be fruitful as substitutions to the current facts. The last part of the research is a general conclusion.

# **Chapter One**

## **Review of the Literature**

# **Chapter One**

Introduction

I.1. Definition of Culture

I.2. Diachronic Study of Teaching Culture

I.3. Underpinning Objectives of Teaching Culture

I.4. Topics of Teaching Culture

I.5. Approaches for Teaching Culture

I.5.1. Task-Oriented Approach (1993)

1.5.1. a. The Seven Sections of Culture

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1.5.1. a.7. Exploring and Extending Cultural Experiences

I.5.2. Intercultural-Communication-Competence Approach (1997)

I.5.2. a. The Components of ICC

I.5.2. b. Byram's Five Savoirs

I.5.2. c. The ICC Bases

Conclusion

## **Introduction**

The first chapter is the theoretical part of the work, it consists of seven subsections. It begins with a general introduction. Then, I have tried to set down definitions of the concept of culture as perceived in different fields by many scholars. After, there is a short view of the history of culture pedagogy, especially in the last decades. Later on, I give a short view of why culture should be taught in EFL classroom. I tried to set down what the different topics that may be tackled. How should the sub-rubric dealing with culture be dealt with? To answer the research questions, two theories have been chosen: Task-Oriented Approach by Tomalin and Stempelski (1993), and Intercultural-Communication-Competence Approach by Byram (1997). Finally, I finish the file with a conclusion.

### **I.1. Definition of Culture**

It is not easy to define the word ‘culture’ since it passed through many stages changing its meaning. K.Risager (2006:35-37) distinguishes between three concepts of culture:

- 1/ the individual concept of culture;
- 2/ the collective concept of culture;
- 3/ the aesthetic concept of culture.

The first concept –individual- had to do with the process of individual’s mental cultivation. Until the 17<sup>th</sup> century, the concept could mean the result of this process: “cultivated person” (2006:35).

From the end of the 17<sup>th</sup> century, a collective concept of culture emerged alongside the individual one. There had been a perception that certain people were seen to be cultivated (The Europeans) and others as being uncultivated (savage) (2006:36).

By the end of the 19<sup>th</sup> century there had been a focus in particular on the artistic products (literature, visual arts, music, etc) as supreme achievements of symbolic aesthetic creativeness. This is the concept that is widespread in everyday language today (2006:37).

Defining the word 'culture' has always been a difficult task. Many scholars from different fields of study perceive it differently. Here is a selection of some definitions in a chronological order:

The English anthropologist Tylor (1871) defines culture as synonymous to the word civilization. He wrote:

“Culture or civilization, taken in its wide ethnographic sense, is that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society. The condition of culture among the various societies of mankind, in so far as it is capable of being investigated on general principles, is a subject apt for the study of laws of human thoughts and action.” (1871:01)

Sapir (1949) sees culture to have three major senses. The first sense is when culture is technically used by the ethnologist and culture-historian to embody any socially inherited element in the life of man, material and spiritual... His second sense refers to conventional ideal of individual refinement, built up on a certain medium of assimilated knowledge and experience but made up chiefly of a set of typical reactions that have the sanction of a class and of a tradition of long standing... The third sense shares with the first technical conception an emphasis on the spiritual possessions of the group rather than of the individual. With the second conception it shares a stressing of selected factors out of the vast whole of the ethnologist's stream of culture as intrinsically more valuable, more characteristic, more significant in a spiritual sense than the rest.

In his turn, Lyons (1981) gives two senses to the word culture among several others. The first sense 'culture' is more or less synonymous with 'civilization'. In his second sense, 'culture' is employed without any implication of unilateral human progress from barbarism to civilization and without any prior value-judgments being made as to the aesthetic or intellectual quality of a particular society's art, literature, institutions etc.

Byram (1994) perceives culture in relation with language. He says that in engaging in language, speakers are enacting sociocultural phenomena; in acquiring a language, children acquire culture.

He says also that 'Culture' has been variously interpreted as 'high' or 'classic' culture, in particular literature but also philology and fine art, or as the modes and conventions of social

interaction in daily life and their reflection in literary and non-literary texts. While Kramsch (1998) defines culture from a discourse community point of view saying that it is a membership in a discourse community that shares a common system of standards for perceiving, believing, evaluating, and testing. On the other hand, Robinson (1998) considers culture as a past experience that influences meaning which, in its turn, affects future experience that, in turn, affects subsequent meaning, and so on.

Aswathappa (2010) defines culture in terms of its narrow and true senses. He says that in its narrow sense, culture is understood to refer to such activities as dance, drama, music and festivals. Whereas, the true sense, culture is understood as that complex whole which includes knowledge belief, art, morals, law, customs, and other capabilities and habits acquired by an individual as a member of a society.

There are hundreds of definitions of the concept culture that one cannot state them all in this humble research; it is only a selection of some famous and updated used definitions. Culture has been implemented in language teaching through studied methods of teaching which changed through time.

## **I.2. Diachronic Study of Teaching Culture**

Foreign language teaching (FLT) is not a new field of study. It is as old as the field of teaching languages, and refers back to teaching Latin and Greek. The history of FLT has seen the emergence of many methods based on scientific studies upon which foreign languages should be taught. These methods have been set to develop students' linguistic competence and performance. The Grammar-Translation Method dominated EFL from 1840 to 1940's (Richards and Rodgers 2001). It focuses on reading and writing; with little or no attention to listening and speaking. Mid and late nineteenth (19) century saw the emergence of methods opposed to Grammar-Translation Method. They were called the Reform Movement.

The theories of FLT that arose from the nineteenth (19th) century till the mid of the twentieth (20<sup>th</sup>) century did not give importance to language in context. Their main focus was on the written form of language.

By the end of the twentieth (20<sup>th</sup>) century scholars gave a little attention to the spoken form but with no attention to cultural aspects, i.e. language was seen as training rather than a communication (Stern 1992). The coming of the American linguist D.Hymes made a radical change in terms of language teaching. He reacted to Chomsky's 'linguistic competence' when he proposed the term 'communicative competence'; the ability to use language in a social context and to observe sociolinguistic norms of appropriateness. His focus was language as a social behavior and not as language learning. The core of his concern is the integration of communication and culture in language teaching (Hymes 1971).

In the last decades things change very quickly in the world. This change made the world smaller and narrower than it was before. The high rate of tourism, immigration and multinational companies emerged, gave tendency to international communication. In this vein Steel (2000) says:

“Given that multinational companies have scattered their production and service components across different countries and the tele-communications revolution has transformed the world into a global village, teaching culture in FL courses has assumed great significance. Alongside the crowds of international tourists, a rapidly increasing mass of people have to communicate professionally across the borders of countries and continents. The success of communication depends on the ‘intercultural communicative competence’ of the speaker” (p139-140).

So, the foreign language teachers have to develop learners' capability to communicate with others through cultural competence in addition to linguistic accuracy. All latest researches in FLT led by scholars such as Byram, Kramersch, Seely and others agree that learning a foreign language is always 'culture-bound' (Kramersch 1993) i.e. language cannot be learnt or taught without being exposed to the culture of the communities where this language is spoken

The rise of the communicative method gave birth to a new way of teaching culture. Through it, language and culture are more naturally integrated. Its main goal is to teach students how to use the target language when communicating in a cultural context (Carter 1993).

The emphasis is not given only to grammatically correct sentences, but worth to learn the students when, where and to whom to use that piece of language.

The scholars agreed on that culture should be incorporated in the curriculum of the foreign language either implicitly- through language lessons, or explicitly- through separate lessons of culture. They did not put culture to be studied randomly, but they gave their reasons giving several goals.

### **I.3.Underpinning Objectives of Teaching Culture**

Before dealing with the goals of teaching culture, there is a necessity to state first the importance of incorporating culture in the curriculum of foreign language teaching. One of the key principles of studying a foreign language is to use that language for communication. People do not communicate using solely the vocabulary and grammar, but other factors play vital roles such as body language and way of thinking. In this vein Fazili (2007) says that a crucial characteristic of communication is that the participants have choice both in terms of what they will say and how they will say it. The choice which is open for the speaker means that there is always a doubt in the listener's mind about what is to come next. While Corbett (2003) claims that how language works, how we make sense in language, how we mean things to each other –all take place with specific contexts. And in these contexts, cultures are in play as habitual patterns of interaction, routine forms of social practice, recurrent uses of symbol, sediment frameworks of value and belief. As a dense backdrop, culture is implicated in every instance of language in use. He goes further claiming why the students have to study culture. He gives three goals: First, he-the student- has to appreciate the similarities and differences between their own and cultures of the target communities. Then, he has to identify with the experience and perspective of people in the communities and countries where the target language is spoken. Finally, he has to use this knowledge to develop a more objective view of their own customs and ways of thinking.

In his turn, Sercu (2005) puts a table where he states possible teaching goals. These goals are grouped into three (3) categories: *knowledge dimension*, *attitudinal dimension* and *skills dimension*.

<i>Knowledge dimension:</i>
-provide information about the history, geography and political conditions of the foreign culture(s) (culture/Culture)
-provide information about daily life and routines (culture)
-provide information about shared values and beliefs (culture/Culture)
-provide experience with a rich variety of cultural expressions (literature, music, theatre, film)

etc) (Culture)
<i>Attitudinal dimension:</i>
-develop attitude of openness and tolerance towards other peoples and cultures
<i>Skills dimension:</i>
-promote reflection on cultural differences
-promote increased understanding of student's own culture (+also knowledge of own culture/Culture)
-promote the ability to empathize with people living in other cultures
-promote the ability to handle cultural contact situations

(Sercu, 2005:26 *Possible Culture Teaching Objectives*).

According to the table above, the learner is provided with information about countries that speak the target language. These pieces of information develop on him some attitudes towards other peoples and cultures. He acquires some skills to understand his culture and other culture(s) as well.

In their turn, Tomalin and Stempleski (1993) state that there are goals for facilitating the development of cross-cultural communication. They modified the 'seven goals of cultural instruction' provided by Ned Seelye into the following seven points:

“1-to help students to develop an understanding of the fact that all people exhibit culturally-conditioned behaviours;

2- to help students to develop an understanding that social variables such as age, sex, social class, and place of residence influence the way in which people speak and behave;

3- to help students to become more aware of conventional behaviour in common situations in the target culture;

4- to help students to increase their awareness of the cultural connotations of words and phrases in the target language;

5- to help students to develop the ability to evaluate and refine generalisations about the target culture, in terms of supporting evidence;

6- to help students to develop the necessary skills to locate and organise information about the target culture;

7- to stimulate students' intellectual curiosity about the target culture, and to encourage empathy towards its people (1993:7-8)".

Seelye goes on to say that large goals should be described in more details in order to be useful. He suggests six instructional goals, which he summarised as the teachers should help the students to develop *interest* in *who* in the target culture did *what, where, when* and *why*" and "some sophistication in evaluating statements about the culture and finding out more about it (1993:30).

Kramersch (1993), one of the leaders in the field of teaching culture, states that:

"Culture in language learning is not an expendable fifth skill, tacked on, so to speak, to the teaching of speaking, listening, reading and writing. It is always in the background, right from day one, ready to unsettle the good language learners when they expect it least, making evident the limitations of this hard-won communicative competence, challenge their ability to make sense of the world around them" (1993:1)

She introduces new ways of looking at the teaching of language and culture. These include:

- -Establishing a sphere of interculturality: means that foreign culture should be put in relation with one's culture and a reflection should be on both cultures.
- -Teaching culture as an interpersonal process: means that replacing presentation/prescribing of cultural facts and behaviours by the teaching of a process that helps to understand 'otherness' or foreigners.
- Teaching culture as difference: means various cultural factors such as age, gender, regional origin, ethnic background and social class should be taken into consideration.
- Crossing disciplinary boundaries: means that linking the teaching of culture to other disciplines such as anthropology, sociology and semiology. The teachers have to

broaden their knowledge on both their society and the societies that speak the language they are teaching.

Kramersch concludes that *“These lines of thought lay the ground for much richer understanding of the teaching of culture than heretofore envisaged by the majority of language teachers.”* (1993:206).

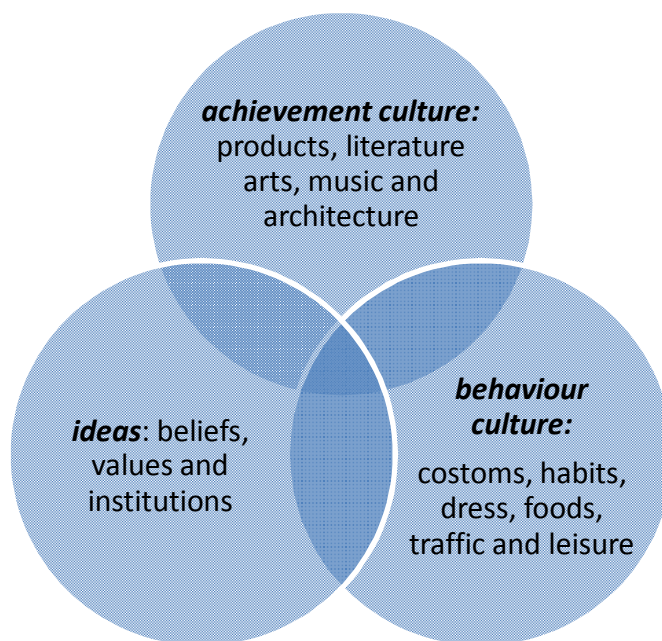
It is agreed among linguists that linguistic competence alone is not enough for learners of language to be competent in the target language. They must be exposed to the culture of that language in order to know the codes of behaviour of its people. Language study seems not efficient without knowing about the people(s) who speak that language. There is a set of topics that should be put in the curriculum of EFL classrooms.

## I.4.Topics of Teaching Culture

It is very easy to decide to include culture in the syllabus. But, the difficult task is to choose what topics to include. There have been several attempts to arrange the topics that the scholars think are important for the students. First we are going to see the domains of culture. Bölcész Konzorcium (et al 2006) divides culture into three domains: cognitive, pragmatic and attitudinal domains.

- -The cognitive domain provides the learner of language with information about other cultures and the learner's relation to them.
- -The pragmatic domain's aim is to let the learners acquire the practical skills needed for intercultural communication.
- -The attitudinal domain aims to develop attitudes such as respect and tolerance to the other cultures and to avoid stereotypes, prejudice and discrimination.

He carried on speaking about what culture to be taught where he divided culture into two categories: *Big C and Small c*. Big C- or achievement culture- 'where the lessons contain a lot of pieces of information and facts about history, geography, institutions, literature, art and music. Little c-or behavior culture- include 'culturally-influenced beliefs and perceptions, especially as expressed through language, but also through cultural behaviors that effect acceptability in the host community. He spoke about a third area which has an impact on both areas of culture. It includes ideas, beliefs, values etc. For instance; religious beliefs are reflected in literature and in music. The same religious beliefs give explanations to the eating habits of a nation. For example, Muslims do not drink wine. He represented the three areas of culture in the following graph (2006: 85):



Graph1: The Areas of Culture

From the attempts that tried to set the topics of culture, one can cite the followings:

Brooks (1964) compiles a list of sixty-two (62) topics of culture that can be included in the curriculum. Among these topics: *greetings, morphology of personal exchange, level of speech, patterns of politeness, respect, intonation patterns* (Refer to the appendices to see the whole list). Brooks claims that the age and the needs of the learners should be taken into consideration while choosing the topics.

In his turn, Durant (1997) compiles a list that includes topics such as: *foods, customs, holidays...* He claims that there is no need for having a pre-defined list or a fixed order of themes in the choice of topics. But, it depends on students' interests and suggestions.

Other scholars have chosen another way of grouping the topics of culture. They may be grouped into larger categories. They give to each category a title and the topics of culture are given as subtitles. Byram and Risager (1999) made a research among teachers of foreign language. These teachers were asked to fill in questionnaires to answer which topics of culture are appropriate to their pupils and what aspects of culture they feel should be included in the

curriculum. These teachers were offered a list of twenty (20) topics and they were asked to identify the ten (10) most important ones. They have chosen the following topics:

1/ Political system:

2/ Youth culture

3/ Literature

4/ Film, theatre, art

5/ Gender roles and relationships

6/ Religious life and traditions

7/ Working life and unemployment

8/ Environmental issues

9/ Stereotypes

10/ The country's significance.

The teachers claim that these topics depend on learners' age, linguistic competence and other factors such as motivation and experience of the other country and society.

Hasselgreen and Larzen (2003) give a list of five (5) categories based on the students' interests. The topics are chosen to increase the intercultural abilities of the learners.

1/ Ability of coping with daily life activities, traditions and living conditions;

2/ ability to deal with social conventions;

3/ confidence with the values, beliefs and attitudes of the foreign language users;

4/ ability to use verbal communication means;

5/ ability to use non-verbal language.

The arrangement of the topics of culture, be it in lists or categories, is arbitrary. What is indispensable is to include all the aspects of culture in the curriculum. Goodenough (1981) summarizes the contents of culture as follows:

- The way in which people have organized their experience of the real world so as to give it structure as a phenomenal world of forms, their percepts and concepts;
- The way in which people have organized their experience of their phenomenal world so as to give it structure as a system of cause and effect relationships, that is, the propositions and beliefs by which they explain events and accomplish their purposes;
- The ways in which people have organized their experiences so as to structure their world in hierarchies of preferences, namely, their value or sentiment system;
- The way in which people have organized their experience of their past efforts to accomplish recurring purposes into operational procedures for accomplishing these purposes in the future, that is, a set of “grammatical” principles of action and a series of recipes for accomplishing particular ends.

It is necessary to include all the aspects of human life in order to help the learners to integrate in the field of culture. Whatever is the content, culture is unavoidably imbedded. From the beginning of the language classes, culture is at the forefront. But teaching culture needs approaches in order to be taught in a comprehensive and technical way. Over the centuries, many new ideas and theories have come up. The following section will deal with a related topic.

## I.5. Approaches for Teaching Culture

Through time, there have been different approaches to teach culture. Some of them have lost the ground; some have had and still dominating the field. These approaches can be classified into two categories: those which focus only or mostly on the culture of the countries whose language is studied (the mono-cultural approach); and those which are based on comparing learners' own and the other culture (the comparative approach).

The mono-cultural approach is considered inadequate nowadays for it does not take into consideration the learners' own culture. On the other hand, the comparative approach focuses on that the foreign culture should be side to side with the learners' own culture i.e. the learners are asked to reflect on the target culture as well as their own ones.

The learners cannot be taken off their own culture and switch off to another one, because denying one's culture is denying one's own being (Byram and Morgan: 1994). Through comparison, learners can discover the similarities and the differences of their culture and the target one. In this vein, Risager (1998: 243-252) put down four approaches for the teaching of culture: *the intercultural approach, the multicultural approach, the trans-cultural approach and the foreign-culture approach.*

**-The Intercultural Approach:** deals with the relationship between the learner's culture and the culture of the country/countries where the language is spoken, but the focus is on the target culture.

**-The Multicultural Approach:** focuses on the idea that many cultures exist within one culture. It draws the lights on the ethnic and linguistic diversity of the target country/ countries and of the learner's own one.

**-The Trans-cultural Approach:** is reflected in that the modern world cultures are interwoven due to extensive tourism, immigration flow, globalization, mass media and the economic interdependence. This leads to that the foreign language is taught to learners to use it for international communication.

**-The Foreign-Culture Approach:** is based on the teaching of the target culture independent from the learner's culture (the mono-cultural approach). The teaching aims to develop in the learner the native speaker communicative and cultural competence.

There is a set of different approaches other than those cited by Risager by which teachers can teach culture to their learners. One can list *the Topic-Based Approach, the Problem-Oriented Approach* and others. Among them and for this research, two approaches had been chosen: The Task-Oriented Approach led by B.Tomalin and S.S: Stempelski (1993), and The Intercultural Communicative Approach by M.Byram (1997). These approaches have been found adequate for the following reasons:

- The learners' language proficiency;
- The learners' age and;
- The topics dealt with in the Algerian middle school curriculum.

The first approach to be explained is the Task-Oriented Approach by Tomalin and Stempleski (1993).

### **I.5.1.Task-Oriented Approach (1993)**

In their book *Cultural Awareness (1993)*, B.Tomalin and S.Stempleski advocate the task-oriented approach to teach the lessons of culture. This approach is based on co-operative learning and learner-centered focus; the learners work together in pairs or in small groups to gather information about a given topic. Then, they share and discuss what they have found. Finally, they interpret their findings within the context of the target culture then they make comparison with their own culture.

The writers state first why the study of cross-cultural interaction is important. They say that there are many linguistic as well as socio-economic factors that have raised it to a high international profile in the recent years (1993:5). The number of students from Asia who travel abroad to study increased. These students present different traditions and cultural behaviors from those of Europe and North America. So, there has been a need for changing the teaching content of the traditional ELT and taking into account the need to explore and explain cultural differences in larger details.

Also, there has been a change from teaching merely the way of life of the host country, to a more open recognition of the need to understand the immigrant community's way of life. Another factor is the study of pragmatics which states that culturally-related factors affect

cross-cultural communication. “*Such factors include people’s expectations regarding the appropriate level of formality and degree of politeness in discourse*” (1993:6). The study of non-verbal aspects of communication is of crucial importance. This includes gesture, posture, and facial expressions which are the most culturally-influenced part of behavior.

Their book contains seventy-five (75) activities to be used with students at any level of language ability; from elementary to advanced level. The activities are described in the context of teaching English as second or foreign language. In it, they introduce a wide range of materials that may be useful for the teaching of culture. These include textbooks, audiocassettes, TV and radio broadcasts, videos, cuttings from newspapers and magazine. They also give the ways how these topics should be taught .i.e. they put down the lesson plans by giving the aim of each lesson, the materials needed, the level at which the activity can be used, the time allowed, the preparation done before the beginning of the lessons, how the class work should be carried, remarks and variations.

The writers divide their book into seven sections of topics that deal with culture. Each section is split into a number of lessons. The seven topics are: *Recognizing of Cultural Images and Symbols*, *Working With Cultural Products*, *Examining Patterns of Everyday Life*, *Examining Cultural Behavior*, *Examining Patterns of Communication*, *Exploring Values and Attitudes*; and *Exploring and Extending Cultural Experiences*.

### **I.5.1.a. The Seven Sections of Culture**

The seven sections aims and division are as explained below.

#### **I.5.1.a.1. Recognizing Cultural Images and Symbols**

This section aims to introduce the concept of culture to the students, and encourage them to discuss it from the beginning. It is composed of activities designed to help the students to be familiar with the popular images and symbols, expressed in personalities, architecture, landscape and songs. Then, the learners are asked to contrast these images and symbols to the ones existing in their own culture.

This topic includes fourteen lessons: 1/ All about culture; 2/ Background noise; 3/ Brainstorming; 4/ Culture match; 5/ Culture wall chart; 6/ Exploring song lyrics; 7/ Guess

who? 8/ Odd one out; 9/ Postcard match; 10/ Rogues' gallery; 11/ Ten-word story; 12/ Where in the world? 13 / World chase and; 14/ Words and images.

### **I.5.1.a.2. Working with Cultural Products**

It aims to help the learners to build up language fluency by using authentic resources, and compare these materials with those in their own cultures.

This section contains fourteen lessons: 1/ Among my souvenirs; 2/ Cartoon categories; 3/ Culture composition; 4/ Currency deals; 5/ Front-page features; 6/ Headlines; 7/ In my country; 8/ Meet the press; 9/ Poems; 10/ Radio news role-plays; 11/ Show and tell; 12/ Stamps detectives; 13/ Today's TV schedule and; 14/ Topics in the news.

### **I.5.1.a.3. Examining Patterns of Everyday Life**

It intends to reveal information about the life styles current in English-speaking countries and the patterns usually followed by members of these cultures. In addition, this section aims also to encourage students to compare and discuss how these options and patterns may be similar or different from those in their own cultures.

This section includes: 1/ Agony aunt; 2/ Dating customs; 3/ Early, on time, or late? 4/ Family trees; 5/ Help wanted; 6/ Holiday photographs; 7/ Housing available; 8/ Is it true that...? 9/ Shopping habits; 10/ same or different; 11/ The house I grew up in and; 12/ What would you like to do?

### **I.5.1.a.4. Examining Cultural Behavior**

It includes information-oriented activities which provide facts about culturally appropriate behavior in English speaking countries, and activities oriented towards experiential learning and raising self awareness. All the activities help the students to become more aware of the cultural behavior.

This section includes eleven lessons: 1/ Answering real questions; 2/ Critical incidents; 3/ Cross-cultural role-plays; 4/ Culture assimilators; 5/ Cultural commentary; 6/ Mini-surveys;

7/News photo search; 8/ Observations and judgments; 9/ Social behavior; 10/ Video-observation and; 11/What did he do? What did she say?

#### **I.5.1.a.5.Examining Patterns of Communication**

This section aims to increase awareness of native speakers' common expectations of spoken or written communication in English. It gives also students opportunities to practice the skills needed for successful communication.

Its ten lessons are: 1/ Analyzing TV conversations; 2/ Answer, add, and ask; 3/ Cross-cultural introductions; 4/ Cross-cultural rhetoric; 5/ Minimal responses; 6/ Multilingual role-plays; 7/ Non-verbal signals; 8/ Role playing emotions; 9/ what's the message? 10/ Whip-round.

#### **I.5.1.a.6.Exploring Values and Attitudes**

This section focuses on activities that motivate students to recognize and explore their own cultural assumptions, with regard to stereotypes and preconceptions towards the target culture.

This topic includes thirteen lessons: 1/ Agree or disagree? 2/ Commercial values; 3/ Connotations; 4/ Encounter; 5/ Examining stereotypes; 6/ Lost and found; 7/Proverbial values; 8/ Stereotypes I have heard; 9/ Superior attitudes; 10/ The people speak; 11/ 'Trap' words; 12/ Values clarification: global problems and; 13/ Word associations.

#### **I.5.1.a.7. Exploring and Extending Cultural Experiences**

The last section includes series of activities designed to let the students discuss and draw conclusions about the target culture, from either their direct experiences or from what they have read or heard.

This section is divided into eight lessons: 1/ Cultural identity; 2/ Culture flowchart; 3/ Culture mini-lectures; 4/ Curriculum links; 5/ Intercultural crisis; 6/ Just a (cultural) minute; 7/ Question wheel and; 8/ Real interviews.

The two writers give details on how these sections should be taught. With the approach they have advocated, they help the learners to understand cultural topics used in real situations of

the target culture as well as their own cultures. They also help the teachers require careful planning to teach culture in an appropriate way.

This is a brief explanation about the first selected approach. The second chosen approach is Intercultural Communication Competence approach by Byram (1997).

### **I.5.2.Intercultural-Communication-Competence Approach (1997)**

Byram (1997) advocates the intercultural communicative approach abbreviated to (ICC) for teaching lessons of culture. He says that this approach aims to the acquirement of knowledge, skills, attitudes, and critical cultural awareness necessary for the intercultural communication. He puts these components into the following table:

	<b>3. Skills</b> Interpret Relate	
<b>2.Knowledge</b> Of the self and other; Of interaction: Individual and societal	<b>5.Education</b> Political Education	<b>1.Attitudes</b> Relativising self Valuing other
	<b>4. Skills</b> Discover and/ or Interact	

Table 1: Byram’s ICC Component Chart (1997:34)

#### **I.5.2.a.The Components of ICC**

- 1. Attitudes:** are “*curiosity and openness, readiness to suspend disbelief about other cultures and belief about one’s own*” (1997:12).

2. **Knowledge:** is *“the knowledge of social groups and their products and practices in one’s own and in one’s interlocutor’s country, and the general processes of societal and individual interaction” (1997:12).*
3. **Skills to interpret and relate:** are *“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” (1997:13).*
4. **Skills to discover and interact:** are *“the 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” (1997:13).*
5. **Education:** This fifth component appears in (Byram et al.2002) entitled ‘**critical cultural awareness**’ instead of ‘**Education**’ as it is in the original chart in (Byram, M: 1997). Critical cultural awareness is *“an ability to evaluate critically and on the basis of explicit criteria, perspectives, practices, and products in one’s and other cultures and countries” (1997:13).*

He sets on a table where he puts down the learning goals to develop ICC. He gives the objectives of each component and in front of it its explanation (refer to: Byram’s 1997 Model of Intercultural Communicative Competence p, 12-13).

He believes that it is more important to acquire the new culture rather than being exposed to the differences and similarities with the learners’ own culture, without taking into consideration the students’ viewpoints. He goes on saying that a successful method of teaching puts the learner in a real cultural context in order to be able to perform their acquired knowledge in real intercultural communication situations. He adds that focusing on learners’ intercultural communicative competence develops in them the ability to acquire and accept differences.

#### **I.5.2.b.Byram’s Five Savoirs**

Byram argues that to be an effective communicator, the learners should be taught culture with language that strengthens the five savoirs which are the key component of the ICC. These savoirs –or skills, enable the learners to mediate between different cultures and one’s own. Byram’s five savoirs are (Byram :1997)

- *-Savoir être*: intercultural attitudes, such as curiosity, openness and readiness to suspend the stereotypes about the other cultures.
- *-Savoir*: knowledge of social groups, their products and practices in one's and others' countries, and the general process of societal and individual interactions.
- *-Savoir comprendre*: the ability to interpret, explain and relate a document or an event of the target culture to one's own.
- *-Savoir apprendre faire*: the ability to acquire a 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*: ability to evaluate critically and on the basis of explicit criteria, perspectives, practices and products in one's own and others' cultures and countries.

### **I.5.2.c. The ICC Bases**

Byram (1997) suggests that the teacher must leave his role as an “ambassador” of the foreign culture, and try to present the interactive nature of the new culture. He thinks that one cannot master the language without acquiring the non-linguistic aspects of the culture. He argues that students “*must understand and experience the culture from within, by acquiring new values and behaviors in the non-mediated form through direct experience*” (Buttjes and Byram: 1990; 19). He also claims that it is more suitable to teach the learners how to be able to acquire different behaviors rather than showing them the common features of the target culture when these features may not be common since within the same culture people behave differently. So, there is no need to teach the learners something which is variable.

According to Byram, there are two possible ways of teaching culture. The first one consists of using the learners' first language as a medium of studying a foreign culture, taught according to the principles of appropriate disciplines, without exposing the learners to the totality of the culture. The second one permits the use of the target language as a medium to develop pupils' cultural competence from its existing stage, by changing it into an intercultural competence (Byram 1989:137).

In practice, the two possibilities ought to be combined. In other words, the learners' mother tongue can be used for comparative analysis of own and foreign cultural meanings. It can be combined with the teaching of foreign language as a subject of study and as the medium of experience of foreign cultural phenomena. Dealing with young people, the more abstract are the illustrations of culture, the more accessible it is for them.

This may be through newspaper articles, stories, pictures and extracts from daily life. It would cause learners to give their points of view and explore their own key cultural concepts as well as the foreign culture's ones.

Byram suggests what he calls 'cultural experience' which, according to him, serves as a bridge between study of the culture and the learning of the language. He introduces a new kind of learning through direct experience.

The pupils should be put in real situations such as going to the countries of the target culture through exchanging holidays, educational visits, and contact with native speaker teachers and so on. Exposing learners to real linguistic situations implies exposing them to direct cultural matters. Students are put into situations that they are not prepared for.

The learners gain new insights into the other culture, make new experiences and broaden their knowledge. In addition, they have to develop some skills of how to find out things by asking. If they do not understand, they need to be able to create strategies to negotiate meanings. Doing so, they might be able to have a more critical cultural awareness upon other cultures as well as their own.

Furthermore, he goes on saying that not all the cultural experiences need to take place in the foreign country. They also can be found in the classroom when pupils are taught through the foreign language while teaching them new concepts in geography or food; they acquire new cultural experience which is embodied in the language.

But, the teaching of culture in the classroom has disadvantages. The classroom lacks the real-life situations and limits the learners to speak only to their classmates, whose opinions and experiences are not far from their own culture. This is why Byram suggests that both ways of teaching should be combined.

Intercultural Communication is becoming increasingly important in the modern world as more and more people migrate from one country to another, or they work to international firms that carry workers from different cultures. This leads to that people who come from different countries, hence different cultures, act, communicate and perceive the world around them, have to respect each other. This skill should be taught to children from their early age in

order to become effective communicators with people of other cultures when they grow up in future.

The process of teaching culture should be on very well studied approaches in order to be effective, though good approaches are not easy to find.

## **Conclusion**

The word culture is not easy to define; this is why many scholars from different fields defined it differently. It has evolved through time and has changed meaning and field of scope. Culture has been included in language teaching from ages. Scholars who decided to put culture in language teaching did not include it randomly, but on pre-defined and pre-set goals, tackling specific topics which they set upon the learners' age and language proficiency. Culture is going to be taught with specific approaches. There are too many approaches from which I have chosen two for my research: task-oriented by Tomalin and Stempelski (1993), and intercultural communication competence by Byram (1997).

Culture has been newly integrated in the curriculum of the middle school. In the next chapter, there is a view of how the teaching/learning process is running on.

# **Chapter Two**

## **Culture in the Middle School Curriculum**

## **Chapter Two**

Introduction

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A/Profile of the Participants

B/Procedure

Conclusion

## **Introduction**

After the 2003 education reform in the curriculum of the national educational system was introduced, the curriculum-designers set culture as separate lessons with different topics in the Middle School. In the four levels, the lessons are found respectively: Learn About Culture<sup>1</sup>, Learn About Culture<sup>2</sup>, Snapshots of Culture and Research and Report. Each of the academic years-first, second, third and fourth years- has its own set of lessons. The lessons vary from daily life activities, interpersonal relations, necessities of life, family, leisure, ceremonies, values... After teaching in several middle schools and being in contact with different teachers, I have realised that each teacher teaches the lessons of culture with his/her own method. I have conducted some questionnaires, interviews and observations to enrich the research and obtain objective results.

### **II.1. Innovations in the Curriculum**

The new educational system in Algeria, which was established in the year 2003, set the teaching of English -as a foreign language- to be a regular school subject from the first year in the middle school upward. The total periods per week are of (3) three hours for the four levels. New textbooks were set written by local teachers and specialists in teaching languages. There has been a transition from the *Fundamental system* to the *middle system*. English used to be taught for two years, whereas in the new system it is taught for fully four years. The programme is made in a way to help the learner integrate the modern society; to enable him to communicate and transact with others in all domains. This involves the development of critics and tolerance among learners. Also, from the changes that occurred the application of the *Competency-Based Approach* (CBA) as a major teaching methodology. It is the know-how to act that integrates and mobilizes a variety of capacities, abilities and knowledge used efficiently in problem solving situations. This approach emphasises the learners' ability to use the language appropriately in specific situations. It is based on the functions of language and is meant to help the learners become communicatively competent i.e. a combination of formal accuracy with communicative fluency (Carter 1993:11). Among the principals of this approach (*Document d'accompagnement:72*):

- ✓ -to create a link between academic learning and contexts of use outside the classroom and make learning meaningful;
- ✓ -to involve the learner in the learning process;
- ✓ -to ensure interdisciplinary coherence;
- ✓ -to relate the acquisition of knowledge with the development of thinking processes and learning strategies.

Also, there have been changes in the roles of both the teacher and the learner. The following table will clarify more these role:

Teacher's role:		Learner's role:	
Previous approach:	New approach:	Previous approach:	New approach:
<ul style="list-style-type: none"> <li>-hold and provides knowledge;</li> <li>-is over present in class;</li> <li>-is authoritarian;</li> <li>-takes all decisions;</li> </ul>	<ul style="list-style-type: none"> <li>-facilitates learning by mediating between learner and knowledge;</li> <li>-engages learners in tasks;</li> <li>-gives helps and guidance;</li> <li>-provides individual learning;</li> </ul>	<ul style="list-style-type: none"> <li>-receives knowledge;</li> <li>-depends on the teacher;</li> <li>-learns only for marks and because of examination or parental pressure;</li> </ul>	<ul style="list-style-type: none"> <li>-is responsible for his learning;</li> <li>-wants to know what he learns;</li> <li>-acquires problem solving skills;</li> <li>-does self-assessment;</li> </ul>
What changes:		What changes:	
<ul style="list-style-type: none"> <li>-a less authoritarian;</li> <li>-openness to discussion and negotiation;</li> <li>-sensitiveness to learners' concerns:</li> </ul>		<ul style="list-style-type: none"> <li>-learns through doing;</li> <li>-increases learner's intellectual potentialities;</li> <li>-gives meaning to learner's work;</li> <li>-works for himself/herself;</li> <li>-participate in his/her learning.</li> </ul>	

Table 2: Changes in the Teacher's and the Learner's Roles.

## II.2.The Importance Devoted to Teaching/Learning of Culture in the New Curriculum

There has been a radical change in the programme of English in the middle school. The curriculum designers had put down a given arrangement of lessons to be taught. Among the arrangements of the new system, they have included elements of culture.

The integration of culture is self-evident since there are separate lessons i.e. culture is to be taught explicitly. At the end of each file, there is a lesson that deals with a cultural topic that corresponds to the same theme. In the first and the second years, the lessons of culture correspond to the title “Learn About Culture”. In the third year the elements of culture are found entitled “Snapshots of Culture”. In the fourth year there are the lessons of culture in “Research and Reports”.

They tended to devote one or two hours per file to teach a given topic dealing with culture. Topics dealt with vary from big 'C' to small 'c'. Below are the topics and the activities of the four levels.

### II.2.1.First Year Syllabus

The following table includes the title of the files, the topics of culture dealt with, and the activities that are devoted to each topic:

<i>File</i>	<i>Topics:</i>	<i>Activities:</i>
<i>1-Hello!</i>	-Ask and answer about the monuments: -Royal family: -currency: -flags:	→-What is this? -Where is it? →who's who? →match the bank-notes with the countries →match the countries with the flags.

<b>2-Family and Friends</b>	-greetings:  -celebrations:	→-match the picture(time and gestures) with the expression; -greet in your language; -greet in other languages you know; →-what they say; -what they have;
<b>3-Sports</b>	-names of some sports: -football cups:  -traditional games: -free time leisure:	→where do you practise these sports? →which countries participate in these football cups? →describe a traditional game in your country; →what do you do in your free time?
<b>4-In and Out</b>	-world time:  -schools:  -pets: -horoscope:	→what time is it in these cities?  →-English school; -compare the British school with your school;  →pets in America and in Algeria; →Chinese horoscope;
<b>5/Environment:</b>	-environment issues:  -international days:  Wonders of the world:	→-famous forests, animals in danger, very polluted cities; -international organisation for environment; -sites protected in Algeria; →find the international days related to the protection of the environment; →name the seven wonders of the world;

Table 3: Topics of Culture in First Year

## II.2.2. Second Year Syllabus

The lessons and the activities are divided as follows:

<b><i>Files:</i></b>	<b><i>Topics:</i></b>	<b><i>Activities:</i></b>
<b><i>1/A Person's PROFILE</i></b>	<ul style="list-style-type: none"> <li>-learn about music in different cultures:</li> <li>-the discovery of some places:</li> <li>-translation into the learner's language:</li> <li>-dates of some discoveries:</li> </ul>	<ul style="list-style-type: none"> <li>→-what do the kinds of music express?</li> <li>-other types of music/speak about a special group you like;</li> <li>→-discovery of England, America and Algeria;</li> <li>→do you have the same expressions in your language?</li> <li>→-do you know?</li> <li>-order the pictures to get the timeline of the light;</li> </ul>
<b><i>2/Language Games:</i></b>	<ul style="list-style-type: none"> <li>-the origin of crosswords:</li> <li>-other games:</li> </ul>	<ul style="list-style-type: none"> <li>→-read about the origin of crossword;</li> <li>-try to fill in the given crosswords;</li> <li>→read about other games (chess, scrabble...)</li> </ul>
<b><i>3/Health:</i></b>	<ul style="list-style-type: none"> <li>-grandmother's remedies:</li> <li>-colours and health:</li> </ul>	<ul style="list-style-type: none"> <li>→illnesses and home remedies;</li> <li>→sickness and colour therapy.</li> </ul>
<b><i>4/Cartoons:</i></b>	<ul style="list-style-type: none"> <li>-famous cartoons :</li> </ul>	<ul style="list-style-type: none"> <li>→-read about cartoons;</li> <li>-questions/answers;</li> </ul>

<b>5/Theatre:</b>	-theatrical genres:	→-read about the theatrical genres; -questions/answers
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Table 4: Topics of Culture in Second Year

### II.2.3.Third Year Syllabus

The following table includes the lessons and the activities of the third year level:

<b>Files:</b>	<b>Topics:</b>	<b>Activities:</b>
<b>1/Communications:</b>	-British guards:	→- <i>Guards or Bear Killers?</i> (text followed by questions); -compare the Bobbies with the Algerian policemen;
<b>2/Travel:</b>	-wish you were there:  - <i>For Auld Lang Syne:</i>	→- <i>Lock Ness</i> (text followed by questions); →song for Hogmanay :to be sung;
<b>3/Work and Play:</b>	-Schools in Britain:	→- <i>Harry Potter</i> (text followed by questions) -compare with schools in Algeria;
<b>4/Around the World:</b>	-American and British English:  -different languages in Algeria:	→-learn about the English language; -differences in spelling/ vocabulary/ and pronunciation between some words in British and American English; →-discuss the points, and then write a paragraph about languages in Algeria.

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Table 4: Topics of Culture in Third Year

### II.2.4. Fourth Year Syllabus

The bellow table informs about what is dealt with in the fourth year level:

<b><i>Files:</i></b>	<b><i>Topics:</i></b>	<b><i>Activities:</i></b>
<b><i>1/It's My Treat:</i></b>	-what do you eat?	→-ask and answer about the ingredients; -compare the nutritional values of some foods; - <i>Tony's diet:</i> (text followed by questions) -write a short letter about the Algerian mealtimes, meals and what they are made of;
<b><i>2/You Can Do It!</i></b>	-average life span of animals:  -animals in danger:	→-life expectancy graph; -maximum age of each animal; →-report of animals in danger; -rule chart to protect animals in danger;

<p><b>3/Great expectations:</b></p>	<p>-about USA:</p> <p>-at school in USA and Algeria:</p> <p>-advertising a monument:</p>	<p>→-fact file of California; -map of USA and the names of its states;</p> <p>→-the American pre-university educational system; -write about the Algerian pre-university educational system;</p> <p>→fill in the fact sheet of The Royal Mauritanian Mausoleum</p>
<p><b>4/Then and Now:</b></p>	<p>-about India:</p> <p>-about Harun AL-Rashid:</p> <p>-do you know?</p>	<p>→-fact file of India; -write a short history file about India; Present Taj Mahal;</p> <p>→-make a research about Harun Al-Rashid; -write it in conversation form;</p> <p>→-compare the information; -carry out an internet research about the scientists given;</p>
<p><b>5/Dreams, Dreams...</b></p>	<p>-about Australia:</p> <p>-extremes of the human world:</p>	<p>→-make an internet research and write the fact file of Australia;</p> <p>→-where do you find them, -Guinness Book;</p>
<p><b>6/Fact and Fiction:</b></p>	<p>-Joha stories:</p> <p>-brainteasers:</p> <p>-complete the report:</p>	<p>→-<i>Joha and the Pots</i>: inquire into the end of the story;</p> <p>→solve the brainteasers;</p> <p>→when they made their discoveries?</p>

Table 5: Topics of Culture in Fourth Year

The topics dealt with are varied and differ from year to the following. The table below shows in short the categories of topics dealt with:

Level	First year	Second year	Third year	Fourth year
Topics	-cultural heritage; -greetings; -leisure; Education and knowledge; -environment	-music ; -discoveries; -games; grandmothers' remedies; -theatrical genres	-institutions; -touring in Scotland; -British schools; British/American English;	-food; Pets in danger -fact files; -brainteaser;

Table 6: Categories of the Topics Dealt With

There has been a change in the roles of both teachers and learners in the new –designed curriculum. Also, there has been the inclusion of explicit lessons of culture that vary from file to file and from level to level.

## **II.3.Data Collection**

For any research, data can be gathered from a number of sources. It can be from records, workplaces, internet, questionnaire and interview. The actual work was drawn upon three methods of collecting data: questionnaire, class observation and interview. This multiple data-gathering method is known by triangulation, which is restricted to investigate the same phenomenon through different techniques. It is a means of mutual confirmation of measures and validation of findings; i.e., to test the hypotheses and measure variables. The data were gathered as indicated below:

### **II.3.1.Research Setting**

The data were collected during the academic years 2010/2011 and 2011/2012. It was achieved through questionnaire, observation and interviews. I have conducted the research in three middle schools: Ketrouti Mohamed (Mesra); Bensaadoun (Mostaganem) and the New Middle School (Siret) in the wilaya of Mostaganem.

The middle schools were chosen from six ones suggested for the research because of the following reasons:

- The headmasters agreed that the teachers and the pupils participate in the research, they allow me to make classroom observation attending lessons while the teachers do the lessons of culture, and let me free to interview the teachers in the staff rooms;
- The teachers and the learners agreed to participate.

### **II.3.2. Design Methodology**

#### **II.3.2.a.Quantitative Data**

The quantitative data are obtained through questionnaire.

##### **II.3.2.a.1. Questionnaire**

The questionnaire consists of a number of questions printed in a definite order on a form or set of forms. It is beneficial because the respondents have adequate time to give their answers and they are free from the bias of the interviewer. In this research, the questionnaire was

conducted as the first step of investigation. It was conducted to seek the participants' opinions about the lessons of culture. It contains three types of questions: yes/no questions, multiple choice questions, and open questions. The questionnaire contains two major parts. In the first part, the pupil gives his personal information: his school and level. The second part is divided into six (6) questions from a to f. The first question asks about the lessons of culture whether they are important or not. The second question is about the pupil's interest in learning culture. The third question seeks to know what the methods they prefer to study culture with. The participants rate from 1 to 5 (1 least important- 2 least important- 3 important- 4 more important- 5 the most important). In the fourth question they rate the topics they prefer to study. In the fifth question they tick the sources their teachers used to teach culture. The last question -an open question- asks pupils to give their opinion about the lessons of culture existing in the textbooks.

All the copies were returned.

### **A /Profile of the Participants**

The questionnaire was given directly to the participants. All the pupils who filled the questionnaires are pupils who have learned their English in the Algerian schools and have never been to an English speaking country. Their age ranges between 11 and 16 years old. There are 120 pupils who filled the questionnaire; ten from each level of the three chosen middle schools. They were chosen randomly; with no consideration given to sex or social background.

### **B/Procedure**

Before the distribution of the questionnaire, a clear explanation about the research and its aim were made to make the participants aware of the importance of their participation.

### **II.3.2.b.Qualitative Data**

The qualitative data are obtained through observations and interviews.

#### **II.3.2.b.1.Classroom Observation**

Classroom observation is to observe what teacher's practices and the students' actions, then discuss what was observed in an educational environment; classroom observation allows observing what the instructor and the students are saying and doing and the interaction between them. *“This method implies the collection of information by way of investigator's own observation, without interviewing the respondents”*. (Kothari 2004:17). The main advantages of this method are that the subjective bias is eliminated, the information obtained is currently happening, and is independent of respondents' willingness to respond (Kothari 2004).

### **A/Profile of the Participants**

For the research, twelve (12) teachers were chosen to observe their method of teaching; four teachers from each of the three middle schools. These teachers received their education in the Algerian schools and universities. The pupils who were observed are children between 11 and 16 years old. The teachers and the pupils were chosen randomly; with no consideration to age, sex or social background.

The aim of the observation is to measure the cultural understanding of the pupils from the presented lessons, and to check the effectiveness of the two chosen approaches in the method of teaching the target lessons.

### **B/Procedure:**

The chosen twelve teachers-the twelve classes- were divided into two groups: experiment and control groups. On the one hand, the control group is where the teachers deliver their lessons as they used to teach; their traditional way of teaching. On the other hand, the experimental group went through an experiment where the teachers were asked-by the observer- to teach the lessons of culture from the official curriculum, where they apply the two approaches: The Task-Oriented approach and the Intercultural Communication Competence approach. There has been no change, neither in the topics nor in the activities as designed by the curriculum designers. The approaches were chosen according to the nature of the topics; if the topics need classroom work-learners work in classroom- the Task-Oriented Approach is applied. But if the topics need an outside classroom research, the ICC Approach is needed. The Task-Oriented Approach is based on class work: the teacher presents the topic showing to the pupils some pictures taken from magazines, internet, etc. The pupils discuss, share opinions and interpret their findings into their own language, in pairs or in

small groups. Whereas, for the ICC Approach, the pupils choose topics, meet and work outside school. When they come to class, they present their findings in front of their classmates, then discuss together and give opinions.

The tables below show how these lessons should be taught and the approaches used- as supposed by the two previously mentioned approaches.

**II.3.2.b.1.a.First Year:**

First year syllabus contains five files. Each file treats a given topic that is to be adequate to the pupils' age and proficiency level since it is the beginning of their contact with the English language and its culture. The topics are almost familiar to the pupils in order to be easily understood.

<i>File</i>	<i>Topics</i>	<i>Activities</i>	<i>Approach</i>
<u>One:</u> <u>Hello!</u>	-ask and answer about the world monuments; -British Royal family; -currency and flags.	-the class is divided into small groups; -each group chooses a topic; -the work is done outside the classroom, the pupils meet and work together; -they represent their works in front of their classmates; -they discuss the findings; -they give opinions.	The Intercultural Communication Competence Approach

<p><u>Two:</u> <u>Family and</u> <u>Friends:</u></p>	<p>-greetings; -celebrations</p>	<p>-the teacher shows the learners pictures taken from magazines, internet... -the pupils work in pairs or in small groups; -they discuss and share opinions; -they interpret the findings into their own language; -they compare with their classmates; -collective correction.</p>	<p>The Task-Oriented Approach</p>
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<p><u>Three:</u> <u>Sports</u></p>	<ul style="list-style-type: none"> <li>-names of sports;</li> <li>-football cups;</li> <li>-traditional games;</li> <li>-Free-time leisure.</li> </ul>	<ul style="list-style-type: none"> <li>-the class is divided into small groups;</li> <li>-each group chooses a topic;</li> <li>-the work is done outside the classroom, the pupils meet and work together;</li> <li>-they represent their works in front of their classmates;</li> <li>-they discuss the findings;</li> <li>-they give opinions.</li> </ul>	
<p><u>Four:</u> <u>In And Out:</u></p>	<ul style="list-style-type: none"> <li>-World time;</li> <li>-schools;</li> <li>-pets;</li> <li>-horoscopes.</li> </ul>	<ul style="list-style-type: none"> <li>-the teacher show the pupils pictures taken from magazines, internet...</li> <li>-pupils work in pairs or small groups;</li> <li>-they discuss and share opinions;</li> <li>-they interpret their findings into their own language;</li> <li>-they compare with their classmates;</li> <li>-correction</li> </ul>	<p>The Task-Oriented Approach</p>

<p><u>Five:</u> <u>Environment:</u></p>	<p>-some environment issues; -international days for the protection of the environment.</p>	<p>-the class is divided into small groups; -each group chooses a topic; -the work is to be done outside the classroom; the learners meet and work together; -they present their works in front of their classmates; -they discuss the findings; -they give their opinions.</p>	<p>The Intercultural Communication Competence Approach</p>
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Table 8: How to Teach First Year Lessons.

### II.3.2.b.1.b. Second Year:

<b>File</b>	<b>Topics</b>	<b>Approach</b>
<u>One:</u> <u>A Person's</u> <u>Profile:</u>	-music in different cultures; -the discovery of some places; -dates of some discoveries.	Task-Oriented Approach
<u>Two:</u> <u>Language</u> <u>Games:</u>	-The origin of cross-words and other games	The Intercultural Communication Approach
<u>Three:</u> <u>Health:</u>	-some grand-mothers remedies; -the relation between colour and health.	The Intercultural Communication Competence Approach
<u>Four:</u> <u>Cartoons:</u>	-Famous cartoons	The Task-Oriented Approach
<u>Five:</u> <u>Theatre:</u>	-theatrical genres	Task-Oriented Approach

Table 9: How to Teach Second Year Lessons.

### II.3.2.b.1.c.Third Year

<i>File</i>	<i>Topics</i>	<i>Approach</i>
<u>One:</u> <u>Communication</u>	-British Guards	The Intercultural Communication Competence Approach
<u>Two:</u> <u>Travel:</u>	-lake (Lock Ness); -A Scottish song (Hogmany)	The Task-Oriented Approach
<u>Three:</u> <u>Work And Play:</u>	-schools in Britain as compared to the Algerian ones	The Task-Oriented Approach
<u>Four:</u> <u>Around The</u> <u>World:</u>	-Introduction to the difference between the American and British English	The Intercultural Communication Competence Approach

Table 11: How to Teach Third Year Lessons.

### II.3.2.b.1.d.Fourth Year

<i>File</i>	<i>Topics</i>	<i>Approach</i>
<u>One:</u> <u>It's My Treat:</u>	-dishes and ingredients; -the meal times and what they are composed of.	The Task-Oriented Approach
<u>Two:</u> <u>You Can Do It!</u>	-the average life span of animals; -the animals in danger.	The Intercultural Communication Competence Approach
<u>Three:</u> <u>Great Expectations:</u>	-Fact file of California; -Schools in USA and Algeria; -advertising a monuments.	The Task-Oriented Approach
<u>Four:</u> <u>Then and Now:</u>	-File form of India; -Harun Al-Rashid.	The Intercultural Communication Competence Approach
<u>Five:</u> <u>Dreams, dreams...</u>	-File form of Australia; -the extremes of the human world.	The Intercultural Communication Competence Approach

Table: How to Teach Fourth Year Lessons.

The activities done in classroom or outside it are the same with the four levels with change in the topics.

The teachers were given the methods of how to teach, the materials needed and the resources from where to pick out information. Readymade lesson plans were also given to them. At the end of each lesson the works of the learners were taken corrected and marked.

At the end of each observed lesson, the pupils were given activities-by the observer-to be done in class; post test. These activities are usually five to six minutes activities no more. These activities were distributed randomly with no consideration to age, sex or proficiency level of the pupils. The same activities were given to pupils of the same level in the control group and in the experimental group. The aim of this step is to check the pupils' understanding of the target lesson.

Activity-types are an indispensable variable in order to achieve the final goals of teaching culture (Oxford 1994). Discussion activities are not easy for all the students, especially for low proficiency level of English. Teachers have to vary their activities in order to secure that all their pupils have understood what was presented to them (Oxford 1994).

### **II.3.2.b.1.e. Checklist**

There is no doubt that the most valid method to assess the teaching methods is class observation. To make effective use of observation, there are different ways of how to collect the information. From these ways the checklist: it contains a list of different features of a lesson and provides a clear focus for observation (Richards and Farrell 2011).

In this research paper, a checklist was used, and it is to be pointed out that the checklist content was adapted from: *Practise Teaching: A Reflective Approach* (2011) by Jack.C Richards and Thomas S.C Farrell (Appendix 5). In this checklist, the observer ticks in one of the three columns: good (G), needs improvement (N I), and weak (W). This checklist was used to focus on the following items:

- Lesson structure;
- Types of teaching activities;
- Teacher's use of materials;
- Teacher's use of language;
- Students' use of language;
- Students' interaction.

#### **1-Lesson Structure**

Teachers in both groups, open their sessions by greeting their pupils. In the control group, teachers ask their learners to refer to the given page that they want to tackle. The teachers read the instructions, explain them and ask the pupils to do the job. Then, they correct in common and finally individual corrections. The number of activities depends on what is on the textbooks; it can be one, two, three etc. For the experimental group, the teachers ask the pupils to be in groups. In the ICCC approach, each group has previously chosen a topic and worked on it outside school: the pupils met and worked together. Either, each member of the group speaks on a given point, or only the leader of the group speaks, especially when the work is short. In the Task-Oriented approach, the teachers shows pictures, videos, magazines... the pupils discuss in pairs or groups and share opinions, they are allowed to translate into their mother tongue, and they compare with their classmates, then collective correction.

## 2-Types of Teaching Activities

For the control group, the pupils usually work individually or in pairs at most. Whereas, in the experimental group, the pupils work in pairs or generally they are divided into small groups of four to five.

## 3-Teacher's Use of Materials

In most cases of the control group, the teachers rely heavily on textbooks. They usually do not use other aids, except in some cases where they use images. While in the experimental group, they use a wide range of visual aids: images, videos, internet resources, and pupils' researches outside school.

## 4-Teacher's Use of Language

Language used by all the teachers is English, except when translating a word or expression that in spite of the explanations in English, they could not be understood by the pupils.

## 5-Students' Use of Language

The pupils are not allowed to use their mother tongue, except while explain their findings in the T-O approach.

## 6-Students Interaction

Teachers of the control groups ask their pupils to work individually or into pairs at most. Learners help each others, practise communication between two pupils and learn from each other. In the experiment group, teachers rely on group work: they are allowed to translate in their mother tongues, understand more from each other, and they develop a self confidence especially for shy learners.

### **II.3.2.b.1.f. Sample**

From each level a lesson was chosen and analysed.

#### **First Year**

The topic chosen to be analysed is the first file.

##### File One: Hello!

##### 1/The Control Group

The teacher asks the pupils to open their books on page 32, explains the activity, the pupils work in pairs, collective then individual corrections. The same procedure is for the other activities.

##### 2/The Experimental Group

The teacher asks the pupils to be in groups as previously divided. Each leader of a group presents the work that s/he and the group members did outside the classroom. After each presentation, there is a discussion pupils/pupils and pupils/teacher. The pupils are encouraged to give their opinions about the topics. The learners' works were taken by the teacher to be corrected and marked.

In both classes, pupils were given the bellow fill in the gaps activity. They were given four words to be used: monuments-flags-world-currency.

There are many countries in the..... Each country has its own .....and.....There are many.....all over the world.

The pupils do the activity, and then they give it back to the observer.

This activity was given to twenty (20) pupils who were asked to be in groups of four. It was chosen to seek the pupils' interaction within groups.

**Second Year**

The first topic was chosen to be analysed.

File One: A Person Profile!

1/The Control Group

The teacher asks the pupils to open their books on page 21. They read silently the small texts about the kinds of music, and express their opinions. Later on, the teacher explains each kind alone, and then asks the pupils to give other kinds that they know.

2/The Experimental Group

The teacher asks about the kinds of music the pupils know. The pupils give varied answers. Later on, the teacher shows a video of different kinds of music with their definitions, where they can be found, their histories... They are written in bold on large papers and stuck on the board. The learners are divided into small groups; they discuss, share opinions and interpret in Arabic. At the end, they compare their findings with their classmates then correct. Pupils' works were taken by the teacher to be corrected.

With both classes, the pupils were given a true/false activity-by the observer- ten (10) minutes before the end of the lesson.

1/There are different kinds of music →.....

2/People while singing they sing in groups only→.....

3/Each kind of music expresses a message→.....

4/The different kinds of music vary in their rhythm→.....

The pupils do the activity, and then give it back to the observer.

The focal point of this activity, is to seek the impact of the use of the visual aids; other materials than the textbooks, the example here of the video used by the teachers of the experimental group.

## **Third Year**

For the third year level, the third file was taken as a sample.

### File Three: Work and Play

#### 1/The Control Group

The teacher asks the pupils to take their books on page 111, reads the instruction, then asks them to read the text and answer the given questions. The pupils do the activity, collective then individual corrections.

#### 2/The Experimental Group

The teacher shows the pupils a video about Comprehensive Schools in Britain. After, the pupils are divided in groups; they discuss together, share opinions and interpret in Arabic. Then, they discuss their findings with their classmates and correct. Their works are taken to be corrected by their teacher.

Both classes are given a match the pairs activity:

- |  |  |
|--|--|
| 1/Comprehensive Schools are            | a/Maths, Science, Geography, Art ...     |
| 2/Pupils are obliged to wear           | b/to check who is absent                 |
| 3/School day starts                    | c/are schools for children between 11/16 |
| 4/The teachers cal the students' names | d/uniforms at schools in Britain         |
| 5/The subjects studied are             | e/ at around ten to nine                 |

The pupils do the activity then give it back to the observer.

The aim of this activity is to check the language used between pupils: do they use the English language? Do they use their mother tongue? Or do they mingle the two languages?

## **Fourth Year**

The fifth file was chosen for the fourth year level.

### **File Five: Dreams, Dreams...**

#### **1/ The Control Group**

The teacher asks the pupils to open their books in page 128, they fill in the fact file of Australia, to look at the pictures then guess, then to say which of the animals from Australia that are least known in Algeria. After each activity, collective then individual corrections are done. The activity of Guinness Book page was given as a home work.

#### **2/The Experimental Group**

The teacher asks the pupils to be in groups as previously divided. Each leader of a group presents the work that s/he and the group members did outside the classroom. After each presentation, there is a discussion pupils/pupils and pupils/teacher.

The pupils are encouraged to give their opinions about the topics. The learners' works were taken by the teacher to be corrected and marked.

The pupils were asked to be in groups of four and answer the following questions:

1/Where is Australia situated?

2/What is its official language?

3/What does Guinness Book contain?

4/Give one of the Guinness records that you know?

The pupils answer the questions then give the sheets back to the observer.

This activity is given to seek the influence of the lesson structure on the learning process.

## **II.3.2.b.2.Interviews**

The interview method of collecting data ‘*involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses*’ (Kothari 2004:97). The information is gathered through informants’ accounts. There are basically three types of interview: informal, guided and structured (Kothari 2004). The type used in this research is the structured type which follows a set of prescribed questions. It is written with probes, transitions and follow-up questions. The questions are the same for each of the interviewees.

### **A/profile of the Participants**

The teachers, who were observed, were also interviewed. The twelve teachers; four from the three middle schools, were asked to answer different questions related to teaching the lessons of culture.

### **B/Procedure:**

The aim of the interview is to collect as much as possible information from the teachers’ experience in teaching the lessons of culture. The duration of each interview is for about one hour. The way of interviewing was in a direct way, in the staff-rooms of the middle schools. The teachers who taught the lessons of culture as they used to, were asked to answer five (5) pre-designed questions. The first question, seeks the teachers’ opinion about the importance of teaching culture in an EFL context. The second question deals with the topics that interest the learners. The third question is about the materials used by the teachers to illustrate culture. The fourth question is if the teachers have received any training concerning teaching the lessons of culture. The last question is about the recommendations of the teachers. While interviewing the teachers I was recording them.

The second group of teachers-who were given the instructions of how to teach culture-, has an additional question (question 5 in the appendices). The teachers are asked to report what they think about teaching the lessons of culture planned upon the two methods.

### **Conclusion:**

Culture is a new item added to the curriculum of the middle school. There are varied topics to be taught as separate lessons, but there is no standard method of teaching these lessons. The actual research focuses mostly on how to present these lessons to the learners. The research

took place in three middle schools, in good conditions. Both the teachers and the learners were so kind to help in collecting data. The research comes to end with the coming up results.

# **Chapter Three**

## **Data Analysis and Results**

Introduction

III.1.Findings of the Survey

III.1.1.Results of the Questionnaire

III.1.2.Results of the Observations

III.1.2.a.Analysis of the Checklist

III.1.2.b.Analysis of the Sample

III.1.3.Results of the Interviews

III.2.Problems Involved in Teaching Culture

III.2.1.Teachers' Problems

III.2.2.Learners' Problems

III.3.Practical Techniques

III.4.Suggestions

III.5.Limitation of the Study

Conclusion

## **Introduction:**

The previous chapter dealt with the collection of data of the survey. This chapter finds out the results of the research and the analysis of the findings. The results of the questionnaires, the observations and the interviews conducted during the survey are to be analyzed.

The chapter also provides some suggestions that may be useful and fruitful for changing the actual facts of teaching culture in the middle school.

## **III.1. Findings of the Survey**

The survey: questionnaire, the class observation and the interviews led to the coming up results:

### **III.1.1. Results of the questionnaire**

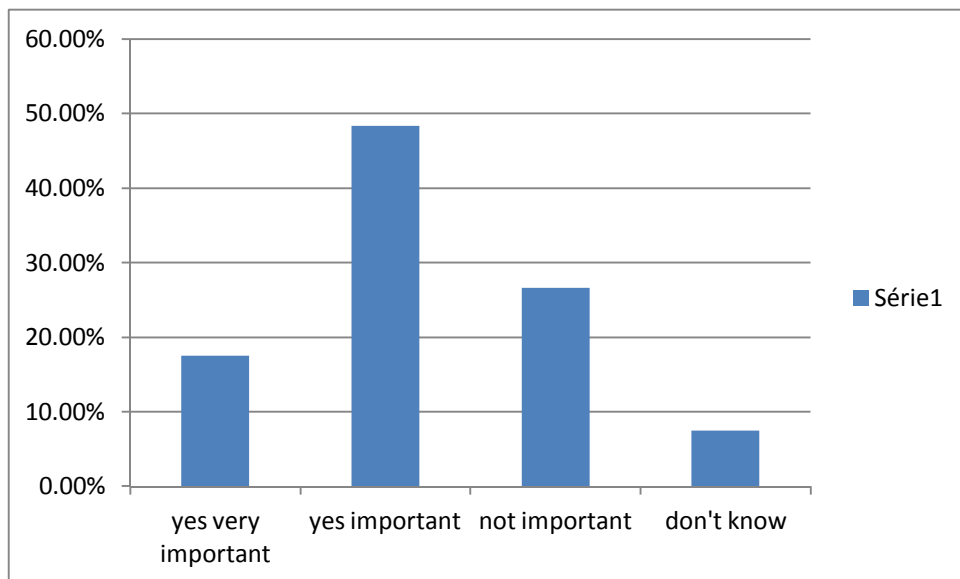
All the learners gave answers to the given questionnaires. But many of them left the open-ended question unanswered. The data collected were analyzed as follows:

1- Give information:

It was previously indicated that there were forty pupils, ten from each level, from the three middle schools.

2-Importance of studying culture:

The answers to this question were put in a graph. These results are presented as follows:

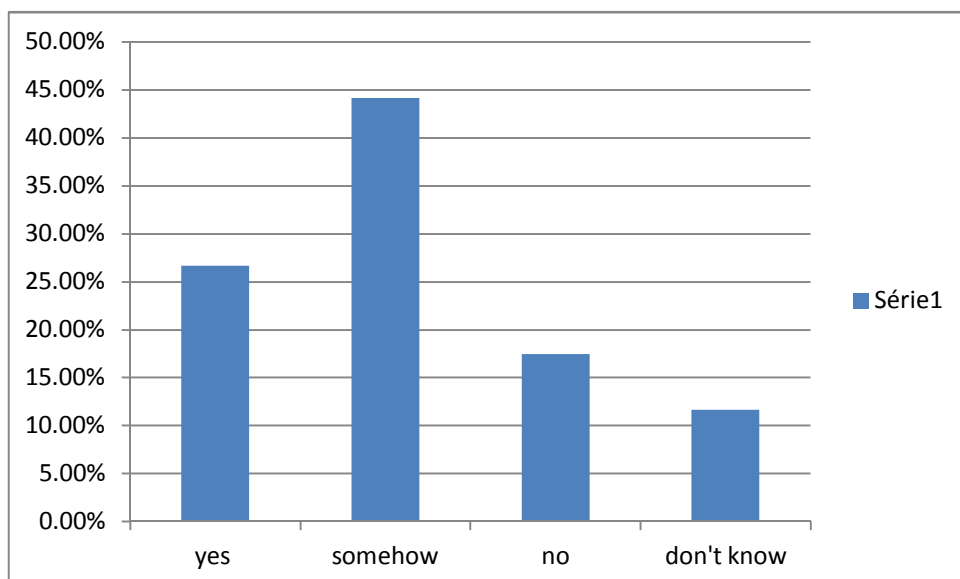


The graph 2: Importance of Studying Culture.

This graph shows that the some learners (18%) see that it is very important to study culture. Others (49%) are interested in learning culture, while few (27.4%) consider it as not important. Little of them (7.6%) do not know if it is important or not.

3-Pupils' interest in learning English culture:

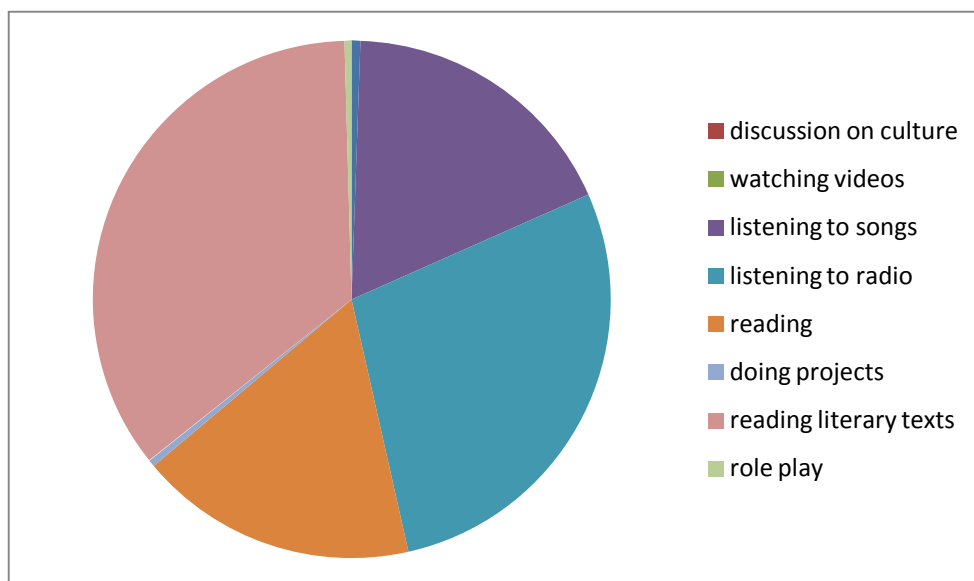
The answers were rated as follows:



Graph 3: Pupil's Interest in Learning Culture

More than the half of the pupils don't give importance to the target culture; either they are somehow interested (44%) or not interested at all(17%), others (12%)even don't know if they have to learn it or not.

4- The methods by which the learners prefer to study culture:



Graph4: Methods That Interest the Learners (from less to more)

The pupils were asked to rate from 1 to 5:

1: not important

2: less than important

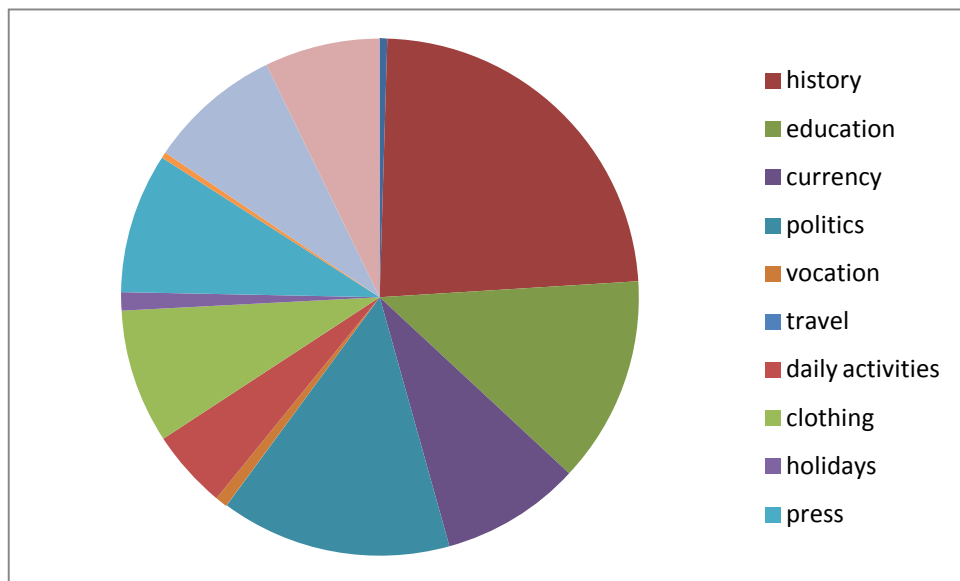
3: important

4: more than important

5: the most important

The results show that the pupils are interested more in learning culture by discussing cultural similarities and differences. Then comes watching videos, doing projects, role play; means that the learners substitute the persons and the facts by themselves. Later, reading and discussing magazine, newspapers. They are not too interested in listening to songs and radio programs.

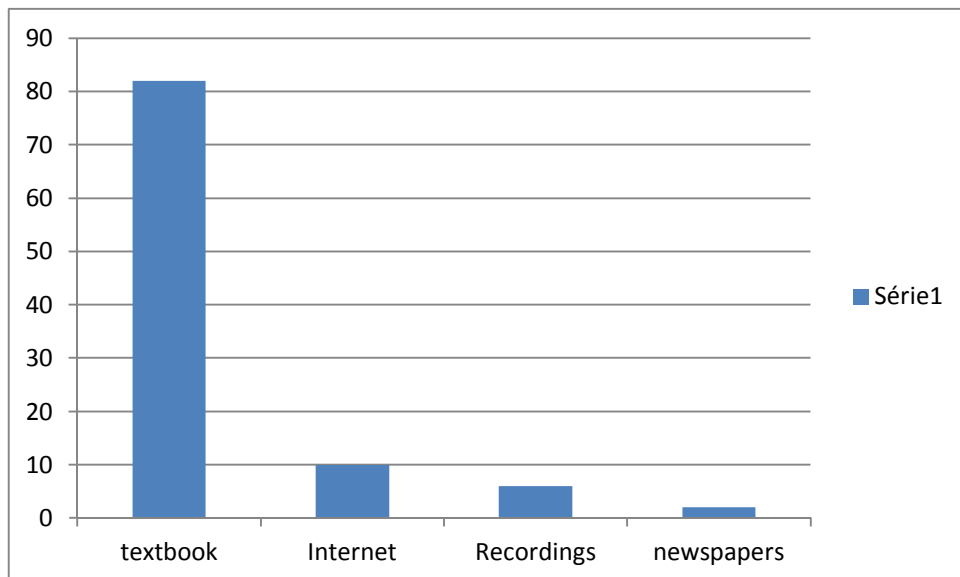
### 5-Topics that interest pupils



Graph 5: Topics of Culture (pupils' interest from less to more)

The subjects that interested almost all the learners are: sports, cinema and travel. Then, the topics of holidays and vacation .They are less interested in politics and history.

### 6-Sources used by the teachers



Graph 6: Sources Used by the Teachers.

As it is classified in the graph, almost all the learners agreed that the majority of the teachers use only the school textbooks (81%) to teach the lessons of culture. There are few

teachers who try to vary their sources and enrich their lessons; (10%) use internet resources, (6%) use recordings and (3%) use newspapers

These are the information collected from the learners' questionnaire. The class observations led to the coming up results.

### **III.1.2.Results of the Observations**

The classroom observation comes to the following results:

#### **III.1.2.a.Analysis of the Checklist**

The analysis of the checklist comes to the following results:

##### 1/Lesson Structure

Teaching is no more running in the traditional way, where the teacher is standing at the front controlling affairs, being the only source of information and the pupils are there learning passively. There have been changes in the role of teachers in the recent years under the influence of the humanistic and communicative theories. The role of teacher may change from one activity to another or even within the same activity (Harmer 2005). Changing the role of teacher from a facilitator to controller to organizer to assessor and many other roles, gives an activeness in class that gives the pupils always a resource of being interested and motivates to work. Furthermore, it is recommended to emphasise 'learner-centred' in teaching, because the learners' experiences and their responses are crucial factors in teaching.

##### 2/Types of Teaching Activities

Working individually may be sometimes fruitful, where the pupils work on their own and they have time to think on what to say. But, pair and group works may bring extra benefits. Learners are given the feeling of security when they do the task with their friend/s before answering the teacher. Also, pupils can learn from each other and promote independence from the teacher.

##### 3/Teachers' Use of Materials

Using a variety of teaching aids to explain and clarify items of culture, engages the pupils in the topic. These materials are useful to help both in practising the role of teacher and in

motivating the learners (Harmer 2005). Using the textbooks as the only source of information gives the pupils the feeling of being bored and uninterested in what the teacher is trying to convey as a message.

#### 4/Teachers' Use of Language

It is recommended to use the mother tongue from time to time, especially for the beginners.

#### 5/Students' Use of Language

Allowing the pupils to use their mother tongue, the case here of Arabic, may have a great benefit in the learning process. Especially, for the weaker learners they are given a chance to understand more. Whereas, when asking the pupils to use only the English language is merely hindering the learning process, especially for first and second years.

#### 6/Students Interactions

Working together promotes the sense communicating in the target language. Also, all the pupils feel that they are involved in the learning process. There is a greater chance to the pupils to give their opinions and points of view. The pupils develop broader skills than working individually, especially in negotiating and cooperation.

### **III.1.2.b.Results of the Sample**

For the control group, each time the teachers enter their classrooms, greets their pupils, then they ask them to open their books. They, the teachers, explain the given texts and activities from the textbooks. The pupils do the activities, collective then individual corrections. Whereas for the experimental group, there is activeness in the classroom: Either the pupils are given the job to be done outside school, or they choose one of the given topics, discuss, interpret, and give opinions, and so on. The pupils are engaged in the teaching/learning process.

#### **Results of the Activities**

##### First Year

After being given the activity to do, they were asked to work in groups. In the control group, since they were not used to work in groups, within the groups they worked individually. But

in the experimental group, they worked together discussing and sharing opinions; they worked in harmony.

### Second Year

The use of extra materials, other than the textbook, leads to engage the pupils in the topic, so that they understand more and keep almost all the details of the lesson in mind.

### Third Year

Since the pupils were not, previously, allowed to use their mother tongue in class, the pupils of the control group were afraid to use it. They felt not at ease, since they know that they are observed and they thought that they have to use only the English language. Whereas in the experimental group, the pupils use-somehow- their mother tongue to explain to each other and to discuss between the members of the group.

### Fourth Year

The way the teacher precedes the lesson; the opening, the layout and the number of the activities, and grouping students have an important impact on the teaching/learning process.

The result of the analysis of the activities done by the pupils after each lesson comes as follows in the table below:

level	Groups	number	success	failure	Success rate
First year	Control	20	2	18	10%
	experimental	20	14	6	70%
Second year	Control	20	7	13	35%
	experimental	20	17	3	85%
Third	Control	20	3	17	15%

year	Experimenta l	20	18	2	90%
Fourth	Control	20	4	16	20%
year	Experimenta l	20	15	5	75%

Table 12: Results of the Analysis of the Activities

It is obvious from the table, that the rate of the experimental group is each time higher than those of the control group. This means that teaching the lessons of culture upon a studied method and a scientific approach is much better than teaching the target lessons randomly or in the traditional way.

### III.1.3.Results of the Interviews

The first question of the interview was about teaching culture as a new integrated element in the curriculum. There have been contrasted opinions answering this question. Six (6) teachers think that there is no need to this type of lessons. For them, it is better to use the hours devoted to culture for teaching the important elements such as vocabulary and grammar. While four (4) teachers think that it is very important and useful in EFL teaching. They argued that it helps to consolidate learner's awareness about what happens in other societies and give them the opportunity to get an open eye on other cultures. The remaining two (2) teachers gave no answer to this question because they have no idea whether it is important or not.

The second question was about the topics that interest the learners. The teachers were asked to indicate which topics are considered interesting according to the learners' preference. They agreed on almost the same topics. They admitted that the majority of learners are more motivated with topics such as sports, cinema, greetings, travel, and monuments. Whereas, they feel bored with other topics-such as history and dates.

The teachers were asked about the materials and the methods they use while teaching culture. From their answers, it is concluded that they tackle the lessons in different ways. These ways can be divided into three categories:

The first category of teachers relies mostly on the lessons of the textbooks: pictures or texts followed by questions to be answered by the pupils. The teachers make no efforts developing the given form of the lessons. The second category consists of teachers who are motivated in their way of teaching: they look at the topic dealt with in the lesson and they modify the content. They look for information in books, magazines, newspapers, and internet. Then; they set up their own lesson of culture. The third category of teachers does not deal with the lessons of culture at all. They justify this by the lack of time, overloaded syllabi and overcrowded classrooms which is not an adequate environment to teach the lessons of culture. So, there is no standard way of teaching culture, which should be followed by all the teachers.

After have been asked about training, all the teachers said that they have received no training on the way of teaching this type of lessons. For their recommendations, the point mentioned by all the teachers is that there must be a solution for the large numbered classes. Since working in pairs or in groups makes lot of noise when the number of pupils is very high, the number of pupils should be reduced. Also, they want that the curriculum should be slimed down for it is too long and not appropriate to the time devoted what leads to that the teachers omit the lessons of culture that they see as a waste of time. They also recommended a standard method of teaching culture.

The fifth question- addressed to the teachers who were given the way of teaching the target lessons- which was about their opinion in teaching the lessons of culture designed on the two chosen methods. They all agreed that the two methods used are beneficial, but they must be adapted to the Algerian context: learners' proficiency level, age and their interest. But above all there must be ready-made materials and a standard way of teaching the target lessons.

In the process teaching/learning culture there is a set of problems that face both teachers and learners.

## **III.2. Problems Involved in Teaching Culture**

The teaching/ learning process of culture cannot pass without problems. Both teachers and learners face difficulties that hinder this process to run in a good way.

### **III.2.1. Teachers' Problems**

There is a set of problems that face teachers while teaching culture. The major ones are the following:

- ❖ Overcrowded curriculum

The study of culture needs time that many teachers feel they cannot spare in an overcrowded curriculum; they favor that the students will be exposed to culture later, after they have mastered the bases of the language study such as grammar and vocabulary;

- ❖ The fear of not knowing enough

Teachers are afraid to teach culture because they fear that they do not know enough about it.

- ❖ Lack of adequate training

Teachers may not have been adequately trained in the teaching of culture and, therefore, do not have strategies and clear goals that help them to create a viable framework for organizing instruction around cultural themes;

- ❖ Lack of materials

Teachers often claim the lack of materials devoted to teaching culture, they have to rely on themselves in order to bring aids, or they use only what is in the textbooks.

- ❖ Underestimating the task

The teachers feel that teaching the lessons of culture is an additional element in teaching language, i.e. they simply think that they do not have to teach it.

- ❖ Not yet time for it

Teachers feel that the pupils at a lower language proficiency level are not yet ready for this kind of knowledge.

### III.2.2. Learners' Problems

Like teachers, learners also face problems while learning culture.

#### ❖ Overcrowded classrooms

The large number of learners together in one classroom-generally more than thirty eight learners- handicaps the learning/teaching process in general and the learning of culture in particular;

#### ❖ Choice of topics

Sometimes the learners are demotivated while studying some cultural issues, they prefer what is dynamic rather than what is static; for instance they like all what is related to movements such as sports and travel, but they flee from history and dates;

#### ❖ Age

Their young age, they are aged between 11 and 15, does not allow them to be aware of why culture should be learnt. They even sometimes do not know what culture is and what are the elements related to it.

#### ❖ Teacher's influence

There is often a comparison between the home culture and the target culture. If the teacher sees the elements of culture –in both cultures- with a positive perspective, he/she will transmit them positively, and if he/she sees them negatively, they would be transmitted negatively: there is a subjective influence on the learner.

These are the major teachers' and learners' problems that hinder the process of learning/teaching the lessons of culture. There are others but they do not have impacts similar to the ones mentioned previously. There should be alternatives to change what is going on in the current situations.

### III.3. Practical Techniques

As it was already mentioned, teaching culture is very necessary while teaching language. But, the way by which it should be taught still not agreed on it. Here are some techniques that may be helpful and useful for the teachers while doing their job.

First, the students should be presented the picture of culture from many angles. This is why the teachers should use varied information sources, that among them: CDs, cassettes, magazines, photographs, newspapers, songs and many others.

There is also another factor which is the types of activities that are culture based. The lessons in the textbooks of the middle school which attempt to teach culture are based only on “discussion activities”. Discussion is very necessary while learning culture, but it cannot be easy for all the learners-especially for low proficiency level of language. There are other ways to integrate the learners participating in enriching the lessons. For instance, a simple *true* or *false* activity that they answer in pairs or in groups may let the students become more interested in learning more about culture. Other types of quizzes may be useful, such as *cross the one odd one out*, *fill in the gaps*, or any other activities that are adequate to the learners’ level and age.

A reformulation of the current activities, from merely texts followed by questions to read, listen, fill in the gaps, true or false activities may allow the learners to check what they studied. Even more it may be reinforced by letting to learner retelling it to his/her partners.

When the pupils are engaged with any material, they have to be asked to notice a specific feature. For instance, if they watch a video about wedding in the target culture, they may be asked to notice what are the differences and the similarities with their own culture. This is better than a passive viewing or listening. The learners are also asked to predict from time to time; the teacher stops the story or the video then asks the pupils to predict what comes later. Doing so, the learners are involved and they are not bored.

When the learners are asked to do a research, they are more motivated rather than simply listen to their teacher or read in their textbooks. When they conduct a library or an internet research they can easily answer any question or explain to their classmates.

There are other types of activities that are useful to teach culture, but the most important factor is to ensure that the pupils are actively engaged in the target culture, and that they are ready to learn about it.

### **III.4. Suggestions**

The innovations included into the new curriculum of the middle school are of great interest, that among these the inclusion of the cultural dimension in language reaching. There is a radical change from non-considered to fully-integrated side by side to language learning. This inclusion is a necessity because FLL and FLT are compelled to think in a language-culture perspective. Yet, the way it should be presented in textbooks and in class practice should be reconsidered to comply with the expected outcomes.

First of all, the learners must be aware what it means to be part of a culture. They have first to explore their own culture by discussing their values, traditions, expectations etc. later on, they reflect upon others' values, traditions etc.

Because what I felt from my survey is that the young learners are-sometimes- even not aware what is culture? Also, the curriculum designers have to review the topics included in; some have to be taken off-especially those which do not interest the learners- and be replaced by others adequate to the age, proficiency level and the interests of the learners.

Teaching the lessons of culture should be based upon methods and techniques that fit in getting positive outcomes. This will not possible if it is not well-explained to the EFL teachers. In other words, teachers should be trained and made aware of the objectives of teaching culture. Another vital suggestion is that culture related issues should be presented in real-life situations. Whereas, what we actually have is only learners who talk to their classmates, whose opinions and experiences are not so different from their own. Since the institutions are trying to provide the internet access to every middle school, why not trying the peer teaching from other parts of the world using the video-teaching?

In my opinion, since language and culture are interwoven, teaching culture should not be in separate lessons as it is in the new curriculum, but culture should be taught within language lessons. For instance, in the third file of second year (Health), the text of Discover the Language: the learners know about these remedies, at the same time they dig deeper in the language.

Including culture related issues in the examinations might give weight to teaching culture. Since the learners are not examined in such issues they do not take it into consideration.

The teachers are expected to show the learners materials; such as posters, maps, pictures, magazines, videos, cassettes, newspapers... in order to help the learners to draw pictures in their minds of the target cultures. Here the institutions should provide the teachers with all sorts of suitable materials. In addition to the teachers' efforts to fill in what is needed.

And above all these and the most interesting factor that may have an impact on the teaching of culture is the requirement of intensive and suitable training of the teachers of English, i.e. they should be well-trained.

Otherwise, there will be a pedagogical immobilism and persistence of misoneism. This leads imperatively to the entrenchment behind their traditional practices, which is the case today.

These are some suggestions and recommendations that may lead to a successful way of teaching and learning what is related to the issues of culture.

### **III.5.Limitation of the Survey**

It should be recognized that this study has its limitations. First of all, it is a case study limited to only three middle schools. Further researches may be enlarged to all the middle schools of Mostaganem, and why not of Algeria. In conducting the survey, there are two major problems, one related to pupils and the other one to teachers. In the one hand, filling the questionnaire, the pupils were influenced by the teachers who explained to them the questions. Also, when they were answering, they answer in mass; they copy from each other. In the other hand, the teachers do not feel at ease while being observed. Also, there are some lessons the teachers do not want to teach them, for example in the first year syllabus the lesson of horoscope in file four (4).

### **Conclusion**

In the last chapter there has been an analysis of the survey previously done. The results of the interview and the questionnaire were put in percentage form and represented into graphs. There has been a small comment under each graph and about the class observation. From these results there has been mentioned a set of problems involved in teaching culture, for both teachers and learners. There are some suggestions taken mainly from teachers' opinions. Since the actual situation is not running in a good way, the curriculum designers should change what is changeable taking into consideration teachers' points of view and suggestions. Still, it's a case study with its limitations.



# **General Conclusion**

The need to learn a foreign language is as old as human history. From the early existence, the human being has tried to know what the other tongues say. Through history, this has developed till it becomes a field of study: learning/teaching foreign languages. Many scholars have conducted researches and set up theories to give an efficient way how to do so. Hence, learning a foreign language does not merely mean to know its grammatical structures and vocabulary. The teaching/learning process should incorporate cultural elements.

There has been a move incorporating elements of culture in the educational systems almost all over the world, and Algeria is no exception. The new curriculum of the middle school saw the implementation of lessons that deal with cultural elements. In this work, there has been an attempt at shedding the light on how the teaching/learning process is conducted in the Algerian classrooms, why culture is important in learning a foreign language, what are the topics of culture included, and what are the difficulties that hinder the process?

This survey comes out with a set of results that can be summarized into three major points. The first one concerns the importance of teaching culture in the teachers' points of view. Only four out of twelve teachers (4/12) think that teaching culture is important. Whereas six out of twelve teachers (6/12) think that it is merely a waste time dealing with such topics; it is better to devote the time to learning the language elements –such as vocabulary and grammar.

The second point is the topics of culture dealt with. Some topics do not interest the pupils. Sometimes they are even not aware of why do they have to study such topics; their age does not allow them to understand and learn about such topics. Also their proficiency levels hinder their learning process.

The third point concerns the lesson structure. Means that the way these lessons are taught, the type and the number of activities, and the pedagogical aids used are crucial factors in the teaching/learning process. Some teachers rely at 100% on the textbooks, while others make efforts elaborating and changing in the textbooks' contents. Using videos, brochures, magazines and so on, lead to motivate pupils and attract their attention.

This was obvious in the activities done by the pupils; in the four levels, each time more than half (1/2) of the pupils in the experimental groups gave correct answers. Whereas, in the control group-and for the four levels- never more than (20 %) gave correct answers.

The current study has its own limitations since it's merely a case study which was done in only three middle schools and with novice teachers. It may be enlarged in the future with a larger population.

So, the way of teaching such lessons and their content should be reconsidered. Further studies may bring new things concerning this research.

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a/ Spotlight On English: Book One;

b/ Spotlight On English: Book Two;

c/ Spotlight On English: Book Three;

d/ On the Move: Book Four.

# Appendices

## **Appendix 1**

Learners' Questionnaire.

## **Appendix 2**

Teachers' Interviews.

## **Appendix 3**

Cultural topics in language classroom by Brooks (1986: 124-128)

## **Appendix 4**

Categories of cultural topics by Hasselgreen (2003: 48-52)

## **Appendix 5**

Example of Observation checklist

## **Appendix 6**

The Checklist List Used in the Classroom Observation

## **Appendix 7**

Sample of the Activities Done by the Pupils

## **Appendix 8**

Lessons of culture in the four textbooks.

## Appendix 1:

### Learners' Questionnaire:

Dear learner,

The research that I am conducting aims to know about teaching culture in English lessons for a magister thesis. I am mostly interested in your studies at Basic school. The information you provide is confidential. Thank you for your cooperation.

#### 1-Please give some information about yourself:

a-School: .....

b- In which form do you study?       1am    2am    3am    4am

#### 2-Please answer the following questions.

a-Do you think it is important to study culture?

Yes, important                                       no, not important

b-Are you interested in learning culture of the English language?

Yes    somehow    no    do not know

c-Which of the following methods do you prefer for studying the lessons of culture? Please rate from 1 to 5/1 least useful-5most useful. Tick the appropriate box.

Methods:	1	2	3	4	5
Discussion on cultural similarities and differences in the learners' culture and the culture of the target language					
Watching videos					
Listening to songs					
Listening to radio programmes					
Reading and discussing magazine/newspapers articles					
Doing projects(research)					
Reading literary texts (short stories, poems...)					
Role play					
Others. Please specify.					
.....					

d-Which of the following topics are you interested in? Please tick from 1to5/ 1 least interesting -5 most interesting.

Topics:	1	2	3	4	5
History					
Education					
Currency					
Politics					
Vocation					
Travel					
Daily activities					
Clothing					
Holidays					
Press					
Cinema stars and singers					
Health and welfare					
Good manners					
Transport					
Sports					
Others. Please specify					
.....					

e-What sources does your teacher use for teaching culture? Please tick the one(s) s/he uses.

- |  |  |
|--|--|
| <input type="checkbox"/> School textbook | <input type="checkbox"/> recordings                  |
| <input type="checkbox"/> Newspapers      | <input type="checkbox"/> the internet                |
| <input type="checkbox"/> Literature      | <input type="checkbox"/> realia (maps, brochures...) |

f-What do you think about the lessons of culture that are in the textbooks?

.....

.....

THANK YOU VERY MUCH

## **Appendix 2:**

### Teachers' Interview:

1-Among the changes that occurred in the curriculum of the middle school teaching culture related topics were added. Do you think that teaching culture is important in EFL context?

2-What are the topics that interest the learners?

3-What are the materials that you use to teach this type of lessons?

4-Have you received any training during your career on how to teach culture?

(5)-What can you report from your teaching of the lessons of culture planned upon the two methods?

6-What are your recommendations?

### Appendix 3:

#### Cultural topics in the language classroom by Brooks (1986: 124-128):

*Greetings, friendly exchange, farewells.* How do friends meet, converse briefly, take their leave? What are the perennial topics of small talk? How are strangers introduced?

*The morphology of personal exchange.* How are interpersonal relationships such as difference in age, degree of intimacy, social position and emotional tension reflected in the choice of appropriate forms of pronouns and verbs?

*Levels of speech.* In what ways are age, provenance, social status, academic achievement, degree of formality, interpersonal relations, aesthetic concern, and personality reflected in the standard or traditional speech?

*Patterns of politeness.* What are the commonest formulas of politeness and when should they be used?

*Respect.* Apart from overt expressions of deference and discipline, what personages and what cultural themes, both past and contemporary, are characteristically held in sincere respect?

*Intonation patterns.* Apart from the selection, order, and form of words themselves, what overtones of cadence, interrogation, command, surprise, deference and the like are borne exclusively by the dynamics of pronunciation?

*Contractions and omissions.* What words and intonation patterns are commonly used to enliven one's speech by way of commentary upon one's own feelings or actions, those of the personal addressed, or the nature or behavior of other elements in the immediate situation?

*Types of error in speech and their importance.* What errors is the speaker of English likely to make in the new language? What is the relative seriousness of these errors in the new culture?

*Verbal taboos.* What common words or expressions in English have direct equivalents that are not tolerated in the new culture, and vice versa/

*Written and spoken language.* Aside from richness of vocabulary and complexity of structure, what are the commonest areas of difference between spoken language and writing?

*Numbers.* How are numbers pronounced, spelled, represented in arithmetical notation, written by hand, and formally printed in ways that are peculiar to the new culture?

*Folklore.* What myths stories, traditions, legends, customs, and beliefs are universally found among the common people?

*Childhood literature.* What lyrics, rhymes, song, and jingles of distinct aesthetic merit are learned by all young children?

*Discipline.* What are the norms of discipline in the home, in school, in public places, in the military, in pastimes, and in ceremonies?

*Festivals.* What days of the calendar year are officially designed as national festivals? What are central themes of these occasions and what is the manner of their celebration?

*Holidays.* What is the usual rhythm of work days and days off? What do young people do with their days off?

*Observance of Sunday.* How does Sunday differ from weekdays with regard to what an individual does or does not do, may or may not do?

*Games.* What are the most popular games that are played outdoors, indoors, by the young, by adults?

*Music.* What opportunities are offered the individual for training and practice in vocal and instrumental music?

*Errands.* What are typical errands that a young person is likely to be asked to do, either at home or in school?

*Pets.* What animals are habitually received into the home as pets? What is their role in the householder?

*Telephone.* What phrases and procedures are conventional in the use of the telephone? What is the role of the private telephone in the home? Where are public telephones to be found and how is the service paid for?

*Comradeship.* How are friendships and personal attachments likely to be formed and what provisions are made for fostering comradeship through clubs, societies, and other group organizations?

*Personal possessions.* What objects are often found decorating the bureau and walls of the young person's bedroom? What articles are likely to be discovered in boy's pocket or a girl's handbag?

*Keeping warm and cool.* What changes in clothing, heating, ventilation, food, and drink are made because of variations in temperature?

*Cleanliness.* What is the relation between plumping and personal cleanliness? What standards of public hygiene and sanitation are generally observed?

*Cosmetics.* What are the special conditions of age, sex, activity, and situation under which make-up is permitted, encouraged, or required?

*Tobacco and smoking.* Who smokes, what, and under what circumstances? What are the prevailing attitudes toward smoking? Where are tobacco products obtained?

*Medicine and doctors.* What are the common home remedies for minor ailments? What is the equivalent of the American drugstore? How does one obtain the service of a physician?

*Competitions.* In what fields of activity are prizes awarded for success in open competition? How important is competition in schools, in the business world, in the professions?

*Appointment.* How are appointments for business and pleasure made? What are the usual meeting places? How important is punctuality?

*Invitations and dates.* What invitations are young people likely to extend and receive? What formalities are involved? What is the counterpart of “dating” in the United States?

*Traffic.* How does vehicular traffic affect the pedestrian? What are the equivalents of traffic lights, road signs, crosswalks, safety islands, parking meters, hitchhiking?

*Owning, repairing, and driving cars.* Are young people interested in gasoline motors? Are they knowledgeable about them? What is the role of the car in the family life? What are the requirements for obtaining a license to drive?

*Science.* How has modern science affected daily living, inner thought, conversation, reading matter?

*Gadgets.* What mechanical devices are commonly found in personal use, in the home, in stores, and in travel?

*Sports.* What organized and professional sports are the most popular and the most generally presented for the public?

*Radio and television programs.* How general is the use of radio and television and what type of programs are offered, especially for young people?

*Books.* What are the facts of special interest concerning the printing, punctuation, binding, selling, and popularity of books?

*Other reading matter.* In addition to books, what types of reading matter, such as newspapers, weeklies, magazines, and reviews, are generally available and where can they be bought or consulted?

*Hobbies.* In what individual hobbies are young people likely to engage?

*Learning in schools.* What is the importance of homework in formal education? What is taught at home by older members of the family?

*Penmanship.* What styles of handwriting are generally taught and used? What kinds of writing tools are available at home, in school, in public places? What are the conversations concerning the writing of dates, the use of margins, the signing of names?

*Letter writing and mailing.* How do letters customarily begin and end? How are envelopes addressed? Are there typical kinds of personal stationary? Where are stamps bought? Where are mailboxes found?

*Family meals.* What meals are usually served *en famille*? What is the special character of each meal, the food eaten, the seating arrangements, the method of serving dishes, general conversation?

*Meals away from home?* Where does one eat when not at home? What are the equivalents of our lunchrooms, cafeterias, dining halls, lunch counters, wayside inns, restaurants?

*Soft drinks and alcohol.* What types of nonalcoholic beverages are usually consumed by young people and adults? What is the attitude toward beer, wine, and spirits? What alcoholic drinks are in frequent use at home and in public?

*Snacks between-meal eating.* Apart from the normal trio of daily meals, what pauses for eating or drinking are generally observed? What are the customary hour and the usual fare?

*Cafés, bars, and restaurants.* What types of cafés, bars, and restaurants are found and how do they vary in respectability?

*Yards, lawns, and sidewalks.* What are the equivalents of American back yards, front lawns, and sidewalks in residential and business areas? What is their importance in the activities of young people?

*Parks and playgrounds.* Where parks and playgrounds are located and with what special features or equipments are likely to be provided?

*Flowers and gardens.* Of what interest and importance are flower shops, house plants, gardens for flowers and vegetables in town and in the country?

*Movies and theaters.* Where are moving picture houses and theatres to be found? What procedures are involved in securing tickets and being seated? What can be said of the quality and popular appeal of the entertainment?

*Races, circus, rodeo.* What outdoor events are in vogue that correspond to our auto or horse races, circuses, and similar spectacles?

*Museums exhibitions and zoos.* What types of museums, exhibitions, and animal displays are generally provided and what is their role in the education of the young and the recreation and enjoyment of adults?

*Getting from place to place.* What facilities for travel are provided for short distances about town or from one city or part of the country to another, by bus, rail, or airplane?

*Contrast in town and country life.* What are some of the notable differences in dwellings, clothing, manners, shopping facilities, public utilities, when life in town is compared with life in country?

*Vacation and resort areas.* What areas have special climate, scenery, or other natural features that make the attractive for vacation?

*Camping and hiking.* How popular are summer camps, camping, hiking, and cycling trips, and what organizations are especially interested in their promotion?

*Saving accounts and thrift.* In what ways do banks and other organizations provide for the deposit of small amounts of money by individuals? To what extent and in what ways are young people encouraged to practice thrift?

*Odd jobs and earning power.* What kind of chores and odd jobs are young people expected or permitted to do? If these are paid, how is the individual reimbursed? To what extent are regular paying jobs made available to young persons?

*Careers.* What careers have strong appeal for the young? How important is parental example and advice in the choice of the career? What financial help is likely to be forthcoming for those who choose a career demanding long preparation?

## **Appendix 4:**

Categories of cultural topics by Hasselgreen (2003:48-52)

- 1. Ability of coping with daily life activities, traditions and living conditions**  
(e.g. in home, school, at festivals etc)

*Everyday family life:*

- Meals, variety of food
- Daily routine, housing, family size, housework
- Pets and other animals
- TV, internet

*School*

- System, class size, grades
- Social needs

*Leisure time*

- Going out with friends
- Sport, keeping fit
- Holidays

*Festivals*

- Christmas, birthdays
- National festivals and feast days
- Other international feast days

*Country generally-living conditions*

- Location, demography, climate, language
- Urban-rural communities, regional differences
- Social classes

**2. *Ability to deal with social conventions(e.g. 'good manners', dressing and meeting people)***

*Roles and relationships*

- Boys-girls, men-women
- Younger-older generation
- Family-society

- Family circles and cohesion
- Women's working situation
- Helping each other

#### *Visiting-hospitality*

- Punctuality, introductions
- Sharing, gifts
- Washing hands, taking off shoes
- Sitting down
- Leaving early

#### *Social occasions*

- Funerals
- Weddings

#### *Expressing emotions*

- Degree of noise, excitability, flamboyance

#### *Going out*

- Smoking and drinking etiquette and habits
- Restaurant culture
- Table manners

#### *Clothes*

- Dress code-general-formal for going out

### ***3. Confidence with the values, beliefs and attitudes of the foreign language users***

***(e.g. what they are proud of, worry about and find funny)***

#### *Concerned with*

- Family life, friends, school success
- Economy, price, unemployment
- Sport, keeping fit, diseases

- Pollution, housing problems gossip

#### *Characterization*

- Friendly, simple, polite
- Sincere, caring, open-minded, tolerant
- Rude, bad-tempered, hypocritical
- Conservative

#### *Religion*

- Church-going

#### *Beliefs*

- Superstitions
- Physical appearance, skin-hair color

#### *Cultural heritage*

- National history and independence
- Country, nature, population
- National heroes, athletes, sportsmen, singers

#### *National stereotypes and reality*

- Ethnic identities and conflicts
- War, terrorism, emigration

#### *Sense of humor*

- Direct humor, irony
- Telling jokes about other people and nations
- Own and others' misfortunes

#### **4. Ability to use verbal communication means (e.g. greetings, apologizing, expressing gratitude, embarrassment and love)**

##### *Addressing people*

- Degrees of politeness and distance
- Greetings

- Apologizing

#### *Striking up conversation*

- Talking to friends and strangers
- Being noisy, quiet, turn-taking, interrupting
- Talking to small children-adults
- Using thank you, please

#### *Sayings, proverbs*

- Animal references (i.e. as stupid as)

#### *Emotions-feelings*

- Expressing love, impulsiveness, shyness, embarrassment, taboos

### **5. Ability to use non-verbal language (e.g. body language and facial expressions)**

#### *Body language*

- Shaking hands
- Kissing
- Hugging
- Nodding
- Gesticulating-hand signals

#### *Body contact*

- Touching
- Standing too close, too far

#### *Facial expressions*

- Eye contact
- Winking
- Smiling
- Crying
- Showing anger



## Appendix 5

### Example of observation checklists

#### *1. Observation checklist used in a Mexican teacher-training program*

#### Observation Checklist

Benemerita Universidad Autonoma de Puebla

Facultad de Lenguas Licenciatura en Lenguas Modernas

Pnietica Docente II

Formato de Observacion

Student's Name

School

Teacher's Name

Level

Number of Students

Schedule

Date

Instructions: Check the statement that you consider appropriate according to your criteria.

Good

	Preparation			And this why...
1	Lesson plans according to number of students and level			
2	Clear and specific objectives for lessons			
3	Selection of equipment and materials according to the objectives of the lesson			
4	Time planning according to the objectives of the lessons and the activity(s) presented			
	Teaching			
5	Use of teaching techniques according to the objectives (e.g. error correction, instructions, explanations, feedback and evaluation etc.)			
6	Use and promotion of meaningful communication			
7	Learners actively involved in the class			

	Class Management			
8	Student groupings according to activities			
9	Use of equipment needed for the class (e.g. neat and organised use of the board)			
10	Use of materials needed for the class.			
11	Pace and time management through the development of the class			
12	Ability to deal with occasional classroom management problems			
	Self Management			
15	Punctuality			
16	Friendly and respectful to students			
17	Use of body language gestures and teaching space as needed			
	Language Use			
18	According to student's level			
19	Tone and volume of voice as needed			

**(Table 7.2 Observation Checklist from a Mexican teacher-training program)**

## Appendix 6

The checklist Used in Classroom Observation

<b>Components</b>	<b>TeacherCentred</b>	<b>Pupil Centred</b>	<b>Remarks</b>
<b>Lesson structure</b>			
1-Opening of the lesson			
2-The development of the session			
3-Closing of the session			
<b>Types of activities</b>			
1-Individual work			
2-Pair work			
3-Group work			
<b>Teacher's use of materials</b>			
1-Textbook			
2-Other resources			
3-Textbook and other resources			
<b>Teacher's use of language</b>			
1-English			
2-English and mother tongue			
<b>Learners' use of language</b>			
1-English			
2-English and mother tongue			
<b>Learners' interaction</b>			
1-Communicative competence			
2-Turn taking			

## Appendix 7

### Sample of the Activities Done by the Pupils:

Name : Imad.....

Level :1AM

Fill in the gaps with the following words : *monuments-flags-world-currency*.

There are many countries in the World..... Each country has its own Flags and currency. There are many monuments all over the world.

Name : Haroudouch

Level :1AM

Fill in the gaps with the following words : *monuments-flags-world-currency*.

There are many countries in the world..... Each country has its own flags and currency. There are many monuments all over the world.

Name : Khadidja

Level :1AM

Fill in the gaps with the following words : *monuments-flags-world-currency*.

There are many countries in the World..... Each country has its own flags and monuments. There are many currency all over the world.

Name : Adelkadi

Level :1AM

Fill in the gaps with the following words : *monuments-flags-world-currency*.

There are many countries in the monuments Each country has its own flags and currency. There are many World all over the world.

Name : Basma..

Level :1AM

Fill in the gaps with the following words : *monuments-flags-world-currency*.

There are many countries in the currency Each country has its own monuments and flags. There are many World all over the world.

Name : Pjilali.....

Level :1AM

Fill in the gaps with the following words : monuments-flags-world-currency.

There are many countries in the world..... Each country has its own currency and flags..... There are many monuments all over the world.

Name : Amine Mohamed.....

Level :1AM

Fill in the gaps with the following words : monuments-flags-world-currency.

There are many countries in the world..... Each country has its own currency and flags..... There are many monuments all over the world.

Name : Ayoub.....

Level :1AM

Fill in the gaps with the following words : monuments-flags-world-currency.

There are many countries in the world..... Each country has its own currency and flags..... There are many monuments all over the world.

Name : Asma.....

Level :1AM

Fill in the gaps with the following words : monuments-flags-world-currency.

There are many countries in the world..... Each country has its own currency and flags..... There are many monuments all over the world.

Name : Imène.....

Level :1AM

Fill in the gaps with the following words : monuments-flags-world-currency.

There are many countries in the world..... Each country has its own currency and flags..... There are many monuments all over the world.

Name : Djemana.....

Level :2Am

Read the following statements then say true or false :

- 1/ There are different kinds of music - true
- 2/ Peoples while singing they sing in groups only - false
- 3/ Each kind of music expresses a message - false
- 4/ The different kinds of music vary in their rhythm - true

Name : Nesrin.....

Level :2Am

Read the following statements then say true or false :

- 1/ There are different kinds of music - false
- 2/ Peoples while singing they sing in groups only - true
- 3/ Each kind of music expresses a message - true
- 4/ The different kinds of music vary in their rhythm - false

Name : Ben Addidou Sadiq.....

Level :2Am

Read the following statements then say true or false :

- 1/ There are different kinds of music - false
- 2/ Peoples while singing they sing in groups only - true
- 3/ Each kind of music expresses a message - true
- 4/ The different kinds of music vary in their rhythm - false

Name : Younis.....

Level :2Am

Read the following statements then say true or false :

- 1/ There are different kinds of music - true
- 2/ Peoples while singing they sing in groups only - false
- 3/ Each kind of music expresses a message - false
- 4/ The different kinds of music vary in their rhythm - true

Name : Berzogh Khatid.....

Level :2Am

Read the following statements then say true or false :

- 1/ There are different kinds of music - true
- 2/ Peoples while singing they sing in groups only - false
- 3/ Each kind of music expresses a message - true
- 4/ The different kinds of music vary in their rhythm - true

Name : Moulat Karima

3AM

Match the following items :

- 1-Comprehensive Schools are
- 2-Pupils are obliged to wear
- 3-School day starts
- 4-The teachers call students' names
- 5- The subjects studied are

- a-Maths, Science, Geography, Art, etc
- b- to check who is absent.
- c- are schools for children between 11/16
- d- uniforms at schools in Britain.
- e- at around ten to nine.

Name : Yousf Aounima

3AM

Match the following items :

- 1-Comprehensive Schools are
- 2-Pupils are obliged to wear
- 3-School day starts
- 4-The teachers call students' names
- 5- The subjects studied are

- a-Maths, Science, Geography, Art, etc
- b- to check who is absent.
- c- are schools for children between 11/16
- d- uniforms at schools in Britain.
- e- at around ten to nine.

Name : Amina

3AM

Match the following items :

- 1-Comprehensive Schools are
- 2-Pupils are obliged to wear
- 3-School day starts
- 4-The teachers call students' names
- 5- The subjects studied are

- a-Maths, Science, Geography, Art, etc
- b- to check who is absent.
- c- are schools for children between 11/16
- d- uniforms at schools in Britain.
- e- at around ten to nine.

Name : Baghdadi Abdellah

3AM

Match the following items :

- 1-Comprehensive Schools are
- 2-Pupils are obliged to wear
- 3-School day starts
- 4-The teachers call students' names
- 5- The subjects studied are

- a-Maths, Science, Geography, Art, etc
- b- to check who is absent.
- c- are schools for children between 11/16
- d- uniforms at schools in Britain.
- e- at around ten to nine.

Name : Abanef Ben Shida

3AM

Match the following items :

- 1-Comprehensive Schools are
- 2-Pupils are obliged to wear
- 3-School day starts
- 4-The teachers call students' names
- 5- The subjects studied are

- a-Maths, Science, Geography, Art, etc
- b- to check who is absent.
- c- are schools for children between 11/16
- d- uniforms at schools in Britain.
- e- at around ten to nine.

Name : Ahem.....

Level :2Am

Read the following statements then say true or false :

- 1/ There are different kinds of music - true
- 2/ Peoples while sining they sing in groups only - false
- 3/ Each kind of music expresses a message - true
- 4/ The different kinds of music vary in their rythm- false

Name : Sarah.....

Level :2Am

Read the following statements then say true or false :

- 1/ There are different kinds of music - true
- 2/ Peoples while sining they sing in groups only - false
- 3/ Each kind of music expresses a message - true
- 4/ The different kinds of music vary in their rythm- false

Name : Mc Keira.....

Level :2Am

Read the following statements then say true or false :

- 1/ There are different kinds of music - true
- 2/ Peoples while sining they sing in groups only - false
- 3/ Each kind of music expresses a message - true
- 4/ The different kinds of music vary in their rythm- false

Name : Syilla li.....

Level :2Am

Read the following statements then say true or false :

- 1/ There are different kinds of music - true
- 2/ Peoples while sining they sing in groups only false
- 3/ Each kind of music expresses a message - true
- 4/ The different kinds of music vary in their rythm- false

Name : Ma R Bond.....

Level :2Am

Read the following statements then say true or false :

- 1/ There are different kinds of music - true
- 2/ Peoples while sining they sing in groups only - false
- 3/ Each kind of music expresses a message - true
- 4/ The different kinds of music vary in their rythm- false

Match the following items :

- |                                     |   |
|-------------------------------------|---|
| 1-Comprehensive Schools are         | a-Maths, Science, Geography, Art, etc     |
| 2-Pupils are obliged to wear        | b- to check who is absent.                |
| 3-School day starts                 | c- are schools for children between 11/16 |
| 4-The teachers call students' names | d- uniforms at schools in Britain.        |
| 5- The subjects studied are         | e- at around ten to nine.                 |

Name : Hadia.....

3AM

Match the following items :

- |                                     |   |
|-------------------------------------|---|
| 1-Comprehensive Schools are         | a-Maths, Science, Geography, Art, etc     |
| 2-Pupils are obliged to wear        | b- to check who is absent.                |
| 3-School day starts                 | c- are schools for children between 11/16 |
| 4-The teachers call students' names | d- uniforms at schools in Britain.        |
| 5- The subjects studied are         | e- at around ten to nine.                 |

Name : Maryam.....

3AM

Match the following items :

- |                                     |   |
|-------------------------------------|---|
| 1-Comprehensive Schools are         | a-Maths, Science, Geography, Art, etc     |
| 2-Pupils are obliged to wear        | b- to check who is absent.                |
| 3-School day starts                 | c- are schools for children between 11/16 |
| 4-The teachers call students' names | d- uniforms at schools in Britain.        |
| 5- The subjects studied are         | e- at around ten to nine.                 |

Name : Bano Karim Khan.....

3AM

Match the following items :

- |                                     |   |
|-------------------------------------|---|
| 1-Comprehensive Schools are         | a-Maths, Science, Geography, Art, etc     |
| 2-Pupils are obliged to wear        | b- to check who is absent.                |
| 3-School day starts                 | c- are schools for children between 11/16 |
| 4-The teachers call students' names | d- uniforms at schools in Britain.        |
| 5- The subjects studied are         | e- at around ten to nine.                 |

Name : Priscilla.....

3AM

Match the following items :

- |                                     |   |
|-------------------------------------|---|
| 1-Comprehensive Schools are         | a-Maths, Science, Geography, Art, etc     |
| 2-Pupils are obliged to wear        | b- to check who is absent.                |
| 3-School day starts                 | c- are schools for children between 11/16 |
| 4-The teachers call students' names | d- uniforms at schools in Britain.        |
| 5- The subjects studied are         | e- at around ten to nine.                 |

First-name: Naouir

Level : 4AM

Answer the following questions :

1/Where is Australia situated ?

Oceania

2/What is its official language ?

English

3/What does Guinness book contain ?

Records

4/Give one of the Guinness records that you know ?

long of hair

First-name: M.amel

Level : 4AM

Answer the following questions :

1/Where is Australia situated ?

Oceania

2/What is its official language ?

English

3/What does Guinness book contain ?

Records

4/Give one of the Guinness records that you know ?

South

First-name: Dounia

Level: 4AM

Answer the following questions:

1/Where is Australia situated?

In the Pacific Ocean

2/What is its official language?

English

3/What does Guinness book contain?

World Records

4/Give one of the Guinness records that you know?

The tallest hair in the world

First-name: Sihem

Level : 4AM

Answer the following questions :

1/Where is Australia situated ?

Oceania

2/What is its official language ?

its english

3/What does Guinness book contain ?

4/Give one of the Guinness records that you know ?

First-name: Djamel

Level: 4AM

Answer the following questions:

1/Where is Australia situated?

In the Pacific Ocean

2/What is its official language?

English

3/What does Guinness book contain?

World Records

4/Give one of the Guinness records that you know?

Strongest person

First-name: AMINA

Level: 4AM

Answer the following questions:

1/Where is Australia situated?

In the Pacific Ocean

2/What is its official language?

English

3/What does Guinness book contain?

World Records

4/Give one of the Guinness records that you know?

Strongest person

First-name: Heron

Level: 4AM

Answer the following questions:

1/Where is Australia situated?

In the Pacific Ocean

2/What is its official language?

English

3/What does Guinness book contain?

World Records

4/Give one of the Guinness records that you know?

the smallest person

First-name: Ahmed ahmed

Level: 4AM

Answer the following questions:

1/Where is Australia situated?

In the Pacific Ocean

2/What is its official language?

English

3/What does Guinness book contain?

World Records

4/Give one of the Guinness records that you know?

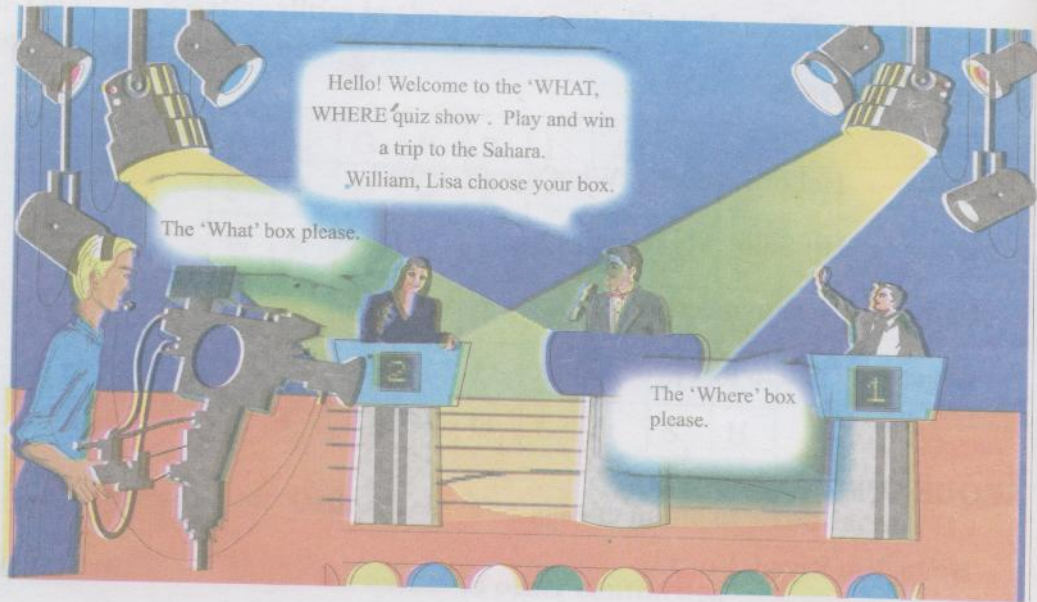
The smallest person

## **Appendix 8**

Lessons of culture in the four textbooks

## **First Year Lessons of Culture**

# LEARN ABOUT CULTURE



Work in pairs.

a. Ask and answer about these monuments.

e.g. - What is number 1?

- It's Tower Bridge.



1



2



3



4



5



6



7

- 1
  - 2
  - 3
  - 4
  - 5
  - 6
  - 7
- STATUE OF LIBERTY  
 BIG BEN  
 EIFFEL TOWER  
 GOLDEN GATE  
 MAQAM ESHAHID  
 TOWER BRIDGE  
 TAJ MAHAL

**b. Where is it ?**

e.g. - Is Big Ben in { Leeds?  
Manchester?  
London?

- *It's in London*

2. Is the Statue of Liberty in { New York ?  
Los Angeles?  
Washington ?

3. Is Maqam Eshahid in { Algiers?  
Batna?  
Sétif?

4. Is the Eiffel Tower in { Paris?  
Marseilles?  
Lyon?

5. Is Tower Bridge in { Liverpool?  
London?  
Oxford?

6. Is the Golden Gate in { San Francisco?  
Chicago?  
Dallas?

7. Is the Taj Mahal in { Acra?  
Bombay?  
Calcutta?

c. Who's who? Match the names with the pictures.



Charles  
Philip  
Ann  
Andrew  
William  
Elisabeth  
Harry



Who is missing?

c. Match the bank-notes with the countries.

713  
307



MOROCCO  
JAPAN  
USA  
GREAT BRITAIN  
ALGERIA  
GERMANY

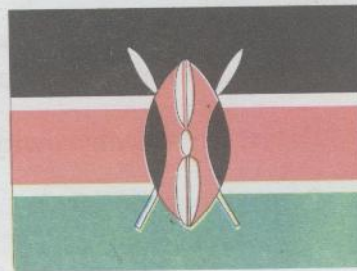


## YOUR RECORD

- Find other countries that use the same currency.

DINAR	DOLLAR	POUND	EURO

- Match the countries with the flags.



England  
Kenya  
Canada  
Lebanon



# LEARN ABOUT CULTURE

a. Match the pictures with the expressions.



08:00



20:00



hello!

hi!

good morning

good afternoon

good night

good evening

bye bye



14:00



23:00



b. Greet in your language.

c. Greet in other languages you know.

## CELEBRATIONS

d. What they say.

e.g. In Great Britain: *Happy New Year!*

- In Algeria
- In France
- In Italy



e. What they have.

e.g. In Algeria, for Aid El Fitr, children wear new clothes and receive money.



Aid El Fitr



Christmas

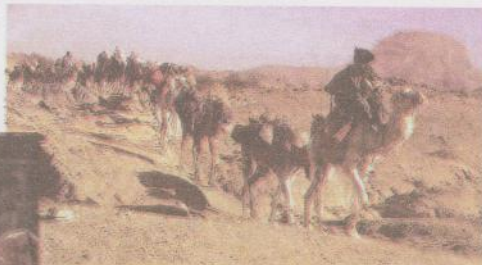


Halloween

## LEARN ABOUT CULTURE

### a. Where do you practise these sports?

- sand skiing
- camel riding
- camel races
- base ball
- soccer



### b. Here are the names of football cups.

**In Africa ?**

**In Europe :**

- Champions' League
- Euro Cup

**In South America :**

- Libertadores Cup
- Concacaf

### c. Which countries participate in the

**Pan Arab Games**  
Algeria

**African Games**  
Algeria

**Asian Games**  
Japan

**Pan American Games**  
Brazil

### d. Read about a Scottish game.

Today there's horse riding in Scotland. It's a special game. The musicians and the racers wear the traditional costume : a kilt, a plaid and stockings. The musicians play the bagpipe.

Now, describe a traditional game in your country. Describe the costume people wear.

### e. Read about Londoners .

In their free time, young Londoners play rolling and skating. They also go to the cinema or navigate on the Internet.

**What about you?**



## LEARN ABOUT CULTURE

a. It's 6:00 p.m. in London. What time is it in other cities?

Town	Time
Sidney	.....
London	6:00p.m
Calcutta	midnight
Algiers	.....
Tokyo	3:30a.m
Mexico	noon.



b. Think of other countries.

Guess what children of your age are doing at the same moment.

c. Read about the English school.



In Britain children start school at the age of five and leave it when they are sixteen. They go to public schools or comprehensive schools.

The British pupils often wear uniforms. Some pupils wear other clothes, but they pay 50 p to help poor people.

d. Compare the British school with yours .

e. Write about you school.

A group of children are talking about pets in America.

Pets are like children in America

Americans care a lot about their pets.

Now fashion designers make clothes for pets and there are fashion shows for pets!

Dogs and cats have their cemeteries.

Psychologists and vets care for them.

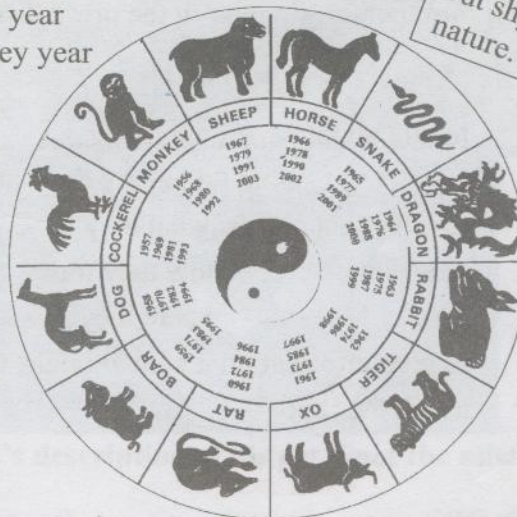
Now, talk about animals in Algeria.

f. Do you read the horoscope? Do you know the Chinese horoscope? Look at it. Are you born in 1989? 1990? 1991? 1992?

What is your animal symbol? What are you like?

- 1989 → the Snake year
- 1990 → the Horse year
- 1991 → the Sheep year
- 1992 → the Monkey year

The Horse year people are popular. They often tell funny jokes. Sometimes, they talk too much. They are independent and good at sports.



The Sheep year people are intelligent, excellent in their work, kind but shy. They like nature.

The Snake year people are funny. They are very careful with money. They are stylish and fashionable.

The Monkey year people like fun and games. They read a lot. They like to find answers to their questions.

## LEARN ABOUT CULTURE

a. Ask your friends about what they have for breakfast.

b. Work in pairs. Look at the chart, make your breakfast, then compare your choices.

ENGLAND	ALGERIA	NORTH AMERICA	FRANCE
fruit juice	white coffee	cornflakes	coffee
bacon	biscuits	milk	croissant
ham	coffee	fruit juice	fruit juice
sausages	tea	hot chocolate	toast
eggs	milk	sweet beans	butter
pudding	bread		jam
butter	toast		
marmalade	butter		
tea	jam		
coffee	dates		
	figs		
	olive oil		

c. Work in groups. Ask and answer about these dishes.

*e.g. – A taco is a pancake with onions, tomatoes, peppers, meat, and lettuce. It's a Spanish dish.*



taco

bourek



M'hadjeb

d. Where are these dishes from? Use a dictionary, the Internet or ask for help (teacher, mother, etc...).

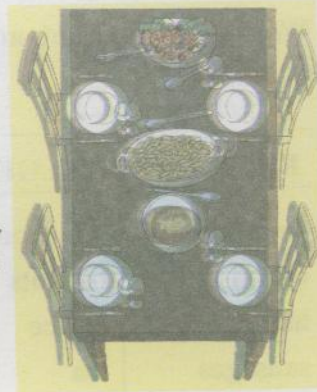
chicken curry / tortilla / haggies / ravioli / taboule / moussaka

e. There are 8 dishes in the word snake. Name them and say where they are from.

COUSCOUSSA GHE T TIBOLO GNESESUSHIMO USSAKATA BOLLHAGGIESTOR

f. Reorder the sentences to know how to lay the table.

- Put the forks on the left side.
- Put the plates.
- Put the tablecloth on the table.
- Put the spoons and the knives on the right side.
- Put the glasses on the right above the knives.
- Put the napkins on the plates.

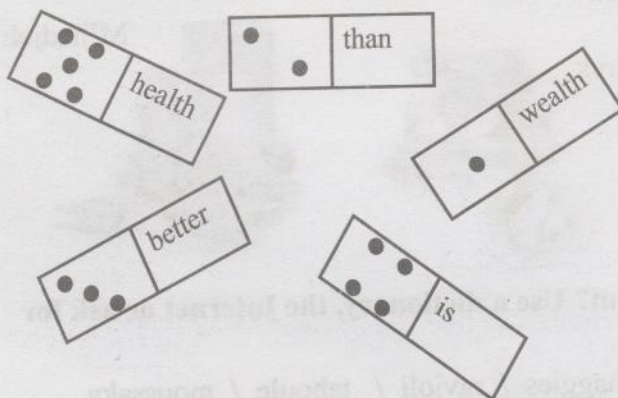


g. Rewrite the paragraph with the right punctuation.

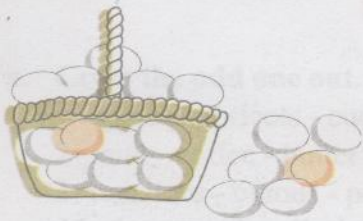
when I invite my friends for a couscous we sit on a carpet round a 'meida' mother serves the couscous with pieces of meat on top of it in a large plate she puts the plate on the meida and the spoons all around it she brings a casserole of sauce and pours it with a ladle there is a jug of water and napkins too on the meida



h. Order the dominos and you'll get a proverb. Start from number 5.



Do the same with:



eggs one

in put all

your Don't basket

is To as see friend  
old agreeable as  
a an good meal



i. Do you know other proverbs about food in your language?  
Write them.

j. This is an English menu for New Year.

#### NEW YEAR MENU

- onion soup
- turkey (served with cauliflower, carrots, peas, potatoes)
- salad
- plum pudding
- apple pie
- mineral water
- orange juice
- coffee / tea

k. Do you celebrate New Year? Say what you eat.

l. What dishes does your mother cook for Aid El Fitr, Mawlid Ennabawi...?  
Make a menu.

## LEARN ABOUT CULTURE

### a. Do you know?

- The Angles arrived in England in 800 BC (Before Christ). The name **England** comes from **Angle-land**.

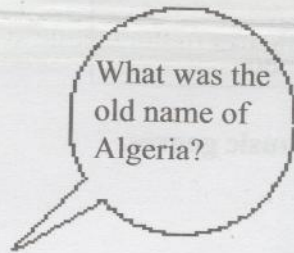
**Angle-land** is a synonym for the country of the Angles.

- The Romans colonised England. They called England **Britannia**.

- **Amerigo Vespucci** discovered Florida (USA). The name America comes from **Amerigo**.

### b. Your cultural Quiz.

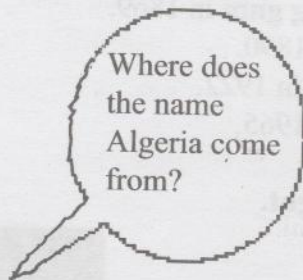
Student A



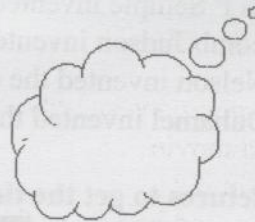
Student B



Student A



Student B



### c. Read these expressions. Do you have the same in your language? Tell them to your partner.

- as brave as a lion
- as pretty as a picture
- as sly as a fox
- as light as a feather
- as strong as an ox

d. Where did these sports activities come from?

**AMERICA**  
base ball (1750)  
basket ball (1891)  
volley ball (1895)

**EUROPE**  
rugby (1823)  
water polo (1859)  
tennis (1873)  
handball (1915)  
horse ball (1978)

**?**  
football  
judo  
boxing  
ice-skating  
moto-cross

e. Do you like music? Complete the time line of music in western countries.

DATES	MUSIC
1963	Rock'n Roll
1966	Pop
1975	Reggae
	Disco
	Rap
	Techno

f. Now, draw the time line of the Algerian music genres.

g. Do you know?

- Suleiman the Great offered the first **yogurt** to François 1er in 1542.
- John Montagu Comte de Sandwich invented the **sandwich** in 1762.
- William F Semple invented the **chewing gum** in 1869.
- Whitecomb Judson invented the **zip** in 1890.
- C. K. Nelson invented the **eskimo-pics** in 1922.
- L. C. Duhamel invented the **K. way** in 1965.

h. Order the pictures to get the time line of light.



street lamp



chandler



bulb



oil lamp



paraffin lamp

## LEARN ABOUT CULTURE

a. Locate on the world map countries where there are:

- famous forests.
- animals in danger.
- very polluted cities.



b. Name some international organizations that protect the environment.

c. Name some protected sites in Algeria and other countries.

Algeria	other countries
<ul style="list-style-type: none"><li>- The Casbah</li><li>- The Roman ruins in Djemila</li><li>-.....</li></ul>	

**d. Find the international days related to the protection of the environment.**

International Day	Date
- Tree day	March 21 st
- .....	.....

**e. What do these abbreviations stand for?**

*e.g. WHO stands for World Health Organization*

UNESCO

UNICEF

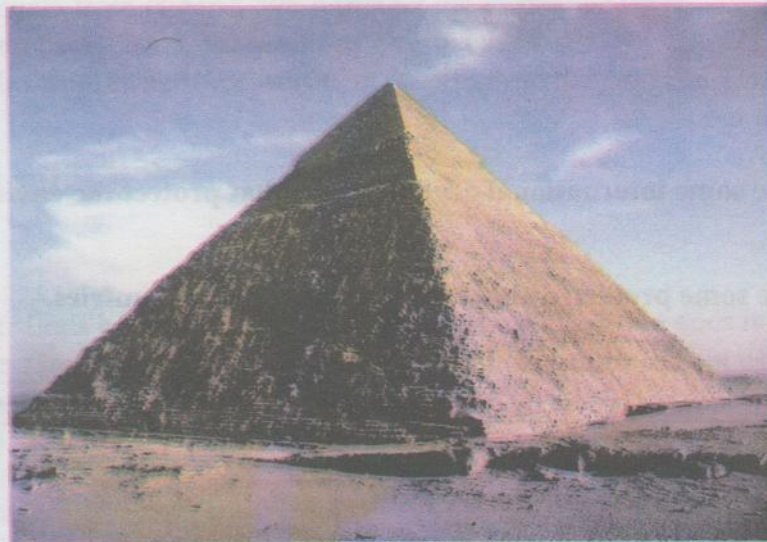
WWF

**What do these organizations protect ?**

**f. Now, say which other organizations protect.**

- monuments
- sites
- seas, oceans.....
- animals

**g. The Pyramids are one of the seven wonders of the world. Name the six others.**



## **Second Year Lessons of Culture**



# Learn about culture

Objective : Learn about music in different cultures.

## MUSIC AROUND THE WORLD

Read about these kinds of music. What do they express ?

### CHAABI



"Chaabi" means popular. It is a style of music that comes from the Arabian-Andalusian classical music. Chaabi expresses love and absence of the beloved. The "chaabi" is specific to city life and it is especially found in Algiers and its suburbs. El Anka was the founder of "Modern Chaabi".

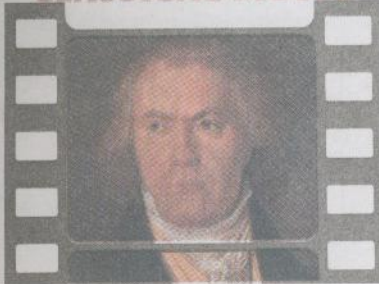
### RAP



Coming from the Bronx, Rap started in the sixties with the Last Poets, a group of black Americans. They wanted to send a message of anger through rimes and music. The rappers carried on the African "griot" tradition. A "griot" is a poet and a singer. He uses poetry and music to describe his tribe's way of life. Rap has its origins in the sound systems of Jamaican music. It is also a mixture of "Soul" "Funk" and "Jazz".

↳ better  
↳ popular music of negroes

### CLASSICAL MUSIC



Beethoven (Ludwig Van) was born in 1770 in Bonn, Germany. He composed sonatas for the piano, quartets, symphonies and concertos for the piano and for the violin. He wrote operas too. He had a hard life and became deaf at an early age. But he carried on composing music. His music expresses strong will and joy. He died in 1827.

### RHYTHM & BLUES



Black American musicians created R&B (Rhythm and Blues) in the forties. The term R&B appeared twenty years later for the first time. It is different from the original Rhythm and Blues. It is a mixture of Funk, Soul and Disco produced by James Brown or Otis Reading. During the eighties, R&B changed into New Jack and in the nineties, it was back again with singers such as Mary J. Blige and Craig David. In their songs, they talk about people's problems.

### HIP HOP



↳ group  
In 1982, Afrika Bambaataa gave the hip-hop a positive spirit. As a member of a gang, he saw his friends killed. He wanted to take them out of violence so, he founded the Zulu Nation round the hip-hop. It recommended a coming back to the African sources with a basic and simple principle "Peace, Love and Having Fun". The Golden Age of the hip-hop was between 1985 and 1992.

Do you know other styles of music ? Do you like any special group ? Talk about it.

# Learn about culture



Read about the origin of crosswords, then do the grid if you want to.

When you observe this grid you can notice that each word goes across and down. Scientists discovered mysterious inscriptions on the ruins of Pompeii and in various places in Europe and North Africa. This magic square with its five definitions, dates from the second or third century. It is the origin of the first crossword pattern. When you put all the words on the same line, you can read this:

SATOR AREPO TENET OPERA ROTAS

This sentence is the same when you read it from left to right or from right to left. We call it a **palindrome**.

Modern crosswords were born at the beginning of the twentieth century in the USA. Arthur Wynne published the first grid on December 21st 1913 in The New York World. It was the first newspaper to publish a crossword puzzle. Ten years later, British people also adopted crosswords. Other countries, such as Quebec and France, published their first grids at about the same period. It became so fashionable to play crosswords that the sales of dictionaries went up. In 1925, Renée David published 'Le Journal des mots croisés'. Then an Academy of crosswords was founded.

Today, you can play crosswords everywhere, even on a computer! Try this one.

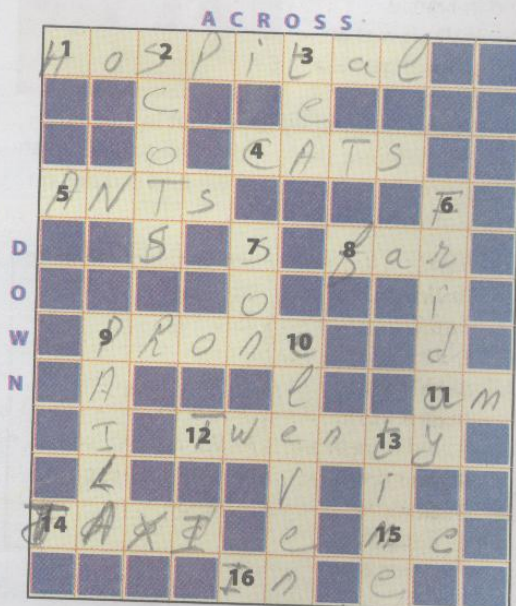
## Crosswords.

### Across:

1. My mum works in it as a doctor. (8 letters)
4. They chase mice (4 letters)
5. Plural of ant. (4 letters)
8. It's not near. It's ---. (3 letters)
9. Is your --- number 3642062? (5 letters)
11. Are you from Glasgow? Yes I ---. (2 letters)
12. Ten, ---, thirty, forty. (6 letters)
14. Are you a --- driver? (4 letters)
15. She's busy, she can't help --. (2 letters)
16. My car is -- the garage (2 letters)

### Down:

2. They live in Scotland. (5 letters)
3. Do you want --- or coffee? (3 letters)
6. After Thursday, there is -----. (6 letters)
7. My daughter is two and my --- is five. (3 letters)
9. Do you like ----? no, I don't like Italian food. (5 letters)
10. We can meet at ---- o'clock. (6 letters)
13. What's the ---, please? I've lost my watch. (4 letters)



Read more about games then answer the questions.

1. How many of these games do you know ?
2. How many do you play ?
3. Do you know any other games ? Choose one and explain its rules.



### Chess

Northern Indians invented this game in 500. It's a game for two people. It's played on a board with 64 black and white squares and 32 pieces. Each player has 16 pieces (chessmen) : king, queen, bishop, knight, rook (or castle) and pawn. The player wins the game when he attacks the king and can say "**checkmate**" ! The word "checkmate" comes from an Arabic sentence *مات الشّيح* that means "**the King has died**".

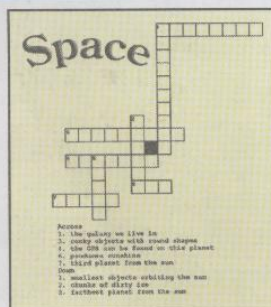
### Puzzle

It appeared at the same time, about 1760, in Great Britain and in France. Originally, it was an educational game. The first puzzles were about Geography (maps cut in small pieces with different shapes) then, History (English Kings' portraits). Nowadays we find puzzles on many other subjects.



### Criss-cross

Alfred M. Butts invented it in 1931. It's played on a piece of cardboard with letters made of wood. Each player forms words down and across.



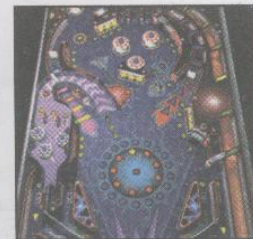
### Video games

The first video game, "Breakout", appeared at the end of the 60's. It was the only video game until 1978. On June 16th 1978 the firm "Taito Corporation" created "Space Invaders", a battle between the player and Martians.



### Flipper

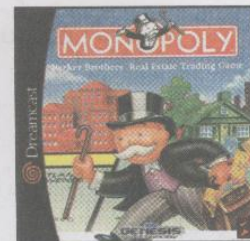
Invented in 1947, the first electronic flipper appeared in 1976 under the name of "Spirit of 76".



### Monopoly

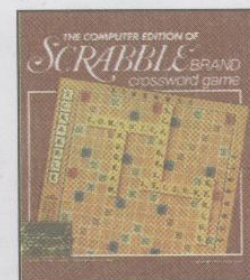
Charles Darrow (1889/1967) invented this game in 1933. In the first edition, the names of the streets were those of Atlantic City in New Jersey (USA).

This game exists in many different languages.



### Scrabble

This game derives from the "criss-cross". James Brunot proposed it in 1948. Each player takes 7 separate letters from a bag and places them on a board to make a word. Each letter is scored differently. The winner is the one who has the best score.



# Learn about culture

## GRANDMOTHER'S REMEDIES

You have a fever, a cold, a cough or flu? Try these home remedies. But mind you, if they don't work after a short time, you should seek help. Only a doctor can tell you if your health problems are serious and say what step should be taken to treat them seriously.

### A BEE STING

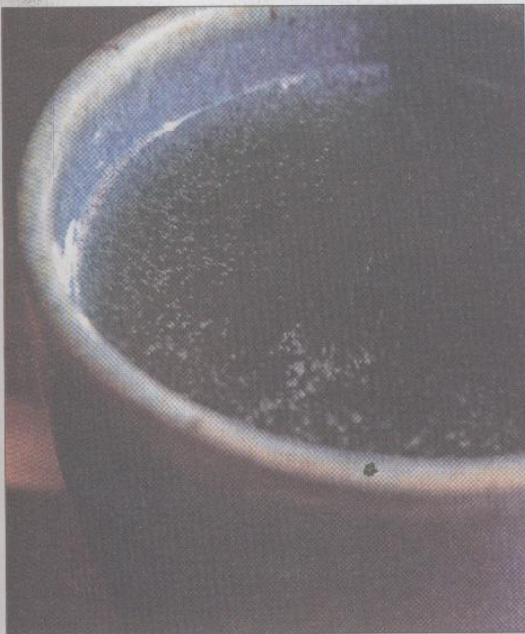
1. Wash it immediately
2. Mix some vinegar with some water and apply on the bite, using some cotton-wool, for half an hour.

### HEADACHES

1. Splash your face with cold water.
2. Press half a lemon and mix it with a cup of hot coffee. Don't put sugar. Drink warm.
3. Soak a large piece of cotton in vinegar and place it on your forehead.

### COLDS

1. Wash and cut a lemon and put into water to boil for 5 minutes. Sweeten with honey and drink hot.
2. Heat some olive oil, soak a large piece of cotton-wool with it and put it on your chest. Stay in bed.



### HICCUPS

1. Take a lump of sugar, soak it in vinegar and eat it slowly.
2. Eat a spoonful of caster sugar quickly and without breathing. But be careful, you might choke.

### BURNS

1. Take some cabbage leaves. Chop or grind them then apply them on the burn.
2. Grate a raw potato (uncooked) and spread it on the burn.

### BEAUTY

- Chop a cucumber add 2 spoonfuls of milk and 2 spoonfuls of yogurt.
- Put on your face for 10 minutes then rinse with mineral water.

What do you do when you have a headache, a sore throat or any other common illness?

Now, say how much you know about home remedies. Write about them.

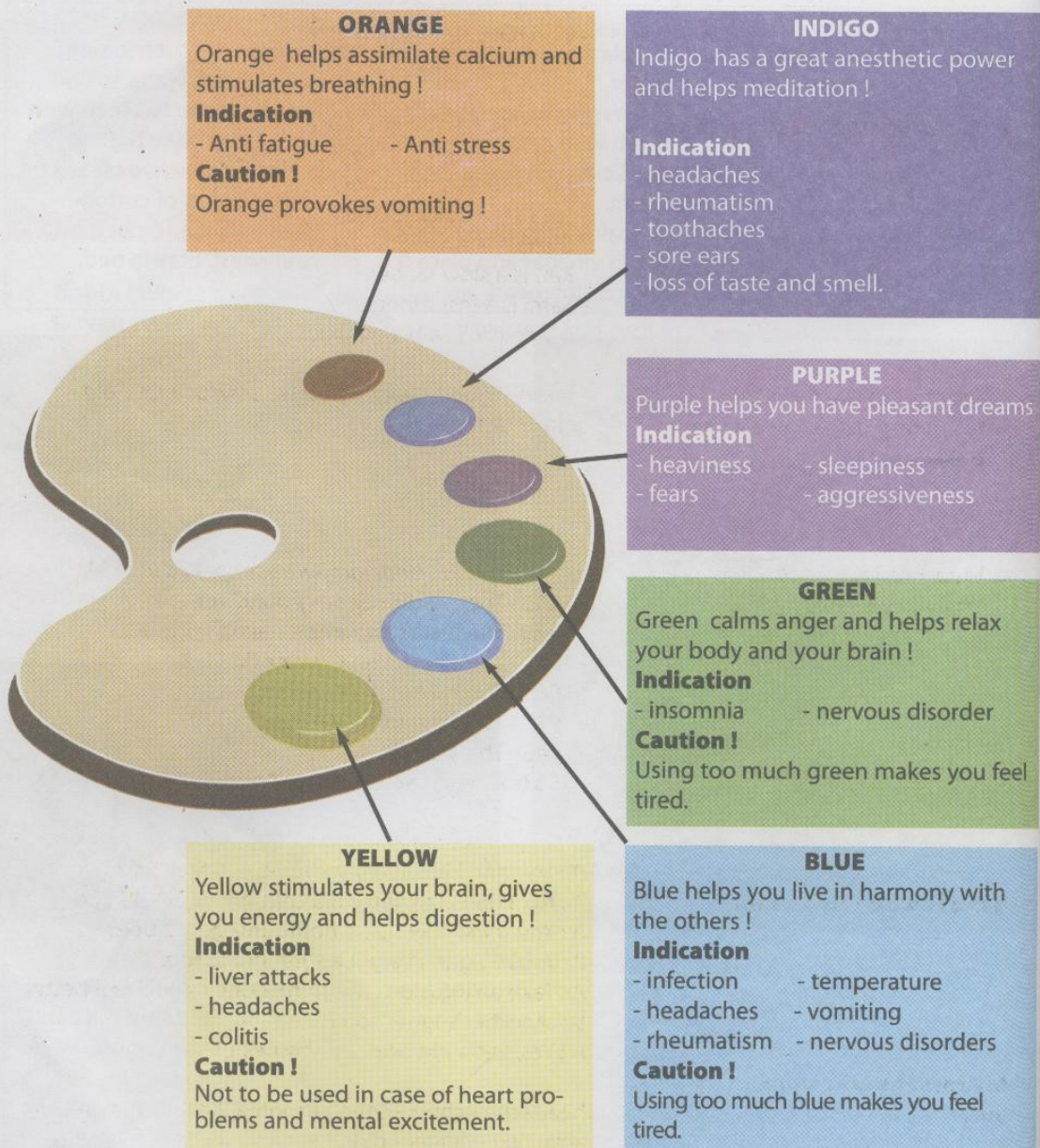
# Learn about culture

## Colours and health

What colour do you prefer for your clothes ?

Read about colours and explain what they are about.

Would you like to try one of these colour therapies ? Which one ?



**ORANGE**  
Orange helps assimilate calcium and stimulates breathing !  
**Indication**  
- Anti fatigue      - Anti stress  
**Caution !**  
Orange provokes vomiting !

**INDIGO**  
Indigo has a great anesthetic power and helps meditation !  
**Indication**  
- headaches  
- rheumatism  
- toothaches  
- sore ears  
- loss of taste and smell.

**PURPLE**  
Purple helps you have pleasant dreams  
**Indication**  
- heaviness      - sleepiness  
- fears            - aggressiveness

**GREEN**  
Green calms anger and helps relax your body and your brain !  
**Indication**  
- insomnia      - nervous disorder  
**Caution !**  
Using too much green makes you feel tired.

**YELLOW**  
Yellow stimulates your brain, gives you energy and helps digestion !  
**Indication**  
- liver attacks  
- headaches  
- colitis  
**Caution !**  
Not to be used in case of heart problems and mental excitement.

**BLUE**  
Blue helps you live in harmony with the others !  
**Indication**  
- infection      - temperature  
- headaches    - vomiting  
- rheumatism   - nervous disorders  
**Caution !**  
Using too much blue makes you feel tired.

Which of these tips of colour therapy would you like to try ?

Do you know other examples ?

Discuss with your classmates.

# Learn about culture

## C for CARTOON / COMIC

What's a cartoon / comic ?

It's a humorous drawing or series of drawings in a newspaper or magazine. These drawings tell real or unreal stories. The speech is shown in bubbles related to the characters in the pictures. Comics can make you dream, laugh, frightened, happy or sad.

Cartoon-making was called the Ninth Art at the beginning of the Twentieth Century. It seems to be for young readers only, but in fact, everybody enjoys cartoons.

### More about cartoons !

In 1933 Rodolphe Topffer published the first seven cartoon albums

#### "YELLOW KID"

In 1895 the first American cartoon "The Yellow Kid" was published in the "New York World". It's the story of a small boy called "The Yellow Kid" because of the colour of his shirt. At the beginning the little boy didn't speak at all. But a year later he started to speak and people could read his speech in bubbles.

#### ZIG ET PUCE

In 1925, Europeans could read the adventures of "Zig et Puce" in a newspaper called "Dimanche soir".

#### TINTIN

In Belgium, the adventures of Tintin were published in 1929.

#### SUPERMAN

Action Comics started in 1938 with the first famous hero "Superman".

#### LUCKY LUKE

Lucky Luke was created by Morris and Goscinny.



#### BOUZID



Zid Ya Bouzid is an album of the Algerian creator, Slim.

#### ASTERIX

"Asterix le Gaulois" was one of the first cartoons for adults. It was created by Uderzo et Goscinny.



1. Name two famous cartoons.

2. Who are the authors of "Zid ya Bouzid", "Superman" and "Asterix" ?

3. Are these statements true or false ? Correct the false statement.

- Comics can make you laugh.
- Comics can make you angry.
- The "Yellow Kid" is the name of a young child.
- Goscinny created only one cartoon.
- "Tintin" was published in France.

Do you read cartoons ? Do you like them ? Say why.

What's the difference between a cartoon and a piece of writing ? You can use these words (drawings, bubbles, characters, story, fun, situations, facial expressions...)

In some cartoons, nothing is written. What helps you understand them ?

# Learn about culture

## THEATRICAL GENRES

The aim of theatre was to show people their own faults and to make them laugh at themselves. It was believed that people improved in this way.

So the first objective was moral before it became a full entertainment with its norms. In Europe, the theatre genre dates back to Greek tragedies.

### COMEDY AND FARCE

Comedy aims at entertaining and provoking laughter. It is based on the comic description of certain characters' personality. As for farce, it is comic and based on :

- the language which is familiar,
- the social origin of the characters,
- the plot which is generally a love affair.

### TRAGEDY

Tragedy stages the confrontation between the characters and this results into a serious crisis with no happy end.

### LIGHT COMEDY

Light comedy with songs and dances is based on a love affair. The funny aspect is obtained by a series of comic developments and cases of mistaken identity.

### DRAMA

It appeared in the first half of the 19<sup>th</sup> century. The story is built around a passionate hero and the conclusion is unhappy.



### KABUKI

Kabuki, a Japanese traditional form of theatre, was created around 1603. However, in 1629, women were banned from the stage and only men were allowed to perform even women's parts. Nowadays, in Tokyo, a permanent Kabuki theatre stages performances in their original forms throughout the year.

### SOME RECORDS

"The Warp" by Neil Oram was performed in London from 18 to 20 January 1979, and lasted 18 hours.

Marge Eden was 16 years and 5 months old when she produced the musical "Peter Pan".

Victor Borge, born in Denmark in 5th January 1909, did his one-man show 849 times between 2nd October 1953 and 21st January 1956.

Kanni Fujiyama, born in 1929, played the leading parts for 22 years in the Japanese Theatre company Sochiku-Shikigari.

The Piccolo theatre in Hamburg can welcome only 30 spectators.

### NO

The "No" theatre is a form of theatre based on songs and dance dramas. It derives from a traditional entertainment which included acrobatics, magic, songs and dance

Have you ever heard about other records ? Tell the class.

## **Third Year Lessons of Culture**

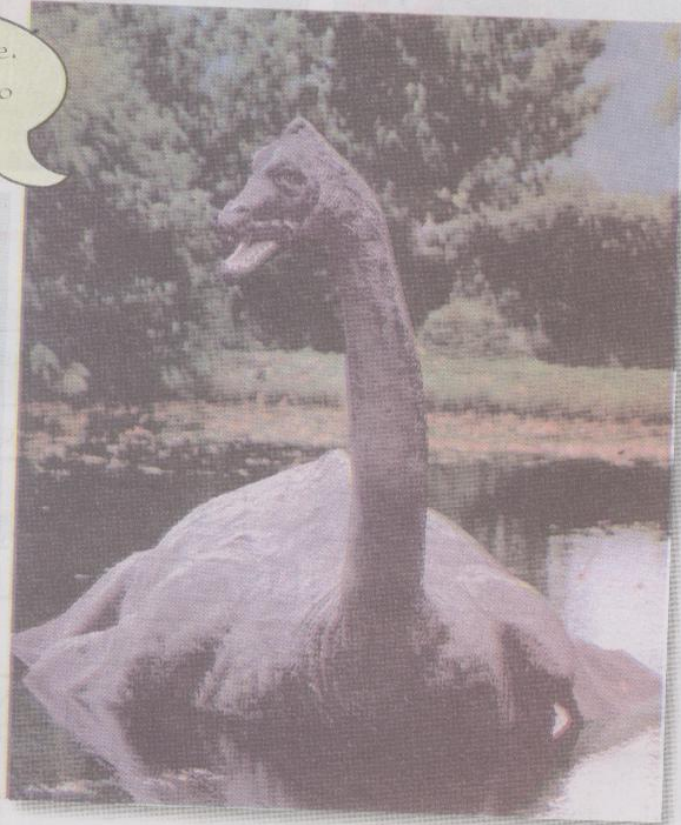
## SNAPSHOTS OF CULTURE

### Meet Britain

- 1 Read the text below and answer these questions :
- What kind of text is it?
  - Does its author believe in Nessie's existence? Discuss with your class.

I'm Nessie.  
Welcome to  
Scotland!

Planning to visit Scotland one day?  
Come to visit the special Loch  
Ness Monster Exhibition Centre.  
Loch Ness (Loch is the Scottish  
word for lake) in the Northern  
Highlands of Scotland is famous  
for its monster called "Nessie."  
People think that Nessie resembles  
a dinosaur living under the water  
of the lake. Perhaps you will be  
the first to see it. Don't miss this  
opportunity!



- 2 The Algerian song *إلى اللقاء يا إخواني* has the same tune as the Scottish song "Auld Lang Syne". Tell your teacher to sing the tune for you, then sing the Scottish song in class.

#### Hogmanay

Hogmanay is the Gaelic name for New Year's Eve (31 December) in Scotland. Scots celebrate Hogmanay by dancing a dance called 'Ceilith' and singing a song, *For Auld Lang Syne*, written by poet Robert Burns (1759-1789).

*For Auld Lang Syne* means "in memory of past times".

#### For Auld Lang Syne

Should auld acquaintance be forgot  
And never brought to mind  
Should auld acquaintance be forgot  
For the sake of auld lang syne.  
For auld lang syne, my dear,  
For auld lang syne,  
We'll take a cup of kindness yet,  
For the sake of auld lang syne.

## SNAPSHOTS OF CULTURE

### SEQUENCE THREE

1 Read and discuss the title of the text below.

### **Guards or Bear Killers ?**

The Life Guards are British soldiers **who** protect royal buildings such as Buckingham Palace, St James's Palace and the Castle of Windsor. They wear uniforms **which** consist of a scarlet tunic, black trousers, "long socks", and hats **which** are called bearskins. The hats weigh 665 grams. The Guards are one of the attractions for tourists in London.

People **who** love wild animals hate the Guards' hats because they are made of fur. For example, Pamela Anderson, the American actress, wrote a letter to Queen Elizabeth II on November 13 th, 2004. She told the Queen it was wrong and cruel to kill bears to make fur hats for the Guards. But the Queen didn't want to change the Guards' fur hats because they are part of the English tradition.



- 2 How does Pamela Anderson feel about the Guards' hats ?
- 3 What are the words in bold type called? What do they refer to?
- 4 Write a paragraph about the Algerian Republican Guards (uniform, equipment, mission ...).

## SNAPSHOTS OF CULTURE

1 Read the text below, then compare schools in Britain with schools in Algeria.

- Are school uniforms compulsory in British comprehensive schools?
- What is the Algerian equivalent of a comprehensive school?
- What is the difference between a boarder and a day-school student?
- Do you go to the Assembly Hall every morning?
- What do you do instead?



### Comprehensive Schools in Britain

In Britain, it is compulsory for everyone between ages 5 and 16 to go to school. Harry Potter goes to "Hogwarth". It is a comprehensive school. In Britain comprehensive schools are schools for students aged eleven to sixteen. Harry Potter **has to** wear a uniform at school. In some comprehensive schools, boarders live in "houses". In each house there is a group of students of different ages who compete with the other houses. Do you remember?

The four houses in *Harry Potter* are 'Ravenclaw', 'Hufflepuff', 'Gryffindor' and 'Slytherin'. It is Harry Potter's house, Gryffindor, which wins the cup on Sports Day.

School day starts at around ten to nine, when the teachers take the register. The teachers call the students' names to check who is present and who is absent in class.



After registration, all students **must** go to Assembly in the School Hall to listen to the headmaster. The headmaster reads a poem or a passage from a book. Then, he says a prayer and informs the pupils and teachers about what **has happened** in the school. The lessons start around 9.30 when the assembly is over. The subjects studied are Maths, PE, Science, Geography, Art, Writing, History, Home Economics, French, Drama, etc.

# SNAPSHOTS OF CULTURE

## English in the world

### 1 Read and learn about English

More than 360 million people in the world speak English as their first language. With 252 million people, the United States has the greatest number of English speakers. The United Kingdom comes second with a population of 57 million, Canada third with 26 million, Australia fourth with 17 million, Ireland fifth with 3.6 million, New Zealand sixth with 3.4 million, Jamaica seventh with 2.3 million, and Trinidad is in the eighth position with 1.7 million people. To all these English-speaking countries, English came on the boat of the British colonisers. In each of its new homes, it developed and became a little different from British English.

### 2 Now read the list of words below and try to find the differences in spelling and vocabulary between British and American English. Make dialogues like this ..

A: How do you spell *flavour* in American English ?

B: F.L.A.V.O.R. Now, how do you call *French fries* in British English ?

A: *Chips*.

Br. English	Am. English	Br. English	Am. English
<b>Spelling</b>			
flavour	flavor	centre	center
programme	program	traveller	traveler
connexion	connection	learnt	learned
catalogue	catalog	got	gotten
<b>Vocabulary</b>			
luggage	baggage	lift	elevator
flat	apartment	queue	line
chips	French fries	cinema	movie theatre
lorry	truck	handbag	purse
petrol	gas	film	movie
holiday	vacation	sweets	candies

### 3 Now discuss the following points with your partner then write a paragraph about the different languages of Algeria.

- How many languages do people speak as their first language ?
- Are there any dialects of those languages ?
- In what ways are those dialects different from one another ?
- Compare the languages you hear on the radio and the one you learn at school with the language you speak at home. Are they exactly alike ? Why ?

## **Fourth Year Lessons of Culture**



## RESEARCH AND REPORT

### ► What do you eat?

① **Pair work.** Read the processed food labels below. Then ask and answer questions about the ingredients mentioned on the labels.

*Example*

**Mohamed:** Which processed food is higher/lower in calories? The cocoa powder or the chocolate bar?

**Salah:** Let me see. The chocolate bar is higher in \_\_ than \_\_, isn't it?

**Mohamed:** That's right. My turn now. Which processed food contains more/less fat? The cereal bar or the chocolate bar?

**Salah:** Let me read the label. The chocolate bar contains less fat than the cereal bar, doesn't it?

**Mohamed:** That's right. /That's wrong actually. The \_\_\_\_\_.

(See Grammar reference n°13, p. 188)

Cocoa powder (Net weight 200gr)	Chocolate Bar (Net weight 200 gr)	Cereal bar (Net weight 200 gr)
<b>Nutritional info</b>	<b>Ingredients</b>	<b>Nutrition facts</b>
Calories ..... 360	Calories.....600	Calories.....700
Protein ..... 4.2 g	Protein.....12 g	Protein..... 20 g
Carbohydrates.... 79 g	Carbohydrates...36g	Carbohydrate... 100g
Fat ..... 2.7 g	Fat .....7.9g	Fat ..... 2.0 g
Vitamin C..... 83.3 mg	Vitamin A.....0 mg	Vitamin B12....1mg
Vitamin B1 ..... 1.7 mg	Vitamin C.....0.7mg	Vitamin K.....2 mg
Vitamin B6..... 2 mg	Calcium .....1mg	Iron.....4mg
Vitamin A..... 1mg	Colouring .... E 250	Magnesium .....6mg
Calcium .....1mg	Magnesium .....8mg	Flavouring .....E120

② **Group work.**

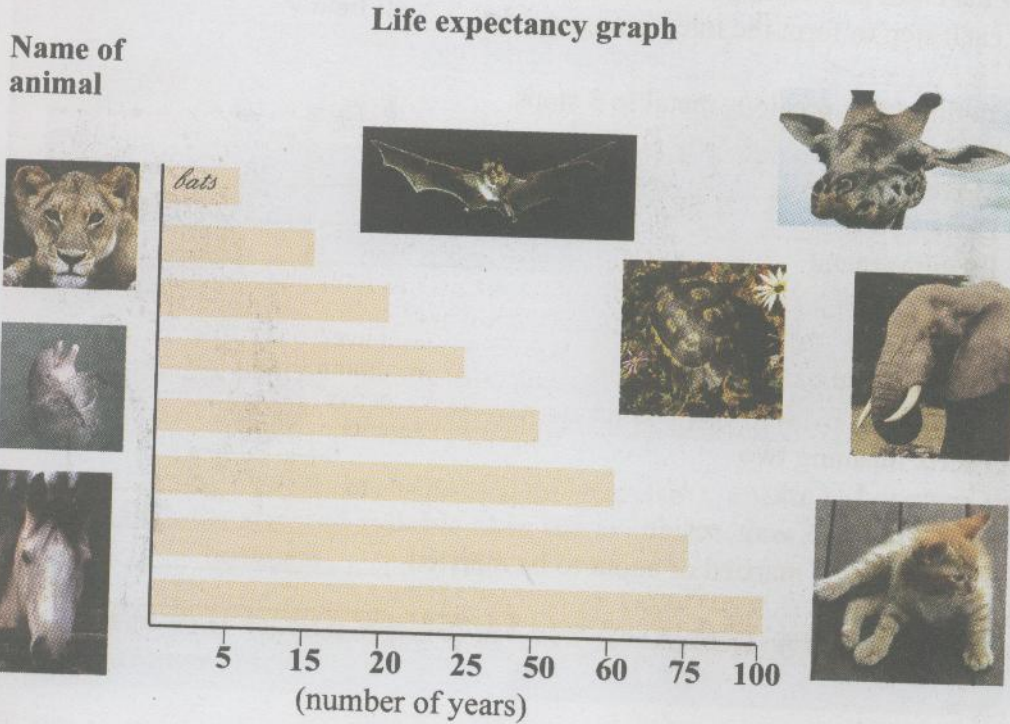
Bring packages of some processed foods (wafers, biscuits, chocolate...) to school. Compare their nutritional values as in exercise 1 above.

Then write a short report to summarize your findings.



## RESEARCH AND REPORT

① Find out the average life span of each of the animals below and place them on the following graph.



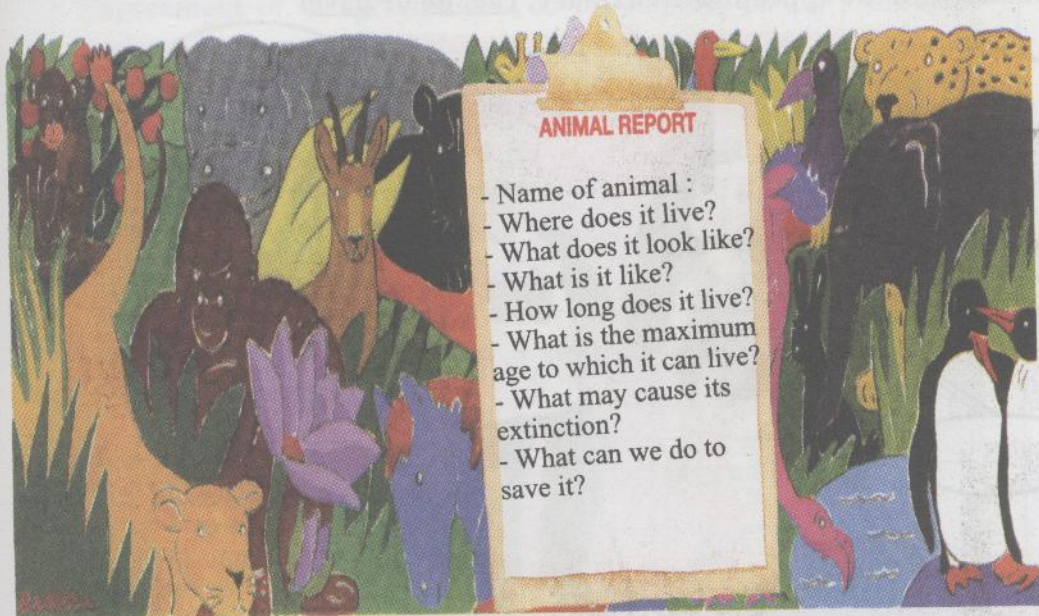
② Discuss the maximum age to which each of the animals on your graph can live. Use the auxiliaries in the box below to express degrees of possibility.

Example: Giraffes live for 20 years on the average, but they may well live for up to \_\_\_

may well ...	} (higher possibility)
might well...	
may possibly...	} (lower possibility)
might possibly...	
can't ...	(impossibility)

③ Think about other animals and draw another graph to show how long they can live.

④ Write a report about an animal of your choice which is in danger of extinction using the information on the report card below.



⑤ Group work.

Imagine you are a member of the World Wild Life Organisation.

Write a ten-rule charter designed to ensure the protection of wild animals using appropriate modals. (See Grammar reference n° 6, page 181.)

Take your pick from the following verbs:

to cure - to shoot - to treat - to trap - to feed -  
to hunt - to shelter - to mistreat - to fatten



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## RESEARCH AND REPORT

- ① Group work. Find information about California and complete the fact file below. Then report to the class reading from your notes.

**FACT FILE**

Full name: \_\_\_\_\_

Capital city: \_\_\_\_\_

Other important cities: \_\_\_\_\_

Governor: \_\_\_\_\_

U.S. bordering states: \_\_\_\_\_

Bordering ocean: \_\_\_\_\_

Bordering country: \_\_\_\_\_

Population: \_\_\_\_\_


Famous valley: \_\_\_\_\_

Famous bridge: \_\_\_\_\_

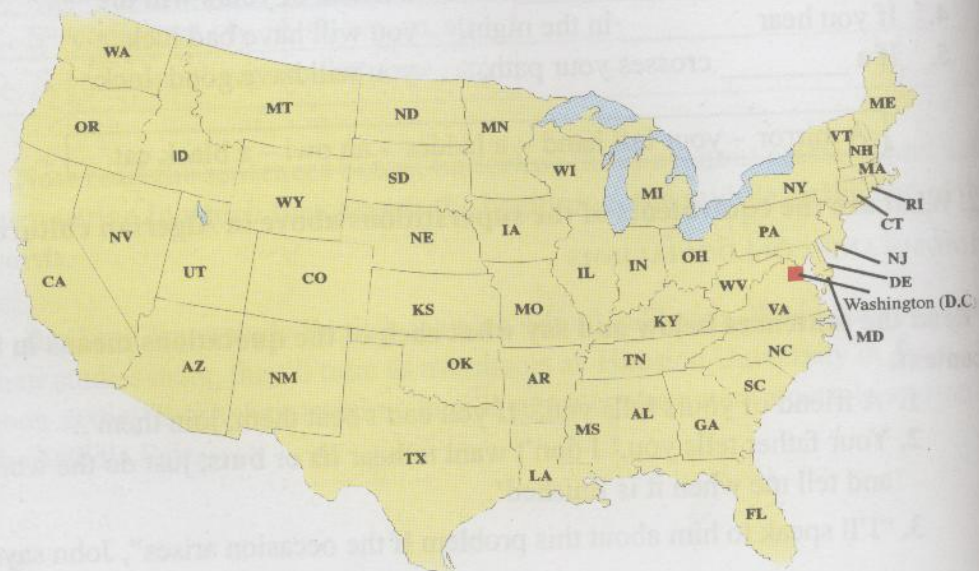
Famous observatory: \_\_\_\_\_

Famous cinema city: \_\_\_\_\_

Famous tree: \_\_\_\_\_



- ② Draw a map of the United States and write the name of each of the states in full. Then quiz each other like this: **You:** What does the abbreviation TX stand for? **Your Partner:** It stands for Texas.



## At School in the USA and Algeria

① Read the diagram about the American public educational system and fill in the blanks in the letter below.

**The American pre-university educational system**

Level	Age	Institution or Study Programme			Degree
Pre-Primary	2	Pre-school or nursery school			
	3				
Primary School	4	Kindergarten			
	5				
	6	1st Grade 2nd Grade 3rd Grade 4th Grade 5th Grade 6th Grade	Elementary School	Grade School	
	7				
	8				
9					
10					
Secondary School	11	7th Grade 8th Grade	Junior High School	Middle School	
	12				
	13	9th G. (Freshman) 10th G. (Sophomore) 11th G. (Junior) 12th G. (Senior)	Senior High School	College prep	
	14				
	15			Vocational training	
	16				
	17				
Community College or University	18				School Diploma and College Entrance Tests
	19				
	20				
	21				

Dear Hamida,

Thank you for the photos of your school. They are really nice. I've got the best mark in the class for my project on Algeria.

It's my turn to give you information about how pre-university education works in America.

American boys and girls spend \_\_\_\_ (1) years in Primary School (also called \_\_\_\_ (2) or \_\_\_\_ (3)). After finishing \_\_\_\_ (4) grade, students go to a junior high school (also called \_\_\_\_ (5)) for three more years. After completing junior high, each student chooses a program of study to follow at a senior high school or at \_\_\_\_ (6) or at \_\_\_\_ (7).

High school students receive a high school diploma at a graduation ceremony at the end of the \_\_\_\_ (8) year. Some of them continue their studies in a \_\_\_\_ (9) or in a \_\_\_\_ (10) and some start work to earn a living.

I'm looking forward to hearing from you.

Yours,  
Becky

② An American pen-friend of yours has asked you for information about how the Algerian pre-university educational system works. Reply to him/her. Include a diagram. Present your letter to the class for discussion.

**Advertising a monument**

Look at the picture and the fact sheet below. Fill in the blanks and write an advert about the Royal Mauretanian Mausoleum using the fact sheet you have completed.

**FACT SHEET: The Royal Mauretanian Mausoleum**

**Location:** \_\_\_\_\_

**Shape:** \_\_\_\_\_

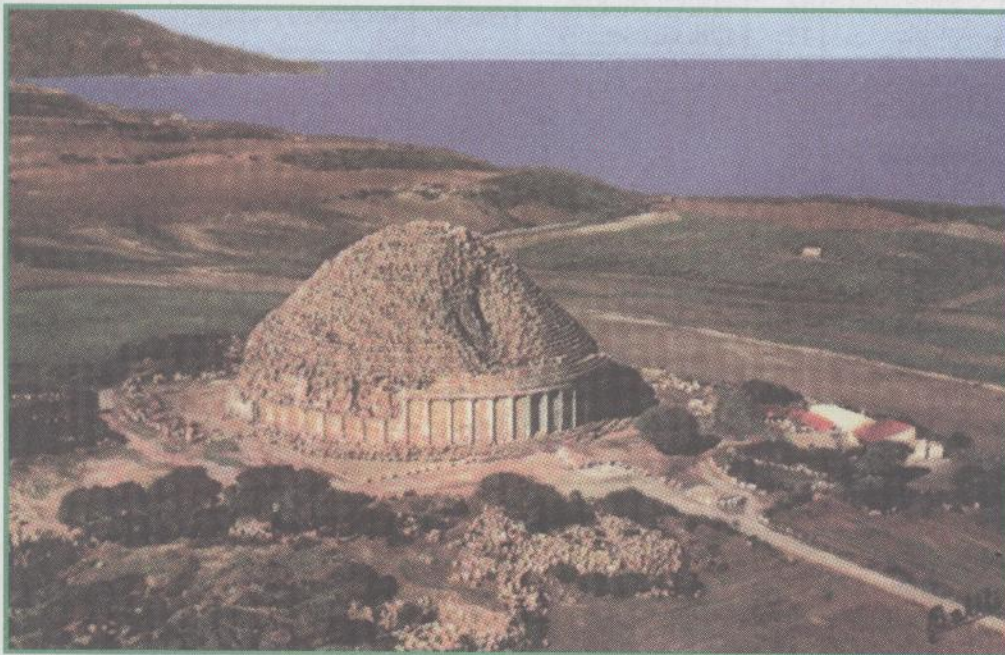
**Base circumference:** 185.5 metres

**Diameter:** 60.9 metres

**Height:** \_\_\_\_\_

**Sustaining columns:** 60

**Doors:** \_\_\_\_\_



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## RESEARCH AND REPORT

### Make a fact file about India

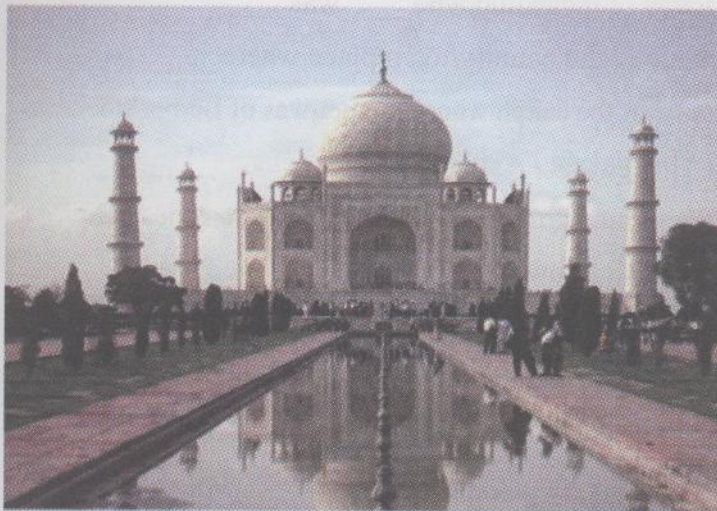
Area: \_\_\_\_\_  
Bordering countries: \_\_\_\_\_  
Official languages: \_\_\_\_\_  
National languages: \_\_\_\_\_  
Religions: \_\_\_\_\_  
Capital city: \_\_\_\_\_  
Main towns: \_\_\_\_\_  
Currency: \_\_\_\_\_  
Monuments: \_\_\_\_\_  
Representational animals: \_\_\_\_\_  
Famous Indian leaders: \_\_\_\_\_



### From the British Raj to \_\_\_\_?

Carry out an Internet search and make a short history file about India, Pakistan and Bangladesh. Summarize your search in a ten-line paragraph using used to whenever necessary.

What do you know about this monument. Write a short presentation for tourists using relative pronouns and the Past Simple.



④ Imagine you are a TV quiz show presenter. Do an internet search about **Harun al-Rashid**.

**Name:** Harun Al-Rashid  
**Date and place of birth:** Feb 766 / Baghdad  
**Father:** \_\_\_\_\_  
**Mother:** of Berber stock  
**Occupation:** Caliph (786 A. D. -809 A. D.)  
**Married:** Zubayda, his cousin 782 A. D.  
**Hobbies:** \_\_\_\_\_  
**His friends:** Khalid Al-Barmak, Fadl, Djaffar, Yahia  
**His pen-friend:** Charlemagne, King of the Franks  
gifts to Charlemagne: silk robes, elephant, chess game, watch ...  
**Dislikes:** \_\_\_\_\_  
**Hero of a famous tale :** \_\_\_\_\_  
**Habits:** walking the streets of Baghdad in disguise at night.



⑤ Group work. Use the information you have collected in exercise 4 about Harun al-Rashid to quiz your hosts.

*Example*

**TV presenter:** Can you tell me the name of the Abbasides caliph who \_\_\_?

**Host A:** The name of the caliph who \_\_\_ was \_\_\_

The name of the country/town/place where \_\_\_

The name of the caliph whose mother was of Berber stock was \_\_\_

**TV presenter:** That's right./ Actually, that's wrong. \_\_\_\_\_

**TV presenter:** It's your turn Said. Who was the Abbasides caliph \_\_\_?

**Host B:** Sorry, I don't know. /I have no idea. You tell me !

⑥ Write a short biography about Harun al-Rashid making the best use of the information in exercises 4 and 5 above. Use the semi-modal used to and relative pronouns when writing the biography.

Do you know?

Make the paragraphs in Column A more informative by inserting the information in Column B. Use appropriate relative pronouns and make the necessary changes.

Column A	Column B
<p><i>Example:</i> Haroun Al-Rachid, who ruled from 786 to 809 A.D., was the greatest caliph of the Abbasides dynasty. During his reign, Baghdad became the most famous city in the world.</p>	<p>- Haroun Al-Rachid ruled from 786 to 809.</p>
<p>The Italian Leonardo Fibonacci (1180?-1250?) introduced Arabic numerals to Western Europe. He was educated in Bejaia, on the North African coast. When he returned to Italy, he published a book of mathematics. (§1)</p> <p>The Arabs numbered many excellent physicians. Among the best known was Rhazes. His most famous book was <i>The Comprehensive Book</i>. (§2)</p>	<p>- Fibonacci was a merchant and also a learned mathematician. - His father was a commercial agent there. - He called his book of mathematics <b>The Book Of Abacus</b>. (§1) - Rhazes was an alchemist as well as a physician. - This book summed up the medical knowledge of ancient Greeks. (§2)</p>

Now carry out an Internet search about one of the following scientists and write an informative report about him using relative pronouns. Use the paragraphs in exercise 1 above as models.

Al-Kwarizmi - Alhazen of Basra - Avicenna of Bokhara - Averroes of Cordova



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## RESEARCH AND REPORT

① Make an Internet or encyclopedia search and write a fact file about Australia. You may include other items than those mentioned in the box.

### Australia

Location: \_\_\_\_\_  
 Area: \_\_\_\_\_  
 Population: \_\_\_\_\_  
 Capital city: \_\_\_\_\_  
 Main towns: \_\_\_\_\_  
 Most famous desert: \_\_\_\_\_  
 Most famous rock: \_\_\_\_\_  
 Most famous animal: \_\_\_\_\_  
 Most famous opera house \_\_\_\_\_  
 Most famous bridge: \_\_\_\_\_  
 Most famous rugby team: \_\_\_\_\_  
 Most popular water sport: \_\_\_\_\_

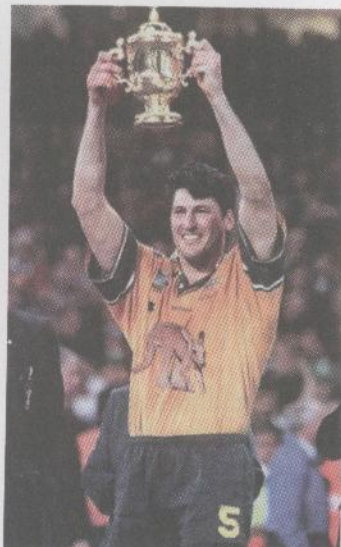
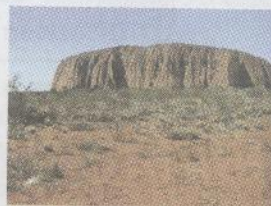


Which rugby team does he belong to ?  
(Guess from the picture on the sweatshirt.)

?

?

?



② In which of the following countries, Algeria, the USA and Australia can you find

- a. the most powerful observatory?
- b. the largest desert?
- c. the tallest tree?
- d. the biggest rock in the world?

③ Which of the following animals from Australia is the least known in Algeria: The kangaroo, the camel, the hare, the wallaby?

④ Group work. For your report, make or print-out a Guinness Book page and bring it to the classroom. Compare and discuss.

## Visit the Guinness World of Records

# The 'greatest' show on earth!

The extremes of the human world



FASTEST  
TALLEST  
DEEPEST  
LONGEST  
WEAKEST  
LOUDEST  
LIGHTEST  
SMALLEST  
HEAVIEST  
GREATEST  
YOUNGEST  
BRIGHTEST



Chris Greener is the tallest man in Britain He's 227 cm tall.

Antonio Ferreira is the smallest man in the world. He's only 75 cm tall.



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## RESEARCH AND REPORT

### ► The proof reader

① You are working as a proof reader for a pupils' magazine. Read the beginning of the story below and correct the punctuation and capitalisation mistakes.

### Joha and the pots



- 1 one day Joha borrowed a small pot from his neighbour. He didn't take it back when he finished cooking,so his neighbour visited him please may I have my small pot back He said.  
Of course, said joha. "Here you are."
- 5 joha gave the man his small pot and another tiny one.  
What's this ? asked the other man.  
your small pot had a baby while it lived in my house, answered Joha.  
The neighbour was surprised but he didn't say anything. He just took the small
- 9 pot and the tiny pote. ...
- ② **Group work.** Inquire into the end of the story by asking old relatives of yours or carrying out an Internet search. Report to the class. Compare with other groups.
- ③ **Now write the end of the Joha story above paying attention to punctuation and capitalisation.**

## RESEARCH AND REPORT

① **Pair work.** Use your knowledge in natural sciences to solve the brainteasers below. Explain to your partner the processes of transformation.

A. I didn't use to fly when I was young, but I can fly now. My name starts with the name of a food which people put on bread when they have breakfast. I used to be a caterpillar which crawled along leaves before I turned into what I am now. Guess what I am.

*butterfly*

B. My name starts with a c I used to be an egg, but I'm neither a bird, nor a fish. I have a body and a tail, covered with a hard skin. I devour people who cross rivers. So humans don't like me. Do you know me?

*crocodile*

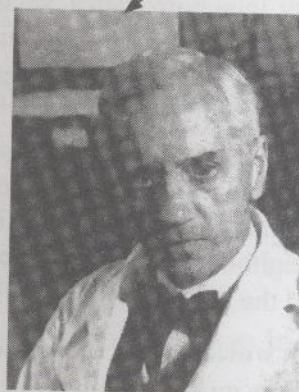
② **Find the popular legends about what each of the scientists below was doing when they made their discoveries. Then complete this report.**

Some of the greatest discoveries happen by accident. It is said that Archimedes ...

Joseph John Thomson ...

Isaac Newton...

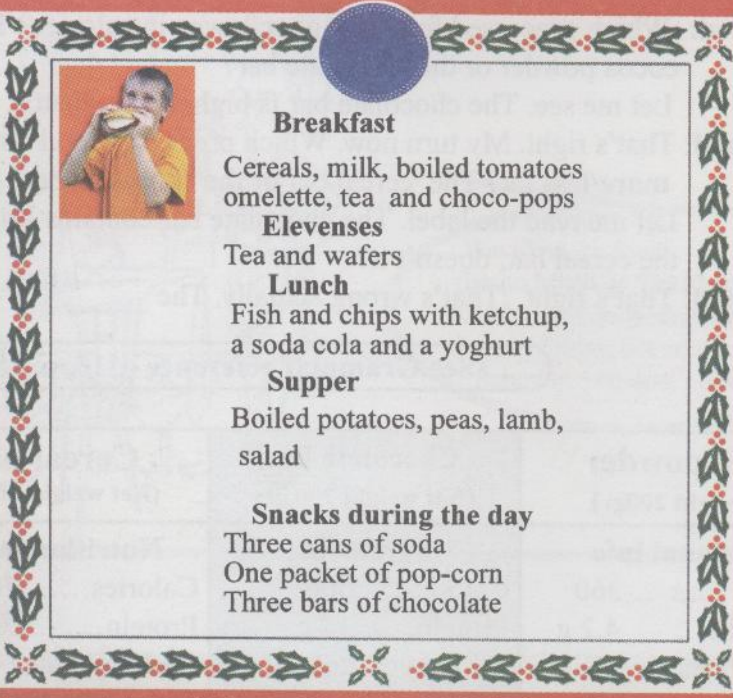
Alexander Fleming ...



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③ Read about Tony's diet on a typical day and answer the questions below.

- A. Which foods and drinks in Tony's diet contain sugar?
- B. Which foods in his diet contain fat?
- C. What do you think about Tony's diet? Is it healthy or unhealthy? Why?



**Breakfast**  
Cereals, milk, boiled tomatoes  
omelette, tea and choco-pops

**Elevenes**  
Tea and wafers

**Lunch**  
Fish and chips with ketchup,  
a soda cola and a yoghurt

**Supper**  
Boiled potatoes, peas, lamb,  
salad

**Snacks during the day**  
Three cans of soda  
One packet of pop-corn  
Three bars of chocolate

④ Write a short letter to a British friend of yours where you will inform her/him about Algerian mealtimes, meals and what these meals are made of.

*Start like this :*

Unlike the British, the Algerians have only \_\_\_\_\_ meals a day. First, they have \_\_\_\_\_ when they get up, usually at \_\_\_\_\_. It's made of \_\_\_\_\_. Next, they have \_\_\_\_\_ at around \_\_\_\_\_ etc...



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