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Investigating the Intercultural Competence Teaching via the Literary Texts to EFL Learners: 4th Year Middle School Learners as a Sample

A Dissertation Submitted to the Department of Foreign Languages in Partial   Fulfilment of the Requirements for the Master's Degree in Didactics

Submitted by: **Supervised by:**

Miss Soumia AMERANE   **Dr. BENABED Ammar**

Miss Khadidja ABID

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ABSTRACT

Along with the mastery of the grammar and vocabulary of a given language, contemporary students are also expected to acquire intercultural communicative competence (ICC). This requirement should also be reflected in EFL textbooks, which are considered to be fundamental didactic tools in FL education. With the rising interest in culture and the development of intercultural approaches in language teaching, evaluating the cultural contents in EFL textbooks is becoming a must concern. Therefore, the aim of the present study is to report the results of the investigation of intercultural component in the 4th Year Middle School textbook packages, specifically, the scrutiny of the intercultural competence teaching via the literary texts to EFL learners. The premise is that the literary texts presented in English textbooks are not sufficient for EFL learners' intercultural competence development, in which the target culture is not well-covered in the textbook under investigation yet. To verify these hypotheses, this research work attempted to offer an analysis of the textbook cultural content. Furthermore, to ensure more accurate facts, a questionnaire was done with a 20 EFL middle school teachers. The interplay of the obtained results have not only revealed that the textbook content does not offer enough literary texts to contribute in the improvement of the EFL learner' intercultural competence, but teachers themselves; claims that the cultural content, particularly, the cultural content proposed in the literary texts do not prepare appropriately learners for real-life intercultural communication situations. Consequently, it can be said that the Algerian course designers still give much importance to learners' linguistic competence at the detriment of the intercultural one.

Key words: EFL textbooks, culture and language, content analysis, intercultural competence, literary texts.

List of Abbreviationsand Acronyms

CBA: Competency Based Approach

CTA: Culture Teaching Approaches

EFL: English as a Foreign Language

ELT: English Language Teaching

FC: Foreign Culture

FCA: The Foreign-cultural Approach

FL: Foreign Language

FLT: Foreign Language Teaching

IA: The Intercultural Approach

ICC: Intercultural Communicative Competence

MA: The Multicultural Approach

MM: Mixed-method

TC: Target Culture

TCA: The Trans-cultural Approach

TEFL: Teaching English as a Foreign Language

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General Introduction

Background to the Research

There has been a growing interest in intercultural communicative competence (ICC) in English language education. In the current context of globalisation, English considered as an international language, lingua franca, and a global language that used as a means of communication in multicultural contexts. Accordingly, to interact effectively with people of different cultural backgrounds, one needs to be interculturally communicative competent. Therefore, the issue of developing the EFL learners' intercultural communicative competence (ICC) has been identified as one of the ultimate goals in the field of TEFL.

However, textbooks are regarded as one of the most important tools in the EFL teaching/learning process in which they cover both the linguistic knowledge and the culture components. In EFL context, the rationale is how to make learners aware of the target culture; they should be equipped with the knowledge of intercultural communication and the ability to use it effectively in order to bridge cultural differences. Therefore, present learners with cultural differences in EFL textbooks will help them to be interculturally aware of their own culture and the presence of otherness as well as to appreciate and respect them.

Additionally, EFL teachers play a vital role in the learners' exposer to the target culture; they function as mediators in which they provide learners with language and intercultural knowledge e.g. exposing them to a wide range of authentic texts and sources (oral, written, and visual) about language and different cultures. Therefore, alongside with learners, teachers also should be aware and well informed about the different cultural aspects of the other in order to offer the chance for their learners to reflect, understand and respect other cultural identities.

Statement of the Problem

After the new educational reforms, the national EFL curriculum based on developing competency rather than only knowledge; where both textbooks and teachers' guide are radically changed in all levels in order to learn/teach a language without falling into the trap of losing one's identity and acculturation. Thus, accepting others' cultural differences is

extremely important in modern globalized world, in which developing EFL learners' intercultural competence should be considered as a target at all levels of education.

Furthermore, one of the current learning goals is to train EFL learners to build intercultural communication with individuals coming from multiple cultural settings. In fact, the main motive to this research promotion is to point out the state of the intercultural competence teaching in relation to teachers and EFL textbook.

Particularly, this study aims at investigating the intercultural competence teaching via the literary texts to the fourth year middle school EFL learners. The premise is that culture is rarely dealt with in most EFL classrooms at middle schools. Besides, the intercultural content is insufficient to give learners the opportunity to reflect on their native culture as well as the target one. Yet, the intercultural perspective to culture teaching in EFL classrooms is disregarded by both textbooks and teachers as well.

Research Questions

On this basis, three research questions are put forward as the initial methodological onset:

1. Is the intercultural competence sufficiently taken into consideration by the textbooks designers as regards middle school EFL learners?

2. Are Teachers satisfied with the cultural content suggested in the textbook?

3. To what extent do the suggested literary texts suffice for EFL learners' intercultural competence development?

Hypotheses

To answer the above questions, the formulation of the hypotheses below has been set

1. The English textbook designers included some cultural aspects about the native culture and the target one.

2. EFL teachers appear to be unsatisfied with the cultural content represented in the textbook.

3. The literary text contents represent a sure tool for EFL learners' effective intercultural communication if appropriately deigned and selected.

Research Methodology and Research Tools

The choice of the method is totally determined and dependent on the nature of the topic, nature of the data, and the aim of the research and the sample to be investigated. Concerning

this study the most suitable method is the descriptive method; which in addition to the content analysis, will use the questionnaire description to provide data about population and describe the textbook cultural content.As for the sample population it is made up of 20 middle school teachers of English.

The textbook is a key means in the process of language teaching/learning; the cultural content is analysed in order to check if the the literary texts presented in fourth year textbooks are sufficient for developing EFL learners' intercultural competence or not. Consequently, knowing if the intercultural competence sufficiently taken into consideration by the designers of the manual scholar of English at the Algerian college. While, the questionnaire will examine teachers' views concerning the role of culture in language teaching contexts, the extent to which they are aware of the inseparability of language and culture and thus, the necessity of including intercultural features, and the techniques they use in creating the suitable intercultural environment in their classrooms.

The current research based on the 'mixed methods' in which the combination of the quantitative and qualitative approaches will maximize the chance of collecting more reliable data. Thus the teachers, as having the assessment task inside the EFL classrooms, are concerned with a questionnaire. Furthermore, the textbook as the studied case, is evaluated to gain a deep insight about the intercultural knowledge and activities. The facts collected by these instruments are qualitatively and quantitatively analysed in order to add further accuracy.

Relevance/significance of the Study

The present study deals with the importance of including culture in any course designed for teaching English language. Culture integration is a prerequisite for the development of the learners' intercultural communicative competence. Nowadays, the latter has proved to be extremely significant in the globalized world. Accordingly, there are several aspects that this study addresses, thus, making it significant for the following concerns:

First, in the light of globalization, there is an increasing movement of people's ideas and cultures. This leads to the fact that EFL learners need to be highly competent when interact with others who are culturally different. For this sake, one of the main aims of this research is to investigate the development of intercultural competence in the Algerian EFL classrooms at the middle-level.

Second, it seeks to provide some working recommendations for EFL teaching/learning as how to make EFL learners aware of the target culture and become competent in the use of

language for effective intercultural communication. Teaching the cultural features would arouse the learners' curiosity which increase their interest and motivation to learn the target language; it will make the process of English learning more authentic.

Structure of the Study

The present dissertation is divided into two major parts; a theoretical part which made up of two chapters and an empirical part made up of one chapter; split up into two sections. For the organization of this research, the content of this research work comes as follows:

The first chapter deals with the literature review. It is a theoretical background for the sake of introducing this issue. The researcher will provide some definitions for both culture and language and review the relation between these two concepts; the historical overview of culture teaching, its approaches, and the status of foreign language teaching. Furthermore, interculturality has been given an equal review through defining the intercultural competence, its key components, then the introduction of the intercultural communicative competence, it also discusses one of the most influential models of intercultural communicative competence: Byram's model.

Chapter two "Context of the Research ELT in Algeria: A Situation Analysis" is more specifically concerned with the ELT current situation in Algeria. The most interesting point to be referred to is the educational reforms, the ELT share from these reforms, the adoption of competency-based approach, and the EFL in Algerian middle schools: the fourth year syllabus, the textbook design and cultural content is subjected to a detailed description and scrutiny, then, the relationship of literary texts with culture, literature and EFL teaching, and potential value of using literary texts in IC development.

The third chapter, split up into two sections. The first section is devoted to an overall research design, case study approach, quantitative and qualitative research, sampling technique. It also expounds the nature of instruments used in the research, the profiles of the sample population. Additionally, it deals with content analysis and the followed procedures. Along with gathering the necessary data, the second section in chapter three is devoted totally to the data analysisprocedures, the discussion and interpretation of the results. It pertains to the possible suggestions and recommendations that can help improving English learning from intercultural perspective; It is suggested a pattern which governs the intercultural pedagogy.

Chapter One

Literature Review

Key-Terms Definition and Conceptualization

CHAPTER ONE
LITERATURE REVIEW
KEY-TERMS DEFINITION AND CONCEPTUALIZATION

Introduction

Interculturality as an approach to language teaching and learning has gained ascendency in the field of Education, which has currently seen a growing emphasis for keeping the cultural attributes inseparable from the linguistic knowledge. Hence, language and culture go hand in hand and this relation has long been a subject matter in the history of foreign language teaching and learning. Many scholars as: "Kramsch and Byram" reiterate that without culture, foreign language teaching remains inadequate and incomplete .For this reason culture is a peculiar feature of human beings which is deeply embedded in language. Foreign language learning seems aimless if the students do not possess enough knowledge about the way of life of the people who speak the target language. Therefore, besides acquiring linguistic ability, the learners should also develop their cultural knowledge as well.

The present chapter offers a theoretical foundation that is related to the frame of our research. There is a special review devoted to foreign language education .it is devoted to elucidate the concept of culture. It tries to highlight the relationship between culture and foreign language teaching. Accordingly, it will trace the history of culture teaching, the common approaches to teaching it in foreign language classrooms as well as culture in EFL textbooks. It is also devoted to give an overview about intercultural competence and its components. It also deals with intercultural communicative competence which was coined by Byram, one of the main scholars in the field of the cultural research.

I.1 Culture

I.1.1 Culture Definition

Culture is a notoriously difficult term to define that may have different meanings for various researchers and professionals alike. When discussing the concept of culture, Fred Dervin claims that "Many scholars have tried, unsatisfactorily, to define it" (2012: 182). This means that the concept of culture interferes with several issues. Culture is something constantly changing. According to Dervin (2012), culture is something constantly changing, so all cultures change through time and no culture is static. However, most cultures are basically conservative in that they tend to resist change.

Prominent researchers in this field, such Edward Tylor defines culture as: "complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and

habits acquired by man as a member of society." (1871: 01). Similarly, Kramsch (1998) explains culture to be a "membership in a discourse community that shares a common social space and history, and a common system of standards for perceiving, believing, evaluating and acting." (1998: 127). Thus, there is a set of standards and principles through which the individuals recognize themselves as members of a social group, living within the same area and sharing the same history as well as concepts, meanings and values.

Generally speaking culture is usually divided into two major categories: culture with capital "C"; which includes literature and arts, and culture with small "c" and this involves attitudes, values, beliefs, and everyday lifestyles. (Richards & Schmidt, 2002: 138).

I.1.2 Language and Culture

Language and culture are closely connected (intertwined), in order to examine this interrelatedness it is important to distinguish between language and culture in the generic and differential sense, Karen (2006: 2-5) defines the generic and differential level as:

> *... In the generic sense, we are dealing with language and culture as phenomena shared by all humanity (often referred to as langage (fr) and 'culture-in-general' respectively). The generic sense comes in two forms: a psychological/cognitive one and a social one ... At the generic level, it makes no sense to say that language and culture can be separated ... At the differential level, one has to distinguish between a general and a specific level; the theoretical concepts of foreign language, child language and written language belong to the general level. General theoretical issues of language spread as a phenomena belong to the general level, while issues such as the spread of the English language belong to the specific level. (Karen, 2006:2-5, Language and Culture)*

In other words, it is difficult to distinguish between language and culture without differentiating clearly between the generic and the differential level, Karen (2006:5) has encountered Lévi-Strauss, who in connection with a conference for anthropologists and linguists in Indiana in 1952 wrote:

> *Initially, the interest has been with the relationship between one language and one well-defined culture ... the question asked is no longer that of the relationship between one language and one culture but rather between language and culture in general.* (As cited in Karen, 2006: 5)

Furthermore, language and culture are highly interrelated where language cannot be studied without incorporating its culture; similarly, culture cannot be studied in isolation from the

language. The dynamic relationship between language and culture could be summarized in three points:

1. Language promotes culture beliefs, values and norms transmission. Sapir (1970) stated that *"it is not possible to understand even a simple poem without understanding culture, the whole life of the community and its overtones."* (cited in Kenji Kitao. 1991: 286).

2. Language is an important part of culture and could not be separated from it. Because without culture, languages are considered as meaningless symbols or symbols that learners attached the wrong way.

3. Language carriers and reflects culture (i.e., through language, the different elements of culture expressed). For example learners explore their own interests within the context of the target culture.

However, foreign language educators recognized the necessity of the TC by the 1960s. For them, to improve the learner's intercultural communicative competence (ICC) is to know how to teach the foreign culture. Accordingly, in order to achieve this goal especially in today's globalized society, learners should have got the opportunity to develop knowledge of living conditions, religion, social issues, history and the cultural features in different contexts. Seelye (1968: 43) argued that:

> *Since the basic aim of a language class is to have the students learn to communicate in the foreign language, it is obvious that if fairly common emotions and thoughts cannot be understood part from their cultural referents, then these referents must be taught in the language classroom, and that some interesting examples of difficulties in cross-cultural communication that arise from ignorance of the target culture are recounted in several articles. (as cited in Kenji Kitao. 1991: 289)*

Thus, to demonstrate an international communication, learners have to understand the language, the cultural aspects and the cultural backgrounds of speakers of that language.

I.1.3 A Historical Overview of Culture Teaching

Over the past several decades, culture owed the substantial place in EFL classes. According to Reinhardt (1928), *"before the 1960s, professional inquiry into culture teaching in textbooks in the USA was extremely rare. For example, only one textbook analysis study appeared in The Modern Language Journal before 1960s."* (as cited in Carol A. Chapelle, 2016: 5). Risager (2007) provides an overview of foreign culture teaching in her recent work, which

systematically noted the relation of language and culture and the influences they have toward the position of FC teaching (as cited in Hsin, C. 2008: 4). The view of 'culture' has been developed over these years.

I.1.3.1. Culture Teaching Perception throughout the 1960s

In the 1960s readings, Fischer (1967) said: *"language is such a primary content for language teachers that curriculum design and learning objectives are informed by language learning goals first and culture second."* (as cited in Meadows, 2016, para. 6).The main premise of this period is that we cannot go about teaching a foreign language without at least offering some insights into its speakers' culture.

Culture pedagogy started in the USA with Lado's (1957), Brooks' (1964) and Nostrand's work (1997). In Lado's Linguistic across cultures (1957), it is suggested that units of two cultures could be compared from three levels: 'form' (a cultural phenomenon or action), 'meanings' (what the phenomenon means to the people in that culture) and 'distribution' (on what occasions does the phenomenon happen). Two cultures are said to reflect the same phenomenon when the phenomenon is the same all through the three levels (as cited in Golshan, M., &Ranjbar, 2017: 61). In this period, both Brooks and Nostrand defined culture in language teaching as *'the way of life of a people'*. Brooks (1964) has culture-anthropology oriented culture pedagogy. He suggests *"formal vs. deep"* culture later developed as Capital C (refers to human achievement, such as, art, literature, technology…) and little c (refers to those associated with human daily life) (as cited in García, S. M. E. 2001: 301). However, According to Nostrand's model, *"the goals for culture learning go beyond identifying key aspects of culture to include procedural knowledge that would enable students to observe and analyze cultural elements and patterns."* (As cited in Hsin, C., 2008: 5).

This emergent model provides an inventory for analyzing, categorizing a culture, and developing a comprehensive classification category for intercultural communication and understanding. Thus, the Culture subsystem (Values, Traits, and World Picture.) supposed to determine the organization and content of the cultural syllabus, and that culture teaching revolves around the idea of acculturation by exposure to these concepts.

I.1.3.2. Culture Teaching Perception throughout 1970s

In the 1970s, many American foreign language teachers became aware of the distinction between what was called large "C" and small "c" culture (Carol A. Chapelle, 2016: 5).Culture

teaching was based on native speaker's way of life and the target language. Holmes and Brown (1976) recognize that *"there is inherent variation within any single culture, but argue that the focus of culture teaching is on native expectations and norms in the most general contexts."* (As cited in Meadows, B. 2016: 11). As a result, the role of culture in the foreign language curriculum was enhanced, because the emphasis on sociolinguistics led to greater emphasis on the situational context of the foreign language.

I.1.3.3. Culture Teaching Perception throughout 1980s

In the 1980s, two new lines of discussion emerged. The first is a shift in how authors such as Strasheim (1981) consider culture teaching as: *"preparing students for participation in unfamiliar cultural settings ... which cannot always be pre-determined (i.e., culture-general).* This is in contrast with previous visions in which *"the goal of culture teaching is to prepare students for particular culture settings ...which are pre-determined (i.e., culture-specific)"* (as cited in Meadows, B. 2016: para. 12). That can be characterized as a transition from culture-specific to culture-general. However, the second emerging discussion, in the same period, continues into the present day *"which is the question of whose cultural experiences should serve as the model for ELT culture teaching."* (Alptekin&Alptekin, 1984; Kachru, 1982).

Authors promote specific materials and techniques (such as the culture capsule, culture assimilator, critical incidents, role-plays, and quizzes) for culture teaching. Hence, textbooks are the main materials used in language classes, which can be the major source of cultural elements besides providing linguistic and topical contents. According to Damen (2003):

> *Early textbook cultural content also often overemphasized innocuous similarities or differences between the target culture and the native culture of the learner. In many cases the only cultural information provided was relegated to a series of neat little boxes at the end of a lesson.(Dale L. & R. Michael Paige, 2003: 74)*

In this period, scholars begin to delve into the dynamics of culture and its vital contribution to successful language learning.Culture should be taught as an interpersonal process and, rather than presenting cultural facts, teachers should assist language learners in coming to grips with the other culture.

I.1.3.4. Culture Teaching Perception throughout the 1990s

In the 1990s, teaching foreign language based on the idea that the linguistic system should be taught along with teaching the target culture aspects. Tseng puts it as follows: *"success in*

language learning is conditional upon the acquisition of cultural knowledge: language learners acquire cultural background knowledge in order to communicate, and to increase their comprehension in the target language."(2002: 13). From that time on, culture started to be felt necessary and important in the making of pertinent syllabi and the design of successful language courses. However, there was a real recognition of the inseparability of language and culture and the great importance of culture integration in FLT curricula by focusing on new issues like the most useful ways of assessing and evaluating learners' cultural competence.

Scholars assert that the cultural knowledge must be always embedded, integrated into language teaching/learning context. However, when writing or talking about "teaching culture," theoreticians and practitioners often restrict themselves to the specific culture of the target language. Byram (1989a, 1991, 1997a), in his model of culture learning in FL classroom, integrated learners' native cultures and languages by either using learners' mother tongue as a medium to study FC or integrate language and culture by using the FL. Where four elements are included: Language Learning, Language Awareness, Cultural Awareness, and Cultural Experience (as cited in Hsin, C. 2008: 8-9).

The discussion of cultural contents in EFL instruction needs to consider the influence of globalization because it raises the problem of what culture to be taught and whose culture is the target one. Swidersky (1993) assert that *"language learning is the starting point, but culture-learning is the ultimate aim in becoming a 'global citizen' in today's world."* (as cited in Romanowski, P., & Bandura, E., 2019: 6).In other words, teaching culture has not always been as important as it is today. Its importance increases along with the changes in the world, such as globalization and multiculturalism.

I.1.4 Culture in Foreign Language Teaching

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I.1.4.1 Culture and FLT Objectives

In the dyad 'language-culture' language is not a bundle of arbitrary linguistic forms applied to a cultural reality that can be found outside of the language, in the real world. Indeed, without linguistic context and other symbolic systems such as habits, beliefs, institutions and monuments that people name culture would be mainly visible facts, rather than cultural phenomena. In order to become a culture, it must have significance. It is this significance that humans assign to different things.

Different from the linguistic system which is mainly concerned with the study of the syntactical rules of the language, language-in-context is regarded as a coherent symbolic system of the making of the meaning.

Teaching culture remains a hotly debate matter in EFL classes around the world. In fact, the debates involve school curricula, foreign language teachers and learners. Generally speaking, the school accredited curricula portray scrupulously lessons contents to be instructed. Within the advent of the communicative approach which has a direct influence on the teaching of English as a foreign language, the linguistic pedagogy focused on communicative competence and the acquisition of the interactive skills is much different from previous implemented literary pedagogy focused on analysis, interpretation and translation of from mother tongue to foreign language and vice versa. Since then, culture and language learning become inseparable, there can be no question as to whether culture should be taught or not. Culture teaching is an integral and additive part of language instruction. Learners need to learn the language within its culture because it motivates them by increasing their interest. It also helps them especially with the foreign culture by providing information and skills needed for adequate communication. Culture is a very wide concept, the decision is difficult for language teachers to include the culture in their language programs

at each level of instruction, so language teaching requires the inclusion of culture in the syllabus because it leads to several goals, where Nostrand (1970), Lafayette & Schulz (1975) and Seelye (1974) submit some goals. Nostrand (1970) defines the goals of culture teaching that are helpful to decide what to teach, when and how (as cited in Lafayette and Schulz, 1997, p.578-579). Then, he states a set of goals for cultural instruction:

- *"The ability to react appropriately in a social situation.*
- *The ability to describe, or ascribe to a proper part of the population a pattern in the culture of social behaviour.*
- *The ability to recognize a pattern when it is illustrated.*
- *The ability to "explain" a pattern.*
- *The ability to predict how a pattern is likely to apply in a given situation.*
- *The ability to describe or manifest an attitude important for making one acceptable in the foreign society.*
- *The ability to evaluate the form of a statement concerning a culture pattern.*
- *The ability to describe or demonstrate defensible methods of analyzing a socio-cultural whole.*
- *The ability to identify basic human purposes that make significant the understanding which is being taught." (1997, p.578-579)*

Later, in the 70s Seelye outlines these goals and modifies them into seven goals for cultural instruction. Seelye (1974) claims that if cultural activities in the classroom are to be determined, they should in some way relate to one of the seven goals (Seelye 1984: 49-58):

- *The sense, or functionality, of culturally conditioned behaviour.*
- *The interaction of language and social variables.*
- *Conventional behaviour in common situations.*
- *Cultural connotations of words and phrases.*
- *Evaluating statements about a society.*
- *Researching another culture.*
- *Attitudes toward other cultures.*

The different goals of cultural instruction, described above, sum up the underpinning reasons behind the integration of the cultural aspects in the teaching/learning process. To be purposeful and beneficial, classroom activities should relate in a reasonable way to one of them. Undoubtedly, the language classroom is not sufficient to develop all of these goals. Therefore, Lafayette and Schulz (1975) suggest three fundamental goals for teaching culture in the EFL classroom:knowledge, understanding and behavior. The first goal focuses on

factual information about the selected patterns of the target culture; the ability to recognize cultural information or patterns. The second goal is about developing learners comprehension and analysis of the cultural facts in context; the ability to explain cultural information or patterns. The final goal refers to the behavioral skills that enable learners act appropriately in real situations; the ability to use cultural information or patterns (as cited in Shilpa, M.A. 2012: 5). In other words, these cognitive objectives aim at developing the learner's knowledge and awareness about the target culture. Thus, doing s it aims at making them more conscious of the cultural variations and its influence on the target language use.

The three goals adverted above are cognitive objectives which aim at enabling the learners to evolve the awareness and the wide knowledge about the target culture, understanding the values of the target culture and make differences between the two cultures to make them more competent users of the language.

Building on these goals, Seelye proposes six instructional goals lies to the way teachers relate their favourite units to a cultural goal to develop skills required for intercultural competence:

a) ***Goal 1-lnterest:*** *The student shows curiosity about another culture (or another segment or subculture of one's own culture) and empathy toward its members.*

b) ***Goal 2-Who?:*** *The student recognizes that role expectations and other social variables such as age, sex, social class, religion, ethnicity, and place of residence affect the way people speak and behave.*

c) ***Goal 3-What?:*** *The student realizes that effective communication requires discovering the culturally conditioned images that are evoked in the minds of people when they think, act, and react to the world around them.*

d) ***Goal 4 -Where and When?:*** *The student recognizes that situational variables and convention shape behavior in important ways.*

e) ***Goal 5-Why?:*** *The student understands that people generally act the way they do because they are using options their society allows for satisfying basic physical and psychological needs, and that cultural patterns are interrelated and tend mutually to support need satisfaction.*

f) ***Goal 6-Exploration:*** *The student can evaluate a generalization about the target culture in terms of the amount of evidence substantiating it, and has the skills needed to locate and organize information about the target culture from the library, the mass media, people, and personal observation.(1993: 31)*

The aforementioned goals involve attitudes and skills that must be fostered in designing a language curriculum; to suit the goal of facilitating intercultural communication and understanding. Thus, each of these goals of cultural instruction becomes an integral part of any program aimed at the goal of enhancing and facilitating intercultural communication.

I.2. Culture Teaching Approaches (CTA)

The discussion of culture teaching (henceforth CT) in the foreign language instruction can be divided into two areas: the CT as part of the FL instruction and bicultural/bilingual education. In culture teaching history a number of distinct approaches can be noticed. Generally, these approaches varied in terms of how culture exposed to the second/foreign language learners. However, some of them concentrate only on the culture of the country whose language is studied. While the recent approaches show that learning a language should not just involve the target language culture (TLC) but also include the intercultural competence framework, where learners can acquire skills that enable them to explore cultural complexity and enhance cultural understanding by take into consideration the learners' native culture. The following are the most common approaches to culture teaching and learning:

I.2.1.The Foreign-cultural Approach (FCA)

The foreign-cultural approach (henceforth FCA) is also called the Mono-Cultural Approach. In this approach, the focus is on the target culture. In other words, the emphasis is put only on the target countries where the language is spoken by dealing with the foreign culture without taking into consideration the learners' culture or the differences and similarities between the two. Kramsch (1996: 51) write, *"in order to learn a foreign language we must first learn how to construct new representation of other cultures, and in the process, we must also learn how to revise our representation of our culture."* (cited in Navarro, C. M.2009: 36). Thus, it is difficult for learners to reflect on their own and the FC because the factual information provided by the FCA does not consider the understanding of their own culture. According to Carlile, O. and Jordan, A., in this approach the teacher's perspectives and creativity of the cultural implication in the different educational setting, should:

- *Draw on the rich variety of creative expressions from the culture;*
- *Provide examples and models of creative processes in the society;*
- *Cite examples drawn from alternative or countercultures;*
- *Consider how cultural constraints can be used for creative opportunities;*

- *Recognize 'small c' examples of creativity form within the culture;*

- *Use examples of creative mistakes and risk-taking from the culture;*

- *Explore disciplinary subcultures;*

- *Provide opportunities for interdisciplinary work. (2012: 76)*

To sum up, this view of the CT is based on the concept of the single culture that it has been criticized because it does not consider learner's own knowledge, beliefs and values which are known nowadays as the fundamental features for successful communication with people of the other culture. In addition, the lack of comparison between cultures led to the emergence of the intercultural approach.

I.2.2.The Intercultural Approach (IA)

Since 1980's, language teaching has drastically been influenced by the intercultural perspective. It is based on the concept of comparison. The Intercultural Approach (henceforth IA) deals with the target culture and the learners' one by providing a double perspective that encourages learners to reflect on the origins and values associated with cultural artefacts, and to make explicit comparisons with arts in their own culture. Corbett, J. maintains that:

> *as learners come to a deeper understanding of how the target language is used to achieve the explicit and implicit cultural goals of the foreign language community, they should be prompted to reflect on the way in which their own language and community functions. The intercultural learner ultimately serves as a mediator between different social groups that use different languages and language varieties. (2003: 2)*

However, the aim is to develop learners' intercultural communicative competences, which would enable them to function as mediators between the two cultures. *"The intercultural communicative competence includes the ability to understand the language and behavior of the target community, and explain it to members of the 'home' community - and vice versa."* (Corbett, J. 2003: 2). Though the central focus of this approach is the target culture, implementing the IA is a challenging, demanding task for the language teacher, so both teachers and learners should pay attention to and respect the home culture where the learning materials have to incorporate aspects of the home culture. According to Corbett, J., learners should have the opportunity to:

- *Appreciate the similarities and differences between their own culture and cultures of the communities/countries where the target language is spoken;*

- *Identify with the experience and perspective of people in the countries and communities where the target language is spoken;*
- *Use this knowledge to develop a more objective view of their own customs and ways of thinking. (2003: 3)*

In other words, through comparison, learners discover both similarities and differences of their own and other cultures which develop their knowledge, understanding and acceptance (i.e., the intercultural education leads to the acceptance of values, beliefs, and behavior that may conflict with one's own). The key goal of an IA to language education is not so much native speaker competence but rather an intercultural communicative competence. However, the IA is ineffective according to Risager (1998: 246) because it is *"blind to the actual multicultural character of almost all existing countries or states."* Thus, the multicultural education seems to be meeting the culture teaching goals for the reason that it covers/encounters the culture diversities and raise the cross-cultural awareness for a successful communication.

I.2.3.The Multicultural Approach (MA)

While the intercultural dimension biased on comparison for a better understanding of native and other cultures, the basic idea behind the multicultural approach is that several cultures coexist within one culture. Thus, in addition to the relation between the learners and the target country/countries culture, this approach focuses more on the cultural and linguistic diversity. Wilma Robles de Melendez, & Verna Ostertag Beck (2009: 220) assert that *"the multicultural education approach is biased on the importance and value of cultural pluralism…"* The MA influences the perception and performance of the teacher in the educational context. Carlile, O., & Jordan, A. assert that to cover the most of their classroom's cultural diversity, teachers should:

- *Learn as much as possible about students' cultural backgrounds;*
- *Encourage students from diverse cultural backgrounds to present creative products or model creative processes;*
- *Recognize and celebrate cultural rituals, holidays and forms of expression;*
- *Create project teams and group work from different cultures;*
- *Encourage creative collaborative work both inside and outside the classroom;*
- *Merge and synthesize creative contributions from different cultures;*

- *Illustrate multicultural connections and social networking tools to support creative self-efficacy by providing training and motivation. (2012: 77)*

In short, the MA, especially in classes consisting of learners from different cultural backgrounds, also aims at raising the learners' reflective attitudes and developing their intercultural communicative competence (ICC), but by enabling them to use the target language as a lingua-franca, i.e., a language that is adopted as a common language among speakers whose native languages are different.

I.2.4.The Trans-cultural Approach (TCA)

This approach emphasizes the principle that cultures are closely interwoven due to the mass communication, migration and globalization. The trans-cultural approach (TCA) considers the foreign language as an international language for the reason that the foreign languages are used as lingua-franca. Therefore, its main aim is to prepare learners to interact in international-intercultural communication settings. So, it is not necessary to associate the foreign language to any specific culture. In addition to neglecting the relationship between language and culture, the TCA was criticized by Byram (1997: 55) who asserts that "*although it is possible to introduce topics which are of universal significance in all cultures, such an approach leaves learners without topics which are characteristics of a particular country … which characterize its uniqueness for the language learner.*" (cited in Abbaspour, E., Nia, M. R., &Zare, J. 2012: 22).

I.3. Intercultural Competence

For the sake of understanding intercultural competence, three terms are to be identified, including the concepts of identity, culture, intercultural encounter and competence.

The first necessary set of key concepts is **identity** which is the fact or state as the same one as described. Huber, J. and Reynolds, C. (2014: 13) identify it as: *''the term identity denotes a person's sense of who they are and the self☐descriptions to which they attribute significance and value.''(2014: 13).* In fact, a person's identity refers to the totality of his own interpretation, in which way he builds himself in the present expresses the continuity between the way he sees himself as he was in the past and the way he understands himself as he aspires to be in the future.

The second one is **culture**. Being a polysemous term, it is too difficult to define because it changes over time, while UNESCO defines culture in this way:

> *Culture is that set of distinctive spiritual, material, intellectual and emotional features of a society or social group, encompassing all the ways of being in that society; at a minimum, including art and literature, lifestyles, ways of living together, value systems, traditions, and beliefs (UNESCO, 1982 and 2001). As cited in UNESCO (2013:10)*

Culture is a set of practices shared by members of a group that distinguishes them from other groups, so that each culture becomes clearer when compared to another, and this distinction creates many cultures.

The third term is **the intercultural encounter** which occurs whenever there is an interaction with a member of a different community whose ways of thinking are quite distinct from your own. As Huber says *"is an encounter with another person (or group of people) who is perceived to have different cultural affiliations from oneself. Such encounters may take place either face☐to☐face or virtually through, for example, social or communications media."* *(2014: 16)*.

Intercultural encounter can be an experience between people or individuals from different countries or in the same country, who differ from each other because of their lifestyle, gender, age, social class or linguistic, ethnic, religious and cultural backgrounds. There are diverse ways in which the last term '**competence'** is the ability to do something efficiently and successfully. Therefore, in this book, *''the competence will be viewed as an integrated mix of knowledge, personal characteristics and skills that together can lead to effective performance."*Alex Mateev(2017: 07). Briefly, it is the ability to apply knowledge and skills in a successful act in solving different problems.

I.3.1. Intercultural Competence Definition

Within the broad field of international language teaching, it is necessary to include the intercultural dimension in ELT programs.This makes intercultural competence an integral part of educational programs. UNESCO's 2013 publication entitled Intercultural Competencies: Conceptual and Operational Framework in a report defines intercultural competence as:

> *Having adequate relevant knowledge about particular cultures, as well as general knowledge about the sorts of issues arising when members of different cultures interact, holding receptive attitudes that encourage establishing and maintaining contact with diverse others, as well as having the skills required to draw upon both knowledge and attitudes when interacting with others from different cultures. (UNESCO. 2013:16)*

In short, intercultural competence is to be the ability to communicate effectively and appropriately with people from other cultures. It promotes understanding and awareness of one's own and others' cultures, to respect and respond to people who have different cultural affiliations communicating with them. Deardorff (2004: 194) formulates the following broad definition of intercultural competence: *''the ability to communicate effectively and appropriately in intercultural situations based on one's inter-cultural knowledge, skills and attitudes.''* (as cited in [Jane Jackson](#), 2014: 309).

Attitudes, Knowledge and Skills are the main components to understand oneself and one's own multiple cultural affiliations through intercultural encounters and respond appropriately, effectively and respectfully when interacting and communicating with others to establish positive and constructive relationships with them.

I.3.3.The Components of Intercultural Competence

Constituent elements of intercultural competence Adapted from Deardorff (2006). (as cited in Deardorff, D. K. 2009: 13).

I.3.3.1. Attitudes

We need to take a positive attitude towards learning something, so respect: seeking out other cultures' attributes; value cultural diversity; thinking comparatively and without prejudice, openness: suspending criticism of other cultures; investing in collecting 'evidence' of cultural difference; being disposed to be proven wrong and curiosity: seeking out intercultural interactions, viewing difference as a learning opportunity, being aware of one's own ignorance. Byram, Nichols and Stevens (2001:05) define it as *''the curiosity and openness to suspend disbelief about other cultures and belief about one's own''.* Positive attitudes can enhance cultural pluralism and cultural sensitivity.

I.3.3.2. Knowledge

This means that the intercultural mediator should have solid knowledge which is pertained with a variety of aspects such as the social groups, minorities and characters of others; knowledge of beliefs, values, practices, sociocultural aspect of language and the most important is the communicative awareness (the verbal and the non-verbal) communicative norms and codes Byram, Nichols and Stevens say:

Knowledge (savoirs): of social groups and their products and practices in one's own and in one's interlocutor's country and of the general processes of societal and individual interaction. So, knowledge can be defined as having two major components: knowledge of social processes ; and knowledge of illustrations of those processes and products; the latter includes knowledge of how other people see oneself as well as some knowledge about other people. (2001: 6)

a) Culture specific knowledge: having insight by analyzing and explaining basic information about other cultures such as: history, values, politics, economics, communication styles, values, beliefs and practices.

b) Sociolinguistic awareness: learning basic local language skills, articulating differences in verbal/ non-verbal communication and adjusting one's speech for the sake of accommodation from other cultures.

c) Cultural self- awareness: the individual's ability and articulating how culture has shaped one's identity and world view.

Thus, knowledge serves as the main component to be interculturally competent in the realm of foreign language education.

I.3.3.3. Skills

Teachers concentrate more on skills upon knowledge:

a) Listening, observing, and evaluating: using patience and perseverance to identify and minimize ethnocentrism, seek out cultural clues and meaning.

b) Analyzing, interpreting and relating: seeking out linkages, causality and relationships using comparative techniques of analysis.

c) Critical thinking: viewing and interpreting the world from other cultures' point of view and identifying one's own.

Moreover, the intercultural competence should be positively engaged in foreign language education, so Huber and Reynolds (2014: 20) state a list of **skills**:

> ➢ *Multi-perspectivity – the ability to decentre from one's own perspective and to take other people's perspectives into consideration in addition to one's own.*
> ➢ *Skills in discovering information about other cultural affiliations and perspectives;*

> *Skills in interpreting other cultural practices, beliefs and values and relating them to one's own;*

> *Empathy – the ability to understand and respond to other people's thoughts, beliefs, values and feelings.*

> *Cognitive flexibility – the ability to change and adapt one's way of thinking according to the situation or context.*

> *Skills in critically evaluating and making judgments about cultural beliefs, values, practices, discourses and products, including those associated with one's own cultural affiliations, and being able to explain one's views*

> *Skills in adapting one's behaviour to new cultural environments – for example, avoiding verbal and non☐verbal behaviours which may be viewed as impolite by people who have different cultural affiliations from one's own.*

> *Linguistic, sociolinguistic and discourse skills, including skills in managing breakdowns in communication.*

> *Plurilingual skills to meet the communicative demands of an intercultural encounter, such as the use of more than one language or language variety, or drawing on a known language to understand another (intercomprehension).*

> *The ability to act as a mediator in intercultural exchanges, including skills in translating, interpreting and explaining.*

These skills are more detailed leads to make the intercultural competence more positive in foreign language education.

I.3.3.4. Outcomes

This last component is divided into two sides internal and external outcomes:

a) Internal outcomes: The previously mentioned attitudes, knowledge skills lead to internal outcomes. The latter consists of flexibility, adaptability, and empathy and ethno- relative perspective.

b) External outcomes: These characteristics are validated by external outcomes which attribute to the individual's observable behaviour and ways of communication. They represent the visible proof of intercultural competence.

Intercultural competence is, therefore, a combination of attitudes, knowledge, and skills applied through internal and external outcomes.

The under mentioned pyramid model represents the Intercultural Competence's Components (ICC) in which the lower level represents attitudes to the higher one which summarizes outcomes both external/ internal.

Desired External outcome
Behaving and communicating effectively and appropriately (based on one's intercultural knowledge, skills, and attitudes) to achieve one's goal to some degree

Desired Internal Outcome
Informed frame of reference/filter shift
- Adaptability (to different communication styles and behaviors; adjustment to new cultural environments)
- Flexibility (selecting and using appropriate communication styles and behaviors; cognitive flexibility)
- Ethnorelative view
- Empathy

Knowledge and Comprehension ⟺   **Skills**

Knowledge and Comprehension	Skills
• Cultural self-awareness	• Listen
• Deep understanding and knowledge of culture (including contexts, role and impact of culture and others' worldviews)	• Observe
	• Interpret
	• Analyze
• Culture-specific information	• Evaluate
• Sociolinguistic awareness	• Relate

Requisite Attitudes
- Respect (valuing other cultures, cultural diversity)
- Openness (to intercultural learning and to people from other cultures, withholding judgment)
- Curiosity and discovery (tolerating ambiguity and uncertainty)

Figure 1.01: Deardoeff pyramid model of intercultural competence

This pyramid summarizes all the elements of intercultural competence that were presented above.

I.3.4. Intercultural Communicative Competence (ICC)

The ICC term was first coined by Byram (1997: 70) so as to make a distinction between the intercultural competence and the intercultural communicative competence. The first case, individuals have the ability to interact in their own language with people from another country and culture, drawing upon their knowledge about intercultural communication, their attitudes of interest in otherness and their skills in interpreting, relating and discovering. In detail, intercultural competence refers to the ability of communicating with people from different cultures, than he defines ICC *as "the interplay of linguistic competence, sociolinguistic competence, discourse competence and intercultural competence."* Byram (1997: 70)

The ICC is the ability to understand cultures, including one's own, and to use this understanding to communicate with people from other cultures successfully. Byram's model

(1997), is specifically related to the foreign language studies which is the one developed by him. It shows that the ICC is supported by specific attitudes, knowledge, skills and cultural awareness as it is shown in the figure below.
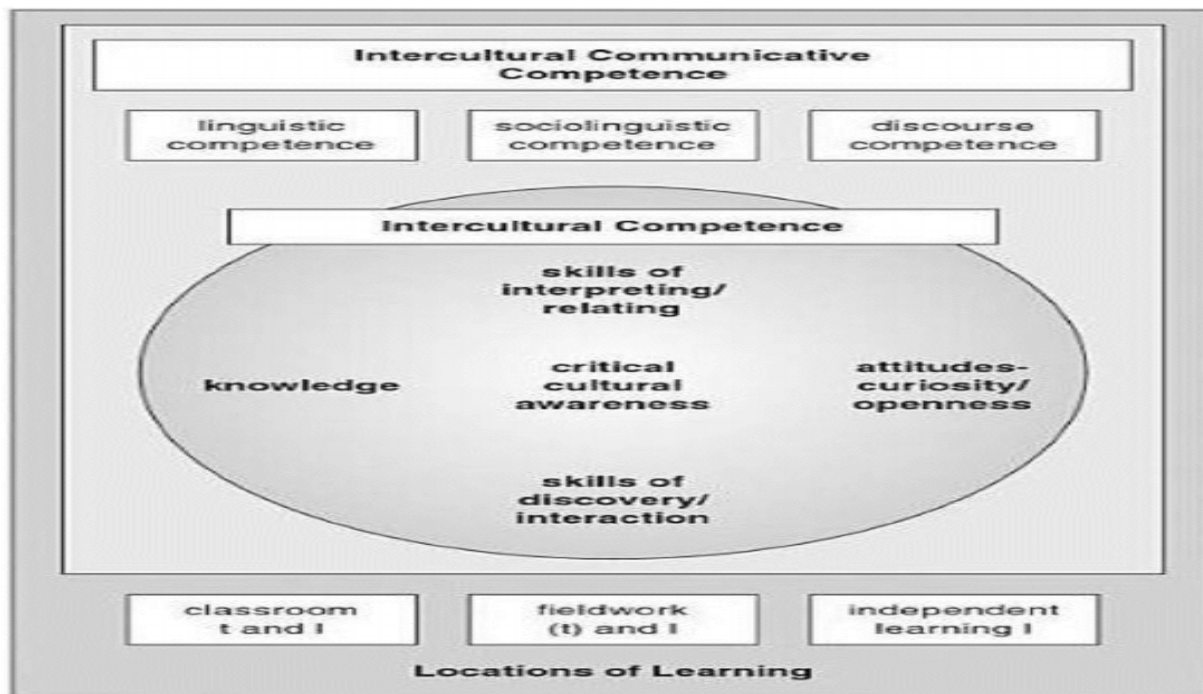
Figure 1.02:Byram's Model of Intercultural Communicative Competence(1997)

This model distinction between the Intercultural Communicative Competence and Intercultural Competence.

I.3.5. Byram's Model of Intercultural Communicative Competence (ICC)

This figure represents three competencies (linguistic, discourse and sociolinguistic competencies) and four factors (attitudes knowledge and skills) that are including in the ICC. Byram presents in his model the first competence isthe linguistic competence which refers to all the elements of the linguistic system concerning (phonology, syntax and morphology). The second one is discourse competence which refers to the selection and sequence of utterances or sentences to achieve a cohesive and coherent spoken or written text. And the third competence is the sociolinguistic competence: it refers to a relation between communication patterns and communicative interaction, a relation between linguistic signals and their contextual content and the awareness of ways in language forms.

The first fundamental factor represents the attitudes that should be positive and people need to be curious to get intercultural interaction. Byram asserts that *''they need to be attitudes of*

*curiosity and openness, of readiness to suspend disbelief and judgement with respect to others' meanings, beliefs and behaviours.''*Byram (1997: 34)

The second factor is knowledge and it consists of two types; *"knowledge about social groups and their cultures in one's own country, and similar knowledge of the interlocutor's country"* as well as *"knowledge of the processes of interaction at individual and societal levels."* (Byram, 1997: 35). The first knowledge can be more or less refined and present always while the second one is an important one to a successful intercultural interaction.

The third factor isskills of interpreting and relating/ discovery and interaction: the first skills have been defined as *"the ability to interpret a document from one country for someone from another.''* (*Ibid.* 1997: 35). The second skills of discovery and interaction are understood as *"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."* (*Ibid.* 1997: 35).

Critical cultural awareness/political education:

The last factor is Critical cultural awareness/political education which is the ability to evaluate critically and on the basis of explicit criteria perspectives, practices and products in one's own and other cultures and countries. In the EFL classrooms, teacher's role is to develop and to explain these saviors for his /her learners how intercultural interactions take place in foreign language education on which the social identities influence these interactions.

Conclusion

According to what has been theoretically reviewed, that incorporating culture in foreign language teaching is of crucial significance. Yet, the teacher and text book designers should consider an appropriate approach and give much importance to it. Because culture is deeply embedded in all features of human life including language. Moreover, the relationship between culture and foreign language teaching devotes to an effective language use. Additionally, the importance of developing intercultural competence of EFL learners at the middle schools should be taken into consideration. For this reason, teachers as well textbooks have to provide the necessary and varied knowledge about the target culture. Having agreed about the importance of culture within foreign language learning.

Chapter Two

Context of the Research

ELT in Algeria: A Situation Analysis

CHAPTER TWO
CONTEXT OF THE RESEARCH
ELT IN ALGERIA: A SITUATION ANALYSIS

Introduction

Present-day English language learners are expected to be inter-culturally competent mainly due to globalization and the rise of English as a lingua franca, this chapter first is specifically concerned with the ELT current situation in Algeria. The most interesting point to be referred to is the educational reforms and the ELT share from these reforms. Then the cultural content of textbook "My Book of English", is subjected to a detailed description. That interests us to focus on the communication related competency to bridge the gap between the previous ELT approaches implemented in the Algerian textbooks during the period preceding the reform, and the CBA approach which shows a similar concern for communication. It is worth recalling the attempt made, in the past, by the Algerian Educational System to appeal to the weak version of the communicative approach to language teaching through the Middle School.

II.1. ELT in Algeria: A Diachronic Development

English was adopted in Algeria as a foreign language in the whole educational categories except the primary school. The status of the English language in Algeria, obliges us to evoke its History and the History of the country the history of ELT in Algeria has been in tide since its earlier instants of advent, and this due to the successive methodologies it has undergone. Looking back to its linguistic background, because it was occupied by the French Colonialism Indeed, Algeria was for a very long time a crossroads of several civilizations. We note a linguistic diversity where several languages coexist: literary Arabic, Algerian Arabic, Berber with its varieties (Kabyle, Mozabite, Chelhi, etc.), and also French. Algeria, as the other countries, had to open a linguistic gate to English for the ever-growing need to global integration and continuum. However, the rise of English as cogently the global language is not considered a haphazardly linguistic phenomenon. Crystal (2003) argues that the English language has become a global language for only one reason: simply, the power of its people. At the level of the school system, officially, English is a foreign language in the same way as French and the other foreign languages; but its introduction from middle school it became a compulsory subject in schools. As a matter of fact, the methodology of teaching that was adopted which is the competency Based Approach. The adoption of competency-based approach, ELT course faces the challenge of meeting the intercultural challenge with special carefulness to some contemporary sociopolitical issues.

Hall and Eggington (2000: 01) posit "it becomes clear that rather than being peripheral to our tasks as teachers, the political, cultural and social dimensions of ELT are embedded in each

every decision we make" Despite the fact that the recent interests for improving the ELT profession in Algeria, there are a subtle difficulties which are empirically hard to pin down.

II.2. Algerian Educational Reforms

In 2001, The Ministry of Education announced the educational Reform and numerous changes have occurred concerning the situation of teaching English, for the purpose of adding a global stamp on the local education .The main concern was the embodiment of learner-centred approach as the qualitatively educational pedagogy.

The educational authorities conduct massive reforms in terms of syllabi and curricula. Since these reforms comprise deliberatively most of the taught subjects, they embark on new syllabuses and introduce new textbooks including all the taught subjects. The current reforms concern all the categories as including the secondary school, the middle school and the primary school, through adopting a new approach which is the competency based approach. Which carries new cognitive and socio-cultural considerations that provide learners with the necessary competences to be able to interact with the contemporary global citizenship, in this regard Pang (2006:4) argues that ''educational systems are now under pressure to produce individuals for global competition, individuals who can themselves compete for their own positions in the global contexts and who can legitimate the state and strengthen its global competitiveness'' (Daun, 2002). From this framework learner meets the challenge of being responsible of his own cognitive, metacognitive and affective progress. However, the teacher training is at the heart of these reforms. As mentioned before, English is taught as a compulsory course starting from the first year middle school. However, being a second foreign language in the educational system, and due to historical and social reasons. English is primary learned for educational reasons as to pass exams. It is mostly used in the formal classroom environment and there are few opportunities, other than in school, to use it for daily communicative purposes.

II.3 Competency Based Approach

The increasing use of English in global world has turned it into an international language. Therefore, to face globalisation requirements, Algeria has adopted a new educational reform projectthat characterized by the use of Competency Based Approach. This pedagogy was used to introduce new dimensions related to globalisation such as interculturality which enable EFL learnersachieve the international standards. Butova (2015: 255) argue that CBA implies

reduction of negative psychological effects of the learning/teaching process because it based on the development of *"the professional and social skills of a student and as a result, it can significantly accelerate the speed and quality of preparedness and development of a skillful specialist for efficient working activity"*. However, due to the new generation needs, CBA has imposed itself in the Algerian educational system where both textbooks and teachers' guide are radically changed in all levels in order to learn/teach a language without falling into the trap of losing one's identity and acculturation.

II.3.1 Definition and Main Characteristics

The Competency Based Approach or Competency Based Education emerged in the U.S. during the 1970s. It is based on developing competency rather than only knowledge where competencies consist of *"a description of the essential skills, knowledge, attitudes, and behaviours required for effective performance of a real word tasks or activity." (Richards and Rodgers 2001: 144).*Competency based programs are continually adapted/ refined, through the assessment and ongoing evaluation of learner goals and progress, it consistsof four elements (ICAL. 2015: 1):

- *assessment of learnerneeds*
- *selection of competencies based on those needs*
- *instruction targeted to those competencies*
- *evaluation of learners performance in those competencies.*

Additionally,Competency-based education focuses on 3 key characteristics (Naveen Neelakandan. 2020): first **learner-centric; i**t offers each learner the opportunity to develop skills and promotes collaborative learning as learners can work together to become successful.Second **Outcome-Based;** starts by defining and focusing on the learning outcomes which enable instructors identifying risks in learners' progress toward attaining success. Third **Differentiation;** it refers to learning practices that is modified to meet the overall needs of each learner. Therefore, the core characteristics of CBA that demonstrated above are all-round and applies to a lot of things, including learners' communications, interventions, and support.

Competency-based language teaching is an application of the CBE principles to a language setting. It is an educational movement that requires important changes where the focus moves from 'knowing about language' to 'doing with language'. According to Butova (2015: 254) the competency-based education is *"focused on learning outcomes and addresses its basic ideas to what the learners shall learn to do, rather than the more traditional goal of defining*

of what they must learn". Thus, CBLT addresses what the learners are expected to do with the language i.e. it develops the skills needed to act appropriately in a particularsituation.

However, the considerable attention that the culture received from the 1980s, push educators and education authorities develop the learners competencies to cope with the urgent needs for educate successful bilingual and intercultural individuals who are able to function well in different social context. Richards and Rodgers (2001: 143) assert that CBE seeks to *"teach language in relation to the social contexts in which it is used… that are central to the life of the learner and can state these in ways that can be used to organize teaching/learning units."*. This literacy vision, aim to develop the intercultural competence as a core element of school curricula, in order to enable learners function well in both local and international settings.

To conclude, in the domain of language teaching, the reforms consisted in instructional design shift from a 'skills-based approach' to a 'competency-based approach'. Therefore, the rationale for adopting CBA was to teach students the language competencies they need in order to function both in the workplace and society in general.

II.3.2 ELT Perspective

Usually the goal of EFL classrooms, in Algeria as well as around the world, is to develop learners' communicative proficiency. Accordingly, by adopting the competency based approach, learners will encountered by a cognitive and motivational basis of language learning. Thus, learners become responsible for their own learning so that they should manage how to learn. Consequently, increasing their awareness and autonomous learning in which they are able to develop the competencies needed for improving productivity and focusing on outcomes as well as their real-world performance.

However, learners' exposer to other cultures alongside with the linguistic skillspushes them to explore *"different functions and different linguistic forms which they should reproduce later… They can compare their own culture to others so that his tolerance in raised, which is an important component of globalisation."* (BENADLA, L. 2012: 147). Thus, achieve the ultimate aim of EFL teaching perspective which is enrich a certain competencies that enables learners to communicate effectively.

II.3.2.1 Communication Emphasis

Nowadays communication is considered as a desirable goal in language education. Therefore, the mastery of the target language is the primary subject matter of the competency based

approach which shares some features with communicative language teaching. Particularly, CBLT is built around *"the notion of communicative competence and seeks to develop functional communication skills in learners."* (Richards, J. C & Rodgers, T. S. 2003: 143). Thus, in the CBA, Communication is a priority that takes into consideration the latest developments in the field of foreign language teaching, communicative approach, cognitive psychology and socio-constructivism.

Furthermore, EFL courses are completely communicative-based within the CBA framework, in which learners are prepared for interactions with people of different cultural backgrounds effectively and appropriately. Thus, English is used as a means of communication in multicultural contexts where learners needs to be intercullturally communicative competent. *Intercultural dimension allow communication on the basis of respect for individuals and equality of human rights as the democratic basis for social interaction (*Byram, M. Gribkova, B. & Starkey, H. 2002: 5). Accordingly, English is learned in the context of the subject matter in order to address the intercultural aspect of communication. That is, teachers use content topics for instruction (rather than grammar rules or vocabulary lists) in order removing the focus from the inside classroom into outside (real-world). Consequently, learners achieve simultaneously both academic knowledge and language proficiency through CBA, which employs authentic texts or resource materials such as culture, sociology, science…etc.

Unlike traditional teaching approaches that makes the learners passive recipients of knowledge, the competency-based approach, which adopted by the new Algerian curricula, makes the teaching process more learner-centred in which the teacher role is restricted on helping and encouraging learners to develop their skills. With this approach, the learner will acquire competencies in various fields: intellectual, methodological, personal, social and communicational. In other words, it aims at developing communication competencies in various real life situations which is exactly what the Algerian educational reforms meant for.

II.3.2.2 Autonomy Emphasis

There has been a gradual shift from traditional approaches to communicative language teaching approach and learner-centered approach. The movement towards learner-centered approaches has resulted in more emphasis on the benefits of independent learning in the success of language education. However, Learner-centered education is described and interpreted differently across cultural contexts where the promotion of learner autonomy has a political as well as psychological dimension; BiljanaIvanovska (2015: 355) claims that the

learner autonomy *"has to be interpreted as a complex process in the frame of a cultural and in globalized context, too....Autonomy has a social as well as an individual and cultural dimension."*

CBLT is based on enabling learners to use the language in authentic situations and emphasizes the role of the learner in language education. Consequently, autonomous learning within the current CBA framework, has been putting a certain demands on teachers as well as learners. According to BiljanaIvanovska (2015: 355) Autonomous learning described as what takes place in situations in which *"the teacher is expected to provide a learning environment where the learners are given the possibility consciously to be involved in their own learning and thus become autonomous learners"*. While Little (1995) assert that it depends on teacher autonomy in two senses:

> *First, it is unreasonable to expect teachers to foster their learner autonomy if they themselves do not know what makes an autonomous learner. Second, in determining the initiatives they take in their classrooms, teachers have to be able to apply to their teaching those same reflective and self-managing methods that they apply to their learning. (Cited inAlonazi, M. 2017: 188)*

However, the current education reform in Algeria has developed the English curriculum, in which raising learners' engagement, motivation and autonomy are its ultimate aims. Setting up an autonomous learning environment, emphasizes the promotion of professional development programs on learner autonomy that can be helpful in enhancing both learner and teacher autonomy. This radical change is introduced in the new designed textbooks and teachers guide whereclassroom activities based on CBA which contain *"variety and novelty, surprise and probing, vividness and intensity, ease of comprehension, and the choice of topic based on students' interests for them will "catch" interest and "hold" it for a long period of time"* (Ju Yin Yang & Wen Ching Chen. 2015: 26). In other words,the learning process is enhanced when instruction is congruent with the learners' style, interest, culture, and intelligent preferences.

In short, autonomous learning is gaining an increased interest in different educational fields. Particularly, it is regarded as one of the major changes accompanied the shift in the foreign language education. For the reason that, autonomous learning has advantage in helping learners to achieve high degrees of creativity, fostering their individuality, and developing the diversity of the educational and cultural background.

II.4. EFL in Algerian Middle Schools

Chapter TwoELT in Algeria: A Situation Analysis

Nowadays, English is considered as the primary international language of technology, education, aviation, global business, and international diplomacy. The Algerian curriculum developers incorporated English as the second foreign language, besides French to be taught in the national educational programme this work attempts to conduct a brief exploration of the teaching of English as a foreign language (EFL) in the Algerian context. It also, attempts to shed the light, and in depth on the syllabus and the objectives suggested by the Algerian authorities (June 1999) for both Middle, Secondary school and universities (even in some military/security, economic and cultural institutions).

English in Algeria is not the students' natural communicative environment. Besides, this foreign language is not akin to the students' mother tongue; Arabic, English is, totally absent most of the time in their daily lives. Moreover, the entire cultural context in Algeria is different from lifestyle in Great Britain. In spite of the dramatic spread of English in media and social networks as a medium of communication it is amazingly true to say that only the only source that can inform students are :(teachers of English or the textbooks and the reading documents) . Or they hear, speak, read or write in the classroom .More than that, "English is now occupying a better position in the Algerian educational system"; as stated by Hayenne (1989: 43), English is considered by some Algerians as "a language of an ex-colonial and imperialist country". In spite of all these challenges encountered by the English language, the Algerian political and educational authorities have managed to undertake the rehabilitation of the status of this language. Because of the, most of Algerian students and even their parents are becoming more conscious of its importance as an international language and its technical and economic exchanges all over the world.

It is regularly noted, particularly in the middle school level, that teachers have a noticed craving for grammar translation approach in EFL classrooms, though the large succession of methods take place. For the development of mental abilities and skills which should be catered by all the subjects included in the curriculum because these skills are the basis for any efficient acquisition of language. First, knowledge: state, recall, and reproduce. Second, comprehension: predict, identify, explain, illustrate. Third, application: predict, select, use, construct. Fourth, analysis: select, compare, and break down. The fourth one is; synthesis: summarize, argue, organize, and conclude; and the last one is evaluation: judge, select, support, attack, and evaluate which are: (always, according to the Algerian directives of June 1999.) where this is, a great deal of commentaries need to be based on learners abilities and for which reasons teachers undertake this tendency.

In dealing with learners' abilities, students are expected to pass through primary school phase. In other words, they have not already studied English at all so, they are not qualified neither cognitively nor metacognitively to reach an advanced degree of proficiency. The EFL learners do not care about learning English despite they recognize its worthwhile status. They strive just for the summative advantages such as obtaining the BEM. In this unlikely truth in the part of learners, this issue needs to be studied from different perspectives.

II.4.1. Fourth Year Syllabus

According to the Algerian Government 'directives' and official texts (June 1999), the official syllabuses of the English language state that the learner should achieve communication in its various forms and dimensions; aim at providing the Algerian learners with the language necessary to communicate efficiently in a normal social and /or working situation both in speaking and in writing.

At the same time, they aim at enhancing the level of communication of those who go on further studies to use the foreign language as a means to widen their knowledge for academic purposes in their field of study, even it aims to rich a degree in English language, translation, or journalism and those who use it in their occupations.

In language teaching and learning two terms are known, they are syllabus design and curriculum development which are two aspects of instructional activities

Syllabus is an outline and summary of topics that has to be covered in an education or training course,it serves as visible heart that links teachers to learners in education. This document summates the subjects in courses of teaching.Candlin (1984) sees "syllabus is more localized on what happens in the classroom respectfully to the curriculum" (in Nunan, 1988:03). it should contain three components: the performance, the conditions and the standards

Nunan (1988:64) classes them as follow "Performance: exchange personal detail, Conditions: in a classroom simulation and Standard: all utterances to be comprehensible to someone unused to dealing with non-native speakers." The syllabus is a document that attempts to be the curriculum in its entirety is part of the continued control and regulation of teachers work. While curriculum is the general statement about the teaching program and syllabus is the about what actually happens in the classroom According to Richards (2001:39) "a curriculum in a school context refers to the whole body of knowledge that children acquire in schools A curriculum may also refer to a defined and prescribed course of studies, which students must

fulfill in order to pass a certain level of education Nunan (1988:08) states "curriculum is concerned with the planning, implementation, evaluation, management and administration of education of programmes."

Concerning the syllabus designs Widdowson (1984) points out:

> *The syllabus is simply a framework within which activities can be carried out: a teaching device to facilitate learning. It only becomes a threat to pedagogy when it is regarded as absolute rules for determining what is to be learned rather than points of reference from which bearings can be taken.*
> *(Nunan, 1988:08)*

The language teaching syllabus can be designed in many different ways since there is no single type of syllabus that can be suitable for all teaching settings. The main objective of every syllabus is to enhance learners' achievements through a set of procedures and coursesbecause; it focuses more narrowly on the selection and grading content

In these educational reforms, the new syllabi in Algeria are introduced to give further dynamism. Including the ELT situation in Algeria at all levels. The syllabus of English for fourth year as laid out by the National Curriculum Committee of the Ministry of National Education in March 2006.

II.4.2. The Textbook Linked to the Syllabus

In Algeria, it can be argued that the once curricular material though denotes the same as syllabus, is the textbook which are typically the best material to incorporate the official syllabus anywhere. As a substantiation to this over-reliance in ELT, Bell and Gower (1998 :117) state that ''course books fulfill a wide range of practical needs, particularly in contexts where English is being taught in non-English speaking environment and where teachers either lack training or sufficient time to anlyse each group's needs''(Rubdy, 2003:39). In middle school grades, and referring specifically to the New Prospects of fourth year, the textbook complies with the subjects and courses in the official syllabus set by the Ministry of National Education (2006). Within the CBA framework, learners are asked to have the competencies of interaction, interpretation and production that have been attained through variety of tasks and activities. And it takes the cultural into considerations in fourth year syllabus to have the necessary skills for intercultural understanding because; the intercultural skills that didn't exist before even though, the universal culture takes part in the syllabus as well as the textbook.

II.4.3. Intercultural Outcomes

They are set to develop learners 'intercultural understanding and raising their intercultural awareness. Starting with culture as including a large variety of aspects .However the main cultural objectives set by the textbook designers is to ensure estimated facts and issues about interculturality.

II.4.4.My Book of English Cultural Content

New Prospects, a textbook which is introduced in 2006 by the Ministry of National Education to fourth year EFL students at middle school level; it replaces its preceding comet with new linguistic, methodological and cultural considerations within the competency-based approach framework. In the Algerian educational context, New Prospects, as a case in point, specifically designed for fourth year EFL learners, is made up of three sequences differently entitled. To know its cultural content in details, it should be better to review separately each sequence.

II.4.4.1. Sequence One

This sequence is entitled 'ME, UNIVERSAL LANDMARKS AND OUTSTANDING FIGURES IN HISTORY.LITERATURE AND ARTS'. Learners are going to describe landmarks using specific information (architectural, cultural, geographical …). However, there are many supports for oral and written domains such as songs,poetry blogs maps , short texts e.g. "the houses of parliament page 14"etc.. However teacher is supposed to select a suitable support proposed in the textbook .This first sequence represents targeted culture for most.

II.4.4.2. Sequence Two

It is under the title of 'ME, MY PERSONALITY AND LIFE EXPERIENCES'. Learners are presumably informed about the way of creating a profile, and report on significant events and life experiences. Learners are asked to give information and respond to questions about their dreams and projects. this sequence represents some of blogs, journals ,web articles e.g. "A GAZA Refugee Child's Dream page 80" there are An Algerian personalities such as KatebYacine ,ZohraDrif ,MofdiZakaria and others from other cultures like :Barak Obama ,Thomas Edison ,Brad pitt … .there is a balance between the Algerian personalities and the foreign one .

II.4.4.3. Sequence Three

This unit is called 'ME, MY COMMUNITY AND CITIZENSHIP' the overall cultural focus of this sequence revolves around compare eating habits and table manners. Using recipes, oral presentation, and cookery books .In. In reading, the page 128 represents an Algerian Cuisine, Table Manners and Hospitality .text about A Colourful Blend of Various Cultures   . This sequence represents only the local culture.

II.5.Culture and EFL Textbooks

To become proficient target language speakers, foreign language learners need to be aware of the cultural dimension of the language they are learning. So, integrating culture is necessary in the second language teaching particularly in EFL context. But the issue is what kind of cultural elements are introduced and integrated into ELT instructional materials specifically, textbooks, and how deliberate the infusion is.The textbook can be a major source of cultural elements according to Cortazzi and Jin(1999), who attest that the textbook *"can be a teacher, a map, a resource, a trainer, an authority, and an ideology."*

II.5.1. Types of Cultural Contextualization in EFL Textbooks

English language teaching textbooks are among the various means used to provide both the second and foreign language learners with pragmatic content represented in the speech acts such as requesting, refusing, and apologizing. Pragmatic content plays a vital role in the development of language learning materials that is distributed in global and local ELT textbooks. Global ELT textbooks are prepared according to global norms and are instructed around the world. Grant & Wong (2018); Graddaol (2000); Canagarajah (1999) claim that global textbooks*"...focus on global issues by disregarding local cultures. Even local cultures have been represented and perceived within the framework of globalism."* (as cited in Ulum, O. G., &Köksal, D. 2019: 40). Local ELT textbooks are prepared according to the norms of a particular EFL context, Skopinskaja (2003) believes that local EFL textbooks usually aim at developing learners' awareness of their own cultural identity and promoting their awareness of the target culture (as cited in Bouteldja, R. &Souryana, Y. 2012: 06).

Several classifications of EFL textbooks have been proposed. According to Cortazzi and Jin (1999: 36), EFL textbooks are grouped under three categories depending on the type of their cultural content:

II.5.2. Source-Based Culture Textbooks

EFL textbooks that are based on source culture, teach the learners how to speak about their own culture**.** Curtazzi& Jin (1999) note that:

> *Exposure to foreign cultures does not necessarily threaten cultural identity. In fact, an exclusive focus on learners' culture does not fairly demonstrate the sociolinguistics realities of EIL where English is used between L2 speakers of English whether sharing the same culture or not, as well between L2 and L1 speakers of English**. (**as cited in Marlina, R., & In Giri, R. A. 2014: 132).*

Curtazzi& Jin (1999) argue that if pedagogy only addresses the source culture, it may deprive the opportunities for realizing their cultural identities. Thus, there has to be a balanced portrayal of native and target culture.

II.5.3. Target Culture-Based Textbooks

Target culture textbooks focus on the culture of the target language; British and American cultures. The textbooks of this category are the most popular instruction materials in the EFL context. Yet, they are often criticized for their commercial nature and seen as publishers' promotional materials. According to Sheldon (1988) &Litz (2005), &Tomlinson (2003: 3) in reality*"financial success has become the primary goal of textbook publishing."* (as cited in Lawrence, W. P., 2001: 9). The implication of target culture materials described by McKay (2002) *"shows how material related to the target culture can be interpreted differently by learners who are not accustomed to the culture."* (as cited in Amalia, S. D., 2014: 423).

II.5.4. International Culture-Based Textbooks

English as an international language requires a serious rethinking of the links of English-speaking and non-English speaking countries. Therefore, EFL textbooks based on international culture focus neither on learners' source culture nor on target language culture but aim at including a variety of cultures. Marlina, R., & In Giri, R. A. (2014: 132) EIL pedagogy needs to help learners to: *"create some sort of distance so that learners can be critical towards their own culture as well as other cultures, understanding the underlying beliefs, point of views, and practices informing a particular culture as well as negotiating tensions"*.

In addition, English is not only to communicate with native speakers but also with non-native speakers. Chlopek, Z. asserts that: *"By learning English, EFL students are enabling*

themselves to become users of international, or rather intercultural, communication. Thus, the target language becomes a tool to be used in interaction with people from all over the world". (2008: 10).
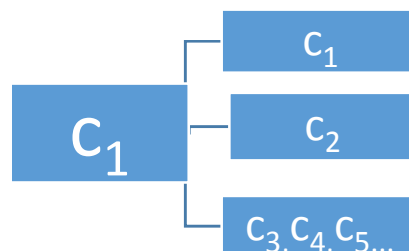
Figure 1. 03: Representation of Culture in English Textbooks

(adopted from Cortazzi& Jin,1999).

C1 = the learner's own culture (the source culture)

C2 = the target culture where the target language is used as a first language

C3, C4, C5 … = the cultures that are neither the source nor the target culture (international).

Textbooks are the basic source for most language input and different cultural orientations: based on source culture; refers to learners own culture. Target culture is the culture in which the target language is used as a first language, and Global Cultures refer to various cultures in English, or non-English-speaking countries which use English as an international language.

II.6. Literary Texts

II.6.1. Culture, Literature and EFL Teaching

Alatis claims that presenting culture as *"a network of distinctive sub-cultures helps break down over generalizations and stereotypes about the foreign society. Moreover, it can increase student motivation and curiosity about the foreign culture."(1996: 76).* So, culture develops learners' communicative competence and theiracceptance of differences between people. According to Andersen, H. L., Lund, K., and Risager, K. culture is seen as the

*"indispensable key to understanding speakers' verbal behaviors and worldviews and the way they position themselves vis-à-vis others both in history and social structure."(2006: 20).*Therefore, in teaching English as a foreign language (TEFL) context, teachers should vary their sources in order to get a comprehensive view of the target culture. In which, literature is one of the valuable and reliable sources that can help learners enhance their perception of other cultures and societies.

Throughout the 20th century, literature has been given many purposes in language study where providing an authentic experience of the target culture considered as the final phase. Arthur discussed three processes of language teaching through literature: *"syntactic pattern, large stock of vocabulary, and knowledge of other cultures."(1968: 199-210).* However, there is a great difference between literature as an institutional discipline and literature in the language teaching context, concerning the latter Maley (1989) asserts that *"the focus put on the "use" rather than on the "study" of literature i.e. on literature as a resource and not as a subject of study."(cited inDi Martino, E,& Di Sabato, B. 2014: 3).* Thus,literature offers a deeper understanding of a country by reflecting the different aspects of its society, which makes learners more aware of the norms of language use.

In short, literature holds high status in many countries because it works as a mediator in teaching authentic language as well as culture. So, it represents a rich authentic resource or materials such as literary texts which considers learners perceptions of the real world anddevelop their understanding of other cultures …etc.

II.6.2. Literary Texts and EFL Teaching

Literary text is considered as a reliable resource of both linguistic and cultural inputs in EFL classrooms. In other words, it acts as a model for language learners to get acquainted with language forms, conventions and patterns; Kennedy and Falvey (1999: 4-5) assert that *"a literary text is LANGUAGE used in interesting ways. It needs to be looked at as linguistic artifact which can tell second-language learners things about the language system, extend what they know about grammar and vocabulary."(1999: 4-5).* In addition to helping learners practice the four skills and developing the linguistic competence, literature raises their cultural awareness and gives insights about the target culture. Lazar, G. claims that*"Exposing students to literature from other cultures is an enriching and exciting way of increasing their awareness of different values, beliefs, social structures and so on."(1993: 62).*

Particularly,through literary texts, learners would have the chance to process and interpret the new language in a specific context as well as improving their language awareness and cultural understanding.

In addition, teachers must be aware of how literature can teach the foreign language skills while, at the same time, retaining its literary value for EFL learners. For the reason that, the failure of literary texts in second/foreign language teaching is often the result of a failure to allow learners receive such texts as a literary experience,Byram, Gribkova and Starkey argue that *"It is important to use authentic material but to ensure that learners understand its context and intention." (2002: 19).*Although literary texts can present teachers and learners with a number of difficulties, teachers can cope with these challenges, if they ask a series of questions to assess the suitability of texts for any particular group of learners (Duff and Maley 2007):

- *Is the subject matter likely to interest this group?*
- *Is the language level appropriate?*
- *Is it the right length for the time available?*
- *Does it require much cultural or literary background knowledge?*
- *Is it culturally offensive in any way?*
- *Can it be easily exploited for language learning purposes? ...*

Literary texts, whether transmit culture explicitly or implicitly, permeates many aspects of foreign language teaching. However, the inclusion of literary texts in any course depends on the nature of the syllabus and the objectives set for the course. Furthermore, teachers plays a significant role in the successful application of literary texts in EFL teaching process because how teachers will use a literary text depends on the model they choose (the cultural, the language and the personal growth model) and how they can adapt the use of these materials to suit the age and language proficiency level of the learners. So, EFL teachers have the opportunity to choose how literary text can appeal to learners in which it considers them, involves their feelings, and activate their imagination to develop their cognitive analytical ability. According to Domínguez, Romero, JelenaBobkina, and Svetlana Stefanova, the use of literary texts in language education

> *has been shown to have a significant effect on students' engagement. Carefully chosen literary texts speak to students in ways that other kinds of texts might not always be able to do.Literary texts have the potential to tap students' imagination and to evoke a highly personal response.(2018: 5)*

To sum up, literary text is to be a useful vehicle for EFL teaching, if texts selection done carefully for a given group of learners and with specific goals in mind, so that they can acquire their communicative competence.

II.6.3. The Potential Value of Using Literary Texts in IC Development

Authors give much importance to the role of literature in language education, where the conjunction of literature and intercultural competence has been discussed from different perspectives. The intercultural objectives, leaving enough space and an anxiety-free zone for the learners. Thus, in addition tooffer learners the chance to exchange their culturally restricted points of view, literary texts invite them to view subjectively a nation or an ethnic group by portraying specific values, prejudices and stereotypes. They based on the idea that the ability to act appropriately in a new cultural context is as important as the acceptance of a new world view, in which texts "*are suitable for developing intercultural communicative competence in pupils of all ages… they also offer their audience the chance to exchange their culturally restricted points of view.*" (Byram, M., Nichols, A., & Stevens, D. 2001: 20).

Literary texts have a massive impact in optimizing the learners personal growth; by examining values, norms, ideologies etc… presented in literary texts, teachers encourage learners to develop attitudes towards others. Consequently, producing more culturally-tolerant language learners. Literary texts reconstruct learners' perceptions of the world by raising awareness of cultural differences and the language-culture inseparability. For this reason, learners' exposure to such unmodified language in EFL classrooms would offer a creative comprehension that enhances their intercultural communicative competence. Lázár and Huber-Kriegler argue that:

> There is a need for students to reach the level of 'critical' awareness and to take into account other identities, beliefs and values in reference to their own. They may need to reshape their own values and integrate new perception so that they eventually become intercultural mediators when facing conflict-ridden situations. (2007: 27)

Due to its authenticity, literary texts show learners new ways to view the world around them by: constructing meaning from texts, providing real contexts of communicative situations, and enhancingthe skills of critical analysis. Therefore, culture introduction through literature is an effective way to promote/develop learners intercultural communicative competence and language proficiency.Byram, Gribkova and Starkey argue that "*It is important to use*

authentic material ... Materials from different origins with different perspectives should be used together to enable learners to compare and to analyse the materials critically." (2002: 19). Thus, examining non-standard examples of language, which occur in literary texts, allowlearners to know a variety of cultures from many parts of the world to avoid misunderstanding in communication and challenge prejudices and stereotypes which based on their feelings rather than thoughts.

In short, Learners should acquire knowledge and information of the world in a meaningful and contextualized way. Therefore, the use of literary texts (that deals with universal themes) help them find out more about themselves and the construction of the other, i.e. the focus is put on developing their intercultural competence. Byram and Zarate (1994) have proposed that *"the reference point for the foreign language learner should not be the native speaker but the intercultural speaker."* (Cited in James E. Alatis. 1996: 77).

II.6.4. The intercultural Competence and the EFL textbook

The intercultural competence is gaining more significance in contemporary globalized world i.e. Globalization has led to changes in learners' needs concerning EFL learning; they are expected to acquire their ICC alongside with the mastery of language intricate system and conventions. undoubtedly, language teaching with an intercultural dimension help learners acquire their linguistic competence needed to communicate successfully and develops their intercultural competence that is mean *"their ability to ensure a shared understanding by people of different social identities, and their ability to interact with people as complex human beings with multiple identities and their own individuality."* (Byram, Nichols and Stevens. 2001: 5). In other words, learners act as mediators who are able to understand and accept people from other cultures as individuals with other distinctive perspectives, values and behaviours.

Furthermore, English taught as an international language in an intercultural perspective, where its essence is to enable learners become 'intercultural speakers'. Thus, learners do not need to internalize a particular culture only but they have to be involved in observing, describing, and comparing different cultures for a better understanding of the world diversity. PawełSobkowiakargues that:

> *Separation of English as an international language from any particular*
> *culture and adopting the intercultural perspective imposes on English*

> *textbook writers specific requirements—cultural content should go beyond a mere presentation of the English-speaking countries, such as Great Britain, the U.S., or Australia, and cover a wide range of other cultural contexts, the students' one included.(2015: 795)*

Textbooks are regarded as fundamental didactic tools that have a great impact on what is taught and how it is taught. Therefore, the exposure to English as a lingua franca in EFL textbooks can significantly influence the development of learners ICC. In addition, language is embedded in society and culture, so culture introduction in EFL textbooks expands leaners' awareness of their own culture as well as the ability to use the language efficiently with regard to the sociocultural background of the communicative situation. When developing intercultural skills, teachers can start from the textbook content, then encourage learners to ask further questions and make comparisons.Byram, Nichols and Stevens (2001:16) claims that *"Themes treated in text-books can lend themselves to development in an intercultural and critical perspective.",* where comparing the theme/content in a familiar situation with examples from an unfamiliar context is the key principle. The existence of cultural input in the textbooks does not automatically entail its exploitation: on the one hand, it is up to theteachers how a particular textbook content is used, for example:if a textbook presents a single perspective, then teachers can suggest that other perspectives are also possible and legitimate; on the other hand, it is teachers' task to provide and facilitate the learning process with appropriate cultural content so that learners canconstruct their own identity through English.

Additionally, literature has a vital role in the ELT classroom. Particularly, literary texts offer a rich source of linguistic and cultural input, which provide opportunities for enhancing ICC. *"Learners can acquire the skills of critical analysis of stereotypes and prejudice in texts and images they read or see."* (ibid: 22). Thus, by the use of literary texts leaners acquire skills of critical analysis more than factual information and raise their positive attitudes toward others, which is an essential part of developing their intercultural competences. Because in teaching process teachers rely on textbooks as the source of both language and culture, the inclusion of some pieces of literature in such an important material will influence learners' perception of the target culture. Consequently, leaners can experiment with different perspectives and culturally different points of view as well as compare their own culture to the culture in the literary text.

In summary, the essence of interculturality is that in every cross-cultural interaction, speakers are exchanging not only their ideas but also their cultures. For this reason, they are supposed to be able to reflect their own culture in relation to others through their use of English. Therefore, the intercultural aspects incorporation has to be treated carefully in language education materials, especially textbooks.

Conclusion

Through this chapter, we described explicitly and thematically the cultural content, including in four sequences of the textbook "My Book of English. It may be said that engaging in the descriptive studies, requires also a general exploration of the surrounded environment and moving back to the past issue, what leads us to report the recent Algerian educational reforms. However, it has always been the case that the teachers and the learners have the priority to give their personal opinions about the ELT materials and particularly the textbook, since they are directly using it in the classrooms. In choosing such instruments we have adopted a mixed method approach, i.e., qualitative and quantitative methods to analyse the obtained data. Furthermore, in attempting to evaluate the textbook "My Book of English", a multi-dimensional analysis is proposed to assess its intercultural dimensions of the textbook. The following chapter will be devoted to the data collection and analysis.

CHAPTER THREE

RESEARCH DESIGN, METHODOLOGY AND DATA ANALYSIS

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RESEARCH DESIGN, METHODOLOGY AND DATA ANALYSIS
SECTION ONE: RESEARCH DESIGN & METHODOLOGY

Bibliographical References

Appendices

Appendix A: Teachers' Questionnaire

Appendix B: 'My Book of English'

Section One: Research Design and Methodology

Introduction

The third chapter, being concerned with the empirical part of this work, endeavours to investigate the intercultural dimension in the Algerian textbooks: a reflection on the intercultural competence place: My Book of English as a sample, and ultimately relates qualitatively as well as quantitatively the data which have been obtained and compiled through questionnaires, and textbook analysis. To satisfy the mixed method approach criteria, the use of multiple tools to measure the same variables was adopted. This was carried out with the purpose that the quality of the research findings would be enhanced in terms of reliability and validity as well as depth of insight into the object of study (Miles &Huberman, 1994; Nachmias&Nachmias, 2000; Patton, 1990). A questionnaire designed and e-mailed to teachers and the analysis of the accredited textbook, namely "My Book of English". The aforementioned metrics tools, viz., questionnaires and textbook analysis are designed as structured tools for the first, as a self-completion for the second and a thorough scrutiny of the content; visuals, reading passages, video tracking…etc. for the third one.

III.1. Overall Research Design

How to proceed is the linchpin of undertaking any research, because the choice and the clarity of the method have an effect on the validity and reliability of the final gleaned findings. The research type is governed by "fitness for purpose" (Cohen, Manion& Morrison, 2000: 146[1]). That is to say, the purpose of research determines the adoption of a more or less adequate methodology and design. In our case, the aim was to investigate the intercultural dimension in the Algerian English textbooks; a reflection on the intercultural competence place: " My Book of English" textbook as a sample, especially middle school English teachers who have just started implementing new designed textbooks. Therefore, the research method adopted in the current study is the mixed one, requiring a purposeful mixing of methods in data collection, data analysis and interpretation of the evidence.

In fact, the mixed method research gets inspired on potential strengths of both qualitative and quantitative methods, allowing researchers to explore diverse perspectives and uncover relationships that exist between the intricate layers of our multifaceted research questions. The choice of such research method is meant to seek the intended validity and reliability thanks to the more panoramic views of their research landscape, viewing the issue from different viewpoints and through diverse research lenses; to maximize the chance of collecting more

reliable data and minimize the chance of biased findings. In so doing, the generated data can allow their triangulation. The latter is a method in which the research relies on two or more research methods to investigate the same issue.

III.2. Case Study Approach

Case studies can be put among descriptive-interpretive designs as they *"strive to portray 'what it is like' to be in a particular situation"* (Cohen & al., 2000: 182). Our enquiry takes the format of a case study as an approach (Hitchcock & Hughes, 1995; qtd. in Cohen & al., 2000; Marczyk& al., 2005) [2], not as a method for data collection (Cohen &Manion, 1994, qtd. in Bellalem, 2008) [3] because of the following reasons. Case studies are time-and locus-bound. Furthermore, as Hitchcock and Hughes (1995) suggest, they are valuable research approaches especially *"when the researcher has little control over events."* (qtd. in Cohen & al., 2000: 182). They also provide unique examples of a class, click or a community of real people in authentic contexts, enabling in-depth understanding of events not just abstract theories and principles (Cohen & al., 2000). Conforming to these characteristics, our study was conducted with a limited small group of middle school English teachers and within the confines of a particular site in one province in Algeria, Tiaret, aiming at presenting vivid descriptions of the participants' authentications.

III.3. Quantitative and Qualitative Research

The quantitative-qualitative opposition is most often the hallmark of research battlefields; which of the two can prodigiously gain primacy over the other to get the title 'scientific'. Quantitative research proponents claim that they conduct more rigorous research and use statistical analyses to find about their object of study. The key features of quantitativeresearch *"include formal and systematic measurement and the use of statistics"* (Marczyk& al., 2005: 17). Depicting an objectivist view to reality, this type is thought of as *"obtrusive and controlled, objective, generalisable, outcome- oriented, and assumes the existence of 'facts' which are somehow external to and independent of the observer or researcher."* (Nunan, 1992: 3). Qualitative research, on the other hand, can be defined as the one that attempts to carry out an in-depth study with a limited number of participants to know about their attitudes, behaviour and experiences (Dawson, 2002). Strauss and Corbin (1998) state that different from their counterparts, qualitative researchers enquire about *"organizational functioning, social movements, cultural phenomena, and interactions between nations"* (qtd. in Bellalem, 2008: 72). It is worthy to say that none is the best as this distinction is *"simplistic*

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and naïve," confirms Nunan (1992:3). They are complementary at the extent that the strength of one mends the weakness of the other.

For the sake of ensuring data triangulation, the current research adopts a blend of the two, considering that the three paradigms were positioned on a continuum. Nevertheless, Dörnyei (2007: 45) [4] observes that the blending of methods *"has a unique potential to produce evidence for the validity of research outcomes through the convergence and corroboration of the findings."* The use of mixed methods was to corroborate our findings   and to improve the validity of the collected data. In this sense, qualitative data would add, supplement and interpret the statistical data because *"words can be used to add meaning to numbers." (ibid.).* In either research methodology, be it quantitative or qualitative, identifying research context and participants as well as sampling methods are of utmost importance.

III.4. Sampling Technique

According to these facts, the participants were selected on the basis of a somewhat purposive and convenience or opportunity sampling (Cohen et al., 2000; Dörnyei, 2007). Adopting a purposive sampling technique, the researcher simply chooses a group of English teachers who fulfill his purpose (Cohen &al., 2000). Opting for *"convenience sampling … accidental or opportunity sampling … the researcher simply chooses the sample from those to whom she has easy access."* (Cohen &al., 2000: 102). Dörnyei (2007) also defines the former as the most common and largely practical technique tobuild a sample with those available, and the latter as accidental situations in which the researcher is likely to come across a group who, to some extent, satisfies his research needs.

The rationale for this selection is premised on the fact that being "captive audiences" (Cohen et al, 2007:114) this sample of middle school teachers of English and EFL learners conveniently fulfilled the requirements of our research in terms of purpose, availability at a certain time, easy accessibility and geographical proximity (Gall, Gall & Borg, 2003). After all, a group of teachers is needed to demonstrate willingness to collaborate. Nevertheless, it is admitted that this kind of sampling does not claim relevance of findings to the larger population which this particular sample belongs to. The argument can be that albeit empirical, most research in social sciences surprisingly does not employ random sampling (Dörnyei, 2007). Aligning with qualitative research, purposive and convenience sampling techniques, quantitative researchers' goal is not generalisable to the whole population; *"instead they*

might seek to describe or explain what is happening within a smaller group of people;" (Dawson, 2002: 47)

The participant groups consist of twenty (20) middle school teachers, especially from the city of Tiaret. It should be admitted that the number of the participants is meagre and thus, findings could never be generalized.

III.5. Research Tools

For the sake of data scientific validity, the use of a pair research tools, viz., a questionnaire, and the analysis of the textbook seems to be the most appropriate for the collection of diversified data, allowing the expansion and strengthening of the research conclusions. In other words, the findings entailing from these research tools provide stronger evidence for their corroboration through triangulation. Thus, a questionnaire has been administered to middle school teachers. It should be highlighted that the nineteen (19) question-items basically focus on the intercultural competence teaching via literary texts to EFL learners. Besides, the scrutiny of the fourth year textbook 'My Book of English' has been carried out. Doing so, voice is given to the research informants, Middle school EFL teachers, ensuring that the gleaned data are grounded in their own experiences, and a thorough and careful examination of the 'My Book of English' course book, unearthing the intercultural aspects embedded in its units.

III.5.1. Teacher's Questionnaire

III.5.1.1. Teacher's Questionnaire Description

This section sheds light on the motives behind using a questionnaire as a tool of data collection, illustrating the procedure and course of its development as well its structure. By and large, questionnaires are the most convenient tools to glean data from a large number of respondents in a record time. They are easy to construct and to process. They are often used to collect data about a particular population's facts, attitudes, opinions, desires, and wants. Although we admit that questionnaires should be employed with a high number of informants,

The questionnaire, directed to middle school teachers, is articulated around an inquiry which targets basically the investigation of the intercultural competence teaching to EFL learners in the Algerian English textbooks, particularly the fourth year middle school education, viz.,

Particularly it aimed at exploring to what degree they consider the literary texts presented in fourth year English textbooks help in the developmentof EFL learners' intercultural competence. *"Questionnaire is any written instrument that presents respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers."* (Brown 2001: 06) [5]. Therefore, as a way to obtain data that explores our research problem from its potential sides, teachers were given a questionnaire (Appendix 1). Questionnaire's questions were directed from general to specific and contain four sections and each section combines various questions.

III.5.1.2. Teacher's Questionnaire Objectives

Predominantly, questions were posted to teachers directly. The choice of the questionnaire is justified by the fact that it enables us to collect a broader range of data in connection with the objective of our research. The number of the collected questionnaires is twenty (20) out of 20, a rate of one hundred per cent (100 %), none was rejected. Besides, informing us about the informants' bio-data, their opinions and attitudes, the analysis of the responses provided a certain number of data of a statistical nature on the various points quoted in the description of the questionnaire (cf. Appendix 1). This initial work, thus, made it possible to release from main tendencies in the form of percentages, revealing the teachers' perception of the intercultural competence teaching and its importance in the textbook. Fundamentally, our questionnaire has dual purposes, first, it aims to unearth the intercultural aspects in the accredited textbook. Besides, as a second purpose but crucial, this questionnaire aims at testing our hypothesis regarding whether they are confirmed or disconfirmed.

III.5.1.3. Teacher's Questionnaire Structure

The questionnaire consists of nineteen (19) question-items. The latter are grouped into four distinct yet complimentary sections; the   preliminary   section,   consisting   of   four (4) question-items, is devoted to informants' personal and professional data, including their gender, professional experience and grades in charge. The second section, encompassing three questions, is meant to adjust the definition of culture. The third section, consisting of three question-items, is meant to disclose respondents' reflections and attitudes towards culture teaching and communication competence. The fourth section, composed of 9 question, investigates the cultural dimension in EFL textbook, besides one open-ended question which

questions the respondents about their suggestions as regards intercultural competence enhancement, i.e., meant to generate long quantitative data. (Brown, 2009).

III.5.1.4. Questionnaire Piloting Procedure

It is traditionally acknowledged that research tools undergo a long process during which they are constructed, piloted, reconstructed and then administered. In fact, it took us few weeks to select the questionnaire content as regards wording and relevance as well as to ultimately decide on its layout and structure. For the sake of pertinence and accuracy, the questionnaire was rebuilt several times. As part of the piloting process, for the sanitary restrictions imposed on us by CoViD19, we simply consulted some of our classmates. Honestly speaking, their comments were of paramount significance in addressing some of the weaknesses; some elements have been out rightly dropped out and others reformulated.

III.5.1.5. Teacher's Questionnaire Administration

Owing to the endured sanitary circumstances which were imposed by the CoViD19 pandemic, the questionnaire was e-mailed to twenty (20) middle school teachers via Facebook and Gmail applications, and they all responded to the questionnaire. The participants were from different schools, levels, and teaching experiences. This allows for different perspectives to be collected, and this give credibility to the study results.

III.5.2. Textbook Analysis

III.5.2.1. Textbook

A textbook is teaching material for the teacher and a learning material for the learner. It is one of the pivotal aspects of the total teaching and learning process. It is the *"visible heart of any ELT program"* (Sheldon, 1988:237); it is an essential teaching aid for both teacher and pupil, and for the parents for the acquisition of a foreign language it links between official programs and their application in the classroom. *"An almost universal element of teaching"* (Hutchinson and Torres, 1994:315); and a guide for a teacher, a memory aid for the pupils, a permanent record or measure of what has been learnt. It also offers a set of elements: texts, drawings, images, documents, exercises, activities, organized and progressive on which teachers can rely for their lessons, allowing students to keep a written record of quality of what they need to know and know-how. "My Book of English", a textbook which is introduced in 2019-2020 by the Ministry of National Education for the fourth year in Algeria is intended for learners

aged 14 or 15. Its development is part of the recent reform of the Algerian education system. The textbook replaces its preceding Comet with new linguistic, methodological and cultural considerations within the competency-based approach framework. The textbook's authorship refers to BOUKRI. N, CHENNI .D and SMARA.A, published by the National Authority for School Publications.

Before presenting the content of the manual, it is important to succinctly describe its general aspect because the first contact with the manual is physical and it is important to arouse the taste for reading in the learner. The cover is cardboard and laminated, its balanced format gives it a handy character. On the first page, we first read the subject to be taught "English" written in bold with a white color, as well as the level to which the manual is addressed: "Fourth Year Middle School" written in bold also with green and red. There are some pictures represented in the background of Mohammed Dib, the charity of "Ness el khir", "Big Ben". We can read below, in Arabic, the sale price (240DA) and the edition: National Office for Publications. Regarding its structure, as a whole, the manual consists of 143 pages which are distributed as follows:

> Introduction, (written in Arabic).
> BOOK MAP.
> The content of the program divided into four units.

The book map is a synoptic table which summarizes the content of the manual, followed by the Introduction which is a text signed by the authors of the manual and intended for users. Indeed, the authors of the foreword insist on the conformity of the manual with the program. They explain the content of the manual, as well as the recommended approach.

However, the newly adopted textbook emphasizes cognitively a set of autonomous skills that learners should develop in them for the sake of reaching the competencies that are globally conventional. It is indented to be strongly learner-centered where the entire focus is directed to students as learning-makers, project doers and assessment undertakers.

III.5.2.2. The 'My Book of English' Textbook Succinct Description

 "My Book of English" textbook is designed for fourth year middle school learners; BEM candidates. It comprises three sequences are officially approved in the syllabus with recurrent language functions, syntactic structures as well skills and strategies. The manual adopts the approach of the educational project which aims to install skills through various activities by allowing learners to appropriate the rules governing the different discourses and the issues

that underlie them. The main focus of the current dissertation is attributed to the intercultural aspects via culture-based contents; images symbolizing "cultural artifacts", advertisements promoting "clothing and fashion items", graffiti reflecting on real-life struggles "body language". All these together contain visual records that can be used to provide factual information about different groups, providing better understanding of ideas and lifestyles that pictures generate.

III.5.2.3. The Role of the Textbook in FLT

Textbooks are regarded as the most reliable guide for teachers and the primary source of knowledge for learners. According toKellaghan, T. and Wingate, L. A. (2005: 983) textbooks considered as *"a part of the intended curriculum since they often embody specific academic goals for specific sets of students"*. Additionally, they can be thought of as representing the implemented curriculum since they are employed in classrooms to organize, structure, and inform students' learning experiences (ibid). However, how textbooks represent the curriculum do not depends on the nature of the textbook only but also how teachers chooses to use it.

Textbooks are a key component in most language programs. In some situations they serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom. Jack C. Richards (2018: 1-2) provide a list of the textbooks principal roles in language teaching/learning process:

1. They provide structure and a syllabus for a program. Without textbooks a program may have no central core and learners may not receive a syllabus that has been systematically planned and developed.

2. They help standardize instruction. The use of a textbook in a program can ensure that the students in different classes receive similar content and therefore can be tested in the same way.

3. They maintain quality. If a well-developed textbook is used students are exposed to materials that have been tried and tested, that are based on sound learning principles, and that are paced appropriately.

4. They provide a variety of learning resources. Textbooks are often accompanied by workbooks, CDs and cassettes, videos, CD ROMs, and comprehensive teaching guides, providing a rich and varied resource for teachers and learners.

5. They are efficient. They save teachers time, enabling teachers to devote time to teaching

rather than materials production.

6. They can provide effective language models and input. Textbooks can provide support for teachers whose first language is not English and who may not be able to generate accurate language input on their own.

7. They can train teachers. If teachers have limited teaching experience, a textbook together with the teachers' manual can serve as a medium of initial teacher training.

8. They are visually appealing. Commercial textbooks usually have high standards of design and production and hence are appealing to learners and teachers.

Additionally, Hinkel, E. (1999: 199-202) assert that textbooks have seven major roles, which are the following:

1. A textbook can be a "teacher"; in the sense that it contains material that is intended to instruct students directly about English-speaking cultures.

2. A textbook is also a "map"; it gives an overview of a structured program of linguistic and cultural elements, showing teachers and learners the ground to be covered and summarizing the route taken in previous lessons (show the cultural outlines of their contents).

3. A textbook is "a resource"; a set of materials and activities from which the most appropriate or useful items will be chosen.

4. A textbook is a "trainer"; the explanation, guidance, and the instructions of a teacher's guidebook can be of a great help especially for inexperienced or untrained teachers.

5. A textbook is "an ideology"; students may need to recognize the meaning of target group behavior: in the sense that it reveals and reflects a given cultural worldview, and a social construction to both teachers and students, and this in some way constructs their view of culture.

In short, Textbooks, as a readily available source of ELT materials, are the useful means that expose learners to the target culture by providing them with authentic texts, images, or examples that enhance their different parts of language (cultural, linguistic, intercultural aspects …). Additionally, they are the most important ingredient for the untrained teachers, in which textbooks provide direction, support, and specific language activities.

III.5.2.4. Content Analysis

With the rising interest in culture and the development of intercultural approaches in language teaching, evaluating the cultural contents in EFL textbooks is becoming a great concern. The literature on textbook evaluation procedure is vast. Various scholars have suggested different

ways to help teachers become more systematic and objective in their approach e.g. they have often offered checklists based on supposedly generalizable criteria. According to Jack C. Richards. (2020: 1) most textbook evaluation schemes distinguish two essential stages: *"a description or analysis phase, and an interpretation or evaluation phase. In the first phase, the contents of the book have to be carefully described in terms of scope and sequence, organization, and the types of texts and exercises contained* within"*.

The cultural dimension has long been emphasized within the profession even if it has not been systematically included in practice. However,one of the most common challenges in TFEL is the lack of materials (in textbooks) that aimed at promoting the intercultural competence; mainly the focus is put on general language development. Textbook analysis or content analysis is a means by which these dimension can be identified/explored and hence the effectiveness of textbooks be established.

Content analysis is a research method used to identify patterns in recorded communication. To conduct content analysis, data collected systematically from a set of texts that can be written, oral, or visual in which both qualitative and quantitative approaches are adopted. It has been defined as:

> *a research tool used to determine the presence of certain words or concepts within texts or sets of texts. Researchers quantify and analyze the presence, meanings and relationships of such words and concepts, then make inferences about the messages within the texts, the writer(s), the audience, and even the culture and time of which these are a part. (Umsl.edu. 2020:1)*

As a technique, content analysis relies on several specialized procedures for handling texts.Denscombe, M. (2003: 221) who assert that Content analysis is *"a method which helps the researcher to analyse the content of documents. Basically, it is a method that can be used with any 'text', whether it be in the form of writing, sounds or pictures."* Also claims that whateverits specific application, content analysis generally follows a logical and relatively straightforward procedure in which identifying a clear, direct research question is the starting point;

1.Choose an appropriate sample of texts. The criterion for the choice of such a sample should be quite explicit.

2. Break the text down into smaller component units. The unit for analysis can be each and every word. Alternatively, the analysis can use complete sentences as the unit, whole paragraphs or things like headlines. It can also be based on visual images or the content of pictures.

3. Develop relevant categories for analysing the data. The researcher needs to have a clear idea of the kinds of categories, issues and ideas that he or she is concerned with and how these

might appear in the text. This might take the form of 'key words' associated with the theme. So, for example, a search for sex bias in children's stories might look for instances of boys' names and girls' names – the names being treated as indicative of the nature of the content. The researcher might also wish to code the text in terms of the kinds of names, rather than just how many times such names occur.

4. Code the units in line with the categories. Meticulous attention to the text is needed to code all the relevant words, sentences etc. These codes are either written on the text and subsequently referred to, or entered via a computer program specially designed for the purpose.

5. Count the frequency with which these units occur. The first part of analysis is normally a tally of the times when various units occur.

6. Analyse the text in terms of the frequency of the units and their relationship with other units that occur in the text. Once the units have been coded, a more sophisticated analysis is possible which links the units and attempts to explain when and why they occur in the way they do.

The main strength of content analysis is that it provides a means for quantifying the contents of a text, and it does so by using a method that is clear and, in principle, repeatable by other researchers. Also it has the potential to disclose many 'hidden' aspects of what is being communicated through the written text. Although, many scholars consider that it has an in-built tendency to dislocate the units and their meaning from the context in which they were made, and even the intentions of the writer (ibid).

In this study the content analysis used as data collection instrument in order to explore the intercultural competence teaching via the literary texts which provided by the 4th year middle school EFL textbook. It intends to examine the textbook for knowing to what degree do the literary texts presented in English textbooks help in developing EFL learners' intercultural competence. Consequently, determining If the intercultural competence sufficiently taken into consideration by the textbook designers or not.

Furthermore, several procedures have been developed by many scholars in order to analyzing the cultural and the intercultural dimension of EFL textbooks. Particularly, Byram, M and Esarte-Sarries model (1991: 180) comprises the most important levels of analysis: micro-social level, macro-social level, and intercultural level (cited in AiatAissa, M. 20: 181):

1. **Micro-social level;** is one of the main levels of analysis (or focuses) that based on interpretative analysis rather than statistical or empirical observation. It examines the social

and geographical identities of the characters depicted in the textbook e.g. Micro-objectives: patterns of behavior, action/interaction and Micro-subjective: perceptions, beliefs or the various facets of the social construction of reality. It should display emotions, talk about problems, express beliefs and defend values (ibid).

2. Macro-social level; involves the study of widespread social processes. It has to deal with the overall picture of the target culture drawn by the general facts about its representation e.g. macro-objectives: society, law, architecture, technology and macro-subjects such as norms and values. Consequently, enable learners to function adequately by giving a real image of the target society.

3. Intercultural level; is based on comparing the home culture and the target culture. According to Byram, M and Esarte-Sarries (1991: 180)   the evaluation is concerned with the representation of both the HC and the TC which aims at developing intercultural tolerance and understanding.

However, Byram's(1993)criterion is more comprehensive and practical. It covers almost every aspect of the culture from the spirit to the material infrastructure. The checklist consists of eight categories of culture and each category is divided into subcategories (Byram, 1993 cited inIndawanSyahri&RiniSusanti. 2016: 100):

*1. **Cultural identity and social group** which include groups within the nation or state which are the basis for other than national identity, including social class, regional identity, ethnic minority, and which demonstrate the complexity of individuals' social identities and of a national society.*

*2. **Social interaction** which includes conventions of behavior in social interaction at differing levels of formality, as outsider and insider within social groups*

*3. **Belief and behaviour**which includes routine and taken-for granted actions within a social group and moral and religious beliefs.*

*4. **Social and political institution** which includes state institutions, health care, law & order, social security, and local government.*

*5. **Socialization and life cycle** which includes family, school, employment, media, and ceremonies which mark passage through stages of social life.*

*6. **National history** which includes historical and contemporary events seen as markers of national identity.*

*7. **National geography** which includes geographic factors seen as being significant by members.*

*8. **Stereotypes and national identity** which includes what is typical or a symbol of a national identity or stereotypes, e.g., famous people or monuments.*

CONCLUSION

This section attempted firstly to mention the chosen method, because its choice and clarity have an effect on the validity and reliability of the final gleaned findings. The research gets inspired on potential strengths of both qualitative and quantitative methods interpret teacher's questionnaire and the analysis of cultural objectives that are mentioned in the literary texts. This choice of method is to maximize the chance of collecting more reliable data and minimize the chance of biased findings moving to the next section to present the data analysis and interpretation of the cultural content in "My English Book".

Section Two: Data Analysis Procedures

Introduction

After designing the research study, the following step will be about the analysis of data gathered from the research instruments stated above, this will help the investigators to find answers to the research questions. Besides, constructing information and reflecting the experiences of neophyte teachers, the analysis included quantitative and qualitative data analysis procedure. This will help to enrich the current study.

III.6. Quantitative Data Analysis

III.6.1. Teachers' Questionnaire Analysis

It is worth reiterating that the total number of the collected questionnaire is twenty (20). The analysis of the responses provides a certain number of data of statistical nature on various points quoted in the description of the questionnaire.

III.6.1.1. Section One: Personal & Professional Information

Question-item1: Gender

a. Male
b. Female

Gender	Response	Percentage
Male	12	60%
Female	08	40%
Total	20	100%

Table 3.01: Respondents' Distribution according to Gender
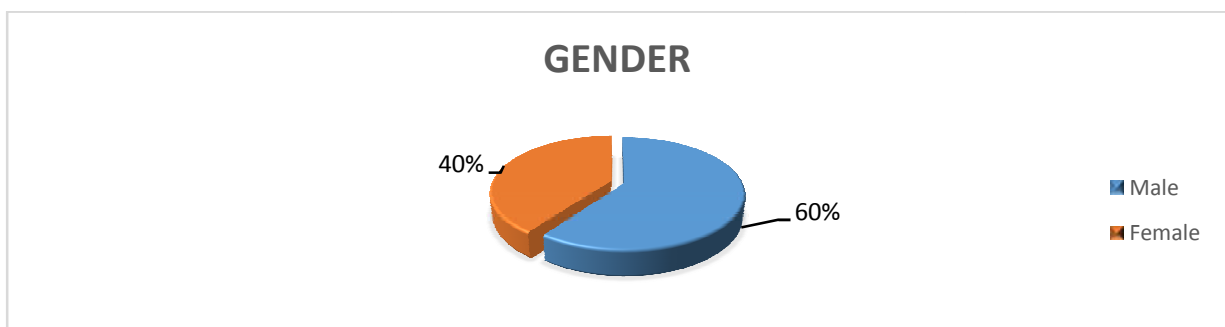
Figure3.01: Respondents' Distribution according to Gender

The questionnaire was addressed to 20 EFL middle school teachers. From the above figure, it can be noticed that 60% (n= 12) of the surveyed teachers are males, yet, the rest, i.e., 40% (n= 08) are females.

It is worth noting that the majority of the surveyed population of middle school teachers is constituted of males. More than the half (60) of the teachers are men. In fact, this distribution does not correspond to the socio-demographic data published by the Ministry of National Education (cf. Appendices). A study was carried on by the Ministry of National Education. It reveals that at the level of the secondary education, the literary streams are chosen by the girl-students. That explains the rise of women in the sector of education (cf. appendices). Indeed, according to Maruani, "*most of the active women on the labour market belong to the tertiary sector activities."* (2003:3). In addition, the phenomenon of the feminization of the teaching staff is nothing new. It seems to be one of the earliest professions compared to other recently feminized ones. The traditional assumptions on the matter try to explain the phenomenon by proposing the conciliation of the family life with those professional and teaching ones, i.e., family-friendly profession. Other assumptions take into account discriminations against women in the labour market and stress the fact, as indicates it Charles, F. "*The sexual division of labour and the structure of female employment corresponding to the latter, the teaching professions are indeed the best placed inside this structure."* (1998:29)

Women also chose this professional activity for reasons which touch at human and psychological values, with the characteristics of the profession and the flexibility of the schedules. Whatever the assumptions put forward to explain the very strong feminization of the teaching staff, the school institution appears as a privileged access-road of women in the labour market.

Question-item 2: How long have you been teaching English?   _____

Years	Response	Percentage
Less than 5 years	12	60%
Between 5 and 10 years	06	30%
More than 10 years	02	10%
Total	20	100%

Table 3.02: Respondents' Distribution according to Professional Experience
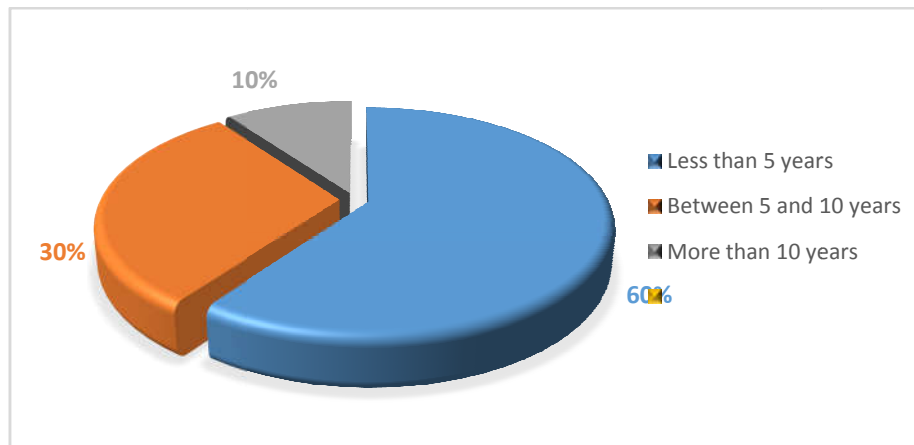
Figure 3. 02: Respondents' Distribution according to Professional Experience

The results above demonstrate that: sixty percent (60% n= 12) have accumulated less than 5 years; thirty percent (30% n=06) have an experience ranging between 5 and 10 years. Whereas ten percent (10% n=02) have more than 10 years' experience. It showed the differences between the participants in relation to the factor of professional experience. The three categories of EFL teachers represent the experience variable and values. The first category considered as the most dominant category. Then, it is followed by teachers who have experienced the act of teaching between 5 and 10 years with total number of 06. The less dominant category among the sample is about teachers who have more than 10 years with only 02 teachers (experience of 31 years).

EFL classroom is largely influenced by the teachers' professional experience; the data may reflect a variety of opinions according to the dominant category. Thus, teachers' effectiveness vary according to the knowledge and the skills that they develop during the pre-service and in-service training. In other words, the experience enable them acquire their teaching method and pedagogical decisions…etc. However, the majority of our sample had a considerable experience which allows them to answer the questionnaire.

Question-item 3: Levels you are teaching or you have taught before:

Levels	Number	Percentage
1st year	16	80%
2nd year	17	85%
3rd year	19	95%
4th year	17	85%

Table 3.03: Respondents' Distribution according to Grades in Charge
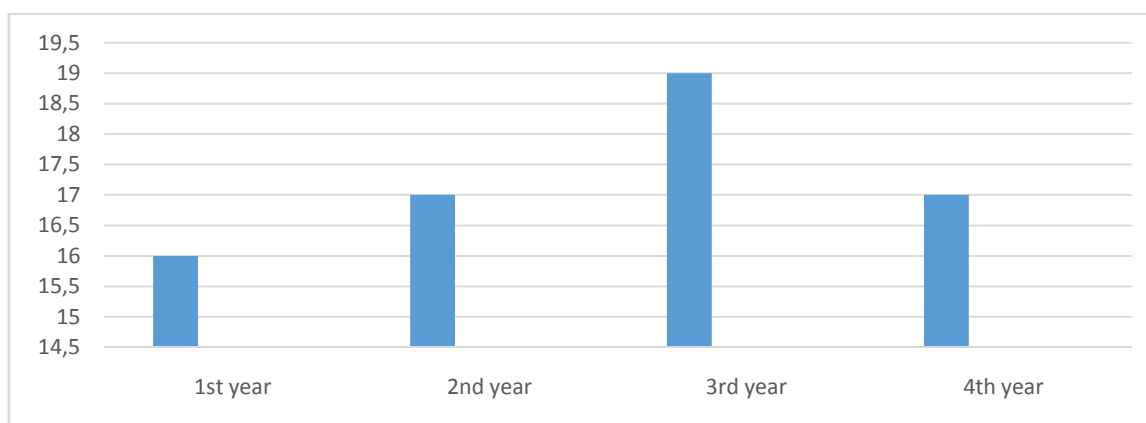
Figure 3.03: Respondents' Distribution according to Grades in Charge

Relying on the figure above, it is clearly stated by almost all teachers (85% n=17) that they have taught the fourth(4th) year middle school level alongside with 1st year, 2nd year and the 3rd year levels. So, they are familiar with the syllabi and the textbooks; and all of them are using or have used or have an idea about all the textbooks. Whereas others distributed among the first three levels as follow: 1st year eighty percent (80% n=16),   2nd year eighty-five percent (85% n=17), and 3rd year ninety-five percent (95% n=19).

However, in this research the most important sample are the teachers who have taught the fourth year middle school level. In which they provide us by a valid and reliable information about the cultural/intercultural dimension in the classroom, in addition to their opinion about the presence of the interculturality in the literary texts and its efficiency in developing the intercultural competence of the 4th year learners. Consequently, allowing us to cover practical vision of the intercultural teaching process.

Question-item 4: Alongside language linguistic training, have you received in-service or pre-service training in culture teaching?

a. Yes

b. No

Option	Response	Percentage
Yes	05	25%
No	15	75%
Total	20	100%

Table 3.04: Respondents' Distribution according to Cultural Issue Training
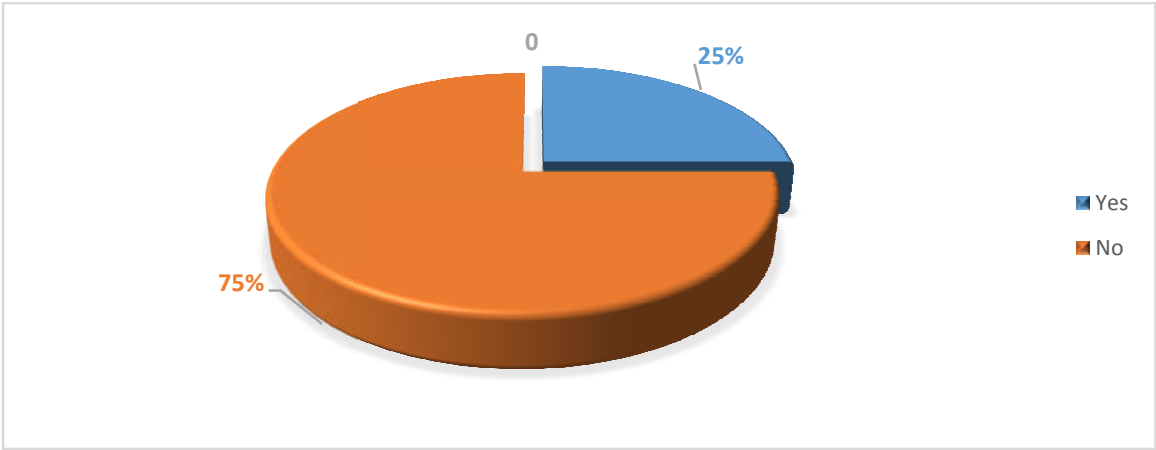
Figure 3.04: Respondents' Distribution according to Cultural Issue Training

As shown in the above table, the answers to this question reveals that the total number of teachers who had pre-service training in culture is 05 (25%). While, 15 teachers (75%) affirm that they did not have any cultural training.

The main aim of the question is to set out the number of teachers who received culture training out of whose did not. Consequently, identify those who already have exposed to cultural issues, which is considered as an important factor in the process of EFL teaching. For the reason that it helps teachers develop their teaching method and see the cultural dimension in parallel with the linguistic dimension.

As a result, there are different variation in the Algerian institutions and certificates, which in turn affects the quality of culture training. The majority of teachers; 75 percent did not have exposure to culture while their teaching training. In contrast, teachers who had in-service training on culture are only 25 percent, which represent the small amount of time given to

culture in EFL teaching. This situation proves that the interest is paid more on the linguistic teaching.

III.6.1.2. Section Two: Teacher's Awareness Concerning Culture Teaching

Question-item 5: In your opinion, the concept of "culture" refers to:

a. Knowledge, belief, morals, law, custom, everyday lifestyles or any other capabilities and habits acquired by man as a member of society.

b. Art, literature, music, theatre…etc.

c. Culture is both a and b

Definitions	Response	Percentage
Definition a	04	20%
Definition b	02	10%
Definition a and b	14	70%
Total	20	100%

Table 3.05: Respondents' Perception of Culture Definition
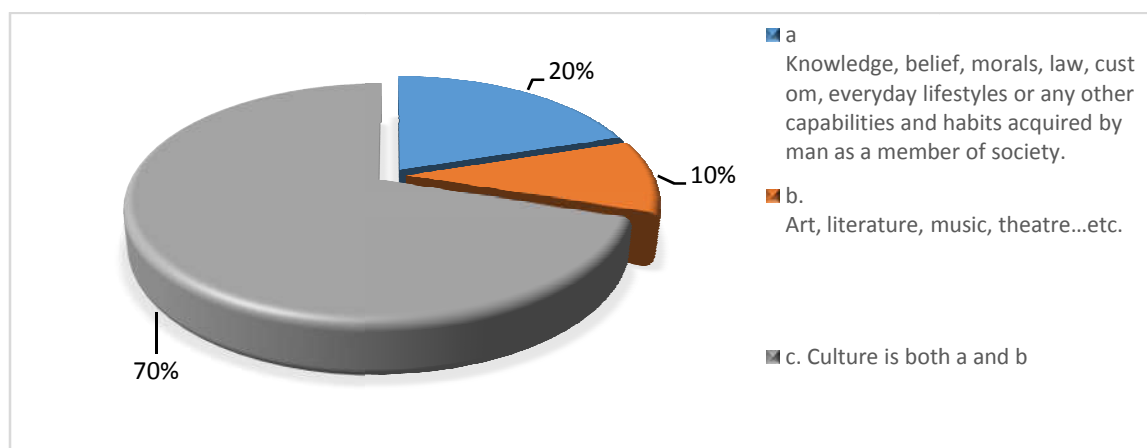
Figure 3.05: Respondents' Perception of Culture Definition

As regards culture definition, 20 percent of the respondents have chosen (a); culture is "Knowledge, belief, morals, law, custom, everyday lifestyles or any other capabilities and habits acquired by man as a member of society". Thus, the respondents culture teaching is focused more on the small "c" culture. According to 10 percent of the respondents, culture is merely "art, literature, music, theatre…etc." which reflect that they prefer the exposure to big

"C" culture and neglect the value of small "c" culture in enhancing learners intercultural competence. While, 70 percent opted for the choice (c) which incorporates the both definitions (a and b) accordingly, they consider both big "C" and small "c" culture; this equal inclusion of the two types of culture will affect the learners cultural perception of others in which it develop a clear vision of their culture and the target one, consequently, developing an intercultural tolerant learners.

Question-item 6: Do you think that the use of purely linguistic teaching (grammar, vocabulary, listening and pronunciation), ensures the effectiveness of communication?

a. Yes.
b. No.

Option	Response	Percentage
Yes	11	55%
No	09	45%
Total	20	100%

Table 3.06: Respondents' Perception of Effective Communication Construction
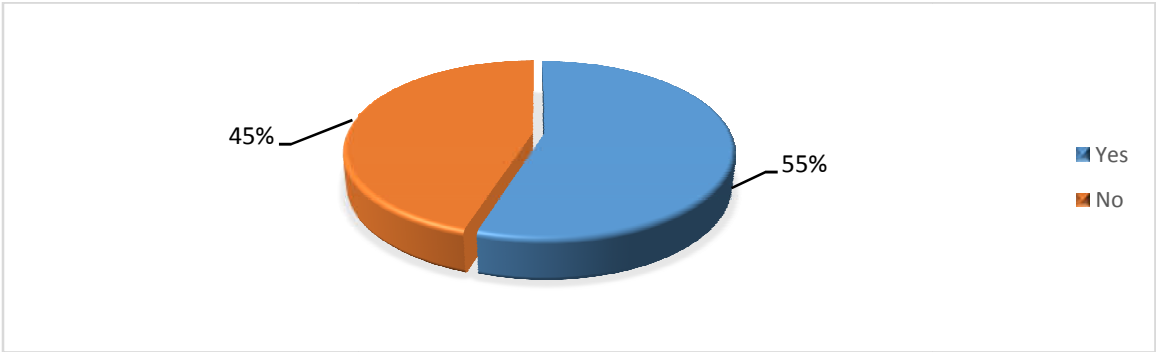
Figure 3.06: Respondents' Perception of Effective Communication Construction

The numerical data show that 55 percent (55% n=11) of the surveyed teachers are agree that the use of purely linguistic teaching ensures the effectiveness of communication, whereas 45 percent (45% n=9) are disagree.

Indirectly, this question aims at identifying the teachers' attitudes towards the importance of exposing learners to culture teaching alongside with linguistic teaching in ensuring the effectiveness of communication. Consequently, it can be said that teachers are aware of

thecultural aspect role or at leastthe insufficiency of the purely linguistic teaching for a successful communication.

However, the result above show that more than the half of the teachers (55%) think that the use of purely linguistic teaching lead learners to communicate successfully, so they are not aware of the real value that culture enhance in learners communicative performance. In contracts, other teachers are well aware of the insufficiency of the linguistic dimension without the cultural/intercultural dimension.

Question-item 7: How is your teaching time distributed over "language teaching" and "culture teaching" in your EFL classroom?

  a. language teaching … %
  b. Culture teaching   … %

Percentage of Time	Response	Percentage
100% language teaching-0% Culture teaching	00	00%
80% language teaching-20% Culture teaching	15	75%
60% language teaching-40% Culture teaching	03	15%
40% language teaching-60% Culture teaching	00	00%
20% language teaching-80% Culture teaching	02	10%
Integrate teaching of both language and culture equally.	00	00%
Total	20	100%

Table 07: Distribution of Teaching Time towards Language versus Culture
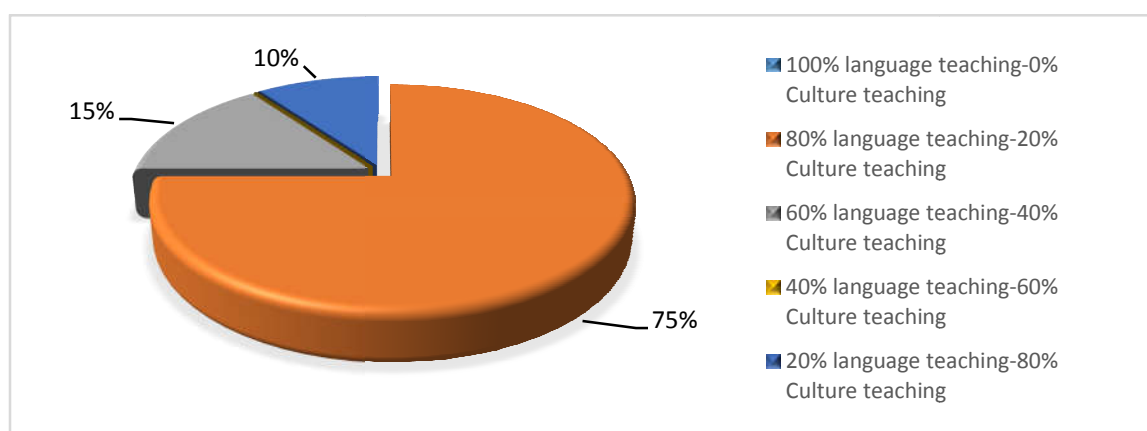
Figure 3.07: Time Allotment to Linguistic Contents versus Cultural Issues Teaching

64

The figure provided an overview of the EFL teachers' perception of the percentages of their teaching time distribution. It can be noticed that the majority of them tend to dedicate more time to language teaching. 75% (n=15) tick the "80% language teaching-20% Culture teaching", 15% (n=03) tick "60% language teaching-40% Culture teaching". While few teachers 10% (n=02) tick for "100% language teaching-0% Culture teaching" in which they totally neglecting culture.

This question seeks to make comparison between the percentage of time allotment to "language teaching" and "culture teaching". It is an indirect question about teachers' teaching time; the question used to get into teachers' insights about whether they devote their efforts to culture teaching or not.

The finding shed more light on the way teachers perceive the process of EFL teaching and, in particular, on the time they display over language items versus culture items. The statistical above showed that teachers devote more time to language teaching than to culture teaching in spite of the fact that they also devote some time to culture teaching. Thus, to some extent, teachers do not give much importance to the role of the cultural dimension.

III.6.1.3. Section Three: Culture Teaching and Communicative Competence in the Algerian Middle School

Question-item 8: With the current educational reform, does culture occupy an important place in the teaching of English at the middle level?

a. Yes
b. No

Option	Response	Percentage
Yes	09	45%
No	11	55%
Total	20	100%

Table 3.08: The place of Cultural Issues in Middle School Education
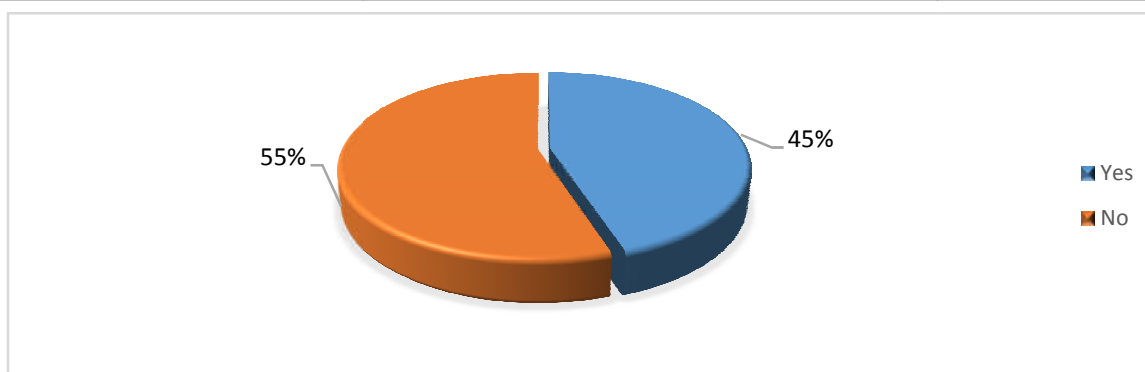
Figure 3.08: The place of Cultural Issues in Middle School Education

It is noticeable through the above figure that 55% (n= 11) of the teachers showed a clear preference of the idea that cultural topics and themes do not occupy an important place in the teaching of English at the middle level. While 45% (n= 09) of them are satisfied by the cultural content that the textbook provide.

This question aims to get into the EFL teachers' as to whether the cultural content presented in the textbook really fits the learners' needs or not.

From the results, it can be seen that some teachers seem to have a positive attitudes towards the textbook cultural content. Whereas the majority of teachers' opinions revealed that, with the current educational reform at the middle level, culture does not occupy an important place.

Question-item 9: What do you think should be the ultimate aim of TEFL in middle schools?
  a. Enabling learners to use correct English structures.
  b. Enabling learners to communicate using English in different real life situations
  c. Enabling learners to interact effectively and appropriately in English with members of its culture.

Aims	Number	Percentage
Enabling learners to use correct English structures	05	25%
Enabling learners to communicate using English in different real life situations	16	80%
Enabling learners to interact effectively and appropriately in English with members of its culture.	05	25%

Table 3.09: Respondents' Perception of TEFL Ultimate Aim in Middle School Education
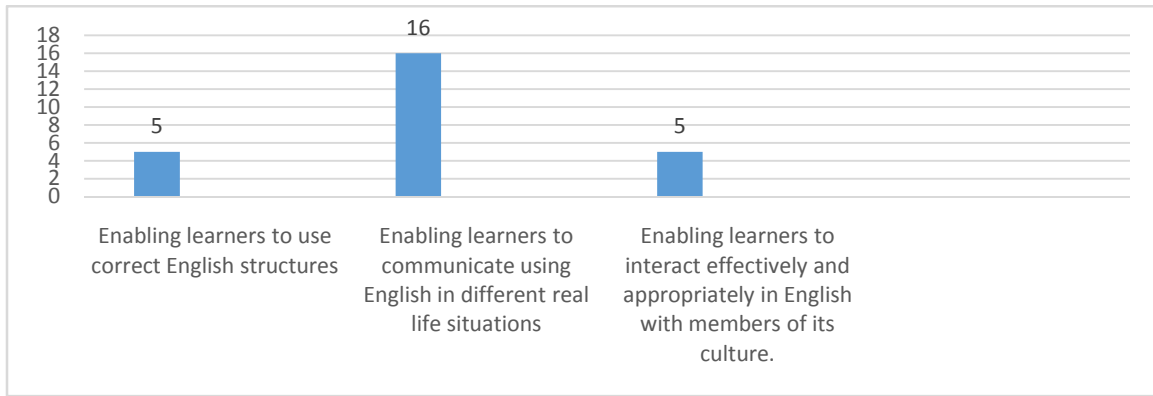
Figure 3.09: Respondents' Perception of TEFL Ultimate Aim in Middle School Education

What could be noticed from the previous statistics is that teachers' points of view towards the ultimate goals of teaching culture are different. They proximately (80%) all seem to accept the fact that enabling learners to communicate using English in different real life situations should be the ultimate aim of TEFL in middle schools. So they are aware of the fact that learners should be able to react appropriately in social situations, where 25% of them add that enabling learners to interact effectively and appropriately in English with members of its culture also important. While, 25% of teachers consider that the use of correct English structures is enough for middle school learners.

Question-item 10:A) Do you face difficulties when explaining cultural issues?

   a.   Yes
   b.   No

Option	Response	Percentage
Yes	16	80%
No	04	20%
Total	20	100%

Table 3.10: Encountered Difficulties during Cultural Issues Sessions
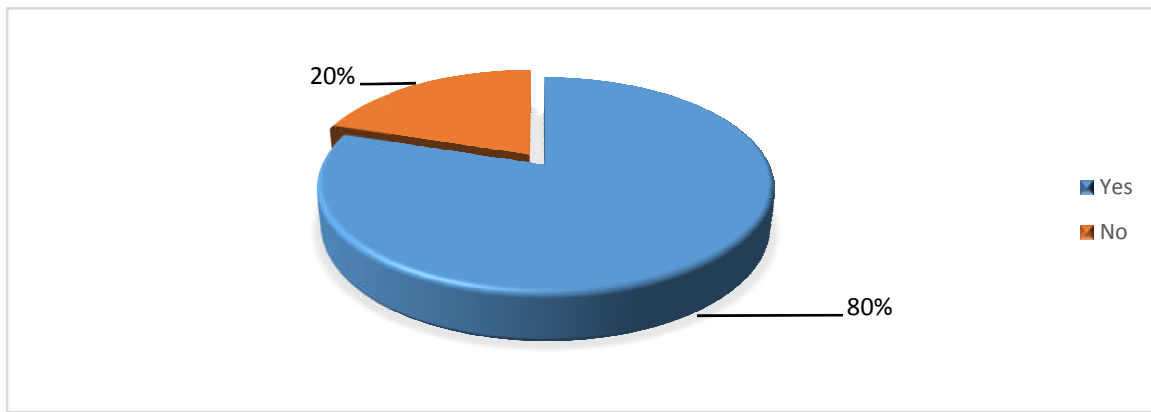
Figure 3.10: Encountered Difficulties during Cultural Issues Sessions

B) If yes, what type of difficulties you encounter when teaching culture?

    a. Lack of learners' awareness

    b. Insufficient material

    c. Cultural shocks related to rituals, religion…

    d. Others: _____

Type of Difficulties	Response	Percentage
Lack of learners' awareness	14	87.50%
Insufficient material	09	56.30%
Cultural shocks related to rituals, religion	07	43.80%
Others	00	00%

Table 3.10: Difficulties that Encounter Culture Teaching
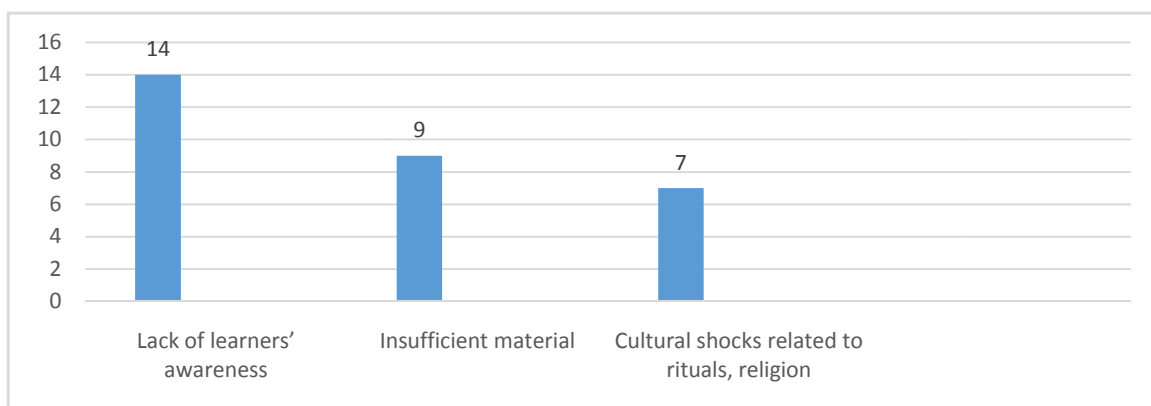
Figure 10: Difficulties that Encounter Culture Teaching

The figure above showed that only 20% (n=04) of the teachers do not face difficulties when explaining cultural issues, and the majority of them 80% (n=16) identify some obstacles that prevent the performing of an effective culture teaching.

80% of teachers face difficulties when explaining cultural issues, in which 87.5% (n=14) of them consider that the lack of learners' awareness is the main obstacle, where 56.3% (n=09) argue that the lack of the pedagogical materials can be a serious obstacle for conveying the cultural information. While the culture teaching difficulties of the 43.80% (n=07) teachers are the cultural shocks related to rituals, religion which indirectly related to the learners limited background knowledge.

III.6.1.4. Section Four: The Intercultural Dimension in EFL Textbooks and Cultural Materials

Question-item 11: What is your understanding of intercultural communicative competence?

a. Non-judgmental communication with other cultures.
b. A field of research that studies how people communicate effectively and understand each other across group boundaries.
c. Analyzing and adapting ones behavior when interacting with others.

Option	Response	Percentage
A	02	10%
B	04	20%
C	14	70%
Total	20	100%

Table 3.11: Respondents' Understanding of Intercultural Communicative Competence
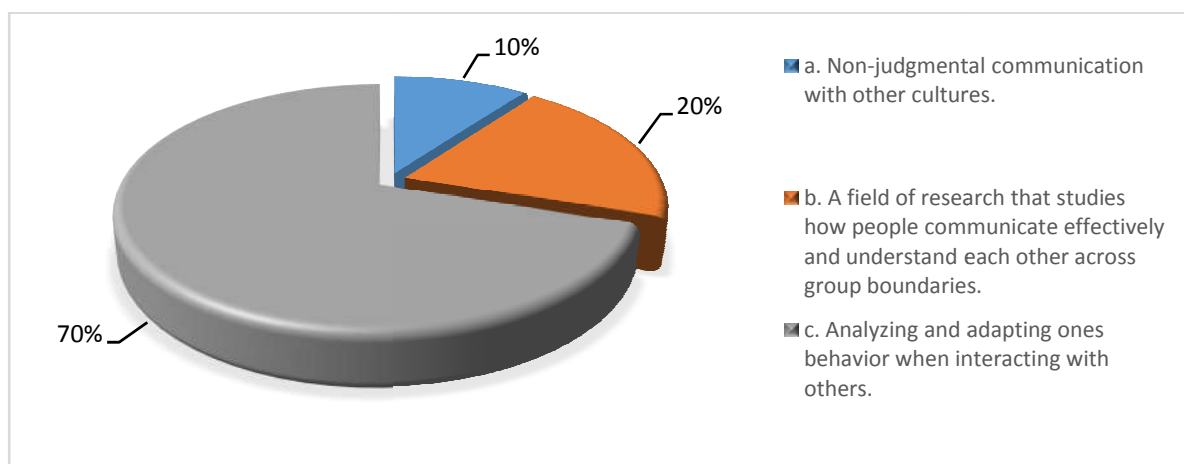
Figure 3.11: Respondents' Understanding of Intercultural Communicative Competence

The importance of incorporating such question is to shed more meaning to the variety of definitions elaborate for the term 'intercultural' in the chapter one in relation to the teachers understanding to it , and see to what extent they support some of them.

From the figure above, some observation can be made. The first definition is supported by 10% (n=02). The second definition reflect the teachers' scientific view of the intercultural competence. While, the third idea in intercultural competence teaching captured the highest number of teachers' opinions 70% (n=14).

Thus, teachers understanding of intercultural competence categorized in the tendency of being positive in the sense that they overcome the negative attitudes towards others and promote positive towards otherness.

Question-item 12: Does the textbook offer enough reading materials introducing the target culture?

    a. Yes

    b. No

Option	Response	Percentage
Yes	01	05%
No	19	95%
Total	20	100%

Table 3.12: Respondents' Attitudes towards Textbook and the Target Culture
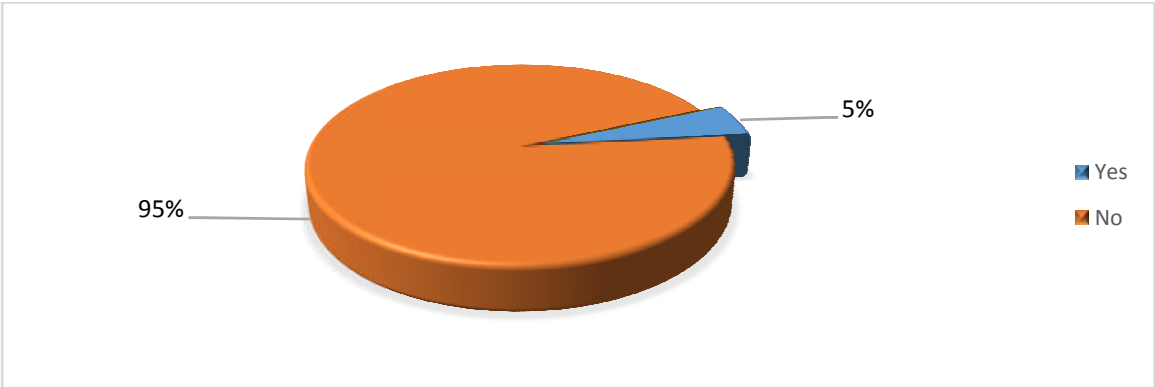
Figure 3.12: Teachers' Attitudes towards Textbook and the Target Culture

The table indicates that the majority of the respondents (95% n=19) state that the textbook does not offer enough reading materials about the target culture. However, only one teachers (05%) believes that itcontains enoughreading materials which introduce the target culture.

Question-item13: How would you create the suitable intercultural environment in your EFL classes?

a. Using videos, data-show or the internet to illustrate an aspect of an intercultural environment.

b. Inviting a native person to the classroom or using authentic materials.

c. Decorating the classroom with posters demonstrating particular aspects of English speaking countries.

d. Using textual components (literary texts)

Options	Response	Percentage
A	19	95%
B	02	10%
C	11	55%
D	14	70%

Table 3.13: Respondents' Intercultural Teaching Techniques
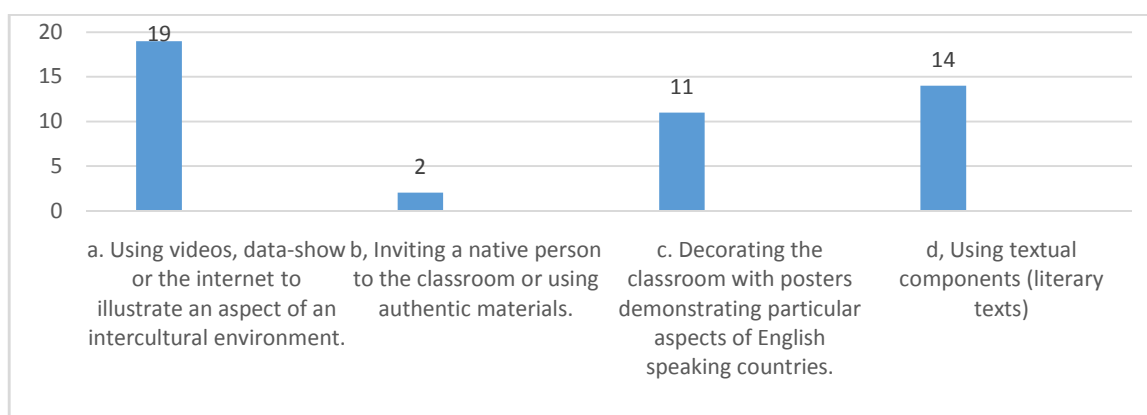
Figure 3.13: Respondents' Intercultural Teaching Techniques

This question is about exploring the techniques that may be put into practice to create an intercultural teaching environment.

The findings show that the most frequently used techniques for intercultural teaching in the EFL classes are the medium of the educational technologies such as (a): videos, data-show or the internet in which 95% (n=19) of the teachers using them. Only 10% (n=02) inviting a native person to the classroom or using authentic materials. The practice of using posters to

illustrate aspects of the target culture captured the attention of 55%(n=11) of the participants. While 70% (n=14) prefer to use textual components such as literary texts.

Question-item 14: To what extent do you agree with the selected literary text for the sake of developing learners' intercultural awareness?

a. Totally agree
b. Agree to some extent
c. Do not agree at all

Options	Response	Percentage
Totally agree	03	15%
Agree to some extent	13	65%
Do not agree at all	04	20%

Table 3.14: Literary Texts and Learners Intercultural Awareness Development
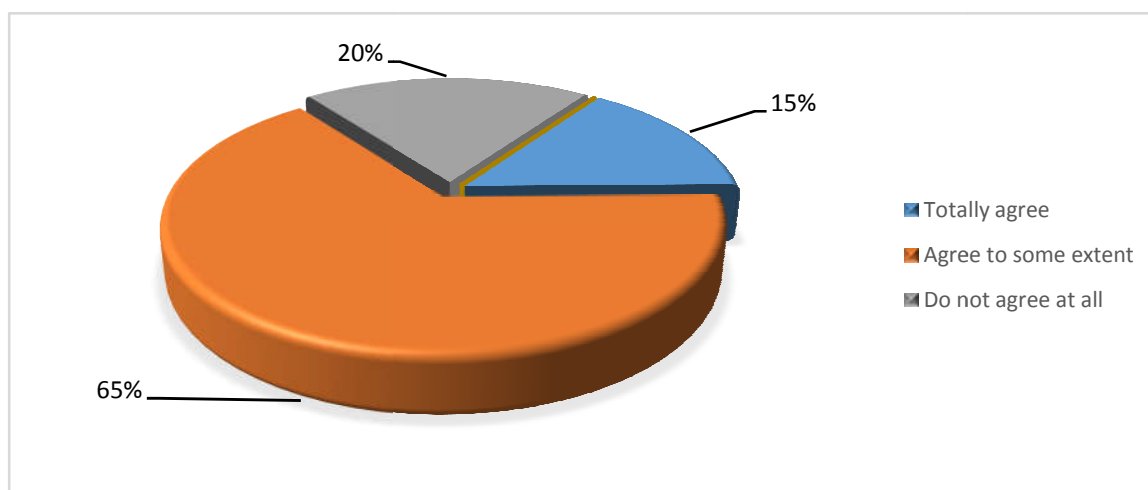
Figure 3.14: Literary Texts and Learners Intercultural Awareness Development

This question used to support or verify the results of the textbook content analyses, in which teachers' answers either support our cultural content evaluation results or not.

From the figure above, it can be observed that three teachers (15%) are totally agree that the literary texts provided by the textbook develop learners' intercultural awareness. where 20% are agree to some extent, the majority of teachers 65% totally disagree.

Question-item 15: Do you use literary texts as a pedagogical support when teaching EFL? Justify.

a. Yes

b. No

………………………………………………………………………………………………

Option	Response	Percentage
Yes	18	90%
No	02	10%
Total	20	100%

Table 3.15: The Use Literary Texts as a Pedagogical Support
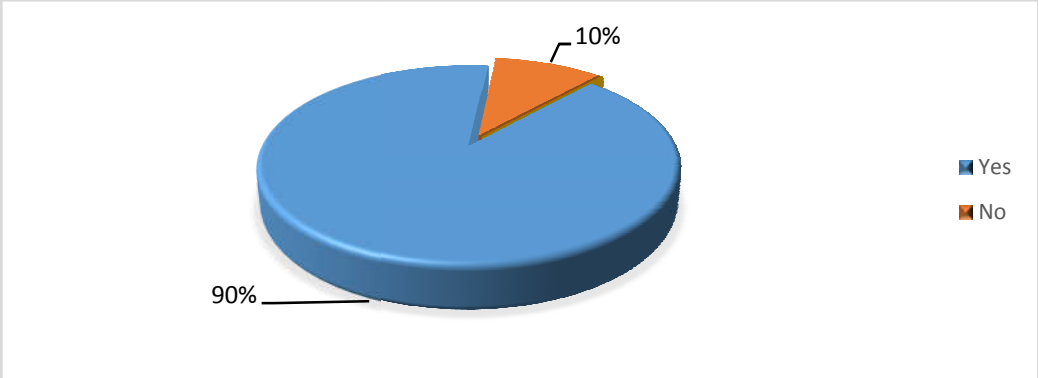
Figure 3.15: The Use Literary Texts as a Pedagogical Support

The question seeks to get data from teachers' opinion about withers or not they use literary texts as a pedagogical support when teaching EFL classes in order to explore the their aims behind it, and indirectly know if they found literary texts useful in developing the intercultural/cultural competence of learners. This done through grouping together the similar interpretations in meaning in order to get the teachers' common impression.

To analyse this question, it is important to elicit that EFL teachers open-ended justifications are the variables that reflect their attitudes towards literary texts uses. From the result, we can conclude that only 10% (n=02) of them do not use literary texts because its unavailability in which they found videos, posters, and data show more useful and attractive.The data obtained revealed that 90% of the total number of the teachers (18) answered by yes; some common grounds of teachers view are as follows;

- Literary texts can enhance both the grammatical and lexical competencies of learners as well as their cultural one.

- Literary texts rising the learners awareness of the cultural differences and develop their attitudes towards others.

- Literary texts are useful, practical and authentic, which gives learners the chance to read and control their pronunciation at the same time learn more glossary and use it in the correct context.

Question-item 16: In your opinion, what type of competency does the study of literary texts aim at?

a. Grammatical

b. Lexical

c. Cultural

d. Others

Competency	Response	Percentage
Grammatical	**08**	**40%**
Lexical	**19**	**95%**
Cultural	**19**	**95%**
Others	**02**	**10**

Table 3.16: Respondents' Opinions about the Competency Developed by Literary Texts
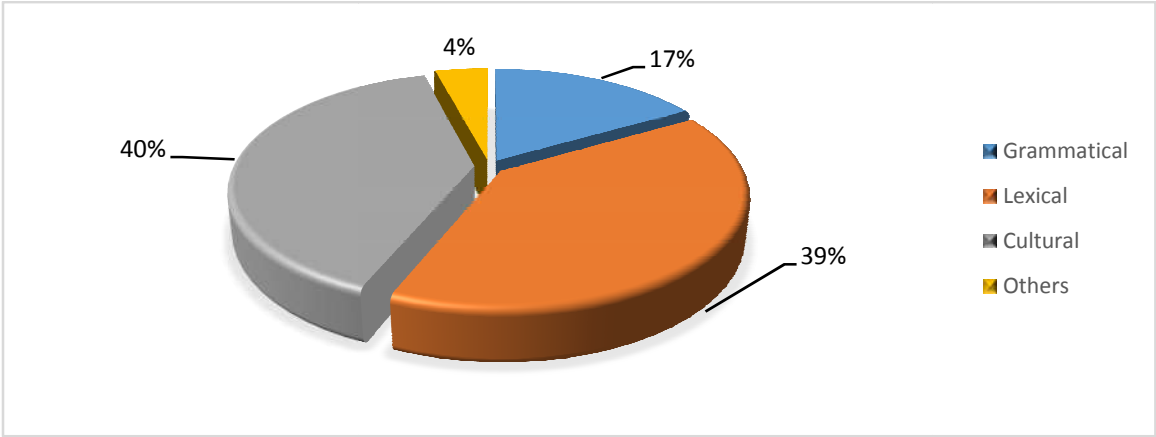
Figure 3.16: Respondents' Opinions about the Competency Developed by Literary Texts

This question explores the teachers opinions attached to the competency that the literary texts develop. According to 17% (n=8) literary texts enhance learners grammatical competence, while 40% (n=19) claim that the main competencies developed arelexical and cultural

one.Inaddition to those competencies, 4% (n=2) of the teachers assert that, also the communication skills are developed.

Question-item 17: Do you discuss the dangers of negative stereotyping (Prejudice) with your students?

a. Yes

b. No

Option	Response	Percentage
Yes	16	80%
No	04	20%
Total	20	100%

Table 3.17: Teachers' Learners' Cultural Stereotypes Discussion
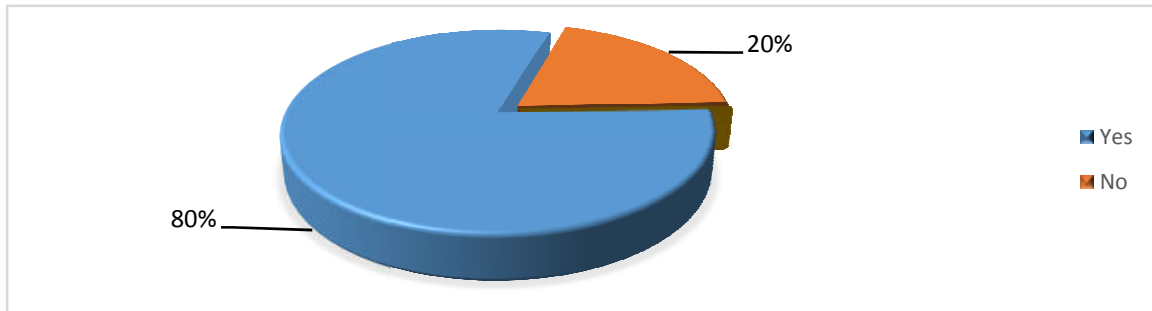
Figure 3.17: Teachers' Learners' Cultural Stereotypes Discussion

The data collected in the above figure show that the majority of EFL teachers 80% (n=16) discuss the dangers of negative stereotyping (Prejudice) with their learners, whereas 20% (n=04) of them do not. It can be seen that with such discussions, if learners react positively, they would have the chance to know more about themselves and about the others culture, consequently they accept and respect them which ensure an effective communication. In other words, it promotes tolerance and acceptance as it gives learners the chance to learn about the target culture.

Question-item 18: Do fourth year EFL learners have the potential skills to critically evaluate and interpret positively the intercultural differences?

a. Yes

b. No

Option	Response	Percentage
Yes	03	15%
No	17	85%
Total	20	100%

Table 3.18: Fourth Year EFL Learners' Level of Awareness
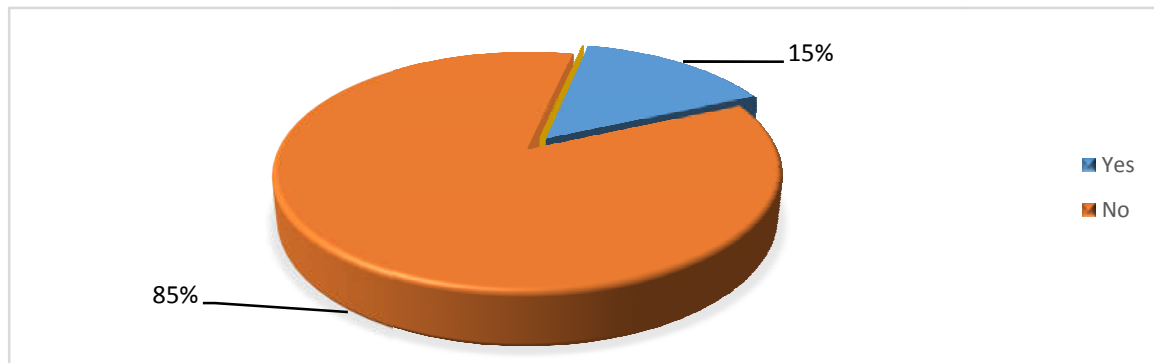
Figure 3.18: Fourth Year EFL Learners' Level of Awareness

The data obtained revealed that 16% (n=03) of them claim that 'Yes' their fourth year learners have the potential skills to critically evaluate and interpret positively the intercultural differences.Whereas 85% of the total number of the teachers (17) answered by 'No': This is already affirmed by Question 10 part 'B'; where 80% of the teachers face difficulties when explaining cultural issues in which in addition to 'the cultural shocks related to religion and rituals 43.8%' 'the lack of learners' awareness represented by 87.5%' of the main culture teaching difficulties. Accordingly, it can be conclude that the fourth year learnersare not well aware of the cultural differences.

Question-item 19: According to you, what are the possible solutions that you suggest to promote a successful intercultural communication?

……………………………………………………………………………………………

Regarding teachers as the observers who are familiar with the classroom environment, they were asked to make suggestions which serve the purpose of promoting a successful intercultural communication.Accordingly, suggestions were considerably almost identical where 45% stated that provide learners with different cultural information, and encourage them to discuss cultural issues during classroom oral communication/expression will rise their intercultural competence. other teachers 25% state that it is necessary to use new educational technological means; the adoption of other materials such as videos, computers, data

shows,audios and all what is technological can effectively depict the cultural information as it is in reality. Others, 10% asked for the reconsideration of the materials, in which they should not belimited only to the textbook. Thus, they cogently required for the adoption of other materials which specifically designed for introducing cultural/intercultural dimension. Whereas 10% of them consider that teachers should be familiar with the cultural differences in order to raise their learners' awareness through watching, listening, and reading. The rest, 13.33% called for the inclusion of more texts which reflect the culture of the target language.

III.6.2. Interpretation of the Results

The questionnaire was used in order to collect more information from middle school teachers. The purpose of this questionnaire was to look for the teachers' viewpoints about the integration of the target culture within the English language teaching process and to what degree they consider the literary texts presented in fourth year English textbooks sufficient for developing EFL learners' intercultural competence. It was submitted to 20 middle school English teachers, in which it divided into four sections:

Alongside gender the,first section revealed that all the teachers had a considerable teaching experience which allow them to reflect their knowledge about the issue put in question.The majority of teachers (75%) did not received any in-service or pre-service training in culture teaching, which reflect the fact that the interest is paid more on the linguistic teaching while their teaching training.

In the second section, this research tried to explore the teacher's awareness concerning culture teaching. The obtained results showed that the majority of the respondents chose option (c) which combines both the social aspects of culture 'small c' and 'big C' culture. Besides nearly the half of them found that the purely linguistic teaching is insufficient to ensure the effectiveness of communication. Whereas all of them devote some time to culture teaching. This proves that the teachers are to some extent aware of the complexity and the vagueness of the culturalconcept; that it is not limited to one aspect rather it is a set of different elements and features.

The third section address the culture teaching and communicative competence in the Algerian middle school. More than the half of teachers' claims that even with the current educational reforms the cultural content presented in the textbook does not really fits the learners' needs. Additionally, they (80%) faced difficulties when explaining cultural topics in which they

(50.3%) consider the insufficiency of the materials provided as one of the main obstacles. Yet, they consider that the main aim of TEFL in middle schools is enabling learners to communicate using English in different real life situations. It can be conclude that the cultural content presented in the textbook is insufficient to develop the learners' intercultural communicative competence.

Finally, the fourth section was devoted in order to exploring the intercultural dimension in EFL textbooks. From the Q11 result, it can be said that this situation clearly indicates that teachers understood the intercultural competence mainly as the act of communication in the sense of analyzing others behavior, being able to understand and be understood. 95% of the teachers are not satisfied with the reading content of the textbook in terms of culture teaching. Therefore, they adopt other pedagogical materials or techniques such as videos, data-show, the internet, posters or literary texts in order to capture learners' attention towards building a solid knowledge about the target language culture. However, 90% of the teachers use literary texts as a pedagogical support in which they can enhance both the grammatical and lexical competencies of learners as well as their cultural one. According to their answers, they integrate different cultural aspects within their lectures because language and culture represent two co-related components of the linguistic system. In the same line of thought, 80% try to discuss the dangers of negative stereotyping with students in order to make things clear as possible. Thus, for them (85%) the fourth year learners are not skillful in comparing and evaluating critically the intercultural differences, therefore less aware if we do not say unaware.

To conclude, the cultural awareness can be raised by a variety of real-life situations covering all the social aspects of cultures. This may be clearly seen in the suggestions of the teachers about improving the intercultural communication. In addition to oral discussions (45%), literary texts (10%), the proportion of 25% urged for the use of ICTs that may provide a realistic depiction of the cultural information which can be well-perceived by learners with increased motivation than it is represented in any document.

III.7. Qualitative Data Analysis

III.7.1. Presentation and Analysis of Data Relating to Literary Texts (Textbook Analysis)

The scrutiny of 'My Textbook of English' textbook direct to fourth year middle school EFL learners consists of three sequences to be covered in six-month school year. Here below, the content with reference to cultural issues will be investigated.

III.7.1.1.Distribution of Literary Texts in the Textbook

Types of texts	Number of texts	%
All	26	100%
Literary texts	26	100%
Non-literary texts	00	00%
English literary texts	08	30.76%
Algerian literarytexts	13	50%
Other	05	19.24%

Table 3.19.: Distribution of Literary Texts in the Textbook
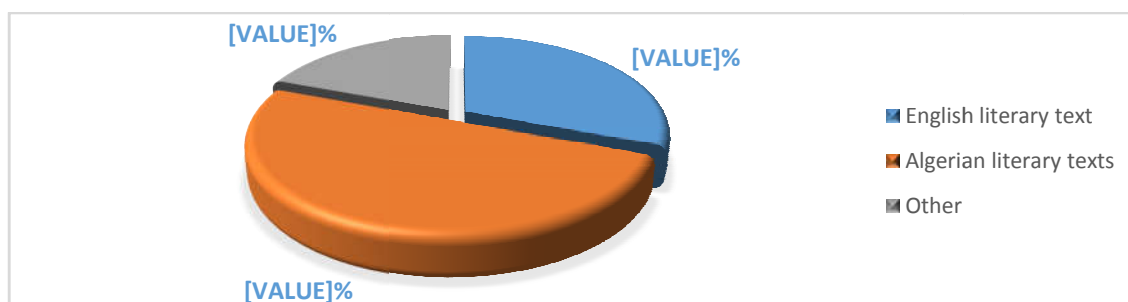
Figure 3.19: Distribution of Literary Texts in the Textbook.

By analyzing the typology of the various texts proposed, the histogram n°3.19, points out to us that the manual offers many literary texts for the development of cultural competence; indeed, after the count we were able to inventory around 26 texts, a percentage all texts are presented in the textbook are literary of 100% we have approximately 08texts representing English literature, that is to say the rate of 30.76%. This is very insufficient to allow the teaching of cultural competence from an interactional perspective.

While we note that 13 texts relating to Algerian literature, of Algerian authors with a rate of 50% this is very insufficient to allow the teaching of cultural competence from an interactional perspective. And this is not the same as the English literary texts, it means there is no equivalence between the cultures.

The educational exploitation of the text effectively raises the question of the adequacy between learning a language and reading a literary text. In this case, the use of a literary extract for a lexicon, grammar or conjugation exercise appears totally inappropriate for the literary character of the text; indeed, it is necessary to highlight the aesthetic and cultural aspect of literature. Vocabulary and grammar occupy a large place in the analysis of literary texts. In addition, most often only the vocabulary is addressed which would pose problems for the comprehension of the text.

The goals of teaching literature assume that we should enrich the general culture of learners, to encourage them to discover the pleasure of reading by making them discover English culture, as it is universal. Literature should be given great importance in their courses. It can serve as a transfer of culture and therefore invites learners to enter the culture of the other.

III.7.1.2. Distribution of the Authors of Literary Texts in the Textbook According To Their Time

Algerian Authors		American/British Authors		ForeignAuthors	
Authors	Number of texts	Authors	Number of texts	Authors	Number of texts
- ShaikhKhaleel - Malek Haddad -KatebYacine --ZohraDrif - MoufdiZakaria -Ahmed Taleb Ibrahimi --Lina Ghiat	1 2 3 3 1 1 1	- William Shakespeare(Eng) - Robert Fraser(British) - Joanne Rowling- C. (britich) -Charles Haroche (USA) - Isidro Romeo(USA) -Dominic Cole (USA)	2 1 2 1 1 1	- ThinleyKalsang Bhutia (india) --W. A. Iggers (Czechoslovakia) - Chris de Bode	1 1 1 1 1 1
Total	12		8		6
%	46.15%		30.77%		23.07%

Table 3.20: The Authors of the Literary Texts in the Manual

AUTHORS

23,07

46,15

30,77
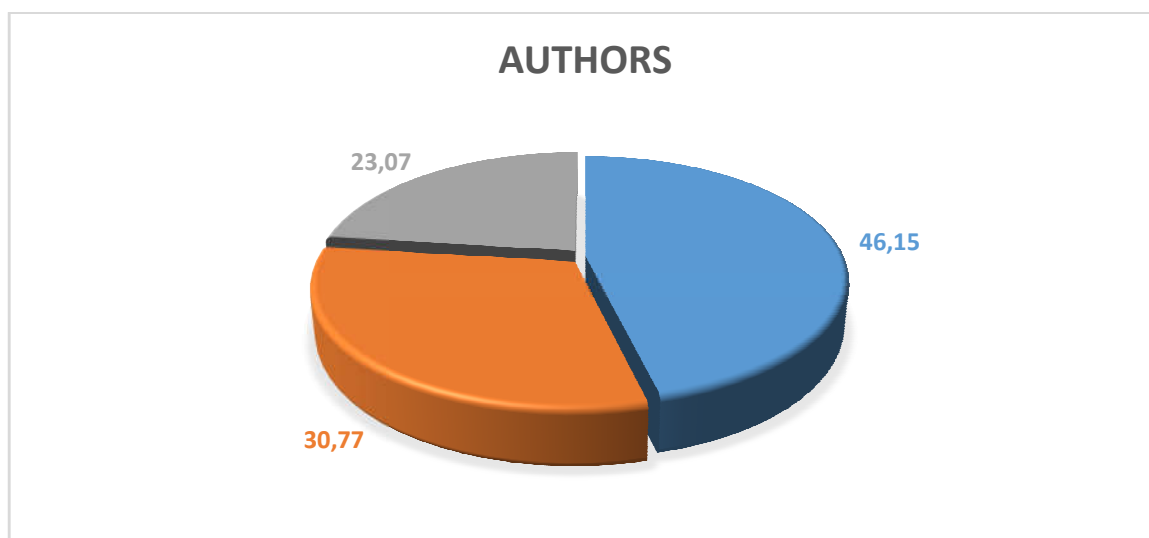
Figure 3.20: The Authors of the Literary Texts in the Manual

In the table represented by the histogram n° 3.20, we note that the percentage of Algerian authors is important compared to that of English writers of English expression: we have 12 texts by Algerian authors against only 08 English authors. We also note, that the number of Algerian authors belonging to the Algerian colonial period such as: "MoufdiZakaria, ZohraDrif.."which approaches half of the whole of the texts proposed. While we have only 08 texts by English authors of 30.77%. However, there are only 06 texts written by foreign authors. But they are not helpful to teach the targeted culture.

III.7.1.3. Presentation and Analysis of the Contents of Literary Texts

III.7.1.3.1. Analysis of Cultural Objects Contained in Literary Texts

The analysis of the cultural contents of literary texts allows us to check whether the intercultural issue is really the subject of pedagogical consideration or only used as a simple support for learning forms.

Interculturality in the literary texts exploited contains different components.

Literarytexts	Number of texts	%	Interculturality	Number	%
26	26	100%	Cultural identity and social group	11	12.79%
			Social interaction	3	3.49 %
			Belief and behavior	6	6.98 %
			Social and political institution	6	6.98%
			Socialization and life cycle	17	19.77%
			National history	6	6.98%
			National geography	20	23.25%
			Stereotypes and national identity	17	19.77%

Table 3.21: The Different Components of Interculturality in Literary Texts
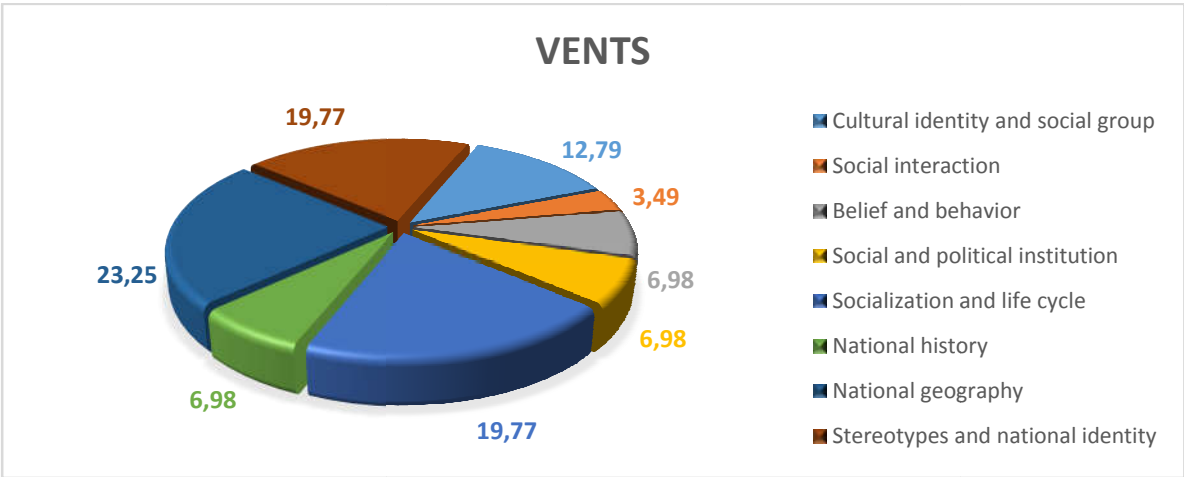
Figure 3.21: The Different Components of Interculturality in Literary Texts

In general, the difference in the figures is not significant but we note a difference for the objects relating to the National geography field compared to the other fields since we have

approximately 20 references on the social side, that is to say a percentage of 23.25% in relation to the whole We deduce that the themes favored by the designers are those which approach the local culture focusing Algerian places.

a) Cultural Identity and Social Group

➢ **Anthroponymy (First names)**

Anthroponymy (First names)					
English			**Algerian**		
Content	**Number of texts**	**Pages**	**Content**	**Number of texts**	**Pages**
-Mrs Riley	1	113	-Zinedine	1	111
			-MounirYoucef	1	120
-Professor Lupin	1	114	-Ahmed Taleb	1	
-Carlo Ancelotti	1	111	-Mokrani	1	93
			-Mohamed	1	50
_Jana	1	121	Zohra	1	44
			Djamila	1	122
_Dewi,Rosemary	1	113			

Table 3.22. Anthroponymic Contrasting

The results show that national anthroponomy is characterized by the presence of Berber first names. We note that French anthroponomy is diverse and abundant in the textbook.

Noting that the use of Algerian anthroponymy as pronouns: "Djamila" which means "pretty " , "Zohra "; "flower " in English. Proper name is always significant and meaningful. These presented names referred to the Algerian colonial period such as "Mokrani" is known for the Algerian Revolution against French occupation, he is the son of Ahmed Amokrane, (Berber name).

The presence of foreign names is not evident as the Algerian one that should be noted, other than English names exist in literary texts for example: the Indian "Dewi" (p.113).

b) Social Interaction

➢ **Conventions of behavior in Social Interaction at Differing Levels of Formality**

Conventions of Behavior in Social Interaction at Differing Levels of Formality					
English			Algerian		
Content	Number of texts	Pages	Content	Number of texts	Pages
e.g**A group of Algerian middle school students** are visiting London. They are riding an open-top double-decker bus and their **English tourist guide** is showing them London's most famous landmarks and monuments during this sightseeing tour	1	104	_**Nabila** has just returned from a summer holiday cruise in the Mediterranean. She has visited Italy, Turkey and Spain**. She is now chatting with some of her classmates** about the places of interest she has visited in each of the three countries. -we are very grateful to you, **MrsZohraDrif,** for accepting to answer our questions during this interview, and also for accepting to take part inthe writing project with the **Algerian fourth-year middle school students**	1 1	105 122

Table 3.23: Conventions of Behavior in Social Interaction at Differing Levels of Formality

This result, as regards the conventions of behavior in social interaction at differing levels of formality, shows the interaction between the Algerian students on page 104. **A group of Algerian middle school students** are visiting London. They are riding an open-top double-decker bus and their **English tourist guide** is showing them London's most famous landmarks and monuments during this sightseeing tour. This is the only conversation between the Algerian student and American tourist .But the Algerian interactions were between them no more such as Algerian journalist asked **MrsZohraDrif,** for accepting to take part in the writing project with the **Algerian fourth-year middle school students.** These two examples are concerned with the Algerian interactions which are too little to be mentioned in the textbook.

c) Belief and Behaviour

> **Religious Beliefs**

Religious beliefs					
English			**Algerian**		
Content	**Number of texts**	**Pages**	**Content**	**Number of texts**	**Pages**
	00		**-In El Eid** ,when **Ramadan** is over ,we organise a Cake work shop … -the great mosque of…. -Muslim .	1 1 1 1	120 41 128

Table 3.24: Religious Beliefs

We observe that the texts relating to the theme of religion are of Algerian authors, but they appear to be insufficient for intercultural competence empowerment. Whereas the learners are Algerians and they have an Algerian culture, of Muslim confession. It would have been desirable to expose fourth year learners to and taught them about the characteristics of several world religions so as to enable them first to be aware of the presence of other religions, and to proceed to a comparison of the resemblances and dissimilarities. In so doing, learners would be appropriately prepared to enter nowadays world societies with all their civilizational, cultural, religious issues and customs with a complex of neither superiority nor inferiority. The textbook scrutiny shows that no text relating the American civilization is proposed which present the foreign religion. It is desirable that a considerable place would be devoted to the religious issues.

d) Social and Political Institution

> **Law & Order, Social Security, and Local Government**

Law & Order, Social Security, and Local Government					
English			**Algerian**		
Content	**Number of texts**	**Pages**	**Content**	**Number of texts**	**Pages**
-Westminster Palace, the Houses of Parliament	1	104	PPA	1	44
					82
			FLN	1	
	1	50			115
-The royal king			In prison	1	91
			The Algerian anthem	1	

Table 3.25: Political Issues in the Textbook

By analyzing these political institutions we noticed that Algerian texts even though they are few, but they represent the cultural dimensions of the local government and parties such as "PPA, FLN" and "The Algerian Anthem" on page 91. However, textbook content is too poor with respect to the English political issues to enhance the intercultural dimensions.

e) Socialization and Life Cycle

➢ **Family**

Family					
English			Algerian		
Content	**Number of texts**	**Pages**	**Content**	**Number of texts**	**Pages**
Myonlylittle girl	1	121	-To find, the maximum of poor families, counting the number of children they have -My brothers and sisters and I were all brought up with the conviction that Algeria is our country. I have always told my **children**	1	120 123 124

Table 3.26: Family and Social issues in the textbook content

We note a total absence of texts dealing with the emotional field between girls and boys in this manual. These subjects are prohibited in the social life of the learners. Most of the texts in the manual deal with the family theme, focusing mainly on the family relationship between children and parents as on page 124 "I have always told my **children"** And between brothers and sisters. Such as "in my brothers and sisters and I were all brought up with the conviction that Algeria is our country." (p.123). As we see explicitly in the text of family members both

American family as an example "My only little girl" (p.121), and Algerian one: To find, the maximum of poor families, counting the number of children they have (p.120). These illustrations are totally insufficient for looking forward to both cultures.

➢ **Employment**

Employment					
English			**Algerian**		
Content	**Number of texts**	**Pages**	**Content**	**Number of texts**	**Pages**
Mrs Riley taught me English/ **Mrs Evans** taught me how to read and write	1 1	113 113	farmers, fellahs, unemployed. A primary school teacher	2 1	115,50 51,
English player	1	111			
President of America	1	92			
Royal king	1	50			

Table 3.27: Employment Issues in the Textbook Content

By analyzing the number of trades according to the type of sector, mentioned in the literary texts of the manual, we notice that they are approached in an arbitrary manner without any hierarchical progression, studied beforehand.

We noted, too, that professions relating to art, culture and sport such as theatre or film actors, singers, poets or writers, sculptors, athletes, are not taken into consideration and their presentation in the manual is insignificant. We also noticed that the text of the manual makes no reference to the Algerian school. However the manual is intended for Algerian learners.

➢ **Costumes and Clothing**

Costumes and Clothing					
English			**Algerian**		
Content	**Number of texts**	**Pages**	**Content**	**Number of texts**	**Pages**
			My mother represented Algeria, walking barefoot at home, with her long dress	1	114

Table 3.28: Costumes and Clothes in the Textbook Content

We observe, first of all, that the passage chosen on this theme is text written by the famous Algerian writer. These are descriptions of poor people, in other words, a picture of the social life of miserable people. Second, English culture in this textbook is completely absent.

➢ **Food, Eating Habits and Hospitality**

Food, Eating Habits and Hospitality					
English			**Algerian**		
Content	**Number of texts**	**Pages**	**Content**	**Number of texts**	**Pages**
They pulled out a brioche, a croissant, sometimes a chocolate croissant or a baguette with jam.	1	82	Algerians are hospitable and encourage family and friends to share their food. We prepare supper. Seated at a low table maida I had my Algerian treats-maqrouta, mbardjamsemna or matlou with our family's honey.	1 1 1	128 120 128, 82

Table 3.29: Food, Eating Habits and Hospitality IN THE Textbook Content

By scrutinizing the passages selected for the purpose, we observed that Algerian types of food, eating habits and people's hospitality are presented in four texts but they are few to present the local culture. Almost the English culture non-existent because one text is scanty at all to open doors for the targeted culture.

f) National history

> **Historical and Contemporary Events**

Historical and Contemporary Events					
English			**Algerian**		
Content	**Number of texts**	**Pages**	**Content**	**Number of texts**	**Pages**
			Algerian independence in 1962.	1	51
			KatebYacine stopped writing in French and started writing in the Algerian vernacular Arabic to be closer to his people	1	44
			-Inside the Battle of Algiers	2	82,122
			Revolution of Algeria	1	91
			The association of the muslimulmas	1	93

Table 3.30: Historical and Contemporary Events in the Textbook Content

The analysis of this category of things needs much concentration because it is a very sensitive issue, especially from the historical point of view of our country; however, the number of texts is only limited to the historical period "French colonialism", for example the text on page 91, entitled "Inside the Battle of Algiers". Yet, we noticed that the English history is totally absent. Thus, we suggest that the content, targeting such issues, should be reviewed so

as to provide fourth year middle school learners with British, American, etc. historical events to be able to widen their knowledge and vision of the yesterday's world. Restricting historical events teaching to the national ones cannot promote EFL learners' awareness of the world which they are obliged to live and co-exist in it.

g) National Geography

> **Geographical Factors**

Geographical Factors					
English			**Algerian**		
Content	**Number of texts**	**Pages**	**Content**	**Number of texts**	**Pages**
-Today, we're going on a sightseeing tour around **London,**here we are in **Stratford-upon-Avon** America -This England	1 2 1	104 92,93 50	Algeria Tissemsilt Tlemcen Constantine Batna Setif	8 1 2 3 1 1	122,114,40;44,82,91,93,128 122 40,41 44,49,50 46 93

Table 3.31: Geographical Factors Representation in the Textbook Content

We note that English geographical factors are not presented in all the literary texts only three texts of the textbook. We note that the number is clearly reduced in the different texts, whereas the Algerian passages are focusing on only the local country in general "Algeria" in many texts. So, the impairment in this case is significant and deserves remediation.

h) Stereotypes and National Identity

➢ **Famous People**

Famous People					
English			**Algerian**		
Content	**Number of texts**	**Pages**	**Content**	**Number of texts**	**Pages**
Wiliam Shakespeare	2	50,13	ZohraD'rif	3	82,84,124
			MofdiZakaria	1	91
J.K. Rowling the British of "Harry Potter".	1	114	IbnBadis, BachirIbrahimi, AhmedTaleb	1	93
		58			
Barck Obama, Thomas Edison, Brad Pit	1		Mohammed Dib	1	41
		92	MalekHddad	2	51, 52
David Beckam, Benjamin Hall			DjamilaBouhired	1	123
	1	111	KatebYacine		
	1	104		3	44,66,115

Table 3.32: Famous People Representation in the Textbook Content

In these passages we observe the Algerian famous people are presented more than the English one and the majority of them are writers during the colonial period such as "ZohraD'rif, MofdiZakaria ,DjamilaBouhired and KatebYacine." That relates learner's aspiration only to the history of Algeria which is traumatic and sad. However, the presence of the English

famous people is mixed from many categories as the English greatest poet "Wiliam Shakespeare" the president of America "Barack Obama" and the famous player "David Beckam". We notice that there is a variety of famous people only in the targeted culture. This contrast creates a problem in teaching each of the cultures, so there must be a balance between them.

> **Monuments**

Monuments					
English			**Algerian**		
Content	**Number of texts**	**Pages**	**Content**	**Number of texts**	**Pages**
-"Big Ben" - Shakespeare's theatre, called the Globe Theatre, Shakespeare's house. It's a small museum	2 1	104	the great mosque of Telemcen Roman Timgad Bridge Constantine	1 2 2	41 46 49

Table 3.33: Monuments Representation in the Textbook Content

Most of the monuments mentioned are Algerian ones such as "the great mosque of Telemcen, Roman Timgad and Bridge Constantine", but there are few in presenting the local culture, because in Algeria there are many monuments that represent local culture that are missed in the textbook content. On the other side, there are only three texts that deal with the English monuments such as "Big Ben "and Shakespeare's house, baptized as a small museum.

III.7.2. Interpretation of the Results

Our research work was generally oriented towards the analysis of the literary texts used in the textbook of the fourth year of middle school and aims, in particular, at the study of the components of interculturality in the educational supports offered.We noted, that there is a great lack of the integration of the cultural elements such as countries and geographical locations, food, customs and the habits of the daily life of the learners, to the living conditions, interpersonal relationships, the value system, beliefs, and behaviors.

other aspects which means that less importance is given to culture teaching along with the process of English language teaching/learning .In most cases, learners are expected to read a text or to listen to a script and to do the activities which focus only on grammar or vocabulary. Yet, learners are not given the opportunity to explore and analyze the target culture nor to contrast and compare it with their own one. Intercultural competence is essential for learning the foreign language. The success of FLE learners in mastering the language is not only the mastery of linguistic competence but also the acquisition of intercultural competence.

In general, the results of our investigation reveal that this material reflects a low level of support for the intercultural dimension. Indeed, the lack of specific content for intercultural training is significant despite the opening of the manual to English culture. We note that there are very few references to

In this analysis, we were able to note that the texts chosen by the designers were not chosen at random. But they have not mentioned   much objectives of the interculturality. They used reserve rights concerning certain subjects prohibited in the social life of Algerian adolescent learners. Many subjects considered taboo, such as the emotional side between girl and boy, were not raised. The authors of the manual are aware of the negative repercussions that valuing these themes could have on learners' behavior. However moral and religious topics are not abundant in the manual. We note objects related to art, and sport, theater, cinema, singer, dancer ... etc. are totally absent in the manual.

The textbook offers literary texts that are little in interest and do not   give an adequate motivations for learners to the cultural component in the development of the manual which certainly hinders and cannot participate in the development of the learner's intercultural competence.

Conclusion

All in all, it can be concluded that 'My Book of English' textbook content meant for fourth year EFL learners does not imbue them enough with British, American and other English speaking countries' culture and civilization so as to both develop their academic knowledge and widen their perception of the world around them. Being aware of the presence of other cultures and civilizations has become a must especially within the advent of Globalization. These cultural and civilizational prerequisites allow them to interact in a wider range easily and confidently.

III.8. Data Triangulation

The questionnaire results revealed that the majority of teachers are not satisfied with the reading content of the textbook in terms of culture teaching. Particularly, they assert that the textbook content does not offer enough literary texts to contribute in the improvement of the EFL learner' intercultural competence. Additionally, the textbook analysis results proves that the cultural content proposed in the literary texts do not prepare appropriately learners for real-life intercultural communication situations. So, it can be conclude that the cultural content presented in the textbook is insufficient to develop the learners' intercultural communicative competence.

III.9. Suggestions and Recommendations

In order to enhance the students' cultural awareness through culture teaching, this section summarizes some suggestions and recommendations addressed to both teachers and learners.

III.9.1. Developing Learners' Intercultural Competence

Intercultural education leads, to a certain extent, to the acceptance of values, beliefs, and behavior that may conflict with one's own. "The language teacher, in guiding the learner to new perspectives and new identities, is tampering with fundamentals of human identity" (Gee 1988, 220). Therefore, the EFL teacher must implement the intercultural approach in a tactful, skillful, and conscious way. Systematic intercultural training is a precondition for educating a new generation of young people who will not only tolerate, but also understand, accept, and respect people from different world cultures, will communicate with them successfully, and will learn from them through that communication. This chapter presents the most important

findings with regard to the connections between students' use of Real Lives and their intercultural awareness and sensitivity.

III.9.1.1. Guidelines for intercultural Teaching

EFL students sometimes learn the language without full comprehension of cultural norms and behaviors of its native speakers which might lead to disconnection, alienation and even hatred. The process of culture teaching plays a vital role in ELT as it develops cultural awareness by providing the learners with the necessary knowledge in order to boost understanding of the dynamic nature of their own as well as the target culture, and also to facilitate communication between two groups who do not share the same language and culture (Kramsh, 1993).

III.9.1.2. Strategies and Techniques for Teaching Intercultural Competence

Dividing the class into groups. Each group has to present an aspect about the English-speaking countries (living style, food …etc.), and then answer any question asked by the rest of the class. Using videos explaining the target culture living styles and customs. After watching this kind of videos, students are required to find some similarities and differences between the two cultures.

Culture assimilators can be used to expose the learners to some concepts and customs of the target culture. The use of this technique is supposed to promote understanding of cultural information and develop empathy (Hughes, 1986). Role-play is an effective method which prospers the students' communication especially if learners are acting to clarify misconceptions about the target culture. On a side note, teachers may record role-plays for future references.

III.9.1.3.The Use of Authentic Materials

To days, technology allows students from different cultures to "meet" in reality. For example the use of email. As described by Ho (2000), email exchanges between two classes from different countries are becoming a popular alternative to traditional in-person exchanges. Teachers have to use a range of authentic materials such as texts, recorded tapes and videos. They should encourage the learners to compare aspects of both cultures as a way of opening discussions in order to eliminate stereotypes. Also, they need to push them to watch more TV shows to get an idea about the non-verbal behaviors such as gestures. Finally, one of the most

important things is to encourage their students to connect globally because it can open their minds to great possibilities.

III.9.1.4. The Role of EFL Teachers

Culture lessons are more beneficial to learners as long as teachers follow an organized and systematic approach to GTA .Teacher's role is not only standing in front of a classroom and lecturing. Accordingly, teachers should perform several roles including:

- Establishing a good relationship with learners.

- Raising the students' interest in the target culture (Kramsh, 1993, p 245)

- Creating an atmosphere of tolerance and respect.

- Presenting cultural information, modeling cultural behaviours and conducting cultural research and analysis (Moran, 2001, p.38)

- Sharing their cultural experiences.

- Integrating some cultural activities within the language classroom.

- Being aware of what content to present to the learners taking into account their cultural identity. Encouraging reflection and comparison.

- Being impartial. In other words, they should not give the idea that one's own culture is better than the other.

Teachers wishing to implement the intercultural approach in the EFL classroom must consider possible problems and ways of dealing with them. "Motivating students "a good foreign language teacher starts a course by conducting a needs analysis in order to be able to teach according to the students' language needs and objectives, present level of knowledge, learning preferences, and, especially, what they find interesting and engaging. It is very possible that not all students will be interested from the start in learning about foreign cultures. The teacher's task is to convince them that intercultural training is in fact an indispensable element of modern education. The teacher may use accounts of real-life encounters where the lack of intercultural awareness led to amusing, embarrassing, or even dangerous situations.

III.10. Limitations of the Study

In this study, many limitations and obstacles have been encountered. First, the research paper has been done within the confinement due to the covid-19pandemic. Secondly, the hard access to some documents and lack of references were other obstacles which hindered the researcher. Thirdly, some teachers did not have the desire to help in answering the

questionnaire. In addition there were some contradictions found in some teachers' answers. Despite these limitations, the present study will pave the way for further researches about the importance of teaching culture by remodeling the cultural content of EFL textbooks as well as developing learners" intercultural competence in general.

General Conclusion

General Conclusion

The ELT profession as a staple part of the whole education has recently been subjected to the new challenge of interculturality than ever before. Recognizing the fact that English has become the point of entry to the world, intercultural communication has got a pre-requisite to be part of the newly interconnected world. As well as the rest of the world, Algerian EFL students are concerned with the intercultural understanding as a new introduced issue. The ultimate target behind engaging in this research work was to offer a more believable account on the intercultural dimension of fourth year ELT textbook 'My Book of English' as the official guide for EFL teachers and learners. Whereby, this research work is an attempt to carry out an analysis of the textbook cultural content. Furthermore, to ensure more accurate facts, a questionnaire was done with a 20 middle school tenured teachers. To this attempt, four chapters were designed to address the necessary methodological steps.

This research work is divided into two main parts, in which the first part contained tow chapters. The first chapter was primarily concerned with the theoretical background. It gave an overview about culture and its close relationship with language, its history and main approaches. In addition, the researcher presented a review about intercultural competence and its components. The second chapter, is specifically concerned with the ELT current situation in Algeria. While empirical part made up of one chapter; split up into two sections. The third chapter was devoted to give a description of the research methodology carried out in this study as well as the analysis of the collected data. It also dealt the discussion and interpretation of the main results in addition to some suggestions and recommendations.

In sum, starting from the premise that the present research work endeavored to answer three main research questions; the first one investigated whether the intercultural competence taken into consideration by the designers of the manual scholar of English at the Algerian college. We hypothesized that the designers of the manual scholar of English include some cultural aspects about the native culture and the target one. The second question explored if EFLTeachers are not satisfied about the cultural content represented in the textbook. We hypothesized that they are not. The third question examined if the literary texts presented in English textbooks sufficient for developing EFL learners' intercultural competence. The hypothesis related to this question state that the cultural content presented in the English textbooks does not make EFL learners become competent in the use of language for an effective communication.

General Conclusion

The obtained results revealed that the hypotheses were confirmed. Thus, the literary texts are not enough to contribute to the improvement of the EFL learner' intercultural competence. As well as, EFL teachers at the middle-level education claim that the target culture is not well covered in literary texts suggested in the textbook content. Consequently, it can be said that the Algerian course designers still give much importance to learners' linguistic competence developing.

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Appendices

Appendix A: Teachers' Questionnaire

Teachers' Questionnaire

Dear Teachers,

This questionnaire aims at exploring the intercultural competence teaching via literary texts in the Algerian middle schools (the 4th year as a sample). So we are interested in your teaching experience at the middle level. Please, choose the appropriate answer and make full statements when necessary.

Section One: Personal & Professional Information

Question-item1: Gender

    a. Male ☐
    b. Female ☐

Question-item 2: How long have you been teaching English? _____

Question-item 3: Levels you are teaching or you have taught before

    a. 1st year ☐
    b. 2nd year ☐
    c. 3rd year ☐
    d. 4th year ☐

Question-item 4:Alongside language linguistic training, have you received in-service or pre-service training in culture teaching?

    a. Yes ☐
    b. No ☐

Section Two: Teacher's Awareness Concerning Culture Teaching

Question-item 5: In your opinion, the concept of "culture" refers to:
    a. Knowledge, belief, morals, law, custom, everyday lifestyles or any other capabilities and habits acquired by man as a member of society. ☐
    b. Art, literature, music, theatre…etc. ☐
    c. Culture is both a and b ☐

Question-item 6: Do you think that the use of purely linguistic teaching (grammar, vocabulary, listening and pronunciation), ensures the effectiveness of communication?
    a. Yes. ☐
    b. No. ☐

Question-item 7: How is your teaching time distributed over "language teaching" and "culture teaching" in your EFL classroom?

    a. Language teaching … %
    b. Culture teaching   … %

Section Three: Culture Teaching and Communicative Competence in the Algerian Middle School

Question-item 8: With the current educational reform, does culture occupy an important place in the teaching of English at the middle level?

a. Yes
b. No

Question-item 9:What do you think should be the ultimate aim of TEFL in middle schools?
a. Enabling learners to use correct English structures.
b. Enabling learners to communicate using English in different real life situations
c. Enabling learners to interact effectively and appropriately in English with members of its culture.

Question-item 10: A) Do you face difficulties when explaining cultural issues?
a. Yes
b. No

B) If yes, what type of difficulties you encounter when teaching culture?
a. Lack of learners' awareness
b. Insufficient material
c. Cultural shocks related to rituals, religion…
d. Others: _____

Section Four: The Intercultural Dimension in EFL Textbooks and Cultural Materials

Question-item 11: What is your understanding of intercultural communicative competence?

a. Non-judgmental communication with other cultures.
b. A field of research that studies how people communicate effectively and understand each other across group boundaries.
c. Analyzing and adapting ones behavior when interacting with others.

Question-item 12: Does the textbook offer enough reading materials introducing the target culture?
a. Yes
b. No

Question-item13: How would you create the suitable intercultural environment in your EFL classes?

a. Using videos, data-show or the internet to illustrate an aspect of an intercultural environment.
b. Inviting a native person to the classroom or using authentic materials.
c. Decorating the classroom with posters demonstrating particular aspects of English speaking countries.

d. Using textual components (literary texts)

Question-item 14: To what extent do you agree with the selected literary text for the sake of developing learners' intercultural awareness?
- a. Totally agree
- b. Agree to some extent
- c. Do not agree at all

Question-item 15: Do you use literary texts as a pedagogical support when teaching EFL? Justify
- a. Yes
- b. No

……………………………………………………………………………………………………
……………………………………………………………………………………………………

Question-item 16: In your opinion, what type of competency does the study of literary texts aim at?
- a. Grammatical
- b. Lexical
- c. Cultural
- d. Others: _____

Question-item 17: Do you discuss the dangers of negative stereotyping (Prejudice) with your students?
- a. Yes
- b. No

Question-item 18: Do fourth year EFL learners have the potential skills to critically evaluate and interpret positively the intercultural differences?
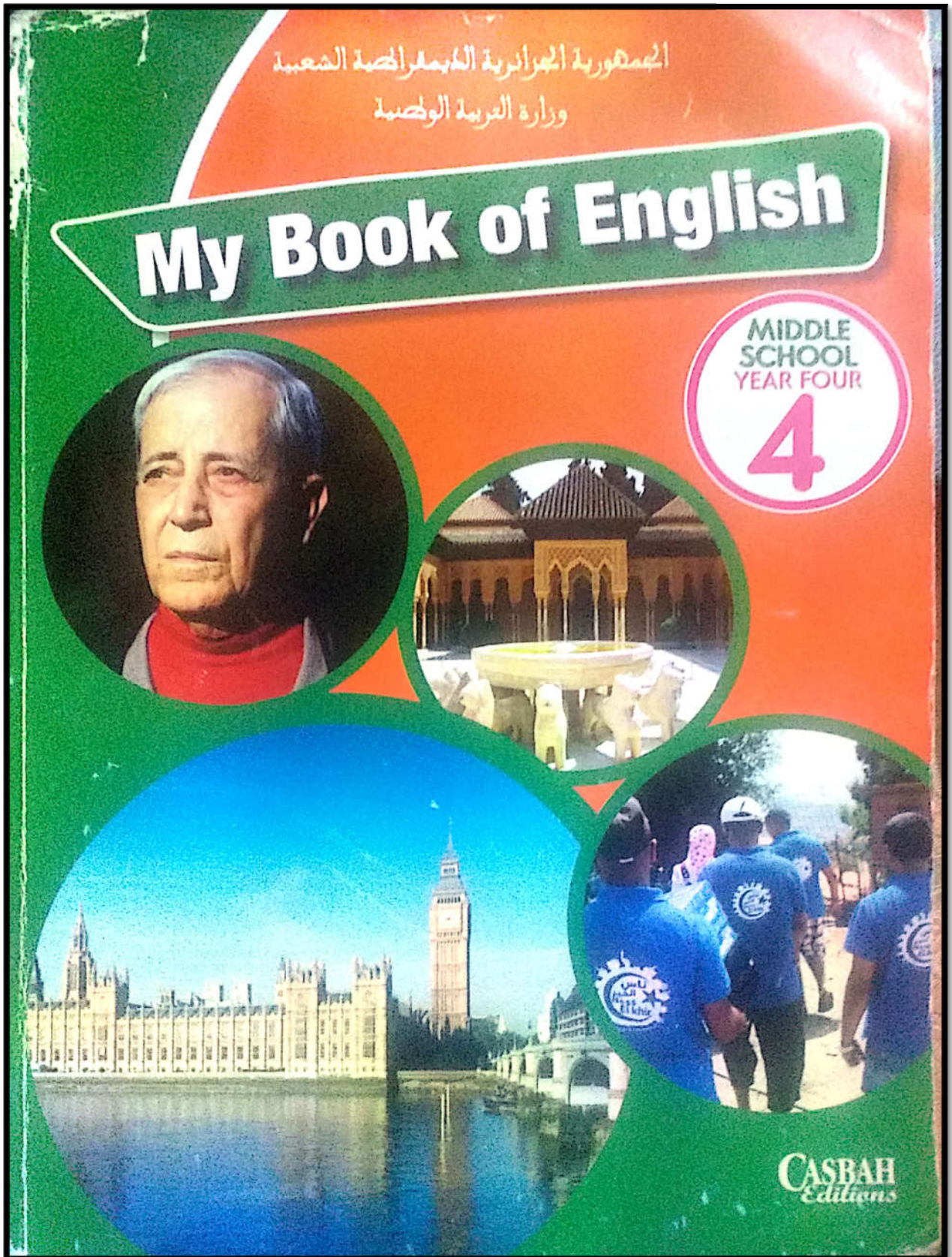- a. Yes
- b. No

Question-item 19: According to you, what are the possible solutions that you suggest to promote a successful intercultural communication?

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……………………………………………………………………………………………………
……………………………………………………………………………………………………

Thank you for your cooperation

الجمهورية الجزائرية الديمقراطية الشعبية

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

وزارة التربية الوطنية

MINISTRY OF NATIONAL EDUCATION

MY BOOK OF ENGLISH
MIDDLE SCHOOL
YEAR FOUR

TAMRABET LOUNIS

HEAD OF PROJECT
INSPECTOR OF NATIONAL EDUCATION

CHENNI ABDELFETAH

MATERIAL WRITER

BOUKRI NABILA

MIDDLE SCHOOL TEACHER TRAINER

CHENNI DALLEL

UNIVERSITY TEACHER

SMARA ABDELHAKIM

MIDDLE SCHOOL INSPECTOR

CASBAH *Editions*

MY BOOK MAP

Sequence	Communicative objectives	Tasks for oral and written domains	Supports for oral and written domains	Linguistic objectives	
				Language forms	Pronunciation
Sequence 1 ME, UNIVERSAL LANDMARKS AND OUTSTANDING FIGURES IN HISTORY, LITERATURE AND ARTS	• Describe landmarks using specific information (architectural, cultural, geographical, etc.) • Narrate using historical information about landmarks • Narrate using biographical information about outstanding figures • Compare landmarks • Locate landmarks on a map • Describe an itinerary and identify its components:(departure; stopovers; final destination) • Organise discourse in chronological order	• A narrative account/biography • A fact file • Itinerary • Photo captions • Information gap • Following directions • Gap-filling/form filling • ID card/Bio card • Jumbled dialogue	• Conversations • Audios • Songs • Poetry • Short texts • Pictures • Photos • Maps • Blogs • Websites • Brochures	• Comparative of equality/ inferiority (as … as; not as … as) (review) • Qualifiers (review and expansion) • Strong adjectives to describe and value outstanding figures and landmarks • The passive voice (past simple tense) • Discourse markers (review and expansion): 1. Chronology (first; then/next; after that; finally ; shortly/soon afterward; later) 2. Cause and effect (because; as; since/therefore; so; as a result) (*review*)	• Diphthongs • Consonant clusters: 1. Initial consonant clusters 2. Final consonant clusters
Sequence 2 ME, MY PERSONALITY AND LIFE EXPERIENCES	• Make a profile • Report on significant events and life experiences • Give information and respond to questions about me: my dreams, my projects • Express similarities and differences • Seek relevant information on the web	• Profile • Conversation • Information gap • Information transfer • Oral presentation • Video Interview • Writing a journal • formal letter • Chat/networking • Video survey • Web articles	• Blogs • Websites • Journal • Letters • Emails • Charts • Posters • Memoirs	• The superlative with long and short adjectives • The present simple, past simple and simple future tenses (review) • The past simple and past continuous tenses in a narrative (with: "while"; "when") • The present perfect tense with time markers (ever, never, just) • Phrasal verbs • comparison and contrast markers (like; unlike; whereas) • Prefixing adjectives (negative meaning: dis/un/in/il/ir/im) • Suffixes: "ful" – "less"	• Triphthongs • Strong and weak forms of the auxiliaries: "have"; "has" • Pronunciation of "ed" endings in the past and past participle forms of regular verbs (review)
Sequence 3 ME, MY COMMUNITY AND CITIZENSHIP	• Give advice • Make recommendations • Give instructions • Defend opinions • Compare eating habits and table manners • Express likes and dislikes • Documenting a topic on the web	• Recipes • open letter • problem solving • Interview • Opinion gap • Investigating • Debate/speech • Oral presentation • Charters	• Cookery book • Posters • Leaflets • Flyers • Adverts • Maps • Letters • Emails	• The imperative (review: advice & recommendations; instructions) • Conditional type one (present simple – future simple/present simple – imperative) • Sequencers (review and expansion) • "-ing" form after the verbs : enjoy; prefer; love/hate; like/ dislike	• Silent letters: "k"; "w"; "l"; "b"; "n" (review) • Pronunciation of "s" endings in plural nouns and 3rd person singular of verbs in the present simple tense (review)

1. **"This Royal Throne of Kings"** (Excerpts): Poem by William Shakespeare
(Stratford-upon-Avon, England 1564 – Stratford-upon-Avon, England 1616)

This royal throne of kings, this sceptred isle,
This earth of majesty, this seat of Mars,
This other Eden, demi-paradise,
This fortress built by Nature for her self
Against infection and the hand of war,
This happy breed of men, this little world,
This precious stone set in a silver sea
Which serves it in the office of a wall
Or as a moat defensive to a house,
Against the envy of less happier lands,
This blessed plot, this earth, this realm, this England,
This nurse, this teeming womb of royal kings,
Feared by their breed and famous for their birth,

The Plays of William Shakespeare, Volume 4
edited by A. Chalmers, 1823

2. **"The Long March"** (Excerpts): Poem by Malek Haddad
(Constantine 1927–Algiers 1978)

Often I recall having been a shepherd...
Then in my eyes there's that long suffering look
Of a fellah who watches in his unbreakable hands
The history of a country where the orange tree will be born
Often I recall having been a shepherd
I have sliced the galette
I have parted the figs
(...)
Among us the word *fatherland* has a taste of anger
My hand has caressed the heart of palm trees
The handle of my ax opens an epic
And I have seen my grandfather Mokrani
Finger his beads watching eagles pass
Among us the word *fatherland* possesses a taste of legend

Translation from French by Robert Fraser
The University of California Book of North African Literature,
2012

Inside the Battle of Algiers: Memoir of A Woman Freedom Fighter

Zohra Drif, the legendary freedom fighter, was born on a farm in Tiaret. She was a little over 19 when the Algerian Revolution broke out. Two years later, she was studying law at Algiers University when she joined a group of the (FLN) revolutionaries and placed a bomb in the French Milk Bar café. The following year, Mrs Drif was arrested and condemned to 20 years of hard labour for "terrorism". She spent five years in prison before she was finally released upon independence. Here is an extract from her book:

For nearly five years, I was the only Arab girl at the French primary school, with my big long braids and long skirts reaching to my ankles, among the little European girls with their short hair and their little dresses above the knee. The difference between **me** and these girls even extended to the foods **we** ate at ten o'clock in the playground: **they** pulled out a brioche, a croissant, sometimes a chocolate croissant or a baguette with jam. As for me, I had my Algerian treats—maqrouta, mbardja, msemna or matlou with our family's honey.

I completed my primary-school years as an excellent student, finishing tied for first place in my class with my classmate Roselyne Garcia. I considered Roselyne a dear friend until we reached the sixth-grade entrance exam, a major test that marked the passage from childhood to adolescence. **We** were in school the day the results were announced. I, Zohra Drif, daughter of the Arab qadi, managed to rank among the first students in the region, whereas my best friend Roselyne, the daughter of Tissemsilt's baker and an excellent student, had failed. I was as shocked as the rest of the school at Roselyne's results.

When **we** parted to go home, I told **her**, still crying, "You know, Roselyne, everybody knows you're an excellent student. It was an accident. Next year, you'll get it." Roselyne replied, "But Zohra, it's not that. **You** don't understand a thing. How do I explain to my mother that you passed and I didn't? **She** will never understand that Zohra the Arab succeeded and I failed." I was unsure whether I had misunderstood or understood all too well. Soon my tears dried up. I looked her in the eye and spat back, "Well, you'll just have to explain to your mother that it was the Arabs like Zohra who invented mathematics."

In a few short seconds, I lost my best friend and my innocence. I suddenly realised that all my excellent marks, all my efforts to learn French language and culture and all my sincere feelings of friendship for Roselyne would never make me the equal of Roselyne, the European. With one simple sentence, **she** put **me** in my place as the "Arab".

Adapted from: *"Inside the Battle of Algiers: Memoir of A Woman Freedom Fighter"*
by Zohra Drif,
Just World Books, USA, 2017

Bibliographical Notes

- Title
- Author
- Source
- Date of publication

Type of document:
a. excerpt from a play
b. excerpt from a novel
c. excerpt from a memoir

Algerian Cuisine, Table Manners and Hospitality
A Colourful Blend of Various Cultures

Algerian cuisine traces its roots to various countries and ancient cultures that once ruled, visited, or traded with the country. Berber tribesmen were the country's earliest inhabitants. Their arrival, which may extend as far back as 30,000 B.C., marked the beginning of wheat cultivation, smen (aged, cooked butter), and fruit consumption, such as dates. The introduction of semolina wheat by the Carthaginians (who occupied much of northern Africa) led the Berbers to first create couscous, Algeria's national dish.

Muslim Arabs arrived in Algeria in the 600s, bringing exotic spices such as saffron, nutmeg, ginger, cloves, and cinnamon from the Spice Islands of eastern Indonesia. They also introduced the Islamic religion to the Berbers. Islam continues to influence almost every aspect of Algerian life, including the diet. Fruits such as oranges, plums, and peaches were brought across the Mediterranean from Spain during an invasion in the 1500s. Sweet pastries from the Turkish Ottomans and tea from European traders also made their way into Algerian cuisine around this time.

In the early 1800s, Algerians were driven off their own lands and forced to surrender their crops and farmland to the French. The French introduced their diet and culture to the Algerians, including their well-known loaves of bread (*baguette*) and the establishment of sidewalk cafés. This French legacy remains evident in Algerian culture.

Traditional Algerian cuisine, a colourful combination of Berber, Turkish, French, and Arab tastes, can be either extremely mild or packed with flavourful seasonings. Ginger, saffron, onion, garlic, coriander, cumin, cinnamon, parsley, and mint are essential in any Algerian pantry.

Algerians are hospitable and encourage family and friends to share their food. Even an unexpected visitor will be greeted warmly and offered coffee or tea, while the females of the household prepare the meal. Cooking continues to be considered a woman's duty, as it has in the past. Historically, recipes and cooking customs have been passed down through generations by word of mouth when women gather together to prepare meals.

All meals are leisurely and sociable, although there are varying degrees of structure and etiquette (polite behaviour). Seated at a low table (*meïda*), food is traditionally eaten with the thumb, forefinger, and middle finger of the right hand (the left hand is considered unclean). To use four or five fingers is considered to be a sign of overeating and should be avoided.

Adapted from: www.foodbycountry.com

Résumé

Parallèlement à la maîtrise de la grammaire et du vocabulaire d'une langue donnée, les étudiants doivent également acquérir la compétence interculturelle (CI). Cette exigence devrait également être reflétée dans les manuels scolaires, qui sont considérés comme des outils didactiques fondamentaux dans l'enseignement de FL. Avec le développement d'approches interculturelles dans l'enseignement des langues, l'évaluation du contenu culturel des manuels EFL devient une préoccupation incontournable. Par conséquent, le but de la présente étude est l'investigation de la composante interculturelle dans les manuels de 4éme année scolaire, en particulier, l'examen de l'enseignement des compétences interculturelles via les textes littéraires aux apprenants de l'EFL. La prémisse est que les textes littéraires présentés dans les manuels d'anglais ne sont pas suffisants pour le développement des compétences interculturelles des apprenants d'anglais, dans laquelle la culture n'est pas encore bien couverte dans le manuel. Pour vérifier ces hypothèses, ce travail de recherche a tenté de proposer une analyse du contenu culturel. De plus, pour garantir des faits plus précis, un questionnaire a été réalisé auprès de 20 enseignants du collège EFL. L'interaction des résultats obtenus a non seulement révélé que le contenu du manuel n'offrait pas suffisamment des textes littéraires pour contribuer à l'amélioration de la compétence interculturelle de l'apprenant EFL, mais aussi les enseignants eux-mêmes; Prétend que le contenu culturel, en particulier, le contenu culturel proposé dans les textes littéraires ne sont pas suffisant pour l'enseignement de la compétence interculturelle. Par conséquent, on peut dire que les concepteurs de cours algériens accordent encore beaucoup d'importance aux compétences linguistiques des apprenants au détriment de l'interculturel.

ملخص

إلى جانب التمكن من القواعد والمفردات الخاصة بلغة معينة، من المتوقع أيضًا أن يكتسب الطلاب المعاصر وكفاءة التواصل بين الثقافات . يجب أن ينعكس هذا المطلب أيضًا في الكتب المدرسية للغة الإنجليزية كلغة الأجنبية ،والتي تعتبر رمن الأدوات التعليمية الأساسية في تعليم اللغات الأجنبية. مع تزايد الاهتمام بالثقافة وتطور المناهج متعددة الثقافات في تدريس اللغة،أصبحت قيم المحتويات الثقافية في اللغة الإنجليزية مثل الكتب المدرسية أمرًا لابد منه. لذلك،فإن الهدف من هذه الدراسة هو تقديم تقرير بنتائج التحقيق حول المحتوى الثقافي في الكتب المدرسية للصف الرابع المتوسط في المدرسة الإعدادية،وعلى وجه التحديد،التدقيق في تدريس الكفاءة بين الثقافات عبر النصوص الأدبية لمتعلمي اللغة الإنجليزية كلغة أجنبية. الفرضية هي أن النصوص الأدبية المعروضة في الكتب المدرسية باللغة الإنجليزية ليست كافية لتنمية الكفاءة بين الثقافات لمتعلمي اللغة الإنجليزية كلغة أجنبية،حيث لم يتم تغطية الثقافة المستهدفة بشكل جيد في الكتاب المدرسي قيد التحقيق حتى الآن. للتحقق من هذه الفرضيات،حاول هذا البحث تقديم تحليل للمحتوى الثقافي للكتاب المدرسي. علاوة على ذلك،لضمان المزيد من الحقائق الدقيقة،تم عمل استبيان مع 20 من معلمي اللغة الإنجليزية كلغة أجنبية. النتائج التي تم الحصول عليها لمتكشف فقط عن أن محتوى الكتاب المدرسي ليقدم نصوصا أدبية كافية للمساهمة في تحسين الكفاءة بين الثقافات لدى متعلم اللغة الإنجليزية كلغة أجنبية،ولكن المعلمين أنفسهم؛ أكد و أن المحتوى الثقافي،على وجه الخصوص،المحتوى الثقافي المقترح في النصوص الأدبية ليهيئ المتعلمين بشكل مناسب لمواقف التواصل بين الثقافات في لحياة الواقعية.وبالتالي،يمكن القول أن مصممي الدورات الجزائر بينما زالوا يولون أهمية كبيرة للكفاءة اللغوية للمتعلمين على حساب الكفاءة اللغوية متعددة الثقافات.