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# **Analysis and Evaluation of the Cultural and the Communicative Objectives in the 3<sup>rd</sup> Year Algerian Secondary School Textbook**

**A Dissertation Submitted in Partial Fulfillment of the Requirements for  
“Master Degree in Language and Culture”**

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## **Dedication**

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## **Abstract**

This dissertation aims at discovering the effectiveness and the existence of culture in the 3<sup>rd</sup> year Algerian Secondary School Textbook. Teaching culture is considered to be an important element in foreign language teaching. In a way or another, it affects the learners' interaction when they use the foreign language. The first chapter is devoted to the literature review. It explains the importance of teaching culture in foreign language teaching. The chapter also explains the significance of textbook evaluation. The second chapter is devoted to the analysis and the evaluation of the textbook. Qualitative content analysis is the research methodology followed to fulfill the current research requirements. A semi-structured interview is conducted as a research tool to enrich the results. The interview aims at discovering teachers' views about the 3<sup>rd</sup> year secondary school textbook effectiveness to integrate culture as an element of the foreign language teaching. The current textbook evaluation concluded in discovering the drawbacks in culture integration throughout the 3<sup>rd</sup> year textbook lines. These drawbacks are summarized in the use of unauthentic materials in some textbook units, in addition to the absence of contextualization in most of the textbook units. The absence of contextualization is an obstacle towards the achievement of the intercultural competences which the textbook claims to achieve. In some textbook units, the activities and the materials do not correspond to the intercultural objectives stated by the textbook. Therefore, further changes need to be taken into consideration in the future textbook and syllabus design, among them, the use of authentic materials to transmit the foreign culture in its natural context. In addition, correspondence between the intercultural objectives and the textbook materials needs to be taken into consideration.

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## **General Introduction**

### **1. Background of Study**

Learning a foreign language becomes a kind of enculturation where one acquires new cultural frames of reference and a new world view reflecting those of the target language culture and its speakers "clarified by Alpektin (2002: 58). Culture is a crucial part of language; therefore, modern approaches to foreign language teaching emphasize the integration of culture in foreign language teaching. The intercultural approach is one of these approaches. It provides suitable contexts where the learner is supposed to compare his native culture and the foreign one.

Chlopek (2008:18) argues: "Implementing the intercultural approach is a challenging, demanding task for the language teacher who must possess at least some intercultural knowledge". The difficulties that usually teachers face in teaching culture can be minimized by following the educational textbooks guidelines.

### **2. Statement of the Problem**

Textbooks are considered merely the unique aid used by both teachers and learners. Therefore, the current research is conducted as an attempt to analyze and evaluate one of the Algerian textbooks. Eventually, any textbook may have certain points of strength and weakness. The research is divided into two parts: the first part is devoted to the analysis of the cultural elements throughout the current textbook. It provides a list of the existing and the missing ones. The second part of the research is devoted to the evaluation of the textbook effectiveness in providing suitable resources "tasks and materials" to help the learner achieve the communicative objectives included in the textbook.

### **3. Aim of Study**

"Textbooks are the tangible manifestation of the curriculum in action" (Nunan, 1998). Since the heart of the systematic approach to language curriculum is evaluation ( Brown 1995: page 215), the present study aims at evaluating one of the Algerian textbooks to visualize its pedagogical value, and to provide given insights about its weak points. The evaluation of the textbooks leads to further improvements that can be either an adaptation of the textbook or a call for a renewal.

### **4. Research Questions**

The current research is an attempt to answer the following questions:

- 4.1.** Do the textbook units focus on: the universal culture, the target culture or the learners native culture?
- 4.2.** From which perspective is culture dealt with in the current textbook?
- 4.3.** What are the cultural elements that exist in 3AS textbook? and what are the missing ones?
- 4.4.** If there are some missing cultural elements, how does this lack affect the achievement of the communicative objectives provided?

### **5. Hypotheses**

In an attempt to answer the above questions, three hypotheses are suggested to be proved or disproved:

#### **Hypothesis One**

The textbook's intercultural objectives and the resources provided are fully related. Therefore, the learner is positively engaged in the learning process to be a good intercultural speaker.

## **Hypothesis Two**

The intercultural objectives and the resources provided in the textbook are partially related.

Therefore, the learner is trained to be an interlocutor speaker but not necessarily a successful one.

## **Hypothesis Three**

The intercultural objectives and the resources provided in the textbook are not related.

Therefore, the learner fails to become a good intercultural speaker

## **6. Research Methodology**

The research methodology applied in conducting the current research is qualitative content analysis. The textbook analyzed in the current research is considered as a document. Content analysis is meant to analyze a document or a text by breaking down its elements for further understanding and interpreting. Krippendorff (2004) claims: "Faced with larger volumes of text and working in research teams, content analysts have to divide a body of texts into convenient units". (p 88). The Third year Secondary School Textbook is already composed of six units. However, the current research provides a further categorization of the areas of culture: the target, the universal and the learners' one.

The type of content analysis used in this study is relational content analysis. Virginia Wilson (2011) clarifies the role of relational content analysis as: "Relational content analysis builds on conceptual analysis by delving into the relationship between the concepts and the themes that surface from the analyzed text".

In addition to analyzing the textbook, a second research tool used in this study is the semistructured interview. The interview was conducted with secondary school teachers to know about their views on culture integration in the 3<sup>rd</sup> year secondary school textbook.

## **7. Structure of the thesis**

The current research is presented in two chapters in addition to the general introduction and the general conclusion. The first chapter is devoted for the theoretical part under the title of: Culture in textbooks. This chapter deals with the importance of teaching culture in addition to the pedagogical role of textbooks in the teaching learning process. The second chapter is devoted to the field work where the analysis of the textbook is accomplished.

## **8. Limitations of Study**

Any research may have certain limitations; the following limitations need to be recognized:

- The limited number of participants available to conduct the teachers' interviews can lead to limited results.
- The research tools: interviews and questionnaires are addressed only to teachers from one Algerian city. Therefore, it will be difficult to generalise the results on all users of the Algerian textbook.

## **Chapter One: Literature Review**

### **Culture in Textbooks**

#### **Introduction**

Usually, teachers rely on textbooks to extract the content needed to be transmitted to the learners. The educational authorities do not rely on the same textbook for generations. Radical changes and partial changes are introduced after evaluating the previous textbooks. Therefore, this chapter explains the importance of evaluating a textbook. Moreover, the chapter provides as thorough as possible an overview on culture in foreign language teaching. Besides, it explains the relationship between language and culture. It also provides an insight on the importance of learning culture in enhancing the learner's communicative competence.

#### **1.1 Background and History of Culture Teaching**

Culture, as a concept, may mean different things to different individuals. Taylor (1871: 01) described culture as: "That complex whole which includes knowledge, belief, art law, morals, custom and any other capabilities and habits acquired by a man as a member of the society". The quote signifies that culture does not only include knowledge about foreigners' achievements but also beliefs, customs and morals.

##### **1.1.2 The 1960 s'**

During this period, the concept of culture appeared in its anthropological sense. The two concepts of culture: deep and surface culture appeared during this period. " The concept little C refers to those associated with human daily life in society while big C "deep culture" refers to human achievements or refinement, such as art, literature, technology, philosophy" stated by Hisn (2008: 04). Culture is divided into two main categories: the big C and the little C. The big C refers to human's achievements including arts and literature. Little C refers to the way people live and believe including: customs and traditions.

### **1.1.3 The 1970's**

"In the seventies, an emphasis on situational context of the foreign language teaching was brought into foreign language pedagogy along with a communicative approach" clarified by Hsin (2008: 5).

During this period, cultural topics started to be present in textbooks and so in classes. In other words, the role of culture enhanced greatly.

### **1.1.4 The 1980's**

In the eighties, scholars began to delve into the dynamic of culture and its contributions to FL learning/ SL learning (Risager, 2007).

### **1.1.5 The 1990's**

In the nineties, the challenges that foreign culture teaching faced are the effect of globalization (Nault, 2006). Therefore, there was a need for an approach that helps the FL learner to be opened to the world. Risager (2007) agrees with the same idea and ensures that foreign language teaching should be across national and ethnic boundaries and be looked at in a transnational and global context.

During this period, the intercultural approach appeared to create the transnational context that Risager referred to.

## **1.2. The Relationship between Culture and Language**

"Language and culture are so close that are being identified as synonyms" mentioned by Scarcella (1992). On one hand, language is used to deliver people's thought and cultural beliefs. On the other hand, culture can be influenced by the language itself. Sometimes, an individual's cultural background is identified from his language. The interwoven relationship between language and culture can be summarized by Brown(2002: 177) as follows:" A language is a part of culture and culture is a part of language. The two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture".

## **2. The Role of Culture in Language Teaching Approaches**

### **2-1- Traditional Methods**

#### **2-1-1- The Grammar Translation Method**

Grammar Translation method is the first model to foreign language teaching. Long Fu(2001) states that culture involved in Grammar Translation Method refers only to literature and arts of any country. This reference does not contribute to students' ability to function linguistically and socially when he faces a daily social interaction. Grammar Translation Method implies the teaching of knowledge about the foreign culture which mainly refers to literature and arts.

#### **2.1.2 The Direct Method**

As the name suggests, the direct method implies that meaning is to be transmitted and expressed directly in the target language. Jespersen (1904) insists that the most important goal in the teaching of languages in the direct method is meeting the best thoughts and institutions of a foreign nation, its literature, arts and identity". Thoughts, literature and institutions are considered as elements culture. Therefore, the direct method is the first model to foreign language teaching to deal with culture in foreign language teaching. However, the method did not much importance to teach culture. The latter was taught accidentally. That is to say, the teacher introduces the new cultural elements whenever met during the foreign language courses.

#### **2.1.3. The Audio – Lingual Method**

The Audio-lingual Method is the teaching method that puts contexts to teach the foreign language. Grittner (1990) clarifies that the cultural items that characterize the pattern drills describe everyday life and push the learner compare the American culture with the target culture for instance. These notes mean that the Audio-lingual method does not only provide

contexts to teach culture, but also stimulates the learner to compare these cultures. Despite the Direct Method provides context to teach culture, it is still relying on the repetitive drills. Learners do not produce their own language constructions. They rely 100% on these repetitive drills which may not help them to solve all future problematic situations that they may face.

## **2.2 .Modern Approaches**

### **2.2.1. The Communicative Approach**

As the name suggests, the communicative approach implies the focus on the communicative and interactive aspect of the language. Finocchiaro and Brumfit(1983) ensure that communicative language teaching provides a global resource that covers all language aspects and which promotes suitable environments full of experience and social interaction. The global covering nature of the communicative approach makes allowed integrating culture as an important element in language teaching.

### **2.2.2 Task-Based Learning**

Task Based Language is one of the modern approaches to foreign language learning. .As the name suggests, Task Based Learning is based on tasks as the main tools to transmit all language aspects. Long (1985) defines tasks as follows "A piece of work undertaken for one self or for others, freely or for some reward. Thus , examples of tasks include painting a fence , dressing a child , filling out a form , buying a pair of shoes , making an airline reservation , borrowing a library book , typing a letter weighing a patient , sorting letters , taking a hotel reservation , writing a check , finding a street destination and helping someone across a road". (p89). All the previous situations mentioned by Long are culturally based. Moreover, they can be found in many cultures but differently. For example, taking a hotel reservation in an Arab country is different from taking it in USA or Britain. If the learner is asked to write a

conversation about this theme, names of hotels and even names of people will be different depending on the cultural side he is bases his conversation on.

Since Task-Based-Approach relies on a large set of real-life situation, it would be evidently a successful approach to insert culture as an element of language learning. Culture is a part of the real-life. If learners are engaged in such tasks, they would learn about the foreign culture and their native culture as well.

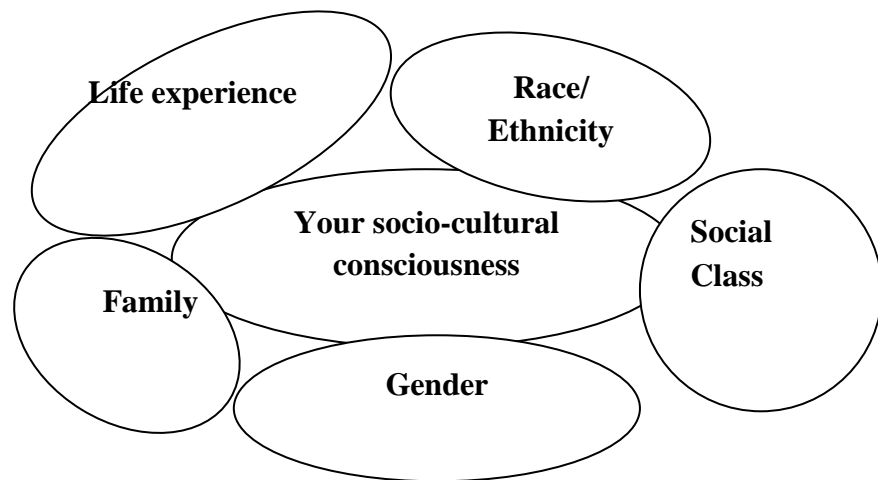
### **2.2.3. The Intercultural Approach**

The intercultural approach is one of the most significant changes in foreign language learning. As stated by Byram (1997), "The success of interaction implies not only an effective interchange of information as was the goal of communicative language teaching, but also the ability to decenter and take up the other's perspectives on their own culture "(p112).The intercultural approach does not focus only on the communicative aspect of the language. It goes beyond to see how the communicative tasks serve to help the learner discover new cultural elements related to both the foreign culture and his native culture. This raises the appearance of the intercultural competence which is the major concept in the intercultural approach.

Byram's model of the intercultural competence includes five factors. Among which is knowledge. (Heidari, Ketabi&Zanoobi (2014:12) emphasize that "Knowledge includes learning about social groups, products, practices and processes of interaction. Knowledge in Byram's model refers to a set of ideas and pieces of information about the foreign culture. These pieces of information enable the learner establish a cultural background about the foreign culture. This background is a suitable tool that the learner uses to perform a successful and meaningful intercultural conversation. Moreover, acquiring a large cultural background about the foreign culture prevents the learner from falling in a cultural shock whenever he engages in a conversation with a foreigner.

### 3- The Integration of Culture as the Fifth Skill in Foreign Language Classrooms

Teaching English as a foreign language incorporates the integration of the four main skills: reading, writing, listening and speaking. Recently, teaching culture has been recognized as a language skill. "We are teaching a system of cultural customs, ways of thinking, feelings and acting "(Brown, 2000:p25). This means that teaching a foreign language covers the teaching of given cultural aspects related to people's ways of thinking, traditions and customs. According to Damen (1997:13) "culture learning along with the four traditional skills can be accorded its rightful place as a fifth skill adding its particular dimension to each of the other four ". In few words, teaching the four skills cannot be separated from culture. It must be integrated as the fifth skill that can be present in teaching each of the four skills.



**Figure 1: Socio- cultural Consciousness (adapted from Villegas&Lucas , 2002 )**

#### **4. Culture in Textbooks**

The question that might be asked when analyzing culture in any text book is: which area of culture is needed to be integrated? In other words: is the text book supposed to deal with the foreign culture only? Or just combine the learner's native culture with the foreign one.

Cortazzi and Jin (1999) assert that these types of materials can underlie the cultural representation in text books; source culture materials, target culture materials and international materials. The source culture materials refer to the learner's native culture. The target culture materials refer to the English culture for instance in case of EFL textbooks. The international culture refers to the universal culture such as the Egyptian or the Indus culture.

#### **5. A Theoretical Framework of Culturally – responsive Teaching (CRT)**

Colbert (2010) identifies the importance of the culturally-responsive teaching as " Its importance is to identify best practices in teaching to illustrate that learning by example from demonstrated best practices is an effective way to understand the principles and the specifics of effective pedagogy". (p19).Culturally-responsiveteaching guarantees an effective choice of the classroom practices that integrate culture as an element of language learning.

#### **6. Textbook Scenario**

##### **6.1 Difference between Curriculum, Syllabus and Textbook**

###### **6.1.2 Definition of Curriculum**

Etymologically, curriculum is derived from the Latin word "currere" which means to run or to proceed". At its simplest level, curriculum is defined by Pratt and Short(1994:1320) as a "plan for a sustained process of teaching and learning."In its broad sense, however, curriculum is considered by Nunan, (1993) as "concerned with the planning, implementation, evaluation,

management, and administration of education programs” (p.8). In line with Nunan, Kelly (1999) clarifies the wide scope of curriculum and states:

"Any definition of curriculum; if it is to be practically effective and productive, must offer more than a statement about the knowledge content or merely the subjects which schooling is to "teach" or transmit. It must go far beyond this to an explanation, and indeed a Justification, of the purposes of such transmission and an exploration of the effects that exposure to such knowledge and such subjects is likely to have, or is intended to have, on its recipients-indeed it is from these deeper concerns.....that a curriculum planning worthy of the name must start." (p.3)

### **6.1.3 Definition of a Syllabus**

The two terms: curriculum and syllabus are sometimes used interchangeably. However, some educational researchers make a distinction between them.

Widdowson(1990) considers a syllabus as

[....] the specification of a teaching programme or agenda which defines a particular subject for a group of learners. Such a specification not only provides a characterization content, the formalization in pedagogic terms of an area of knowledge or behaviour. A syllabus specification, then, is considered with what is to be taught...which serves as a reference for teaching (p.117).

Widdowson clarification states that the syllabus contains both the content that is the reference for teaching and the objectives needed to be achieved at the end of each level.

White (1988) in an attempt to dissipate the confusion between the two concepts states“In a distinction that is drawn in Britain, "syllabus" refers to the content or subject matter of an individual subject, whereas "curriculum" refers to the totality of content to be realized within

one school or educational system. In the USA, "curriculum" tends to be synonymous with syllabus in the British sense" (p.4).

#### **6.1.4 Definition of a Textbook**

A text book as defined by the Oxford Advanced Learner's dictionary 200 as: "A book that teaches a particular subject and that is used especially in schools and colleges ...." (p79). The textbook is a set of instructions and learning objectives derived from the theoretical assumptions of the syllabus and the curriculum.

#### **6.2 Arguments for Textbook Use**

Hutchinson and Torres (1994:315) ensure "No teaching learning situation, it seems, is complete until it has its relevant text book". Their view expresses the important role of text book in both teaching process and learning process as well. In other words, textbooks guide teachers to follow the sequence of language items needed to be taught. They also guide and help learners to draw a mindmapping to the language items that may help them to revise well for exams.

#### **6.3 Arguments against Textbook Use**

Some educational researchers view that textbooks are not so important. Alwright(1981) states "...The management of language learning is far too complex to be satisfactory catered for by, a pre-packaged set of decisions embodied in teaching materials" (p9).

According to Alwright (ibid), textbooks are not sufficient tools to cover the complex nature of the language which is very far from the set of instructions stated in the textbook.

Tomlinson (2008) goes further by blaming textbooks of their inappropriateness and inability to help learners develop the communicative competences because most textbooks focus on the linguistic aspect of language rather than the cultural communicative aspect of it.

**6.4 Textbook Development Principles** Tomlinson (1998: p203) exposes the theoretical principles underlying text books development which have:

1. To impact through novelty, attractive presentation and appealing content
2. To supply a wide range of texts and activities so as to, positively, influence the target learners,
3. To be relevant to learners' needs,
4. To raise learners' consciousness to the represented culture
5. To initiate a response to the target culture
6. To engage learners in contextualized tasks that induces meaningful communication and lead towards effective outputs of language
7. To present learners with authentic texts
8. To promote the receptive skills through thought provoking texts
9. To encourage learners indulge in extensive listening and reading of relevant, motivating, and engaging texts
10. To create opportunities that help learners acquire production skills
11. To ensure a personal participation of learners in an unthreatening environment
12. To engage learners in cognitive and affective activities
13. To encourage learners gain confidence through difficult but achievable tasks
14. To promote higher order skills
15. To be learner-centered and discovery-based

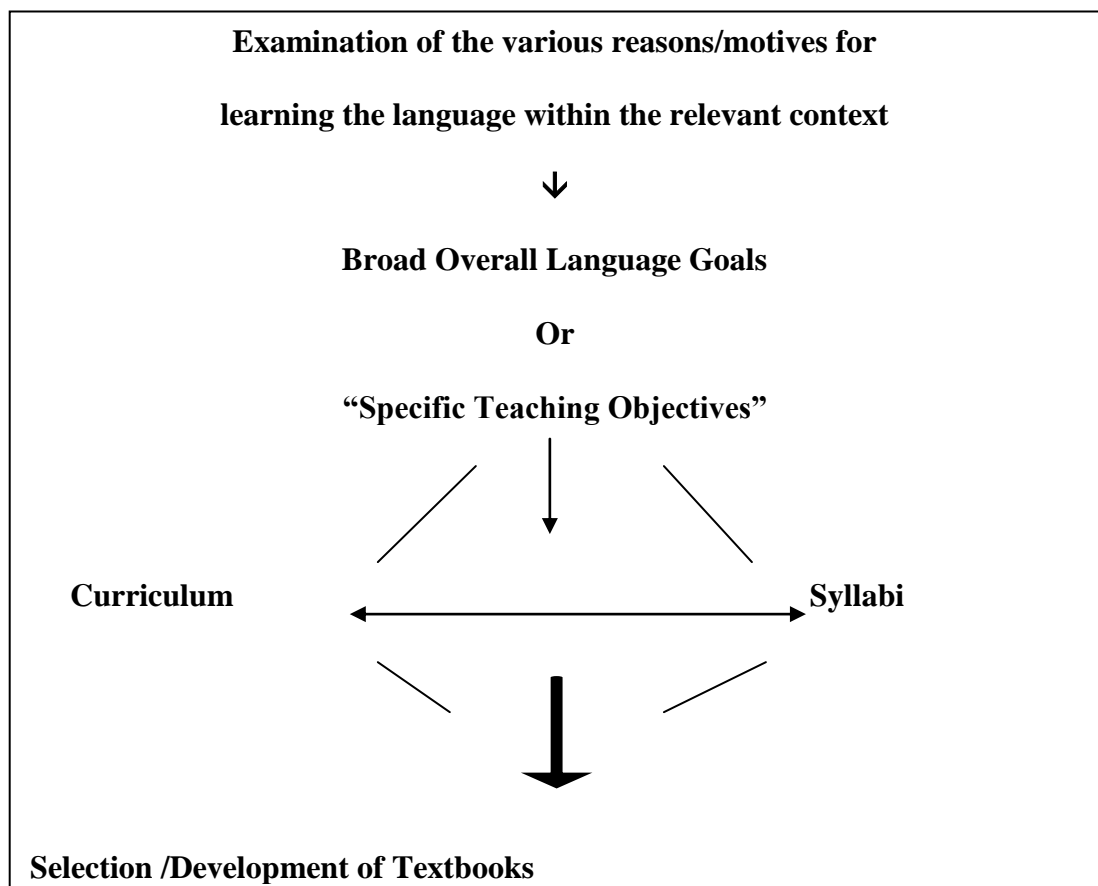
### **6.5 Textbook Materials**

Materials are defined by Tomlinson (2012) as " anything which can be used to facilitate the learning of a language including course books, videos, graded readers, flashcards, games, websites and mobile interactions" (p.143). Thus, materials are pedagogical tools used to help the learner achieve a better understanding of the content.

Tomlinson (2001:66) asserts that materials development was seen as "a sub-section of methodology, in which materials were usually introduced as examples of methods in action rather than as means to explore the principles and procedures of their development".

Tomlinson ensures that textbook materials and their development were considered as a part of methodology. Canniveng and Martinez(2003) agree with the same idea and states:

"while much has been published on SLA and on a multitude of topics relevant to language teaching and to applied linguistics, there have been fewer books on materials design.....General introductory books on language teaching devote little space to materials development and evaluation.....general and more specific books on syllabus design and curriculum offer at least one unit or chapter with some comments on the subject.....It is since 1990s, however, that material development has shown its real value ". (p479)



**Figure 2: Materials development Framework (Adapted from Mc Donough and Shaw, 1993)**

The figure above states that the selection of the textbook materials is based first on the examination of the various reasons and motives for learning the language in a specific context. That is to say, the selection of the textbook materials is based on learner's needs and deficiencies in learning the language. Starting from these needs, syllabus and textbook designers form certain goals and objectives to be followed by teachers.

Textbooks materials are the heart of the textbook. Therefore, they need to be carefully chosen and effectively designed. Crawford (2002:84-87) delineates the following principles for effective teaching materials:

1. Present functional language in context;
2. Present realistic and authentic language models;
3. Promote purposeful use of language;
4. Include an audio-visual component;
5. Foster learner autonomy;
6. Cater for individual and contextual differences;
7. Engage learners affectively and cognitively.

Textbook materials need to contextualize the linguistic items of the language. That is to say, grammar and language structures should not be taught in isolation. The textbook materials need also to be extracted from authentic resources. In case of the listening tasks, the textbook materials should include audio-visual components. A reading passage for instance, can be extracted from a famous newspaper in England or United States of America. In addition, textbook materials need to help learners become active participants in the learning process by fostering their autonomy.

## **6.6 Textbook Evaluation**

Many educational researchers have been interested in textbook evaluation and syllabus evaluation. Worthen (1990) identifies evaluation “as the determination of the worth of a

thing” (p.42). Curriculum evaluation, in general, and textbook evaluation in specific need to be an essential part in curriculum and syllabus design.

"The heart of the systematic approach to language curriculum design is evaluation: The part of the modal that includes, connects, and gives meaning to all the other elements". (Brown1995: 215). The previously mentioned quote investigates the fact that evaluation is an approach itself and not just a set of critical passages that target a specific content. The quote also mentions the word: systematic to ensure that the steps underlying the process of evaluation are organized through a logical systematic way.

A programevaluation for Scriven (1991) is “judging the worth or merit of something or the product ofthe process” (p.139). Scriven's definition of a program evaluation states that the process of evaluation targets the product. The product referred to by Scriven can be the textbook that evidently has been produced after a certain process of design.

### **6.7. Textbook Evaluation Checklists**

Sheldon (1988) views that textbook evaluation “...is fundamentally a subjective rule-ofthumb activity, and that no formula, grid or system will ever produce a definiteyardstick...” (p.245). Since textbook evaluation is based on personal judgments, it is considered subjective. Moreover, these subjective judgments can never produce absolute deductions or definite absolute results.

The role of the evaluator is to determineaccording to his vision what positive points and what shortcomings exist in the product being evaluated. Scriven(1986) views that" the role of the evaluator is to determine whether what is evaluated isgood or bad, “Bad is bad, and good is good, and it is the job of evaluators to decide whichis which”(p.19). The process of evaluation does not by necessity proclaim that the evaluator states the negative points in the product under scope. Evaluation covers both: negative and positive judgments.

### **6.7.1 Definition of Checklist**

Stufflebeam (2000) defines checklists as “valuable evaluation devices when carefully developed, validated, and applied”.Stufflebeam's definition ensures that evaluation checklists need a careful organization and development.Any evaluation checklist needs to follow a certain set of criteria according to the approach of textbook evaluation that the researcher follows.

### **6.7.2 Approaches to Textbook Evaluation**

#### **6.7.2.1. Impressionistic Evaluation/ In –Depth Evaluation**

As the name suggests, the in-depth evaluation necessitates a deep analysis and evaluation of the content. Cunningsworth (1995) suggests as an example of an in-depth evaluation the selection of one or two chapters and then analyzing them in details.

#### **6.7.2.2 Predictive / in use/ Retrospective Evaluation**

Ellis (1997:37) ensures that a retrospective evaluation “....provides the teacher with information which can be used to determine whether it is worthwhile using the materials again, which activities work and which do not, and how to modify the materials to make them more effective of testing the validity of a predictive evaluation, and may point towards in which the predictive instrument can be improved for future use”.

This clarification reveals the role of the retrospective evaluation. The latter refers to the set of recommendations addressed to teachers in order to help the overcome the difficulties and the obstacles that may face them in using the textbook. It gives them a list of insights to know how to modify the path of the content whenever and wherever necessary.

## **Conclusion**

Culture is a complex concept that has been considered as a problematic issue to educational researchers all over the world. It is considered as an important element in language teaching. Many approaches develop to set clear insights about the way culture should be taught according to learner's needs and expectations. Modern educational textbooks try to include culture as an integral part and as a fifth skill in addition to the traditional four skills. However, textbooks need to be evaluated, adapted or changed according to the worldwide changes.

## CHAPTER TWO Analysis and Evaluation of the Textbook Units

### Introduction

This chapter represents the field investigation of the current research. It is divided into two main parts. The first part is devoted to the analysis and the evaluation of the textbook units. The 3<sup>rd</sup> year textbook contains six units. Each unit is analyzed and evaluated according to the listening, the reading and the writing activities it includes. The second part of the chapter includes an analysis of the teachers' interview results.

### I. Unit One Analysis and Evaluation

#### 1. A Description to the Unit

##### 1.1. Title: Exploring the Past: Ancient Civilizations

##### 1.2. The cultural Outcomes Provided by the Textbook

- a) Developing positive attitudes towards one's culture and those of other cultures.
- b) Raising awareness about the contributions of the various civilizations to man's process

#### 2. The Existing and the Missing Cultural Elements

The cultural Elements	Tick the Elements that exist	Area of Culture emphasised	Illustrations from the Textbook
Values and beliefs			
Celebrations and rituals			
Customs and Manners			
Literature and arts	√	Universal Culture	-Text page 28 Take a breake page 30-
Food and table manners			
Landmarks and monuments	√	The learners' native culture	-Picture'' Timgad'' page 14 Text page 22-

### 3. The Listening Activities' Analysis and Evaluation

The following table shows the listening activities' structures and components in addition to the listening script analysis and evaluation:

<b>Activities Structures' and Components</b>	<b>Activity: Listen and consider p 15-16-17</b>	<b>Type of activity</b>	Pre- listening
		<b>Number of items</b>	04 items
		<b>Area of culture emphasized</b>	Universal culture
		<b>The cultural/intercultural outcome</b>	Learners discover some names of ancient civilizations and identify the setting of each civilization on the map.
		<b>The instructional objective</b>	Learners exchange ideas about the ancient civilisations through answering a set of wh- questions.
	<b>Activity: Let's hear page 16</b>	<b>Type of activity</b>	During listening
		<b>Number of items</b>	04 items
		<b>Area of culture emphasized</b>	The universal culture
		<b>The cultural/intercultural outcome</b>	Learners discover new facts about the ancient civilizations such as the setting etc.
		<b>The instructional objective</b>	Learners complete a dialogue in which they ask and answer questions about given facts about the mentioned civilisations.
<b>The listening Script's "Analysis and</b>	<b>Theme Analysis</b>	The listening script is a radio- broadcast interview conducted between Dr. Victor Skip : an "X" historian and the radio interviewer. It provides a historical overview about each of the following civilizations: The Greek, the Egyptian , the Summarian , the Indus	

<b>Evaluation”</b>		and the Chinese civilization. All these civilizations are universal ones. The script does not mention any of the civilizations in which the English language is spoken such as: The British and the American civilization.
	<b>Content Analysis</b>	<p>The radio interviewer questions revolve around the following points:</p> <ul style="list-style-type: none"> <li>.Time and setting</li> <li>.The hardships that the ancient civilizations faced to survive.</li> <li>.Brief explanations of the reasons that led to the collapse of the ancient civilizations.</li> </ul> <p>The listening script ignored totally some cultural elements such as rituals and vales that today's countries inherited from these civilizations.</p>

#### 4-Analysis and Evaluation of the Reading Activities

<b>The Activities' Structures and components</b>	<b>Activity Read and Consider, page 22,23</b>	<b>Type of activity</b>	Pre-reading Task
		<b>Number of items</b>	03 items
		<b>Area of culture emphasized</b>	The learner's native culture
		<b>The cultural/intercultural competence</b>	Learners appreciate the richness of their country's historical and cultural heritage.
		<b>The instructional objective</b>	Based on their background knowledge, learners extract as much as they can some cultural and historical sites that exist in their country.
	<b>Activity Taking a Closer Look ,</b>	<b>Type of activity</b>	During reading (comprehension)
		<b>Number of items</b>	05 items
<b>Area of culture</b>		The learner's native culture	

	<b>page 21</b>	<b>emphasized</b>	
		<b>The cultural /intercultural competence</b>	Learners scan the text to identify given historical characteristics and events in the ancient history of Algeria.
		<b>The instructional objective</b>	Learners the correct and the wrong statements according to the passage.
<b>The reading Script's Analysis and Evaluation</b>	<b>Title</b>	Algeria at the Crossroads of Civilisations	
	<b>Type of material</b>	Reading material: Adapted from Encyclopedia	
	<b>Source</b>	Africana : The Encyclopedia of African and African American Experience, p 69	
	<b>Topic</b>	An overview of Algeria's ancient history.	
	<b>Type of text/rhetorical organization</b>	Descriptive/historial	
	<b>Theme analysis and evaluation</b>	The reading passage provided deals with the ancient civilizations that settled in Algeria. The passage is a good resource that can satisfy learners' curiosity about their country's historical heritage. it gives a detailed overview on the most important events in ancient	
		Algeria. However, it neglects to give some descriptive insights on the way people used to dress, to celebrate and to believe.	
	<b>Content Analysis and Evaluation</b>	The activity's instructional objective does not reflect any sort of communication. Learners are just skimming and scanning the passage to identify the ancient civilizations that settled in Algeria. They are not engaged in activities that help them interact or communicate such as: dialogues, interview or e-mail messages.	

### 5-Analysis and Evaluation of the Writing Activities

	<b>Activity's Instruction</b>	Follow the guidelines to write an expository essay about the challenges faced by modern civilisations.
	<b>Number of</b>	03

<b>The activity's Structure and Components</b>	<b>items</b>	
	<b>Guidelines/ guiding items</b>	Diagrams that list the following items: pollution, melting of the arctic cap etc
	<b>The cultural /intercultural competence</b>	Learners discover some challenges that face modern civilizations.
	<b>Area of culture emphasized</b>	The universal culture
	<b>The instructional objective</b>	Learners write an expository essay about the challenges that face modern civilisations.
<b>The activity's Theme and Content Analysis</b>	<b>Theme Analysis</b>	The theme dealt with in this activity is the challenges that face modern civilizations such as the climate changes. This theme does not reflect any of the intercultural outcomes devoted to this unit. As the instructional objective states above, learners at the end of this activity write an expository essay about the challenges that face modern civilizations. This objective does not help the student solve any of his future social and intercultural interactions with foreigners. The theme of the activity seems to be a scientific one rather than a cultural a communicative one.
	<b>Content Analysis</b>	The guidelines provided to help the learner solve the activity are a list of the challenges that modern civilizations face. Most of the guidelines refer to natural catastrophes and economic crisis. Learners are supposed to develop these items in an expository essay. Writing an essay is not a communicative task. It does not include any form of interaction. If it was an interview or a dialogue, it would serve such communicative competences.

### 6-Analysis and Evaluation to the Unit Project

<b>Criteria to Content Evaluation</b>	
<b>The Project's Instruction</b>	Make a profile of an ancient civilization
<b>Area(s) of culture</b>	The universal culture

<b>emphasized</b>	
<b>The cultural element(s) provided</b>	Historical events, arts, geographical location, myths ,system of agriculture...
<b>Content Analysis and Evaluation</b>	<p>Students are supposed to design a profile for an ancient civilization. It is obvious that students include the resources that they have acquired during te whole unit in designing the project. Thus, students design a profile that includes:</p> <p><b>Historical events, geographical location, system of agriculture, system of writing...</b></p> <p>. The same profile designed by students may lack the following cultural elements :</p> <p><b>Traditional lifestyles, dressing, food habits, rituals....</b></p> <p>. These elements will be absent in students' projects they did not receive enough resources about them.</p>

## 7. Conclusion to Unit Analysis

One of the interculturalsuggested to this unit states that students will be aware of the contributions of the various civilizations. The contributions that the textbook resources focus on are: landmarks, arts, and monuments. Evidently, these contributions refer only to the past. The textbook neglects other cultural aspects that refer to the present life such as: food habits in addition to customs and manners. These arguments do not mean that the study of ancient civilizations is useless. The student needs to know who are the first settlers in Europe, England and Egypt. However, neglecting totally some cultural elements is misleading.

In brief, the unit starts in the past and ends in the past except for some cultural elements that have a relationship with the present life like: monuments and proverbs. These still exist today.

## **II. Unit Two Analysis and Evaluation**

### **1. A General Description to the Unit**

**1.1. Title of the unit:** Ill-gotten Gains Never Prosper

**1.2. The Intercultural Outcomes:**

- Developing awareness about the importance of fighting fraud and corruption at the national and international levels.
- Comparing how different countries fight corruption and fraud.

### **2-The Existing and the Missing Cultural Elements**

<b>The Cultural Elements</b>	<b>Tick the Elements that Exist</b>	<b>Area of culture Emphasized</b>	<b>Illustrations from the Textbook</b>
<b>Values and beliefs</b>	√	The universal culture	Activities page 46-49 Pronunciation and spelling page 51
<b>Celebrations and rituals</b>			
<b>Customs and manners</b>			
<b>Literature and arts</b>	√	-The target culture	-Proverbs and - sayings page 59
<b>Food and table manners</b>			
<b>Landmarks and monuments</b>			

### 3-Analysis and Evaluation of the listening Activities

The following table shows the listening activities' structures and components in addition to the listening script analysis and evaluation:

<b>Activities Structures' and Components</b>	<b>Activity:01 page 46</b>	<b>Type of activity</b>	Pre-listening
		<b>Number of items</b>	05 items
		<b>Area of culture emphasized</b>	Universal culture
		<b>The cultural/intercultural outcome</b>	Learners develop awareness about the dangers of bribery and the need to fight it at the national and international level.
		<b>The instructional objective</b>	Learners gather exchange a set of ideas from their background about bribery and corruption.
	<b>Activity: Let's hear page 47</b>	<b>Type of activity</b>	During listening (comprehension)
		<b>Number of items</b>	04 items
		<b>Area of culture emphasized</b>	National and international culture
		<b>The cultural/intercultural outcome</b>	Learners develop awareness about the dangers of bribery and the need to fight it at the national and international level.
		<b>The instructional objective</b>	Learners complete a set of sentences using the appropriate word to form meaningful sentences
<b>The listening Script's "Analysis and Evaluation"</b>	<b>Theme Analysis</b>	The listening script deals with an up-dated topic which is: corruption. The radio interviewee is a head of an English association that fights corruption. The theme is interesting since it informs the learners about foreigners beliefs and opinions concerning the issue of corruption.	
	<b>Content Analysis</b>	The listening script gives a lot of illustrations of how different schools around the world teach students that corruption is an illegal/ unethical behavior. This offers a good opportunity to the students to discover how people from different cultures react towards the issue of corruption. The learner also can compare and contrast between these reactions and his country's government rules.	

#### 4-Analysis and Evaluation of the Reading Activities

<b>The Activities' Structures and components</b>	<b>Activity 01 p 53</b>	<b>Type of activity</b>	Pre-reading activity
		<b>Number of items</b>	06 items
		<b>Area of culture emphasized</b>	Universal culture (European one)
		<b>The cultural/intercultural competence</b>	Recognizing how foreigners think about counterfeiting.
		<b>The instructional objective</b>	Learners gather and gather initial ideas about the theme.
	<b>Activity 02 p 54</b>	<b>Type of activity</b>	During reading “wh” questions (comprehension) + evaluation
		<b>Number of items</b>	06 items
		<b>Area of culture emphasized</b>	Universal culture
		<b>The cultural/intercultural competence</b>	Learners discover how counterfeiting affects people’s lives across countries.
		<b>The instructional objective</b>	Learners scan the text to draw their personal conclusions about the issue dealt with.
<b>The reading Script's Analysis and Evaluation</b>	<b>Title</b>	Imitating Property is Theft	
	<b>Type of material</b>	Reading material	
	<b>Source</b>	The Economist, May 17 <sup>th</sup> 2003	
	<b>Topic</b>	Counterfeiting	
	<b>Type of text/rhetorical</b>	Expository + Argumentative	

	<b>organization</b>	
	<b>Theme Analysis and Evaluation</b>	The theme dealt with in the passage is counterfeiting. The text gives real examples from different countries. Therefore, the theme is interesting.
	<b>Content Analysis and Evaluation</b>	The text is full of statistics that put the learner in front of a real image that depicts the dangers of imitations. The statistics are taken from different countries. The text includes some proverbs that help the learners compare between how foreigners consider counterfeiting and how they consider counterfeiting based on their beliefs and religious status.

### 5-Analysis and Evaluation of the Writing Activities

The following table shows the writing activity's structure and components analysis in addition to its theme and content evaluation.

<b>The Activity's Structure and Components</b>	<b>Activity's Instruction</b>	Suppose you were the manager of an ethical investment fund. Write a policy statement to inform potential fund contributors about it.
	<b>Number of items</b>	04
	<b>Guidelines/ guiding items</b>	Diagram/caricature page 70
	<b>The cultural /intercultural competence</b>	Learners recognize that the issue of ethics in business is a universal issue.
	<b>Area of culture emphasized</b>	The learner's native culture
	<b>The instructional objective</b>	Learners write a public statement in which they explain how their investment funds follow certain ethical rules to convince the audience invest in their fund.
<b>The activity's Theme and</b>	<b>Theme Analysis and</b>	The activity's instruction asks learners to create an investment fund and convince the audience of their work honesty. The theme

<b>Content Analysis</b>	<b>evaluation</b>	is motivating to students since they take part of it. However, the instruction does not specify from which angle/stance the learner gives his arguments: does he take the role of an Algerian business man or a foreign one?
	<b>Content Analysis and evaluation</b>	The activity lacks inserting certain guidelines related to the theme itself. The diagram provided includes some details about the form of the writing production. The learner is misled and cannot identify from which angle is he supposed to set his arguments: is he going to deal with the religious stance the society's customs and beliefs etc.

### 6-Analysis and Evaluation to the Unit Project

<b>Criteria to Content Evaluation</b>	
<b>The Project's Instruction</b>	Write a charter of ethics in relation to three of the mentioned professions in page 71. The charter includes: -A short interview about the importance of ethics with representatives of professional associations. -A short article that reports how laws ban certain unethical behaviors -A code of ethics "a set of moral values".
<b>Area(s) of culture emphasized</b>	The universal culture
<b>The cultural element(s) provided</b>	Ethics, values
<b>Content Analysis and Evaluation</b>	The project's instruction asks learners to write a charter of ethics. The instruction does not specify whether the student deals with issue from a personal cultural view or to take a foreigner stance "view". Therefore the learner will write a charter of ethics based on his own cultural background and religious belief. The charter will help the learner appreciate his cultural and religious belonging.  As an interlocutor/ intercultural speaker, the current project is

	<p>so helpful to engage the learner in a situation where he defends and expresses a set of ethical and moral values in a form of charter. The charter is a considered as a communicative tool, so the project of the unit is a communicative one.</p>
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### **Conclusion to the Unit Analysis**

The cultural outcomes devoted to the current unit suggest that learners develop awareness about the importance of fighting the unethical behaviors at the national and international level. The unit theme is related to the social life. Therefore, it can be classified under the layer of the little culture. All the resources provided by the unit focus on foreigners attitudes towards corruption. However, no resource is provided to inform about how the issue is being dealt with in the learner's society. In this case, the activities that target the learner's native culture rely 100% on the learner's social and cultural background about the issue. In few words, the unit raises students' attention towards comparing between how corruption is viewed in both: his culture and the foreign cultures. However, the textbook resources lack information about how theses unethical behaviors are dealt with in the learner's country.

### III. Unit Three Analysis and Evaluation

#### 1. A General Description to the Unit

**1.1 -Title of the unit:** Schools: Different and Alike.

**1.2 The intercultural outcomes provided:**

- Comparing educational systems: past and present.
- Raising awareness about the similarities and the differences between today's educational systems in the world.

#### 2 -The Existing and the Missing Cultural Elements

The Cultural Elements	Tick the Elements that Exist	Area of Culture Emphasized	Illustrations from the Textbook
Values and Beliefs	√	The target culture	Listen and consider p75 and 76
Celebrations and Rituals			
Customs and Manners	√	The target culture	Text page 83 Picture page 92 Diagram page 97
Literature and arts			
Food and table Manners			
Landmarks and Monuments			

### 3-Analysis and Evaluation of the listening Activities

The following table provides an analysis of the listening activities' structures and components in addition to the evaluation of the listening script.

<b>The Activities' Structures and Components</b>	<b>Activity 01</b> page 75 : <b>Getting Started</b>	<b>Type of activity</b>	Pre-listening: wh questions
		<b>Number of items</b>	04
		<b>Area of culture emphasized</b>	The target culture
		<b>The cultural/intercultural Competence</b>	Learners discover given foreign visions about their kids' education.
		<b>The Instructional Objective</b>	Learners brainstorm some ideas about their parents views towards their future dreams.
	<b>Activity 02 p</b> 76 "let's hear"	<b>Type of Activity</b>	Part 01: comprehension Part 02: synthesis
		<b>Number of Items</b>	06
		<b>Area of Culture Emphasized</b>	The target culture
		<b>The Cultural/intercultural Competence</b>	Learners learn about given foreigners visions about their kids' education and future car.
		<b>The instructional Objective</b>	Learners summarize an interview between a headmaster and a students' father.
<b>The listening Script's Analysis and Evaluation</b>	<b>Theme Analysis and Evaluation</b>	The script is an interview between a headmaster and a kids' father. The interview is held to discuss the kids' ambition to become an artist. The theme gives a good opportunity to see how foreigners react to their kids' dreams especially if concerned with arts.	
	<b>Content Analysis and Evaluation</b>	The script is a suitable context to let the learner discover some customs related to foreigners's visions concerning teir children's educational life. Thus, the theme pushes the learner to compare between these visions and those in the native culture.	

#### 4-Analysis and Evaluation of the Reading Activities

<b>The Activities' Structures and Components</b>	<b>Activity 01 p 83</b>	<b>Type of Activity</b>	Pre-reading “wh questions”
		<b>Number of Items</b>	04
		<b>Area of culture Emphasized</b>	The foreign culture
		<b>The cultural/intercultural Competence</b>	Learners exchange some ideas about the educational system in Britain.
		<b>The instructional Objective</b>	Learners recognize the differences between certain educational systems.
	<b>Activity 03 p 85</b>	<b>Type of Activity</b>	Writing activity
		<b>Number of Items</b>	04
		<b>Area of Culture Emphasized</b>	The target culture.
		<b>The Cultural/intercultural Competence</b>	Learners appreciate the construction of the educational system in their country as an element of the social life
		<b>The instructional Objective</b>	Learners write a paragraph about comparing between primary or middle school with secondary schools in Algeria.
<b>The Reading Script's Analysis and Evaluation</b>	<b>Title</b>	Education in Britain	
	<b>Type of material</b>	Reading Material : an extract from a book	
	<b>Source</b>	Guide to British and American Culture p 66	
	<b>Topic</b>	The educational layers in Britain	
	<b>Type of text/rhetorical Organisation</b>	Expository/descriptive	
	<b>Theme Analysis and Evaluation</b>	The script deals with the British educational system. Since the theme is associated with the target culture the script is motivating and full of new cultural items. This raises the students' attention to compare between the foreign culture and his native culture.	
	<b>Content Analysis and</b>	The script focuses on the description of the British educational system including the order of schools levels that the child goes	

	<b>Evaluation</b>	through and the curriculum set for each level. However, the script neglects totally to inform about the school regulations which is a part of the little culture.
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### 5-Analysis and Evaluation of the Writing Activities

The following table shows the writing activity's structure and components in addition to its theme and content evaluation.

The Activity's structure and component “Activity p89” <b>Think, Pair and Share</b>	<b>Activity's Instruction</b>	Follow the guidelines bellow to write a letter to a friend of yours describing your school/classroom.
	<b>Number of items</b>	04
	<b>Guidelines/guiding items</b>	A short diagram to explain the steps A suggested introduction
	<b>The cultural/intercultural competence</b>	Learners appreciate their belonging to the Algerian educational system and defend their opinions towards their schools environments.
	<b>Area of Culture Emphasized</b>	The learner’s native culture
	<b>The Instructional Objective</b>	Learners write a letter to a friend in which they describe their schools.
<b>The Activity's Theme and Content Analysis</b>	<b>Theme analysis</b>	Learners feel motivated when they describe their school regulations. The activity gives the learners an opportunity to express their feelings towards their schools regulations. The theme carries a sort of cultural awareness concerning students' belonging to a given educational system.
	<b>Content analysis</b>	The activity demands a description of the learners’ school. However, the student is kept free about the exact elements to be included in his writing. There is a lack in providing guidelines such as: the school uniform, the school regulations. These elements are considered to be a part of the learner’s cultural identity. As a beginner, he may not pay attention to them. Therefore, the instruction should state them as guidelines.

## 6-Analysis and Evaluation of the Unit Project (P 103)

<b>Criteria to content Analysis and Evaluation</b>	
<b>The project's instruction</b>	<p>Design an educational prospectus:</p> <ul style="list-style-type: none"> <li>-carry out a research into the British and the Algerian educational systems. Choose a level and find information about such aspects:</li> <li>-organization</li> <li>-curriculum</li> <li>-school year/holiday</li> </ul>
<b>Area (s) of Culture Emphasized</b>	<ul style="list-style-type: none"> <li>-The Target Culture</li> <li>-The learner's native culture</li> </ul>
<b>The Cultural Elements Provided</b>	The educational system including: school holidays, types of exams....
<b>Content Analysis and Evaluation</b>	<p>The theme of the project targets both: the little culture and the big culture. It targets the big culture in the sense that students talk about the curriculum and the description of the schools. It targets the little culture when students are asked to provide a report about students' uniform and holidays.</p> <p>According to the previous analysis of the unit activities, it is clearly shown that students have been already received the necessary resources that enable them design the project. Both the British and the Algerian educational system are dealt with earlier.</p>

### **Conclusion to the Unit Analysis**

As the previous analysis indicates, unit activities are approximately divided into two sections: half is devoted to inform the learner about the target culture. These are mainly the listening and the reading activities.

The other half is devoted to the learner's native culture. These are mainly the productive activities: writing and speaking.

Both of the foreign culture and the learner's one are developed through this unit in order to push the learner compare between the two. In the current unit, learners are supposed to compare and contrast the educational system in both: Britain or America and their country.

## IV. Unit Four Analysis and Evaluation

### 1. Description to the Unit

<p><b>1. Title :</b> Safety first</p> <p><b>2. The Intercultural Outcomes</b></p> <ul style="list-style-type: none"> <li>• Raising awareness about the effects of advertising on different cultures and societies.</li> <li>• Understanding the importance of integrating cultural features of a society into advertising.</li> </ul>
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### 2. The Existing and the Missing Cultural Elements in the Unit

The cultural Elements	Tick the Elements that Exist	Area of Culture Emphasised	Illustrations from the Textbook
Values and beliefs			
Literature and Arts	√	The universal culture	Proverbs and sayings, page 121
Landmarks and Monuments			
Food and table Manners	√	The universal culture	Pictures of junk food , page 106
Customs and Manners	√	Universal culture	The song entitled: Dad, Joe and the Match, page 134
Famous Celebrities	√	The Target culture	The American actress: Cindy Crawford's photo, page 123 in one of the advertisements.

### 3. Analysis and Evaluation of the listening Activities

The following table provides an analysis of the activities structures and components in addition to the evaluation of the listening script.

<b>Activities' structures and components</b>	<b>Activity 01</b> <b>page 107</b> <b>getting started</b>	<b>Type of activity</b>	Pre-listening:
		<b>Number of items</b>	04
		<b>Area of culture emphasized</b>	The targetculture + the learner's native culture
		<b>The cultural/intercultural competence</b>	Learners compare between how food safety is dealt with in both their country and in Britain.
		<b>The instructional objective</b>	Learners exchange ideas about the seriousness of food safety issue all over the world.
	<b>Activity 02 p</b> <b>108</b> <b>"Let's hear"</b>	<b>Type of activity</b>	Part 01: analysis Part 02: synthesis
		<b>Number of items</b>	02
		<b>Area of culture emphasized</b>	The target culture
		<b>The cultural/intercultural competence</b>	Learners learn about how foreigners take certain safety measures concerning food safety and recognize the importance of advertisements to raise their attention towards different types of food.
		<b>The instructional objective</b>	Learners provide a summary of the interview.
<b>The listening script analysis and evaluation</b>	<b>Theme Analysis and Evaluation</b>	The script is an interview between a journalist and a market researcher. The theme carries a cultural sense since it informs the learner about how foreigner takes certain food safety measures, and how people consume certain types of food.	
	<b>Content Analysis and Evaluation</b>	The script is presented in a form of an interview. The interview form is a good context to raise the issue of safety measures. The choice of food is a successful choice because it interests everyone. However, the source of the interview script is not mentioned. Therefore, the script is not an authentic material.	

#### 4. Analysis and Evaluation of the Reading Activities

<b>The Activities' Structures and Components</b>	<b>Activity 01 p 113</b> <b>"Getting Started"</b>	<b>Type of activity</b>	Pre-reading
		<b>Number of items</b>	02
		<b>Area of culture emphasized</b>	The learner's native culture
		<b>The cultural/intercultural competence</b>	Learners discover how eating habits have changed from past to present due to advertising.
		<b>The instructional objective</b>	Learners discuss how advertisements contributed to the change in human food habits.
	<b>Activity 02 p 113</b> <b>"taking a closer look"</b>	<b>Type of activity</b>	Evaluation
		<b>Number of items</b>	02
		<b>Area of culture emphasized</b>	Universal culture
		<b>The cultural/intercultural competence</b>	Learners discover how universal advertisements affect human food habits.
		<b>The instructional objective</b>	Learners skim and scan the text to provide their agreement or disagreement concerning the issue raised.
<b>The Reading Script Analysis and Evaluation</b>	<b>Title</b>	How is your energy balance?	
	<b>Type of material</b>	Reading material	
	<b>Source</b>	No source provided	
	<b>Topic</b>	Advertising and food habits	
	<b>Type of text/rhetorical organization</b>	Expository	
	<b>Theme Analysis and Evaluation</b>	The script deals with food habits in no specific culture. The theme is interesting. It raises student's curiosity. However, the theme could be more interesting if it was related to a specific culture.	
	<b>Content</b>	The script is an expository essay that explains the balance between	

	<b>analysis and evaluation</b>	what humans consume such as: food and what they produce like: studying. The passage carries a cultural content, but the essay form does not help the learner achieve any communicative competence.
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### 5. Analysis and Evaluation of the Writing Activities (P127)

The following table shows the writing activity's analysis of structure and components in addition to its theme and content evaluation.

<b>Activities' Structures and Components</b>	<b>Activity's Instruction</b>	Have a look at the coping box below. Then, prepare an argumentative speech stating your opinion about advertising.
	<b>Number of items</b>	05
	<b>Guidelines/guiding items</b>	Topic sentence – key words.
	<b>The Cultural/intercultural competence</b>	Learners exchange different ideas about their positions concerning the issue of advertising, and learn how to defend their positions freely.
	<b>Area of Culture Emphasized</b>	The learner's native culture
	<b>The Instructional Objective</b>	Learners present an argumentative speech in front of the audience to state their opinions about advertising.
<b>The Activities' Theme and Content Analysis</b>	<b>Theme Analysis and Evaluation</b>	The activity's instruction deals with advertising. The theme is social whereas it carries a cultural sense since learners express their opinions about advertising according to their social, religious and cultural background. However, the theme is broad.
	<b>Content Analysis and Evaluation</b>	The activity's instruction asks learners to give their opinions about advertising. The guidelines provide the learner with certain expressions to state his opinion and some suggested ones to help him start and close the speech. However, these guidelines do not narrow down the topic to give the learner some examples of advertisements such: food, fashion etc. The learner is kept free , and this may create a confusion

		because not all learners have the same level of proficiency.
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### 5. The Analysis and the Evaluation of the Unit's Project

<b>Criteria to Project Analysis and Evaluation</b>	
<b>The project Instruction</b>	-Making a survey on the impact of advertising. -The survey is designed in a form of a questionnaire in addition to short report of the result.
<b>Area (s) of Culture Emphasized</b>	The learner's native culture
<b>The Cultural Elements Provided</b>	Learners discover how consumers view the impact of advertisement based on their social and cultural background.
<b>Content Analysis and Evaluation</b>	-The project of the current unit is purely communicative, the learner engages in asking questions throughout the questionnaire. -The project carries a cultural outcome which is discovering the participants' views about advertising. -The participants' views cannot be separated or excluded from any prior cultural or social influence.

### Conclusion to the Unit Analysis and Evaluation

As the previous process of evaluation shows, the listening activities and the reading activities deal with food and food habits. The food habits that were dealt with are all related to the healthy and unhealthy eating habits. The theme seem universal and unrelated to a specific culture. Only one communicative task was devoted to engage the learner to state his opinion about advertising.

The activity discussed here is activity p 127. Including only one activity throughout the whole unit to discuss only one area of culture which is the learner's one is insufficient. Though the unit deals with up-dated themes such as genetically modified food, it neglected to widen the theme of advertising to see how this theme is viewed through different cultures in the world.

## V. Unit Five Analysis and Evaluation

### 1. A General Description of the Unit

**1.1 Title:** It's a Giant Leap for Mankind

**1.2 The Intercultural Outcomes Provided**

-Discussing the changes of mentalities brought about by the advances in astronomy.

-Raising awareness about the contributions that various people have made to astronomy.

#### 1-The Existing and the Missing Cultural Elements

The cultural Elements	Tick the Elements that Exist	Area of culture Emphasized	Illustrations from the Textbook
Values and beliefs	√	Foreign culture “the origin of life on earth”.	Text p 157
Celebrations and rituals			
Customs and manners			
Literature and arts	√	Foreign culture “science fiction”	The picture page 152 (from ET movie 1982).
Food and table manners			
Landmarks, monuments and architecture	√	-The learner's native culture -The foreign culture	Pictures page 135

## 2. The listening Activities Analysis and Evaluation

The following table provides an analysis of the activities structures and components in addition to the evaluation of the listing script.

<b>Activities' structures and components</b>	<b>Activity : getting started page 136</b>	<b>Type of activity</b>	Pre-listening
		<b>Number of items</b>	05
		<b>Area of culture emphasized</b>	The learner's native culture
		<b>The cultural/intercultural competence</b>	Learners exchange ideas about the Algerian experience and contributions in the domain of astronomy.
		<b>The instructional objective</b>	Learners create a mind-mapping to the most important elements that the listening script deals with
	<b>Activity 02 p 76 "let's hear"</b>	<b>Type of activity</b>	During listening
		<b>Number of items</b>	1-six items 2-four items
		<b>Area of culture emphasized</b>	universal culture
		<b>The cultural/intercultural competence</b>	Learners' awareness is raised about the contributions that various people have made to astronomy.
		<b>The instructional objective</b>	1-learners listen and order the sentences 2-learners listen and answer the given wh questions.
<b>The listening script analysis and evaluation</b>	<b>Theme analysis and evaluation</b>	The listening script deals with the importance of telecommunication satellites. The theme helps the learner enrich his cultural background about the world astronomy.	
	<b>Content analysis and evaluation</b>	The script lines are expository statements that explain the importance of satellites. However, the script does not refer to some satellites' names on satellites' inventors. Therefore, the script does not deal with a specific culture. It only states a list of facts.	

### 3-Analysis and Evaluation of the Reading Activities

<b>The activities' structures and components</b>	<b>Activity 01</b> <b>getting started</b> <b>page 142</b>	<b>Type of activity</b>	Pre-reading
		<b>Number of items</b>	04
		<b>Area of culture emphasized</b>	Universal culture
		<b>The cultural/intercultural competence</b>	Developing interest in space exploration.
		<b>The instructional objective</b>	Learners exchange ideas about the solar system and its components.
	<b>Activity 02</b> <b>“Taking a Closer look”</b> <b>page 142</b>	<b>Type of activity</b>	During reading: comprehension
		<b>Number of items</b>	05
		<b>Area of culture emphasized</b>	Universal culture
		<b>The cultural /intercultural competence</b>	Learners develop interest in space exploration.
		<b>The instructional objective</b>	Learners scan the passage to understand how the solar system functions..
<b>The Reading Script's Analysis and Evaluation</b>	<b>Title</b>	The Solar System	
	<b>Type of material</b>	Reading material: expert from a book	
	<b>Source</b>	(From the book of popular science and Alan E.Nourse, the giant planet)	
	<b>Topic</b>	The solar system components	
	<b>Type of</b>	Expository	

	<b>text/rhetorical Organization</b>	
	<b>Theme Analysis and Evaluation</b>	<p>The passage deals with the way the solar system functions. The theme is an up-dated one. However, it gives too many details about the planets.</p> <p>The students' proficiency level is so far from being exposed to a large amount of scientific statistics</p>
	<b>Content Analysis and Evaluation</b>	<p>Though the text is long: five paragraphs only two activities are devoted to it. The text is a combination of a set of scientific facts. It lacks stating real astronauts' experiences to the planets mentioned. Thus, the passage lacks referring to the little culture. That is to say how foreigners live and the world</p>

#### 4-Analysis and Evaluation of the Writing Activities

<b>The activity's structures and components</b>	<b>Activity P 160</b>	<b>Type of activity</b>	Writing activity: evaluating and criticising
		<b>Number of items</b>	01
		<b>Guidelines/ guiding items</b>	Suggested arguments against and for the budget devoted to space exploration.
		<b>The cultural /intercultural competence</b>	Learners express their opinions concerning the budget devoted to space exploration according to their cultural and social background.
		<b>Area of culture emphasized</b>	The learner's native culture.
		<b>The instructional objective</b>	Learners write a newspaper article in which they express their opinion about the budget devoted to space exploration.
<b>The activity's Theme and Content Analysis</b>	<b>Theme Analysis</b>	The theme dealt with in the activity is the budget devoted to space exploration. The activity is contextualized since learners are supposed to write a newspaper article. The theme carries a cultural content since the learner defends his	
	<b>Content Analysis</b>	As mentioned earlier in, the theme analysis, the activity carries a cultural content.  The writing session is always kept at the end of the unit because learners invest all what he received from the previous sessions. However, the previous resources given by the textbook do not mention anything, about space exploration in their country. No names of local satellites or institution are mentioned throughout the previous sessions except for the picture p135 about the Algerian research center for space exploration.	

### 5. The Unit Project Analysis and Evaluation (p 163)

<b>Criteria to content Evaluation</b>	
<b>The Project's Instruction</b>	Design an astronomy booklet that includes different ID cards about the major planets and moons in the solar system in addition to an imaginary dialogue with a famous astronomer. The project must include pictures of astronomy equipments.
<b>Area(s) of culture emphasized</b>	Universal culture.
<b>The cultural element(s) provided</b>	Learners discover new astronomers and learn about their experiences in space exploration.
<b>Content Analysis and Evaluation</b>	<p>Designing an astronomy booklet is a project that captures the main theme of the unit which is astronomy. The project reflects a communicative orientation since learners are supposed to write a dialogue with an astronomer. This helps the learner engage in a successful intercultural conversation.</p> <p>However, the project instruction left the student free to choose the astronomers to talk to. The student may choose only an astronomer from his country. In this case, the conversation would not be an intercultural one-also, the student may choose a foreign astronomer. In this case, the project neglects the student's native culture. As a possible solution, the project instruction could ask the learner to choose one foreign astronomer and an Algerian one. The learner engages in two different conversations that help him discover both his own culture and the foreign one.</p>

## **Conclusion to the Unit Analysis and Evaluation**

As the previous analysis shows, all the listening and the reading activities explain the theme of astronomy as a universal issue. The listening scripts and the reading passages are a set of expository lines that explain the importance of space exploration. These scripts do not mention any of the famous astronomers and their experiences in the field. Thus, the unit activities turn out to be scientifically rather than culturally oriented. Only the unit project that solved partially the problem and could engage the learner in an intercultural conversation with an astronomer. Though, the project still does not specify the astronomer's nationality and leave the student free again.

## VI. Unit Six Analysis and Evaluation

### 1. A General Description of The Unit

<p><b>1. Title:</b> We Are a Family</p> <p><b>2. The Cultural Outcomes</b></p> <p><b>2.1</b> Developing the understanding of the expression of feelings across different cultures and societies.</p> <p><b>2.2</b> Raising awareness of other's thoughts and feelings.</p>
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### 2. The Existing and the Missing Cultural Elements

The Cultural Elements	Tick the Elements that Exist	Area of Culture Emphasized	Illustrations from the Textbook
Values and Beliefs	√	The Target culture: the American culture	The listening script page 208 with an American humourist
Celebrations and Rituals			
Customs and Manners	√	The Target culture: the British and the American	The text page 174-175: an extract from a book.
Literature and Arts	√	The Target culture	The text page 174-175: extract from a book
Food and Table Manners			
Landmarks, Monuments and Architecture			
Celebrities and Famous Figures	√	-The learner's native culture -The Target culture	-pictures of the Algerian comedians page 166 -text page 179 about princess Diana

### 3. The Listening Activities Analysis and Evaluation

<b>Activities' structures and components</b>	<b>Activity 01: Getting Started page 166</b>	<b>Type of activity</b>	Pre-listening
		<b>Number of items</b>	05 items
		<b>Area of culture emphasized</b>	The learner's native culture
		<b>The cultural/intercultural competence</b>	Learners express their opinions about the performance of some Algerian comedians.
		<b>The instructional objective</b>	Learners exchange ideas in a short discussion about comedy in general and Algerian comedians particularly.
	<b>Activity 02 p 167 "let's hear"</b>	<b>Type of activity</b>	During listening
		<b>Number of items</b>	05 items
		<b>Area of culture emphasized</b>	The American culture: the foreign culture
		<b>The cultural/intercultural competence</b>	Learners discover the importance of comedy and humor in the human life.
		<b>The instructional objective</b>	1-learners order given statements according to their order in the interview. 2-learners express their opinions about the previous statements.
<b>The listening Script's Analysis and Evaluation</b>	<b>Theme Analysis and Evaluation</b>	Comedy is an interesting cultural theme. The listening script is an interview between a journalist and an American comedian. The script deals with the target culture since the journalist asks the American comedian about certain issues in the American comedy.	
	<b>Content Analysis and Evaluation</b>	Most of the questions asked by the journalist revolve around the importance of comedy. The interview is conducted with a humorist though no joke or funny reaction is committed throughout the whole conversation. Thus, the interview is a little bit boring.	

#### 4. Analysis and Evaluation of the Reading Activities

<b>The activities' structures and components</b>	<b>Activity 01</b> <b>Taking a Closer look</b> <b>page 174-173</b>	<b>Type of activity</b>	Pre-reading
		<b>Number of items</b>	06 items
		<b>Area of Culture Emphasized</b>	The target culture: the American and the British culture
		<b>The cultural/ Intercultural competence</b>	Learners discover how the British and the Americans react emotionally in certain situations
		<b>The Instructional Objective</b>	Learners express their feelings and reactions in given situations.
	<b>Activity 02</b> <b>“taking a closer look”</b> <b>page 174</b>	<b>Type of activity</b>	During reading: ( wh-questions)
		<b>Number of items</b>	Part 01: 05 items Part 02: one item
		<b>Area of culture emphasized</b>	The target culture
		<b>The cultural /intercultural competence</b>	Learners discover the similarities and the differences between Algerian customs and attitudes and the British ones.
		<b>The instructional objective</b>	Learners compare between the Algerian attitudes and behaviors in given contexts with the Americans and the British.
<b>The Reading Script's Analysis and Evaluation</b>	<b>Title</b>	Feelings	
	<b>Type of Material</b>	Reading material: excerpt from a book	
	<b>Source</b>	The oxford guide to British and American culture p 192.	
	<b>Topic</b>	The American and the British customs, attitudes and feelings.	
	<b>Type of text/rhetorical</b>	Expository	

	<b>organization</b>	
	<b>Theme Analysis and Evaluation</b>	The comparison between Algerian attitudes and the American, British ones is a cross cultural theme. Learners are exposed to the foreign cultural content through the text and unconsciously they compare this cultural content with the Algerian case.
	<b>Content Analysis and Evaluation</b>	The passage is composed of four paragraphs. Only the first paragraph is devoted to the American culture. The rest is devoted to the British, so there is no balance between the two. The last paragraph content can create a cultural shock since it dealt with how lovers show their affection and feelings in public.

## 5. The Writing Activities' Analysis and Evaluation

### 5.1. Activity page 197

<b>The Activity's Structures and Components</b>	<b>Activity P 160</b>	<b>Type of activity</b>	Writing activity
		<b>Number of items</b>	04 items
		<b>Guidelines/ guiding items</b>	An example to the topic sentence
		<b>The cultural /intercultural competence</b>	Learners express their opinions about violence in sports according to their social, religious and cultural background.
		<b>Area of culture emphasized</b>	The universal culture
		<b>The instructional objective</b>	Learners write a speech about the need to eradicate violence in sports.
<b>The Activity's Theme and Content Analysis</b>	<b>Theme Analysis</b>	The activity deals with violence in sports. First, the theme is not narrowed down. Violence in sports includes violence in stadiums violence between the game participants and other forms. Moreover, the theme seems to be more social and it is universally approved to be unethical. That is to say, violence is not encouraged in all world nations. Thus, the student would achieve a cross-cultural competence in which he gives examples of violence in sports from different nations.	
	<b>Content</b>	The activity's instruction asks the learner to act as a chairman of a young	

	<b>Analysis</b>	people's fair association and write a speech about violence in sports. The context puts the learner in a communicative environment: the speech and the association. The speech can be filmed and published on social media. Therefore, the learner takes into consideration that any foreign can listen to the speech and comment on it. In this case, the learner will probably take the universal culture into consideration when he deals with the issue of violence in sports.
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### 5.2 Activity Page 192

<b>The Activity's Structures and Components</b>	<b>Activity P 160</b>	<b>Type of activity</b>	Writing activity (summarizing a movie)
		<b>Number of items</b>	05 items
		<b>Guidelines/ guiding items</b>	The elements that are need to be included in the answer introduction, body....
		<b>The cultural /intercultural competence</b>	Learners learn a set of morals, values and manners after they watch a movie or read a book of their choices.
		<b>Area of culture emphasized</b>	The learners native culture The universal culture The target culture
		<b>The instructional objective</b>	Learners write a review article of a film or a book that deals with tragedy, comedy or a love story.
<b>The Activity's Theme and Content Analysis</b>	<b>Theme Analysis</b>	The activity's instruction asks the learners' to provide a review of a book they have read or a movie they have watched.  Any literary review a movie carries a cultural content. The learner is asked to review this cultural content in his own free writing. Therefore, the learner is supposed to learn how to express any cultural content despite it is a foreign one without being subjective. That is to say, he acts as a neutral element in the writing process.	
	<b>Content Analysis</b>	In this activity, learners are asked to write a review of a book or a movie. The instruction limits the learner to choose a book or a movie that deals with tragedy, comedy or a love story. These themes were previously dealt	

		with throughout the unit. They belong to both: the little culture and big one. Moreover, they are not limited to one specific area of culture. The learner is free to choose the movie and the book.
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## 6. The Project's Analysis and Evaluation

<b>Criteria to content Evaluation</b>	
<b>The project instruction</b>	Writing a booklet of tips for coping with strong emotions.
<b>Area(s) of culture emphasized</b>	All types of cultures are included: the target, the universal and the learners' native culture.
<b>The cultural element(s) provided</b>	Drama-movies-proverbs, sayings and cartoons.
<b>Content Analysis and Evaluation</b>	The theme instruction deals with emotions and feelings. Learners are asked to write a booklet of tips for coping with strong emotions such as: love, hate, anger etc. the theme can be classified under the little culture layer because it is related to the way people behave and live. Including an element from the little culture in the project's instruction helps to learner solve a future intercultural problem solving situation. However, the instruction lacks providing the learner with examples of given settings where they talk about emotions for example: a birthday party, the moment of getting school results etc.

## 7. Conclusion to the Unit Analysis

The unit aims at making the learner familiar with certain people's reactions and feelings in given situations. The unit does not focus only on learners' culture. The listening and the reading activities covered the aspect of emotions in reference to the foreign culture. The activities that deal with the learner's native culture are mainly the writing activities in addition to the project.

The activities reflect the productive skills. Their skills are considered to be the best way to let the learner inform about his culture.

Most cultural elements such as feelings included in this unit are decontextualized. Only long descriptions and definitions are given to them. Discovering how people react emotionally in given situations necessitates a real situation presented in front of the learner whether in a form of a visual aid or at least a story telling. None of these is included in this unit.

## **VII. Summary of the 3<sup>rd</sup> year Textbook Evaluation Results**

The current evaluation of the 3<sup>rd</sup> year Secondary school textbook draws the following conclusions:

**1.** Culture exists in most of the textbook units, but some textbook resources are not authentic.

The textbook activities are characterized by the rare use of newspaper articles and native speakers' audio-scripts.

**2.** Some textbook resources (reading and listening materials) are not contextualized. That is to say, some resources include culture with all its different areas, but they do not serve to help the learner achieve certain intercultural communicative competences. In most of these activities, the learner is supposed to write essays or simple statements. No integration of activities such as: e-mail writing, administrative or application letters, newspaper articles...

**3.** Some textbook materials are characterized by a certain cultural orientation. That is to say, they deal with certain cultural themes. However, they lack real-life examples and illustrations. For instance, the theme of corruption is dealt with as a broad theme, and no illustration of the issue was included.

## **VII. Teachers' Interview**

### **1. Participants**

The interview was conducted with ten secondary school teachers. The ten teachers belong to district 01 Khenchela. The district contains 52 secondary school teachers. However, almost 40 teachers have an experience in teaching the 3<sup>rd</sup> year level" BAC Levels with all its streams". Therefore, the interview sample was extracted from the 40 teachers only. The rest could not participate because they were novice teachers, and they do not experience the teaching of 3<sup>rd</sup> year level.

### **2. Description of the Interview**

To collect more data, a semi-structured interview (see appendix 2) was conducted with ten Secondary school teachers. The semi structured interview contains five questions.

A semi- structured interview was chosen for the following reasons:

- Most questions revolve around teachers' views on the content of the textbook. These views need justifications and illustrations that may raise other non-prepared questions.
- To justify their opinions on textbook content, teachers may state some of their experiences and teaching incidents that may raise other questions in the mind of the interviewer to get more details about these experiences.

### **3. Analysis of Results**

The interview consists of five questions as follows:

- 1. Do the 3<sup>rd</sup> year textbook units give a priority to teach the big culture "literature and arts" or the little culture "values, beliefs, customs..."**
- 2. Do you think that the existing cultural elements are sufficient to help the student become a successful interlocutor/ intercultural speaker?**

3. Is there any balance in presenting the three areas of culture: the foreign culture, the learners' native culture and the universal culture through the 3<sup>rd</sup> year Textbook?
4. Do you think that the 3<sup>rd</sup> year Secondary School Textbook is providing you with the necessary resources to teach culture?
5. To teach culture, do you rely 100% on the textbook resources or you bring extra-resources?

These are teachers' answers

### Question One

Do the 3<sup>rd</sup> year textbook units give a priority to teach the big culture "literature and arts" or the little culture "values, beliefs, customs..."

#### Teachers' Answers

**Teacher 01:** "It depends on the unit; each unit gives a priority to one side. For instance, in unit one entitled: "Exploring the Past", we are supposed to teach pupils how the Egyptians used to think of the life after death, and give some examples of the myths they used to believe in".

**Teacher 02:** "The Textbook gives priority to the little culture".

**Teacher 03:** "It depends on the unit; each unit gives a priority to one side".

**Teacher 04:** "The Textbook gives priority to the little culture."

**Teacher 05:** "The Textbook gives priority to the little culture".

**Teacher 06:** "It depends on the unit; each unit gives a priority to one side".

**Teacher 07:** "Both are given the same importance".

**Teacher 08:** "It depends on the unit; each unit gives a priority to one side".

**Teacher 09:**"It depends on the unit; each unit gives a priority to one side".

**Teacher 10:**"It depends on the unit; each unit gives a priority to one side".

**Question Two. Do you think that the existing cultural elements are sufficient to help the student become a successful interlocutor/ intercultural speaker?**

#### **Teachers' Answers**

All the interviewees answered: No, the existing cultural elements are sufficient to help the student become a successful interlocutor/ intercultural speaker.

#### **Question Three**

**Is there any balance in presenting the three areas of culture: the foreign culture, the learners' native culture and the universal culture through the 3<sup>rd</sup> year Textbook?**

#### **Teachers' Answers**

Nine teachers said that it depends on the unit. Only (**Teacher 03**) said that the textbook gives a priority to the foreign culture.

#### **Question Four**

**Do you think that the 3<sup>rd</sup> year Secondary School Textbook is providing you with the necessary resources to teach culture?**

#### **Teachers' Answers**

**Nine teachers** agreed that the textbook is not providing them with the necessary resources to teach culture.

**Only (teacher03)** responded:" Yes, the 3<sup>rd</sup> year Secondary School Textbook is providing me with the necessary resources to teach culture.

**Teacher 01 added:** "I think that the textbook resources are not sufficient to teach culture. I ask my pupils not to buy the course book at all. Due to my experience, learners find the textbook themes and the course book activities very boring".

**Teacher 02 emphasized:** "The 3<sup>rd</sup> year textbook courses focus a lot on grammar, that is why, I find that the textbook resources do not focus on culture".

### Question Five

**To teach culture, do you rely 100% on the textbook resources or you bring extra-resources? If you rely on extra-resources, name them.**

### Teachers' Answers

Eight teachers stated that they prefer using extra- resources among them: songs, reading passages and movies.

**(Teacher 04)** and **(teacher 03)** stated that they rely100% on the textbook resources.

During the discussion of this question, the teacher asks the following question:

**Explain your choice whether you prefer relying 100% on the textbook or you prefer using your own materials.**

### Teachers' Answers:

**Teacher 01:**"I use my own resources because the textbook resources are not updated".

**Teacher 02:** "I use my own resources because I find them more interesting to the learners than the textbook units".

**Teacher 03:** "I rely 100% on the textbook resources because my pupils do not appreciate the effort I make to bring extra- resources".

The interviewer asks (**teacher 03**) the following question: Can you give a real example of your pupils' rejection to the extra-resources? (**Teacher 03**) answered: " One, I downloaded a very famous movie and tried to insert it as a pedagogical too. Then, I discovered that all pupils do not know it, and the majority of them do not watch movies in English at all. That is why I prefer to use the textbook resources.

**Teacher 04:** "I use my own resources because I find them more interesting to the learners than the textbook units".

**Teacher 05:** "I use my own resources because the textbook resources are not updated".

**Teacher 06:** "I use my own resources because I find them more interesting to the learners than the textbook units".

**Teacher 07:** "I use my own resources because I find them more interesting to the learners than the textbook units".

**Teacher 08:** "I use my own resources because they facilitate the job to me as a teacher and to my learners as well".

**Teacher 09:** "I use my own resources because the textbook resources sometimes lack some cultural elements".

**Teacher 10:** "I use both the textbook resources and my own ones as well just to break the routine".

### **Summary of the Interview Results**

All the interviewed teachers agreed on the fact that textbook resources do not help the learner become an interlocutor speaker. Most of them believe that the textbook does not

provide them with enough resources to teach culture. Therefore, these teachers look for extra-resources. These teachers emphasized on the fact that the extra resources are more motivating to learners. In addition, they facilitate the job to them. Teachers gave examples of songs, cartoons and reading materials.

## **General Conclusion and Recommendations**

### **General Conclusion**

The current study starts with a theoretical background on the importance of culture in language teaching. The literature review also explains the importance of textbook use and the need to textbook evaluation as a part of the design itself.

The field investigation implied a deep analysis and evaluation of the textbook materials and activities. This evaluation allowed discovering whether the textbook provides suitable resources to teach culture. The field investigation ended with a semi-structured interview conducted with secondary school teachers to know about their views about textbook use and content in terms of culture integration.

### **Recommendations**

In an attempt to redress the weaknesses the third year secondary school textbook encloses, the following recommendations are suggested:

- The textbook materials should serve to help learners achieve the intercultural outcomes provided in the syllabus. Both the textbook intercultural objectives and the textbook materials should be linked in order to avoid the misuse and the misinterpretation of the textbook objectives.
- Textbook design should take modern approaches findings to teach culture into consideration.
- Careful use of authentic materials should be taken into consideration during the process of design.

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# Appendices

# **Appendix 01**

## The Evaluation Checklist

As pointed by McGrath (2008:42)"there is no logical reason why a checklist should have any specific number of questions or, if it consists of sections, why these should be of equal size". The checklist does not have a specific construction. Therefore, the following self-constructed checklist is designed with the aim of answering the research questions.

The third year textbook contains six units. Each unit is analyzed through the following order: the listening activities, the reading activities and the writing activities

### 1. The Existing and the Missing Cultural Elements in the Textbook

<b>The Cultural Elements</b>	<b>Tick the Elements that Exist</b>	<b>Area of culture Emphasized</b>	<b>Illustrations from the Textbook</b>
<b>Values and beliefs</b>		-The universal culture Or -The target culture Or -The learner's native culture	
<b>Celebrations and rituals</b>			
<b>Customs and manners</b>			
<b>Literature and arts</b>			
<b>Food and table manners</b>			
<b>Landmarks and Monuments</b>			

#### 4. The Analysis and Evaluation of the writing Activities

	<b>Criteria to Content Selection</b>	<b>Items Dealt With</b>
<b>Activities' Structures and Components</b>	<b>Type of activity</b>	Pre- listening- during listening- post listening
	<b>Number of items</b>	/
	<b>Area of culture emphasized</b>	Target culture Universal culture The learner's native culture
	<b>The cultural/intercultural outcome</b>	/
	<b>The instructional objective</b>	/
<b>The listening Script's Analysis and Evaluation</b>	<b>Theme Analysis and Evaluation</b>	Does the theme reflect any cultural orientation or cultural background?
	<b>Content Analysis and Evaluation</b>	Does the listening script contain any cultural element(s)?  Does the listening script represent an authentic material?  Does the activity aim at achieving an intercultural communicative competence?

### 3. The Analysis and Evaluation of the Reading Activities

	Criteria to Content Selection	Items Dealtwith
<b>The Activities' Structures and components</b>	<b>Type of activity</b>	Pre- reading During reading Post reading
	<b>Number of items</b>	/
	<b>Area of culture emphasized</b>	Target culture Universal culture The learner's native culture
	<b>The cultural/ intercultural competence</b>	/
	<b>The instructional objective</b>	/
<b>The reading Script's Analysis and Evaluation</b>	<b>Title</b>	/
	<b>Type of material</b>	The passage is extracted from: a book, newspaper article....
	<b>Source</b>	/
	<b>Topic</b>	/
	<b>Type of text/rhetorical organization</b>	Descriptive Argumentative Narrative Expository
<b>Theme and Content Analysis and Evaluation</b>	<b>Theme and Content Analysis and Evaluation</b>	-Does the theme reflect any cultural orientation or cultural background? -Does the passage contain any cultural element(s)?  -Does the passage represent an authentic material?  -Does the activity aim at achieving an intercultural communicative competence

#### 4. The Analysis and Evaluation of the writing Activities

<b>The Activity's Structures and Components</b>	<b>The activity's Instruction</b>	/
	<b>Number of items</b>	/
	<b>Guidelines/ guiding items</b>	What are the guidelines provided in the activity ?
	<b>The cultural/ intercultural competence</b>	/
	<b>Area of culture emphasied</b>	Target culture Universal culture The learner's native culture
	<b>The Instructional Objective</b>	/
<b>The Activity's theme and Content Analysis</b>	<b>Theme Analysis</b>	Does the theme reflect any cultural orientation or cultural background?
	<b>Content Analysis</b>	-Does the listening script contain any cultural element(s)?  -Does the listening script represent an authentic material?  -Does the activity aim at achieving an intercultural communicative competence?

### 5. The Analysis and the Evaluation of the Unit Project

<b>Criteria to Content Evaluation</b>	
<b>The Project's Instruction</b>	/
<b>Area(s) of culture emphasized</b>	Target culture Universal culture The learner's native culture
<b>The cultural element(s) provided</b>	/
<b>Content Analysis and Evaluation</b>	Does the project theme reflect any cultural orientation or cultural background? Does the project aim at achieving an intercultural communicative competence?

# **Appendix 02**

## **Teachers' Interview**

**Dear Teachers**

**This interview is a part of a Master dissertation carried out to evaluate the existence of culture and its significance in the 3<sup>rd</sup> year Algerian Secondary School Textbook. I would be so grateful if you help me by answering the following questions:**

### **Section One: Introductory Questions**

1. Introduce yourself, please.
2. How long have you been teaching English at the secondary school?

### **Section Two: Teaching Culture Using the 3<sup>rd</sup> year secondary school textbook**

1. Do the textbook units give a priority to teach the big culture "literature and arts" or the little culture "values, beliefs, customs..."
2. Do you think that the 3<sup>rd</sup> year Secondary School Textbook is providing you with the necessary resources to teach culture?
3. Is there any balance in presenting the three areas of culture: the foreign culture, the learners' native culture and the universal culture through the 3<sup>rd</sup> year Textbook?
4. Do you think that the existing cultural elements are sufficient to help the student become a successful interlocutor/ intercultural speaker?

### **Section Three: Teachers' attitudes towards the Use of the Textbook to Teach Culture**

1. To achieve the cultural outcomes provided, do you rely 100% on the textbook recourses or you rely on other recourses? Explain the reason of your choice.