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**Teacher's Prespective Towards Cultural Aspects
Disigned in EFL Textbook
Case Study Of Third Year Middle School
Textbook (SOE 3)**

*Dessertation Submitted to the Departement of English in Partial Fulfillment of
The Requirements for the Degree Master In Didactics of English*

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*I would like to thank **ALLAH** for given me the strength to finish my
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Abstract :

The present research is an investigation to examine teacher's attitudes toward cultural aspects designed in the Algerian middle schools textbook. To achieve the goal of this study, relevant terms will be defined in the theoretical part, the third year middle school textbook " Spotlight On English 3" and their teachers is the case study. The evaluation of the textbook demonstrates that the cultural components are adequately sufficient in the cultural knowledge. The results of teacher's questionnaire reveal that most of them suffer from the lack of materials, which might helped them to introduce the culture effectively in classrooms. .On the basis of these results, some recommendation has been directed in order to help student and teacher to develop their cultural knowledge

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List of Abbreviations and Acronyms

EFL: English as a Foreign Language

FC: Foreign Culture

MC: mother Culture

SOE: Spotlight of English

TC: Target culture

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General introduction

General introduction

1- Statement of the problem and research questions

The most common views about the teaching process needs the teaching of language with certain feature of culture. Many learners have a great knowledge but did not use it correctly. Hence, learners should know how to use this knowledge appropriately by learnt both foreign culture as well linguistic aspects.

Language is culture and culture is language; both concepts are connected. Thus, culture should be integrated in the FL teaching process for the purpose of developing learner's language proficiency. Our aim of this research is to investigate the Algeria curriculum for teaching English language is taking into considerations the cultural component or not.

In this way we try to answers the following questions:

- 1- Are the Algerian teachers aware of the importance of teaching culture?
- 2- Is the textbook of middle school sufficient in presenting the FC?
- 3- What are the resources that are used in Algerian classes for teaching FC?

2-Hypotheses

For investigating the results of our research, we focused in the following hypotheses:

We assume that:

1-Teachers are aware about the importance of teaching culture due to use of many techniques such as: books (the official one), internet, documents...etc.

3-Aim of the study

Through this study, we aim to highlight the importance of teaching culture and the technique that used by EFL teachers to teach the culture in the middle school.

In addition, how can learner's benefits from the textbook.

4- Methodology

In this study, we will examine culture and its elements of SOE (book three). We choose this book on the basis of that pupils are familiarize with the language they study it on 1st /2nd year. So they became more aware and knowledgeable to distinguish between MC and FC. We have selected a set of activities from different files of the textbook.

The most suitable method to this research is the descriptive methods. This will use the questionnaire as means for collecting data about the population and describing the culture content of the SOE (book three).

5- Structure of the dissertation

This dissertation is composed of two parts; the theoretical part and practical part.

The theoretical chapter also divided into two chapters; chapter one or the literature review. In this part we give some concepts of culture, also to shed light the relation between culture and language; in addition to this we explain the importance of teaching culture and integrating it to English classes. Since our study based on the textbook and teachers.

The chapter two deals with the analysis of the spotlight of English (book three), in addition to general description of the text book; describing it files content. Where we will focuses on the cultural components incorporated in the textbooks. We will try to identify the manner of FC introducing through the different texts and activities used in the textbook.

Chapter three is concerned the practical part; is about research tools and data analysis of the questionnaire. The questions were designed to teachers in the aim at finding answers to some questions, as well finding out whether the textbook actually present the FC. Finally, we offer some suggestion to teachers.

Chapter one: literature review of culture aspects

Introduction

English is the most widely spoken language in the world. It is regarded as the language of global communication. In Algeria, English is obligatory in the educational curriculum from the middle school, so, learning a foreign language is learning a foreign culture because culture is influenced and shaped language. Thus, teachers would to be more consciously to the teaching of cultural aspects during classroom lesson.

This chapter looks at what is culture mean from different perspectives; also, it investigates the relationship between culture and language. The chapters shows the way the foreign language teaching culture is thought, what methods and materials use during the classroom. Moreover, a review of the history of teaching culture, also, it shed light on the importance and the role of the teachers in teaching culture, finally we sum up by a conclusion.

1-Definitions of Culture

It is difficult to give a definition of the term culture because culture means different thing to different people. Many Writers, sociologists and anthropologists gave a different definitions borrowed it from each other through traditional theories. The classical definition, by Edward Burnett Taylor In his “primitive culture”/1871/ he said:”Culture...is that complex whole which includes knowledge, belief, art, morals, law, custom, and society.”(Cited by Avruch 1988:6) (As cited in Spencer-Oatey).According to Taylor culture is related only to society and norms.

In the other hands, Boase (1930) define culture as: “The manifestation of social habits of a community, the reactions of the individual as affected by the habits of the group in which he/she lives and the product of human activities as determined by these habits”. Boase in his definition relates the word culture to three concepts:

1-Customs and their manifestation

2-Individual behavior (reactions)

3-The product of the activities that determined by the customs, in other sense as relation between those three: Customs, behavior, and product. (Cited in Kroeber & Kluckhohn)

However Kluckhohn and Kelly (1945) saw that: "Culture in general as a descriptive concept means the treasury of human's creation: books, painting, building and the like: the knowledge of ways of adjusting to our surrounding, both of human and physical language, ethics, religion and morals that have been built up the age". Thus (p. 96) (cited ibid)

Spencer-oatey gives us the following definition of word culture in his works (2008): "Culture is a fuzzy set of basic assumptions and values, orientation to life, beliefs, policies, procedure and behavioral conventions that are shared by group of people, and that influence (but do not determine) each member's. .p3

Kramsch (1993) identifies that "culture is social construct, the product of self and other perceptions". It means that culture is not collective but also individual. She also states that the word culture refers to two ways of defining a social community. The first way comes from the humanities; it focuses on the way a social group represents itself and others through works of art, literature, and social institution, as well as mechanism. The second one comes from the social sciences; this refers to the attitudes and beliefs, way of thinking...etc (cited in yahiaou).

2-The Relationship between Language and Culture:

Language contains unconscious culture; culture is embedded in the language. The two cannot be separated, they complete each other. Kramsch (1993) relates language to culture identity; He said: "It is widely believed that is a natural connection between the languages spoken by members of social group and that group's identity by their accent, their vocabulary, their discourse patterns, speakers identity themselves and are identified members of this or that speech and discourse community". Also Kramsch puts three links between culture and language which can be summarizing as follows:

1-Language expresses cultural reality.

2-Embodies cultural reality

3-Language symbolizes cultural reality.

First, members of society convey cultural actuality, words express facts, ideas or events that are shared in the same social group is not only but, also reflect manners and attitudes.

Second, members of the same social group create experience through language. They give meaning to it through the way they interact each other with verbal or non verbal aspects.

Thirdly, culture symbolized cultural reality. Members of a community view their language as a symbol of their cultural identity: “when language is used in context of communication, it is bound up with cultures” also, Kramsch affirm that: “speakers identify themselves and others through their use of language; they view their language as a symbol of their social identity” Kramsch (2009. 3).

Buttjes (1990) (as cited in purba): Referring to some ethnographic language studies, summarizes several reasons about the relationship between language and culture:

1-Language acquisition does not follow a universal sequence, but differs across cultures.

2-The process of becoming a competent member of society is realized through exchanging a language in particular social situations.

3-Every society or chest rates the way in which children participate in particular situation, and thus, in turn, affect the form, the function and the content of children’s utterances.

4-Caregiver’s primary concern is not with grammatical input, but with the transmission of socio-cultural knowledge.

5-The native learner, in addition to language, acquires also paralinguistic patterns and the kinesics of his or her culture. (44.56)

Moreover, the theory of linguistic relativity which have been interested in human language and meaning. The notion of this theory was started by the German scholars like;

Johann Herder (1744-1803) and Wilhelm Von Humboldt (1762-1835). They argue that “different people speak differently because they think differently, and that they think differently because their language offers them different ways of expressing the word around them” Kramersch p. 11. This view was followed by American scholars like: Franz Boas (1858-1942), Edward Sapir (1884-1939) and his pupils Benjamin Whorf (1897-1941). Sapir and Whorf played an important role in the development of linguistic relatively

It has two major components: linguistics determinism and linguistic relatively. The previous concedes the idea that the way one thinks is determinism by the language one speak, because one can only perceive the world in term of the categories and distinctions encoded in the language. The latter means that the categories and distinction encoded in one language system and incommensurable with those of other, therefore, the difference among language must be reflected in the world views of their speaker. Commenting on the Sapir-Whorf hypothesis, Kramersch (2009) claimed that: “The strong version of wharf’s hypothesis, therefore that posits that the language determines the way we think, cannot be taken seriously, but a weak version, supported by the findings that there are cultural differences in the semantic associations evoked by seemingly common concepts, “ (P 13). That is means there is tow different version: a strong one and weak one, The strong version is generally referred to “linguistic determinism”; it holds that our way of thinking and perceiving of the word around us is totally determined by the language we speak. This hypothesis is unacceptable because it has principals which are “the prisoners of our language”.

By the rise of social sciences, the principal interest in the linguistic relativity has revived. The new argument about the relationship of language and thought is that: if speakers of different language do not understand one another, it is because they don’t shared the same way of viewing and interpreting events. This version is the weak version of Whorf’s hypothesis. Kramersch (2009. 13)

3-Materials And Resources For Teaching Culture :

« It is not easy to find techniques for teaching culture »Valette (1986)

Cultural activities and objectives should be organized into the lesson plans to enhance and enrich the teaching content .And this by using authentic resources .Those resources includes :films,newspaper ,broadcast, television showsetc .To go further there are other resourses to teach culture such as :proverbs ,role plays,culture capsules and genuine materials (cited ibid)

3.1.Proverbs :Students using some proverbs of the target culture and others from the native culture, then give the difference or similarity between them .Raymond(1948) presents a strong argument for using proverbs as a teaching device « Proverbs are not only melodic and witty possessed with rhythm and imagery ;proverbs alqo reflect patterns of thought »(,p .522) .And as Mieder(2004) states that « proverbs fulfill the human need to summarize experiences and observations into nuggets of wisdom that provide ready-made comments on personal relationships and social affairs.there are proverbs for evey imaginable context.....) (p.1) . That is to say that there are proverbs refer to every situation of human life ,feeling and tought (.as cited in Carriera and burgeile)

3.2.Culture Capsules :It is one of the most known methods in teaching cuture, this approach was developed by Tylor (1961) who defines it as « a short representation that focus on the minimal differences between the target and native cultures »(as cited in sehibi) .That is to say that students can be represented with some objects (tools,jewelry,arts or images) of the target culture .They are responsible to find information about those items,so they can do such activity by making an oral presentation about the cultural relevance of items,while teachers are going to explain the historical and cultural factors that relate to the items .

3.3.Films :

Watching a film with foreign language gives the opportunity to students to enrich their foreign culture that is not clear in texts. They will use their skills to get meanings, they will look, feel and connect with the personages simultaneously (Stephens, 2001) (as cited in Peterson and Coltrane)

3.4.Role-Playing :

Role play is a very fruitful task for EFL learners. According to Kramsh (1993) « culture can be reached through role playing. That is learners would learn how to cope with similar situations through adopting the speaking style of the target culture in different contexts », example students after they learning about ways addressing people in the FCthey could role play a situation in which they perform such situation. Bolton (1998) stated that « the cultural aspects in EFL becomes of great interest in respect of the application of drama to learning about cultural matters as opposed to the enhancement of language skills » (p. 106) (as cited ibid) . So studying culture with a task directed and cooperative learning approach adds a new dimension of achievement and understanding for students and teachers .

3.5.Genuine Materials :

Rivers declared that « Exposing students to authentic resources is the most effective way of teaching culture » (1987) (cited ibid) . Thus means, if students provide with authentic material and actual process to the foreign culture they will master and applying it effectively, also by using other strategies and ways for developing their cultural knowledge and discovering new values of culture such as : songs, films, proverbs.....etc .

4- Culture And Foreign Language Teaching :

« language teaching is culture teaching and foreign language teachers are actually foreign culture teachers »(Wang,2008 ,p .3) .

All the researchers are agree about the importance of integrating culture into foreign language classrooms .Georgetown ,Pultizer(1959) assume that « As language teachers we must be interested in the teaching of culture not because we necessarily want to teach the culture of the other country.But because we have to teach it .If we teach language without teaching at the same time the culture which it operates .We are teaching meaningless symbols or symbols to which the student attaches the wrong meaning « (cited in Djebbari 2012) . that is to say that teachers should understand the beliefs and assumption of the target culture in order to master and apply the conventions of that language correctly ,also to understand what is acceptable and what is not by applying it in our society example :phone conversations ,face to face interaction .those forms and uses of a given language reflect the cultural values of the society in which the language is spoken.So teachers should be aware about the way of introducing culture inside the classroom.

Peck's(1998) declares that «without the study of culture language instruction is inaccurate and incomplete «(p .1) (.as cited ibid)

According to Canale (1983) (as cited ibid) maintained that :

It is necessary to teach about the target culture in social studies classes . So students are not only taught how to meet their communicative goals ,but also taught the sociocultural knowledge of the second language group that is necessary in drawing inferences about the social meanings or values of utterances .(p .522)

According to Kwang (2007) beliefs that »it can be hard to learn a language without knowing its culture .Learning a language has in fact been considered as inseparable from learning culture »(p.14)(as cited in Thu ,2012). This means that language and culture connected to each other and can't be separated at all.

5-The history of teaching culture

The foreign culture teaching was developed over the time in language classroom. in the 1918, the British Council “modern studies” was the first to stress the need for the culture knowledge of a country and its people as parts of second language education.”(Stern, 1992: 205) (As cited in Shibi).

During the first decades of 20th century, researchers discussed the use of culture components in the F.L curriculum, Allen’s (1985) supported the trends of the early foreign language teaching “...prior to the 1960s, the line between language and culture were carefully drawn. The primary reason for second language study in the earlier part of the century was access to the great literary master pieces of civilization” (p 138) (as cited in purba)

In the 1960s, the study of culture was emphasize on the anthropology, many views was stressed: Nelson Brooks wrote a chapter on “language and culture “where he emphasizes on the teaching culture in his book “language and language learning”. Brooks suggests “formal culture” vs. “deep culture” the later developed as (Big c) vs. (small c) “the big c” which constitute “achievement culture”: history, geography, institutions, literature, art, music and way of life. “The little c” which constitute “behavior culture”: belief, perceptions (Cited in Hsin). Also Flewelling agree to integrate culture into foreign language classroom, he explains that: “in the sixties students, through reading, learned civilization associated with the target language” (p 1993) (Cited ibid).

In the beginning of the 1970s, culture was to be neglected due to the use of methods such as direct methods which focuses in communicative skill, Audio-lingualism,

suggestopedia, the silent way; these were methods that emphasized in the grammar and vocabulary. By the late of 1970s, the communicative language teaching (CLT) was appeared. This approach prepared learners who were able to communicate orally; so culture was dominate in FL education. (Cited in purba)

In the 1980s and by the development of the CLT approaches many teachers and scholars show that there is a need to integrate culture in the EFL curriculum. Such: Rivers (1981), Hammerly (1982), Robinsons' (1988), and Valdes (1986) (cited ibib).

In the 1990s a new challenge appeared due to the globalization (Nault 2006) (cited in Hsin) which aimed at developing culture sensitivity and culture awareness in FC teaching. Moreover, the development of technology plays a great role for teachers as well as learners in teaching culture by the use of internet, computer. In this period culture pedagogy was developed. (Cited ibib)

6-The importance of teaching culture

The principal goals of foreign language teaching are to improve student's ability to communicate effectively in different situations. Hence, teaching culture is much needed because most of students know a huge number of words and grammar knowledge well but they lacked the ability to use the language correctly. They may make a lot of mistakes when they communicate with foreigner. People ask questions like "How old are you" "Are you married" but in fact these questions are very personal in their own country. People may use such questions in our country when we chat with friends. People make such mistakes because they do not know the foreign culture because they lose the fact that knowledge of grammatical systems has to be complemented by culture-specific meaning .The meaning of a particular language can also represent the culture of a particular social group . The two are always connected.

Nault (2006) .Said: “culture teaching and language teaching are inseparable and culture is always embedded, integrated into language learning context. (Cited in Hsin) Pulitzers (as cited in brooks.1960) pointed out: As language teachers we must be interested in the study of culture not because we necessarily want to teach the culture of the other country, but because we have to teach it .If we teach language without teaching at the same time the culture in which it operates, we are teaching meaningless symbols or symbols to which the student attaches the wrong meaning ,for unless he is warned , unless he receives cultural instruction , he will associate American concepts or objects with the foreign symbols .(as cited in purba) .

According to Brown (1994) “Language is a part of culture and a 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”. (P .164) (Cited ibid).Samovars et al. (1981), Accentuate : “culture and communicate proceeds .It also helps to determine how people encode message the meaning they have for messages ,and the conditions and circumstances under which various message may or may not be send ,noticed ,or interpreted . . .culture ...is the foundation of communication (p .3) (cited ibid).

Learner may face difficulties in a reading text, due to the complexity of culture rather than linguistic ones. The reader interpreted the message of the text according to their understanding of culture, since the readers haven't the same meaning of the writer in foreign language text. So, learner should understand first the culture assumption and norms of the target culture in order to be able to encode the message (cited in Shibi), Kramsch views argue this points he said: “Language use has its own social grammar of roles, setting, rules of speaking, and norms of interpretation”. (P .10)

7-The role of the Teachers

Teachers play vital roles in the life of students during the classroom instruction. They should create a classroom environment by take care about her/his behaviors and actions. Another role to the teacher is to solve the problem of the students when their behaviors change or physical signs are noticed, he required looking into the problem. Teacher should encourage and motivate learner to learn by creating a good working relationship with learners.

Moreover, teachers have a great role which is teaching foreign culture. They should have an experience and understand the foreign culture for introduce the target culture as well as own culture. The teacher should follow the curriculum to teach the knowledge by using the same methods to all students, also they make the lesson more interest and easier to understand by a lot of explanations and interpretation of the target culture to reach the goals; which is helping students to use their knowledge and integrate it into their lives. Here teachers free to select the appropriate materials for their classroom (Cited in jack).

Conclusion :

Culture and Language associated in linear . They complete each other .foreing language teaching is a foreign culture and teacher of a foreign culture is a teacher of a foriegn language .Hence , culture should integrate in each FLT and textbook.So,the purpose of the interraction between FL and culture is that to communicate effictively and knowing how FL shapes FC .

Chapter two: Analysis of the Textbook

Introduction

It is very significant to integrate culture into the textbook. It is an important element guided by the teacher; he is responsible to highlight learners about knowing culture and by familiarizing them by the target culture into and inside language classes. This chapter is investigations for the analysis foreign culture aspects that includes in spotlight on English, and try to cover how cultural elements introduced to pupils.

1-Introduction of SOE₃ textbook:

SOE₃ is determined for middle school students which build from the configuration of SOE₃ book. It is include of 174 pages which divided into from This book is adapted the competency based approach and the method learner-centered and the general lay out roughly the name.

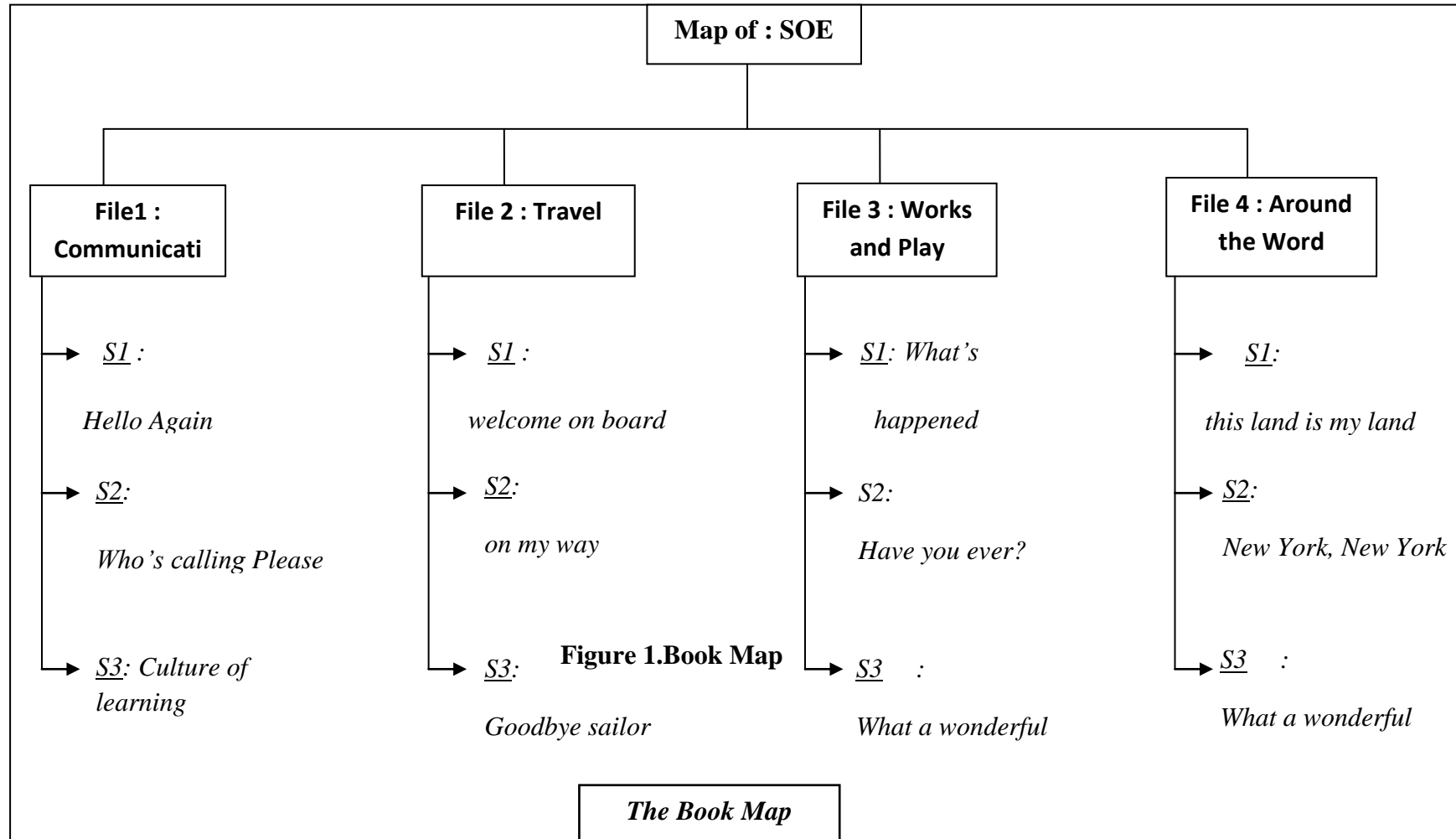
Files of the book:

File one: Communication.

File tow: Travel.

File three: Work and play.

File four: Around the word.



2-FC passages selected from the textbook

File one: Communication.S₃: What is on? .Activity one and two p .38

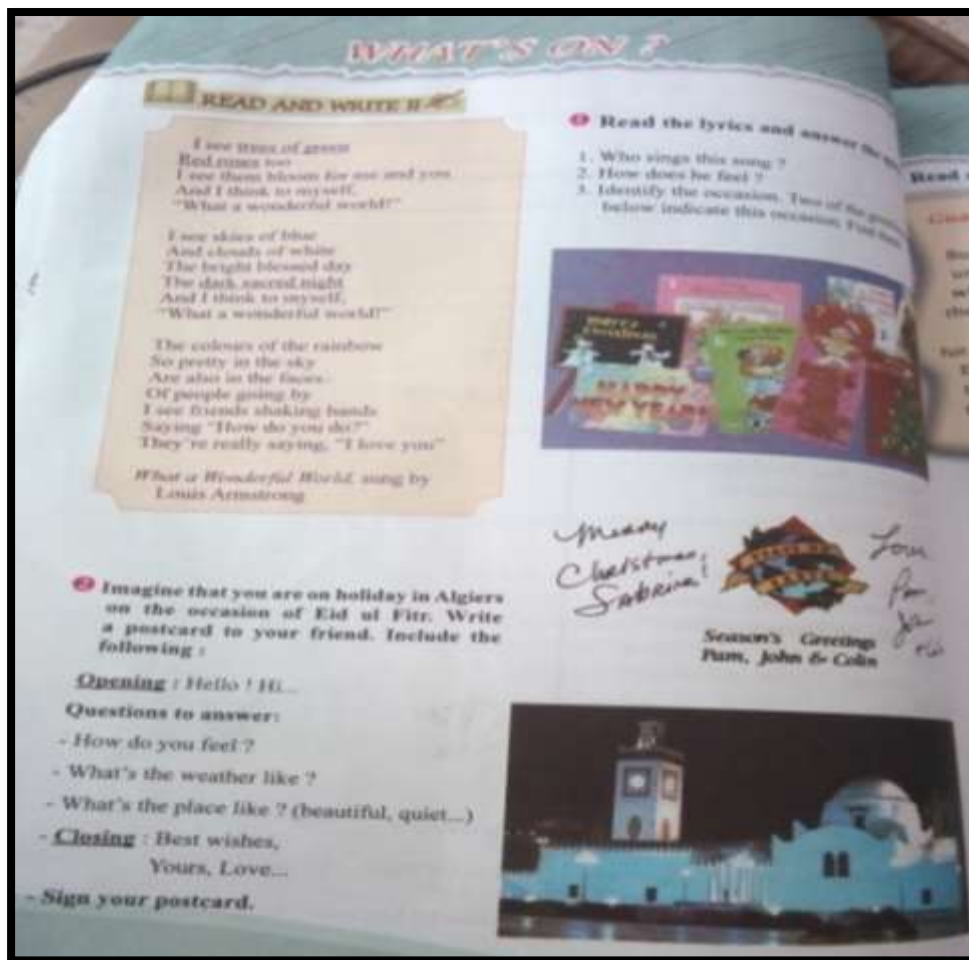
File two: Travel. S₂: On my way. Activity one p.64

File three: Work And Play.S₂: Have You Ever. Activity two p .100

File four: Around the World. S₁: This land is my land .Activity one, two and three p 132

3- Description of the activities:

Activity one and two p.38



3.1.Activity:

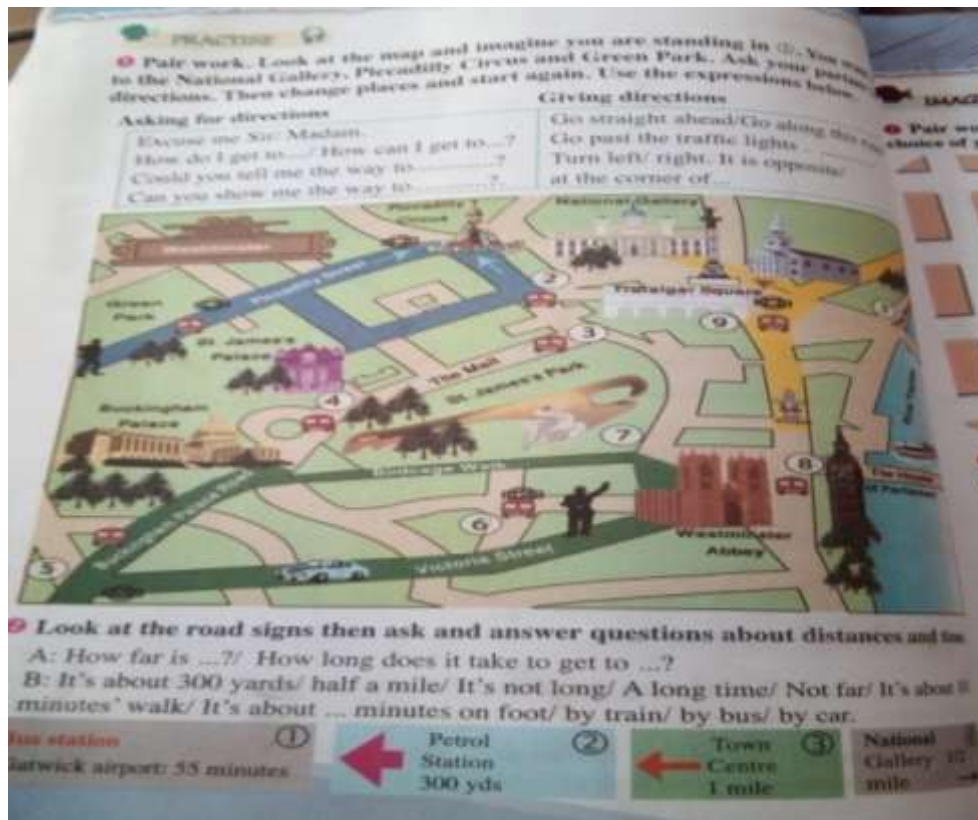
The activity instruction is a song that was written by Louis Armstrong. Pupils are asked to read their lyrics then answer the questions.

The lyrics presented in activity one talks about the Christmas holiday in order to put pupils on the FC aspect. The use of song lyrics is among the techniques that help pupils to discover culture. However the song lyrics don't show clearly the occasion that they celebrate. As it mentioned in the following expressions «I see trees of green», «I see them bloom for me and you “,” The dark sacred night”. Pupils will find difficulty to identify the occasion, especially because they don't celebrate the same in our country (M.C). Teachers in this situation should clarify and simplified to them by told them that in our society and religion our sacred night is in Ramadan (27 Ramadan) Muslims celebrate with each other by praying and benediction to our god, so pupils can better understand.

The writer was given to them some images of greeting cards such as: Mother day, Birthday and Christmas. Those occasions are unknown for them, but the answer of the occasion entails finding two cards that present the occasion and only the Christmas cards is given twice.

In activity two pupils they are asked to write a post card to their friends , in which they are going to describe their feelings about” Eid El Fitr”. They will found themselves shifting simultaneously from F.C to M.C.

3.2. Activity one p.64

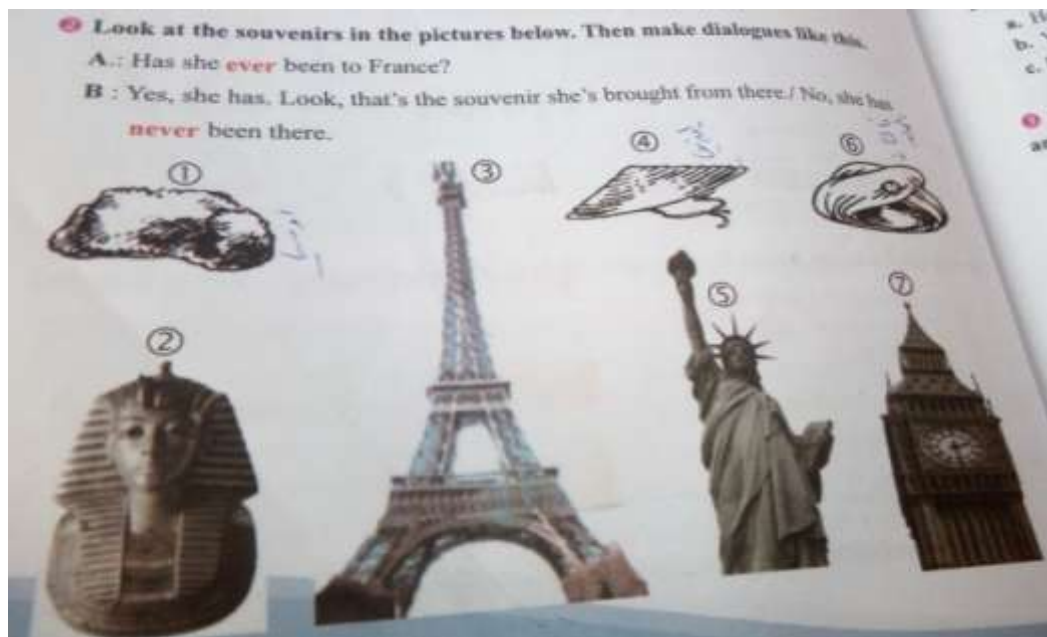


The activity instruction is a map of London city, this map consist of many famous places in the country such as: National Gallery. It is F.C; pupils will discover London and its places that they didn't know before with their situations. The question here is about directions, when he/she takes a place for the first time and then he/she went to live; they ask a question about location of the fames place

The objective of this activity is learning about directions, pupils will recognize the left from right also north from south.

3.3. Activity two p .100:

The activity construction looks as image (Seven images).four of them are famous monuments and the last three are hats from different country, the following table will explain them:



The picture	What represent?
One	It is a hat that related to Russia
Tow	The monument is related to Egypt(Pharaoh)
Three	The monuments of Eiffel tower of Paris in France
Four	It is a hat that related to South Africa
Fifth	The monuments of Statue of liberty. That state in New York
Six	It is a hat that related to India

Table 1: shows what the pictures represent

The question: look at the souvenirs in the pictures below then make dialogues like this:

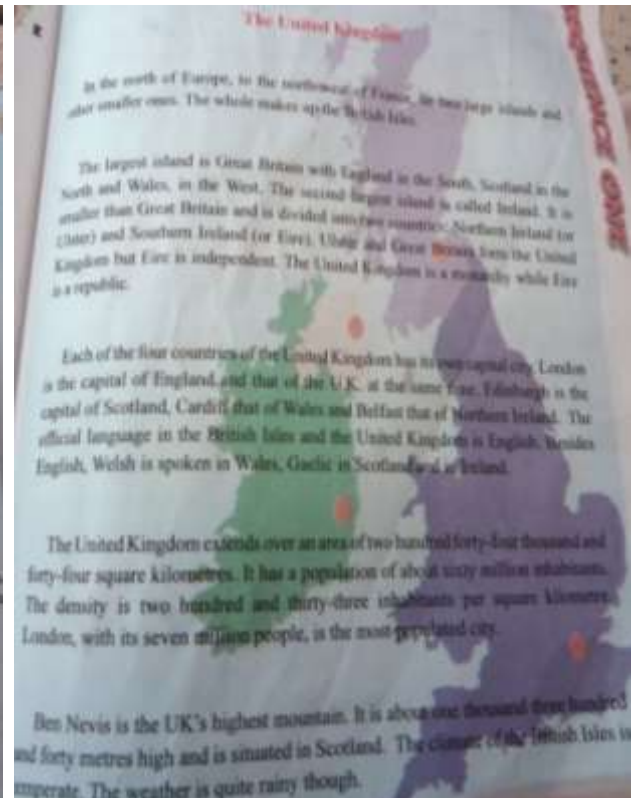
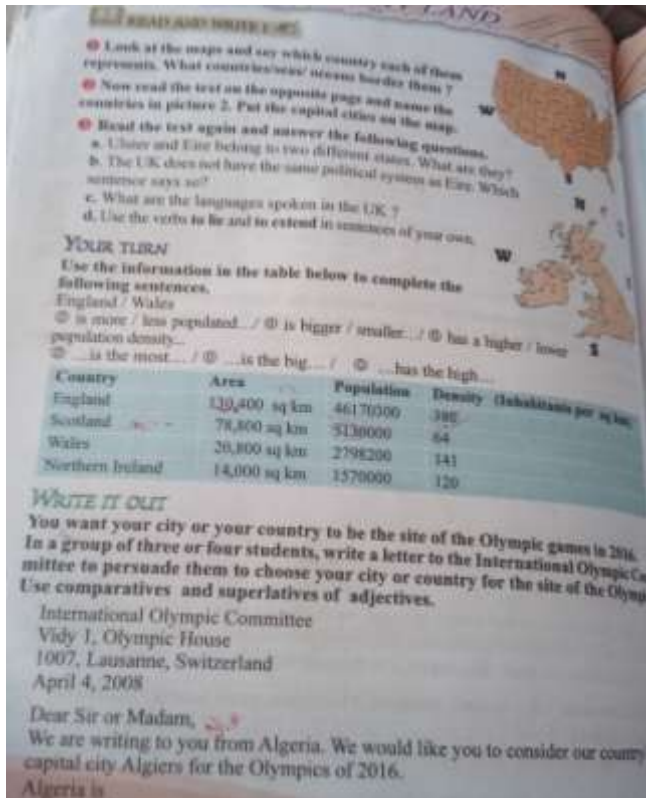
A: Has she ever been to France?

B: Yes, she has. Look, that's the souvenir she is brought from there. Or No, she has never been there.

The aim of this activity is to know and discover the famous monuments of each country.

And recognize the different hats to which country related.

3.4. Activities 1, 2 and 3 p132:



In the file four: Around the world, sequence one: This land is my land. The activity p132 is about read and write I which is consist of three tasks, it also contains of tow maps and text about this maps.

-The first task contains to two parts: the first one is about the discovery of maps and which country each of them represents. The second part: is about the location of this country.

-The second task is about the text in the next page (133), read it and then name the countries in the map two (p132). Put the capital cities on the map.

The third task contains four questions, are about the comprehensions' of the text. The objects of this activity is to learn more about outside countries and know the history and location of the united kingdom by using a geographical position (is situated in, bordered, to) .

Another questions called "your turn", he gives a table contain a four foreign countries with their area, population, and density (inhabitants per sq km), and ask to complete the sentences from the information's of table. The objects of this activity to describe the countries from geographical features (lakes, mountains), area, climate, population, form of government...etc. The main goals to this activity are to teach the comparative and superlative of adjectives.

The last activity is about mother culture; which is wrote a letter to the international Olympic committee to persuade them to choose your city or country for the site of Olympics by use the comparative and superlatives of adjectives. The instructions entails that pupils are going to represent their country to be the site for Olympics. So they asked to acknowledge the positive qualities of their country in order to show that is the best to be the site.

Pupils are exposed to large amount of the F.C related facts. The F.C aspects in these activities is very demanding from the side of the EFL pupils starting with the first activity where the pupils are inquired to say the missed instruction in a F.C country map, highlighting its borders seas, and ocean this seems very difficult for 3rd year middle school EFL pupils. The back grounds of the pupils at this level can no way cover such detailed instruction about a foreign country. The aim of the activity is to develop the learner's knowledge and recognition about F.C boundaries.

The text and the map are uncluttered all together, which reflect negatively on the pupils concentration the text gives many details and information about the United Kingdom, mentioning all their countries within their capitals. The introduction of the

F.C must respect of the learners level to access the wished purposes, if otherwise the EFL pupils will find a difficulty that they can't cope with.

Conclusion:

The representation of F.C aspect on spotlight of English doesn't fit the capacities of both Teachers and Pupils .Teacher should make efforts to enhance pupils 'culture perception and the analysis of the textbook was outward ,the most of passages and the F.C aspects was totally given its importance in the textbook.

Chapter Three: Field Of Investigation

Introduction

This chapter is the practical part of this research paper. The chapter include: first, the instruments and research tools that have been used, the statement of the results or the findings, followed by detailed analysis of the Teachers' questionnaires through the information gathered. Second we list a number of recommendations.

1. The sample

The participants of the study were 20 Teachers teaching English at middle school. The participants had different experience; some of them filled the questions immediate, while the others taking it with them and fill it at home.

2. Research instrument

In order to bring out the perspective of the teachers towards culture and the thoughts of the importance of teaching culture in the EFL classroom, Moreover the methods and the resources used in teaching culture. This study was designed a questionnaire; the questionnaire was given to different middle school from El Taref, the question is poised for the teachers; it is divided into three sections. The questions considered as a multiple choice questions, open-ended, and yes no questions. We requested the participants to pick just one option and also to give some comments, justification. Finally the analysis was counted in a statistical study

2.1. Section one: experience information

In this sections we aim at obtain information about teachers' experience: (Q1) their qualification. (Q2) Teachers experience. (Q3) teacher visited countries. With this question we get more information about teachers in order to express their knowledge of her/his target culture.

2.2. Section two: culture teaching

In this section we started by asking the teacher to give us the definition of culture because it is important to know the views of the teachers to the culture (Q4), also they are asked which culture should the textbook include (Q5), then we asked the teachers about the importance of teaching culture in FC Language teaching, by given their explanation (Q6). To examine the situations of teaching culture in middle school, we asked how often you gave culture lesson or activities (Q7), to understand the knowledge of the teachers we asked him if they discussed the difference between native culture and target culture in the classroom, by justifying the answers (Q8). Then we asked about the methods and resources they used during teaching culture (Q9), to know if the content of the textbook is sufficient in cultural knowledge or not (Q10) ,if the teachers rich the goals of teaching culture to learners and attract him (Q11).

2.3. Section three:

In this section, teachers give us some advice to the pupils about learning culture.

3. Analysis of the results

3.1. Section one: Teachers' experience

Q1: what is your qualification?

Responses	Participations	Percentages
Licence	10	50%
Master	9	45%
Other	1	5%
Total	20	100%

Table3.1: Teacher's qualifications

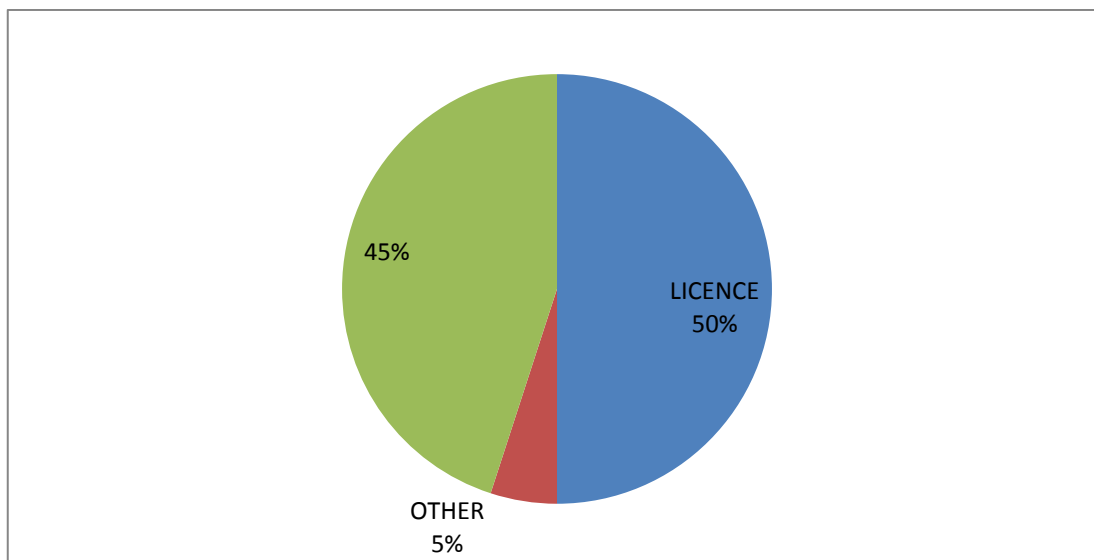


Figure 3.1: Teachers' qualification

The figures above show that the majority of the teachers (50%) have a license degree. While 45% have a master or magester degree, whereas 5% of teachers have other degree. From this information we noticed that teachers at the level of middle school at least studied 3years in the LMD system or 4years in the classical system at the university to be able to be teachers.

Q2: How long have you been teaching English?

Responses	Participants	Percentages
Less than 5years	8	40%
Between 5-10years	9	45%
More than 10 years	3	15%

Table 3.2: Teacher's experiences

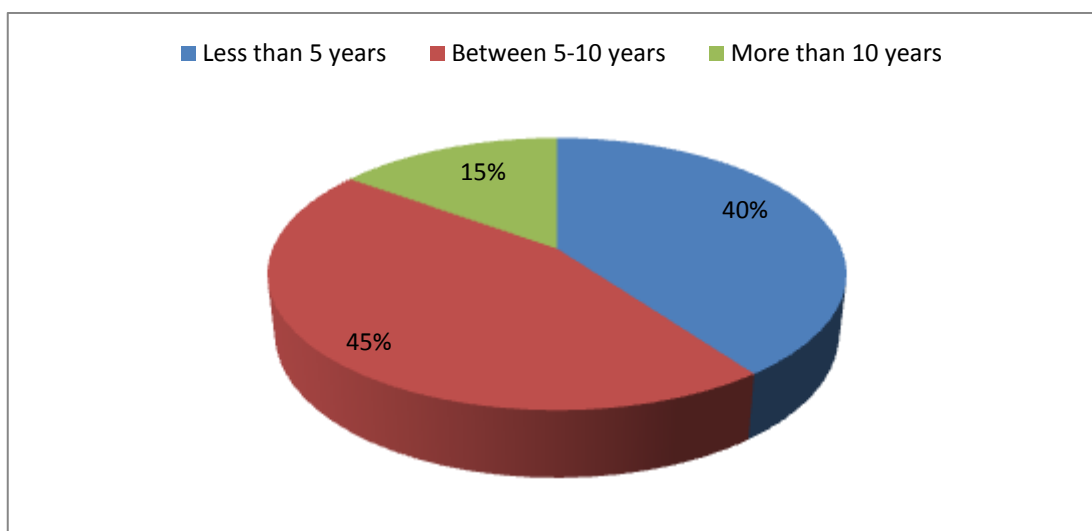


Figure 3.2: teacher's experiences

As table 3.2 might suggest that only 15% have long experience in teaching English (more than 10years), while 40% were extremely new teachers (less than 5years) and 45% they developed their experience in the field of teaching English.

Q3: have you been abroad?

responses	participants	percentages
yes	6	30%
no	14	70%

Table 3.3: Teachers visited countries

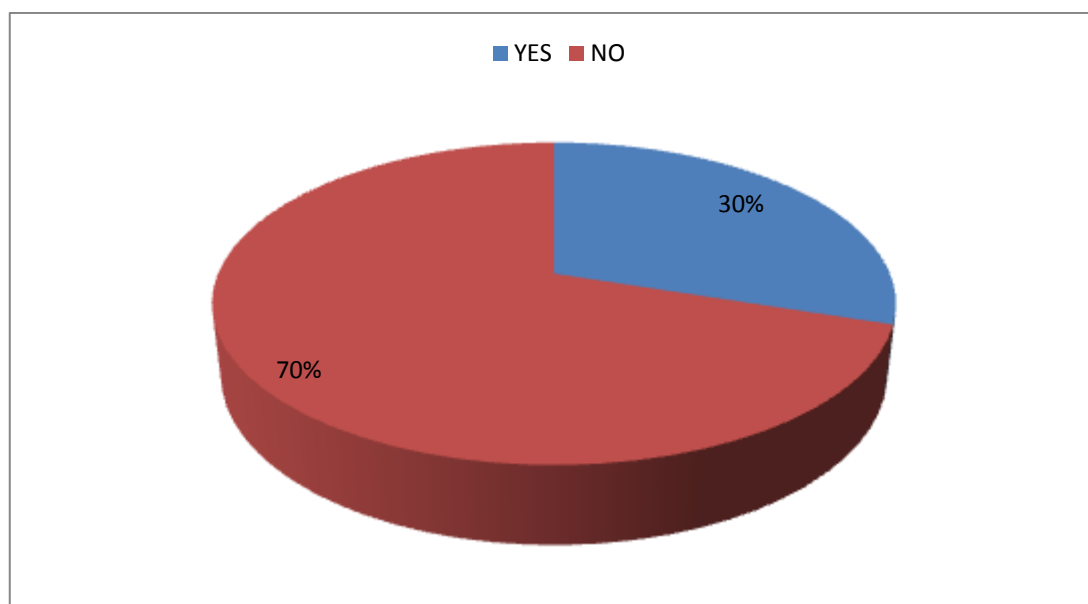


Figure 3.3: Teachers visited countries

To respond about the questions above only 30% teachers have a direct contact with foreign culture. This makes him well interest to deal with culture issues, they makes the learners benefits from her/his experience through details of example. While the majority answered no and thus, may make the teachers have a limited knowledge about FC and faced difficulties when they teach it in the classroom. In this case teachers should read a lot and watch documentaries about culture.

3.2. Section tow: Culture Teaching

Q4: How could you define culture?

To know teachers views about culture definitions, this questions is worth asking. The majority of teachers answered the question by writing what he thought with different styles. Actually they gave us common answers to the term. The following is sample of teacher's definitions:

Ta- the culture of a country generally refers to its traditions, beliefs, arts, communication style...etc. "la culture, c'est ce qui reste quand on a tout oublie"

Tb-Culture is the way of thinking, behaviors, or working that exist in a place or organization

Tc-Culture is the characteristic and knowledge of a particular group of people encompassing language, religion, social habit, music and art.

Td-Culture is set of practices, codes, and values that mark a particular notion or group.

Q5: which culture should the textbook include?

Responses	Participants	Percentage
British culture	1	5%
American culture	0	0%
The mother tongue	9	45%
English countries	10	50%

Table 3.5: culture included in textbook

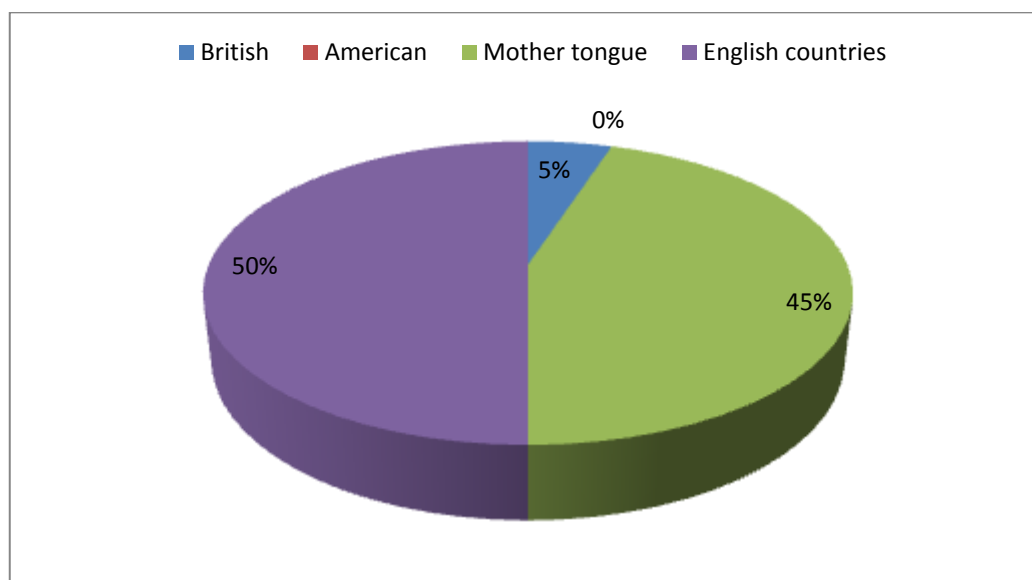


Figure 3.5: Culture of the textbook

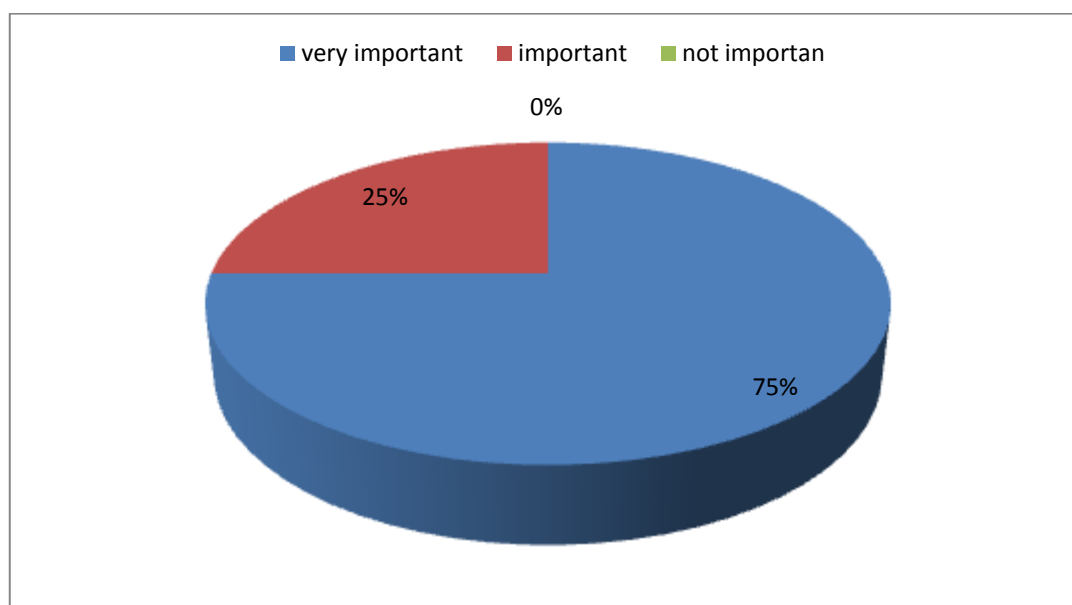
From the figure above we noticed that there is an equivalent in some extent between the options of the mother culture 45% and English speaking countries 50%. While only 5% choose the British culture and no one take the options of the American culture. This results

related to the English textbook and teachers experience in teaching English also the change of the textbook through the years.

Q6: Do you think that culture teaching is an important part in teaching English?

Responses	Participants	Percentages
Very important	14	75%
Important	6	25%
Not important	0	0%

Table 3.6: The importance of teaching culture



3.6: The Importance of teaching culture

As the above table mentions, 75% of teachers considered teaching culture as very important part in teaching English, while 25% said that teaching culture is an important part. We deduce that all teachers are aware about the importance of culture that is included in the textbook, and no one ticked in not important.

Q7: How often did you give culture lesson or activities?

Responses	participants	percentages
Sometimes	7	35%
Rarely	13	65%
Never	0	0%

Table 3.7: The cultural lesson used in the classroom

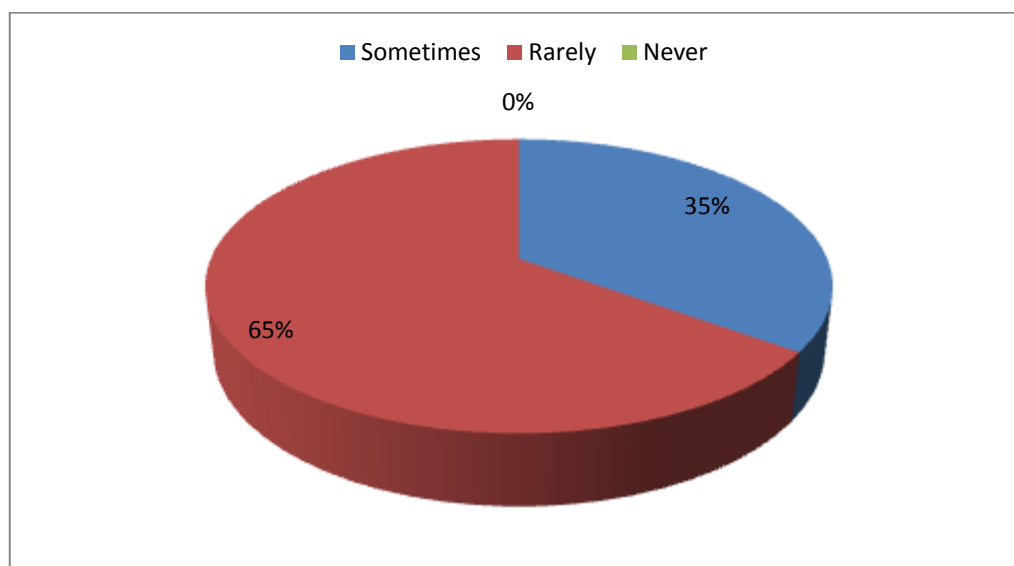


Figure 3.7: The use of cultural lesson in the classroom

This questions show that 35% of the teachers sometimes gives a lessons or activities about culture, whereas 65% the most of them did not use cultural lesson. The result dealt with the positive attitudes toward cultural awareness activities by the teachers through their experience of teaching (Q2) and the great knowledge about the culture in (Q3), in the other hand 13 teachers rarely use a cultural activities; this can be explained by the constricted of the time also the teachers knowledge about the new curriculum.

Q8: Do you discuss the difference between native and target culture?

Responses	Participants	Percentages
Yes	5	25%
No	15	75%

Table 3.8: Teachers' Discussion between the two cultures

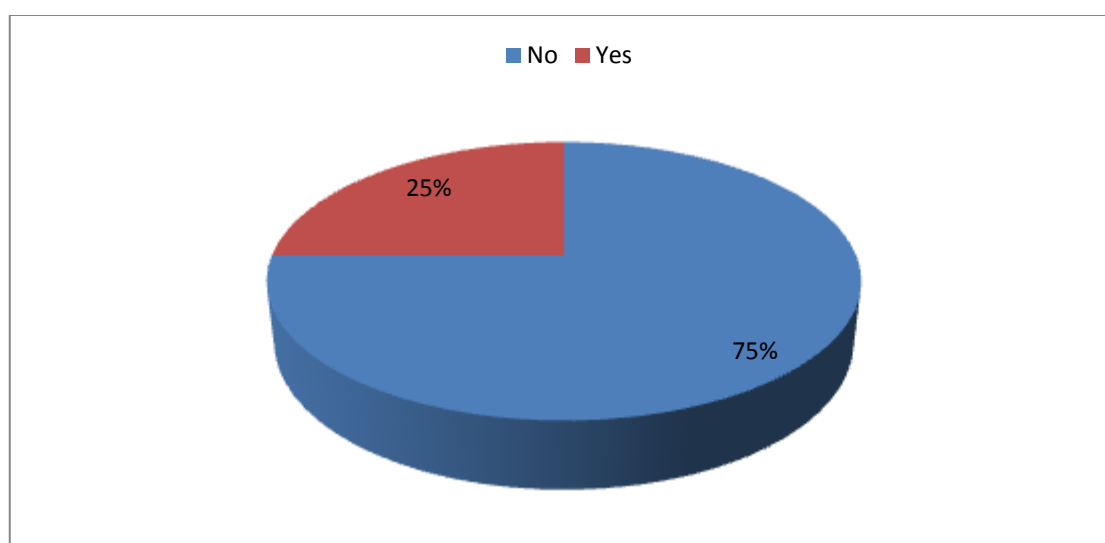


Figure 3.8: Teachers' Discussion between the two cultures

In table 3.8: The majority of teachers 75% didn't discuss the difference between native and target culture, those teachers aren't aware about the importance of teaching culture, they said that is not obligatory to discuss it we have to clarify to them only the aspects of target culture. Whereas few of them (15%) said yes we discuss it to lead the learners distinguish and getting more information about them.

Q9: What are the methods and resources that you use during teaching culture?

Responses	Participants	Percentages
Media, pictures, books	16	60%
No answers	2	10%
Lack of resources	2	10%

Table 3.9: The methods and resources used by teachers

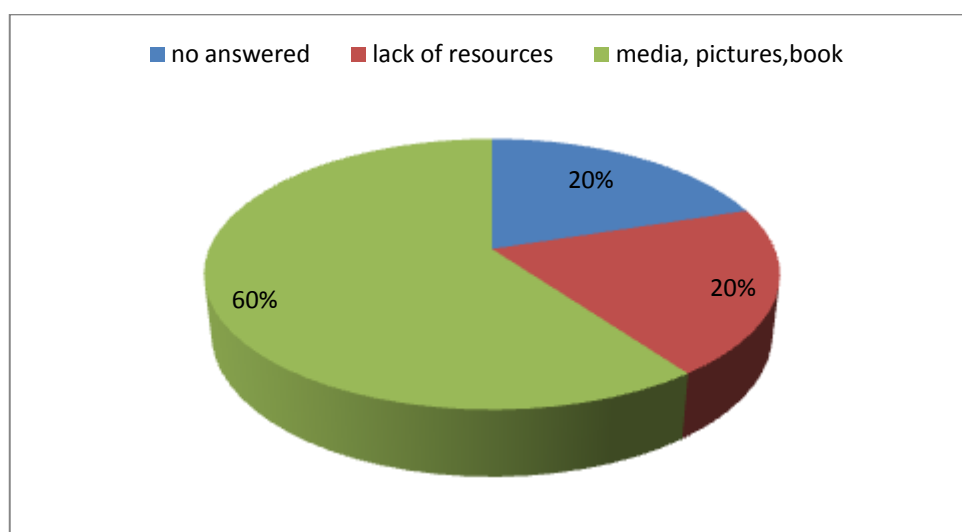
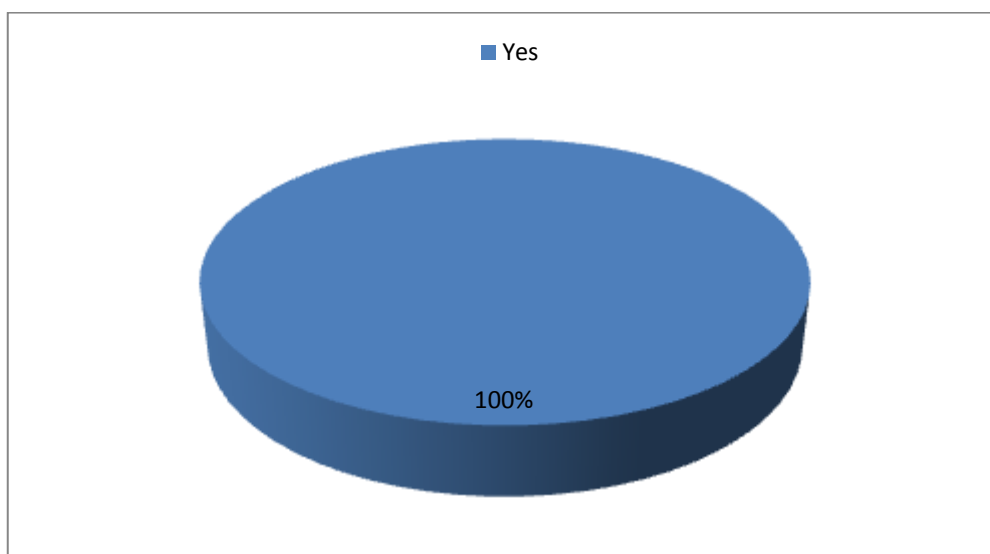


Figure 3.9: The resources used in the classroom

The graphs above, shows that 60% of the teachers have the same perspective about the use of materials during the classroom lesson, while 20% declare that they were suffered from the lack of resources, and 20% of them did not answered. One of the teachers justifies his answers about the use of the media in the classroom: the use of power point in order to explain the difficult words of the target culture and gave the synonyms of these words in our culture. This way of teaching make learners memorize and have better knowledge.

Q10: Is the spotlight textbook sufficient enough in cultural knowledge?



All teachers answer this question by saying yes. We deduce that teachers are satisfy about the cultural information designed in SOE3 and they illustrate their answers by given us some passages and more of these they mentioned the “Snapshots of culture” in each final file.

Q11: Are your pupils attracted to learn foreign culture?

Responses	participants	percentages
Yes, a lot	12	60%
No, at all	6	30%
No answers	2	10%

Table 3.11: Pupils’ attitude towards learning foreign culture

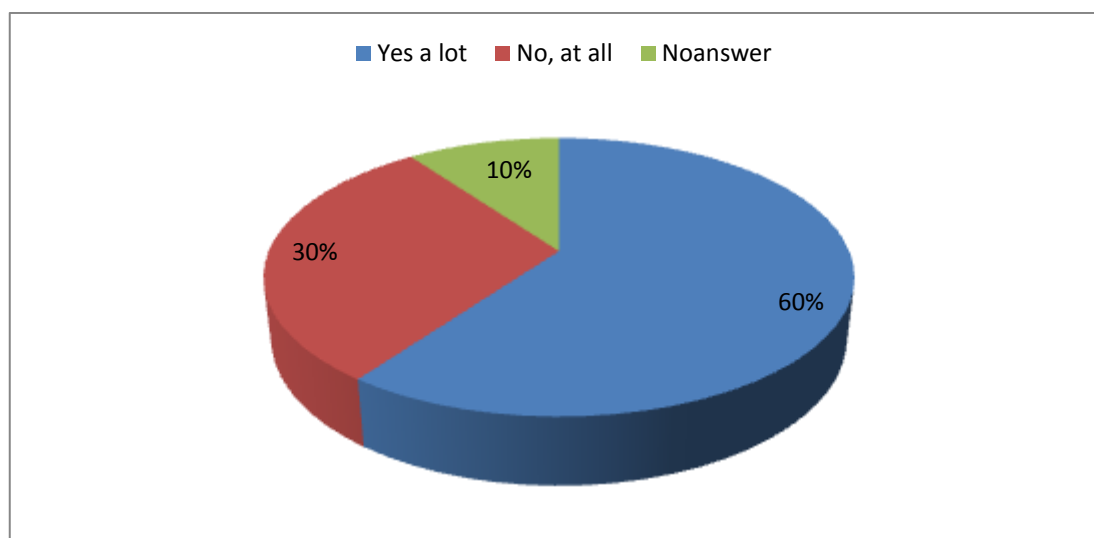


Figure 3.11: pupils' attitude toward learning foreign culture

The table indicates that 60% of the responses noticed a positive attitude to pupils toward learning a foreign culture, while 30% noticed a negative reaction about the pupils, and 10% did not answered.

Q12: What is your advice to your pupils and colleagues about teaching culture?

The majority of teachers answered the question by giving different advices to both of them teachers and learners. We will mention the common advices of both teachers and learners.

Learner's advices:

- To be aware about their mother culture.
- Try to read as possible as they could books with F.C

Teacher advice:

- Teachers should be aware about all the information of the textbook (SOE3)
- They should read books and go deeply to enrich their knowledge because books reflect people's mind.

4. Interpretation the results

The majority of the participants have a license and master degree and all of them considered as a new teachers only 15% have been teaching more than 10 years. Only 30% had been abroad. These confirm that the majority of the teachers 70% do not have a direct contact with the FC and people of native speaker's countries. Teachers who visited English countries had a great knowledge about FC and may use their experience to simplify the lesson. In additions teachers have the opportunity to write own definition of the culture. Most of them who took the questions with them gave a dictionary definition while, the last few teachers related culture to behavior, habits, religious and the society itself with its varieties.

Another Teachers related culture to the Accomplishment of the human being, he said: "culture is the achievement in or understanding of art, literature, ideas...etc.

According to the respondent; the textbook of English middle school includes Mother tongue Culture and English speaking countries. Due to this, teachers should be more aware about the importance of teaching culture in the English foreign language, moreover the minority of the teachers (35%) had an attitude toward cultural awareness activities, and in the otherwise the majority of the teachers ignored the cultural activities. Add to this, the textbook is the first resources that used by the teachers (60%) with internet and documents, controversy, some teachers suffer from the authentic materials during classroom lesson such: audio-visual which evade the obscure of the culture. The methods that used merely to teach culture are: discussing mother culture vs. target culture, role play, watching videos, songs and games. All of these methods and resources create a positive reaction to learners toward culture.

Recommendation :

To Begin with, it is important to mention that textbooks should involve information related to the foreign language , in fact language can't be taught without references to its culture. To determine the successful teaching –learning process we have to find out the answers to the coming questions :

- What is the appropriate way to present F.C ?
- what is culturally reflecting F.C properties ?
- how teachers reflect on F.C aspects in textbook ?

As we seen previously in the activities and how culturally specific subject like Celebration should be introduced in EFL textbook. First, this subject of discussion should serve the purpose of learning about the cultural aspect celebration in religious occasions, and how they celebrate? ;what they do(traditions) and say in(congratulation) .These will open minded to what happen in the world .And in the second activity with same instruction but difference in culture. It is Mother Culture they will recognize each aspects between both.

By doing well, EFL pupils will recognize how celebrations are introduced in F.C. they will be able to express themselves linguistically in appropriate manner. According to, the authentic norms of both M.C and F.C aspect that they have been exposing in EFL textbook.

The EFL textbook should include the main culture dimensions for the sake of assisting pupils to communicate about the main culture rather than the foreign one. Actually this will raise their opportunities to reflect, consider and understand the F.C components, which at a long term will influence positively the sense of accepting the other who is different and open-minded.

From another version, the relationship between language and culture depends on the way in which EFL teachers introduce the cultural aspect in the EFL classrooms. In this respect, they should be aware of their responsibility of introducing culture in appropriate to

enrich their knowledge. Teachers with their good preparation in presenting M.C and F.C elements will affect a great extent pupils open minded toward F.C aspects, so they must as possible as they could to facilitate and guide to derive the pupils to realize their expected objectives. Actually, the accessibility and difficulty of the language patterns being used for introducing the cultural elements.

It is also important to highlight pupils about types of culture: big C and small c as far as they serve the purpose of helping the EFL get insight about the F.C. Thus must be in balance to reflect the reality in F.C societies.

Conclusion

Teaching foreign language without taking into consideration its culture is a big issue. So, teachers should be aware about cultural components that were mentioned in SOE3. The questionnaire reveals teacher's attitude toward integrating culture on the context of textbook, and their reactions.

General Conclusion

General Conclusion

General Conclusion

This research is concerned to the importance of integrating culture into foreign language textbook. And the process of teaching foreign language should imply the culture of that language. The present study is carried out to shed light on the situation of teaching culture in Algerian Middle Schools, with reference to the first year English textbook “Spotlight in English 3” and the teacher.

The analysis of SOE3 detects that the cultural components are presented in an appropriate way, and all units are completely enough in F.C aspects. But they neglect the Mother Culture. So teachers will focus only to what they gave. F.C was designed in many passages and activities in form of songs, pictures, maps and texts.....etc in order to enrich pupil’s cultural knowledge and understanding.

On the basis of the interpretation of the data collected from teacher’s questionnaire, we deduce that all teachers are aware about the importance of teaching culture. Yet the majority of them are rarely deal with culture activities in the classes, but few of them discussing issues of F.C and M.C because teachers are focusing only on what they gave to them. And they declared about the lack of materials and resources to teach culture.

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APPENDESES

Teachers' questionnaire

Dear teachers:

• You are kindly requested to fill in this questionnaire which is an attempt to collect information needed for *accomplishment* of a master dissertation. We direct the questionnaire to investigate about "Teacher Perspective towards Cultural Aspect Designed in EFL Textbooks' .Case study third year Middle School Textbook. We would be grateful if you could sincerely answer the following questions, so please, give precise answer in the corresponding box (es), and make a full statement whenever necessary.

Be sure that the answers you provide will certainly remain confidential and will only be used purposes.

Thank you for your time and for your collaboration.

Section one: Personal Information

1. Your educational degree or qualification:

Licence

Master/Magester

Other degree

2-How long has you been teaching English?

Less than 5year

5 to 10 years

More than 10

3-Have you even been abroad?

Yes

No

-If yes which country did you visit?

.....
.....

Section Tow: Culture Teaching

4-How could you define Culture?

.....
.....

5- Which Culture should the textbook include?

British Culture

American Culture

The Mother tongue Culture

Cultures of the English speaking Countries

Justify.....

.....

6-Do you think that culture teaching is in importing concepts in Foreign Language Teaching?

Very important

Important

Not important

Explain why?

.....

.....

7-How often did you give culture lessons or activities?

Sometimes

Rarely

Never

8-Do you discuss in the class the difference between native culture and the target culture?

Yes

No

Explain.....

.....

9 -What are the methods and resources that you use during Teaching Culture?

.....

.....

10- Is the spotlight textbook sufficient in cultural knowledge?

Yes

No

11-Are your pupils attracted to learn Foreign Culture?

Yes, a lot

No, at all

If no why?.....

.....

12-What is your advice to your pupils or colleagues about Teaching Culture?

.....

.....