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**Teachers' Attitudes towards Cultural Components Teaching  
in "On the Move" EFL Textbook.**

*The Case of English Language Teachers of The wilaya of Tlemcen*

A Dissertation Submitted in partial fulfilment of the requirements for the Degree of Magister in Linguistics and Didactics: Cross-cultural Studies of the Language and Social Didactics.

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**Teachers' Attitudes towards Cultural Components Teaching  
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## **Declaration**

I, Djaffar DAHACHE, do hereby solemnly declare that the substance of this dissertation is entirely the result of my investigation and that due reference or acknowledgements are made, whenever necessary, to the work of other researchers.

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# Abstract

My dissertation deals with the necessity of developing teachers' sensitivity to introducing the cultural component in the teaching of English as a Foreign Language (EFL) to foster learners' inter-cultural competence. Thus, the question of how and to what extent should the cultural component be introduced in classrooms was widely tackled. Lack of training in addition to the overcrowded classes and the nature of the syllabi, have seemingly a share in teachers' reluctance to devote the needed time to address cultural issues in-depth. We attempted to explore the question of what the teachers' attitudes were towards cultural components, with reference to On the Move Textbook, and how they proceeded to teach them in their courses. The investigation was based on a case study adopting a questionnaire submitted to fifty teachers besides to five classrooms observation carried out across some areas of the Wilaya of Tlemcen, attempting to answer four main Research questions. First, how do teachers approach culture-based activities in class? Second, are they aware of the social-cultural strengths of the cultural components inserted in On the Move textbook? Then, do cultural components in On the Move hold values? And, finally, can EFL teachers change learners' attitudes?

Investigation showed that there was a mismatch between ELT curriculum and the teachers' practices in class due to their lack of training. The aim of this work, therefore; is to raise educators' awareness about the significance to improve learners' inter-cultural communicative competence.

**Key words:** EFL teachers' attitudes, culture, reluctance.

# List of abbreviations

**CBA:** Competency -based Approach

**CC:** Cultural Competence

**EFL:** English as a Foreign Language

**ELT:** English Language Teaching

**FL:** Foreign Language.

**ICC:** Inter-Cultural Competence.

**ITE:** Institut technologique de l'éducation.

**MS:** Middle School.

**MS4:** Middle School 4th level.

**PEM:** Professeur d'Enseignement Moyen.

**PDP:** Pre - During - Post.

**PPP:** Presentation- Practice- Produce.

**SL:** Second Language.

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## **General introduction**

### **1. Background to the Study**

Education is generally viewed as the process by which a person is formed for the society. If the process is successfully carried out, the learners may contribute to constructing the social life principles of the community they belong to. It is therefore natural that language teaching programs in all countries aim to train language teachers to help their learners develop citizenship, cultural awareness and communicative competence. However, training programs are often found to lack emphasis on cultural components teaching. Consequently, teachers are most of the time unable to point out the cultural component to transmit to their learners. In this vein, Lafayette (1988), noted that teachers spend the greatest amount of time and effort on teaching grammatical and lexical components of language, leaving culture as the weakest component in the curriculum. On the other side, some scholars, like McLeod (1976), believe that educators inevitably teach and the pupils learn about the culture of the local or the Foreign Language (FL) whether or not they include it overtly in their courses. More explicitly, he wrote :“(....) by teaching a language...one is inevitably already teaching culture implicitly unlimited by specific bounds” (p. 212). In the same context, Brown H. Douglas, (1994), considered that to teach a language is also to teach a complex system of its cultural components, values, attitudes, and ways of thinking. Owing to this interwoven relationship, sociologists and anthropologists attempted to understand whether these cultural features manifest in learners’ lives in the same way other linguistic aspects do. Moreover, socio-linguists insist that cultural incompetence

may result in inappropriate communication because every word refers to a cultural meaning (Seelye, H.N., 1993).

By considering the previous assertions, it is obvious that culture teaching should be approached with more attention because failure to handle its components in language classroom may affect learners' communicative competence.

In Algeria, the last reform undertaken by the Ministry of National Education, (2016), has shown a shift toward a more open attitude by introducing the teaching of cultural items of local and foreign cultures in English Language Teaching (ELT). This new trend puts an end to the unjustified fear from the learners 'acculturation if exposed to the foreign culture. Some guidelines of the reform entitled Second Generation Programmes with reference to official documents released by the Ministry of National Education are included in the present work .

The main interest of this Research is to investigate teachers' attitudes at Middle School (MS) in Algeria towards cultural components teaching and examine to whether these attitudes affect learners' personal development. A focus on cultural components related to values promoting tolerance, citizenship and communicative competence is stressed, by observing teachers' practices in class while dealing with culture based activities included in MS4 Textbook, On the Move.

## **2. Research Rationale**

I agree with the opinion arguing that most social conflicts result from misunderstanding between two or more partners. Various reasons can be attributed to such misunderstanding, but culture differences stand above all. Culture interferes in the way people express themselves, to whom they talk, and how they do it. Such

differences can cause people from different cultures to misinterpret both what is said and what is left unsaid, leading sometimes to communication breakdowns or misunderstanding. It is in this sense that learners' 'communicative and inter-cultural competences' is at the core of education programs all over the world.

In Algeria, the authorities in charge of education have constantly favored openness to the world, tolerance, and consideration of other cultures, by giving foreign languages in general and English language, in particular, a great importance. However, despite the fact that English language learners have developed a good linguistic competence, this investigation revealed that learners suffer from lack of communicative and intercultural competences. This study showed that the reason behind this lack is due to teachers' reluctance to deal with cultural components included in the Textbooks.

Therefore, the objective in this study is to explore teachers' perceptions and attitudes towards teaching cultural components included in pupils' Textbook, expecting to answer a series of research questions and check the validity of a number of hypotheses regarding teachers' reluctance to deal with cultural components in class.

### **3. Statement of the problem**

The primary role of school and home is forming future adults for the society by inculcating in children's minds qualities that develop rules of conduct and citizenship. However, education and parents are often blamed for not fulfilling this role because citizenship, tolerance and communication competence are no longer among teachers' and parents' priorities. Thus, investigating teachers' 'attitudes towards cultural components teaching' brought evidence that the teaching of cultural

components in EFL develops learners 'communicative competence as well as their social behavior. My aim in this academic work is, therefore; to draw educators' attention on the significance of inserting in EFL Middle School textbooks basic cultural components that highlight values of tolerance, respect and acceptance of others. Indeed, this research enabled me to understand the reasons behind teachers' reluctance to teach cultural items incorporated in learners' textbook. Furthermore, its implications will certainly enhance the quality of ELT in Algeria if the findings are taken into account by the decision makers.

#### **4. Research questions and hypotheses**

1- Are teachers aware of the strengths of the cultural components inserted in Textbooks?

2- How do EFL teachers approach culture-based activities in their lessons?

3- Do cultural components inserted in On the Move Textbook target specific values?

4- To what extent can teachers' attitudes affect learners' behavior?

To answer the above questions, my investigation was oriented towards finding evidence to the following hypotheses:

**H1-** Lack of training is behind teachers' reluctance to teach cultural features.

**H2-** Teachers' perception of cultural components teaching is due to their inability to identify them in textbooks.

**H3-** Teachers do not deeply explore supporting texts inserted in 4MS textbook.

**H4-** Teachers' strategies to develop learners' communicative competence are not efficient.

## 5. Structure of Research

The dissertation is divided into five main parts: An introductory part gives an overview of the topic through pointing out its significance; the motivation behind the choice of the problematic, Research Questions and Hypotheses. Chapter One is a review of previous literary works in link with the topic, namely, the concepts of language and culture and the sociocultural aspects of these two variables, next to their role in education. The chapter tackles mostly the theoretical side with reference to the role of cultural components both in foreign language teaching and their contribution in raising learners' awareness, citizenship, communicative and intercultural competences. Chapter two discusses the role of textbooks in language teaching with reference to On the Move textbook in use in Algerian Middle School by giving an overview of its content in terms of cultural elements. Chapter III focuses on the practical aspect of the present work by describing the research methodology. Two instruments were used to collect data, namely, a questionnaire and classroom observation. Chapter four is devoted to the analysis of the responses to the questionnaire and interpretation of the grid of evaluation results deriving from classroom observation. A triangulation of results obtained is carried out to depict similarities and differences in findings drawn from the two instruments. Some limitations encountered during investigation process are mentioned besides to a range of recommendations. A section presents some guidelines of the new reform introduced in 2016 in the Algerian educational system, entitled, Second Generation Programs. A general conclusion reflecting the main findings of the investigation rounds up this dissertation.

# **Chapter I**

## **Culture in Language Teaching**

## **Introduction**

Most scholars have written on the role of language teachers in integrating cultural components in their courses since it has been recognized that language is a main medium through which culture is expressed. Brown, (1994), considered that language and culture are intricately interwoven so that one cannot separate them without losing the significance of either language or culture (1994, p.164). Thus, understanding a language involves not only notions of grammar, phonology and lexis but also a number of items of the culture of the target language. With the development of anthropology and the emergence of sociolinguistics, teaching culture has become the main concern of pedagogues. They argue that since every culture has its own cultural norms for conversation, some of the norms can be completely different and conflict with other cultures norms. Consequently, communication problems may arise among speakers who do not know the norms of other culture. To solve the problems of communication in the target language in the EFL classrooms, the learners need to learn the target culture within the syllabus, and the teachers should be sensitive to the learner's vulnerability so as not to push them to lose their motivation. In this vein, Dema O. and Aleidine K. Moeller (2012), asserted that teaching culture has a significant effect on learners' motivation to learn, not only does it fosters their knowledge, but it raises their awareness, tolerance, and their inter-cultural communicative competence.

The following chapter focusses on the importance of considering the inter-connection of language and culture while delivering lessons in ELT.

# **Culture in Language Teaching**

## **1. 1. Review of Literature**

Although the importance of incorporating culture into language teaching and learning may appear evident, studies have shown that English Language teachers are more interested in the practical linguistics aspects of communication. In other words, the role of culture in English language education is not well acknowledged considering teachers' reluctance to integrate cultural components in English language classrooms. Fantini, (1997), claims that teachers view culture as supplemental or incidental to “the real task” (1997, p.10). In the same context, Gonen and Saglam, (2012), noted that “teachers in different classrooms in different parts of the world still ignore the importance of teaching culture as a part of language study” (p.26).

However, within the past decade, the issue of not teaching culture as part of the target language has started to be questioned. Scholars, like Gonen and Saglam, (2012), believe that teachers are continuously running behind completing the syllabus before official exams, so they do not feel it necessary to tackle the cultural elements included in textbooks during their teaching practices (e.g. Gonen & Saglam, 2012) and some other teachers do not know how to incorporate culture in the language classroom because they lack adequate training on how to approach culture in their teaching practices do not know how to assess their learners' communicative competence progress.

All in all, scholars have always considered language and culture are intrinsically bound to the extent that it is difficult to determine which construct has

impact on the other. Brown (1994) describes the two as follows: 'A language is a part of a culture and a culture is a part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture' (p.165). In other words, culture and language are inseparable what makes it necessary to know the socio- cultural codes when learning a language in order to behave appropriately when using that language. Stressing the interconnection between language and culture, Claire Kramsch (1991) says that both of them constitute "a single universe or domain of experience" (p.217), which means that when teaching a foreign language, culture is inevitably taught overtly or covertly.

Among the great works which approached the relationship between language and culture, we cannot avoid stating The Sapir- Whorf Hypothesis (1921), based on two major views: linguistic determinism and linguistic relativity. The former states that the way one thinks is determined by the language one speaks because one can only perceive the world in terms of the categories and distinctions encoded in the language. The latter means that the categories and distinctions encoded in one language system are unique to that system and cannot be compared to those of others. Therefore, the difference among languages must be reflected in the differences of their view worlds. This opinion is supported by Thomson Wadsworth (2007) when referring to language symbols that convey meanings and rules to create messages, feelings, thoughts, ideas, opinions and experiences. As such, language can be seen as the mirror of a given culture. Another metaphor used to symbolize language and culture closeness is that of the iceberg. The visible part is the language, with some small units

of the culture; whereas, the greater part, lying hidden beneath the surface, the invisible part, is culture in its greater dimension. Researchers like Claire Kramsch, (1998), stressed that learning a foreign language is nonsense without including the study of its culture what justifies why it is important to introduce in language pedagogy a method aiming at teaching inter-cultural communicative competence (ICC), which includes both the knowledge about the language and knowledge about how to use the language appropriately. Previous studies have also shown that research on culture teaching in ELT has constantly been attempted to understand teachers' culture teaching. Among scholars involved in culture teaching, Sercu, et al. (2005), who made an academic work on "foreign language teachers and intercultural competence" to understand teachers' attitudes and their classroom practices. The results showed that teachers seem "clearly willing to teach intercultural competence, yet in actual practice, they appear not to move beyond traditional knowledge-transfer pedagogy (p.170). For their part Byram and Risager (1999), believe that linguistic competence alone is not enough for learners of a language to become competent in that language and language learners need to be aware of the culturally appropriate ways to address people, express recognition or gratitude towards, make requests and agree or disagree with someone.

Considering this literature review, we understand that FL teachers 'perception of culture is important in the classrooms. The reason why they are highly recommended to not avoid the integration of culture teaching in their teaching process in order to develop their learners' intercultural competence.

### **1.1.1 Language and culture interconnection**

Language and culture are so intertwined that it is not easy to determine exactly their parameters, and whether language affects culture or the other way round. Yet, it is commonly agreed among scholars, that culture is a wide umbrella concept, under which co-exist a number of components (Trueba, H.T. & Zou, Y. 1994). More explicitly, language and culture are represented at different stages. At the surface, are tangible products and behavior. Underneath, we find values and norms that express those meanings given to those products and behaviors. Beneath, there are deep assumptions and rules of conduct which a community accepts as true and reasonable. In the following sections, we attempt to give definitions of each concept contained under the umbrella of culture. Accordingly, in the early years of socialization, both linguistic and cultural symbolic systems that an individual is growing in, will play a vital role in socializing of that individual and in constructing his perceptions.

#### **Language**

Broadly speaking, language can be defined as the system of communication comprising codes and symbols which is used by humans to transmit knowledge and experience. In the same vein, Bruce Evan Goldstein, (2008) defines human language as being a system of communication using sounds or symbols that enable us to express our feelings, thoughts, ideas, and experiences.

Historically speaking, its etymology suggests that the term “language” is derived from Latin "Lingua", which means “tongue”. Edward Sapir (1921) defines language as “a purely human and non-instinctive method of communicating ideas, emotions, and desires by means of voluntarily produced symbols”. Noam Chomsky

(1957), considers a language to be a set (finite or infinite) of sentences, each finite in length and constructed out of a finite set of elements". Language is used to maintain one's own culture and to acquire a new culture and new knowledge. The learning of a second or foreign language enables one to view life through another cultural lens.

## **Culture**

The complexity of the definition of the term "culture" was well explained by Eli Hinkel (1999) when he wrote:

It may not be an exaggeration to say that there are nearly as many definitions of culture as there are fields of inquiry into human societies, groups, systems, behaviors, and activities (Hinkel, p.01).

Most research studies believe that Marcus Tullius Cicero, (106 B.C), a Roman philosopher, was the first to apply the word "cultura" to the human being activity. According to Williams, (1958), the term was developed first in the early sixteenth century, when culture came to include the process of human spiritual and social evolution. When "culture" started to include the general domain of arts, with the meaning referring to "a whole way of life, material, intellectual and spiritual" (p.18), the term "culture" adopted new visions. The common agreement among scientists is that the term "cultural" has often been associated with the term "social", as when one talks about the "socio-cultural" factors affecting the teaching and the learning of foreign languages, (C. Kramsch. 1996.). It is no doubt; one of the well-known definitions of culture is Ward Hunt Goodenough's (1957) for whom:

Culture consists of whatever it is one has to know or believe in order to operate in a manner acceptable to its members, to do so in any role that they accept for any one of themselves (p. 167).

Culture is also viewed as a social phenomenon made up of symbols, meanings, and learned attitudes. Williams, cited in Byram 1989, refers to culture as a process of achieving a certain human perfection mainly in terms of certain universal values and gives a social' social' definition, in which culture is “a description of a particular way of life, which reflects certain meanings and values not only in art and learning but also in institutions and ordinary behavior” (Byram, 1989, p.80). The French analyst of cultural practices, Pierre Bourdieu, focuses on cultural heritage, which he considers as a tool by which the ruling classes perpetuate distinction. He wrote:

Culture, a system of durably acquired schemes of perception, thought and action, engendered by objective conditions but tending persist even after an alteration of those conditions.  
(P. Bourdieu & J. C. Passeron, 1979, p.156).

Thus, we can say that culture embodies all aspects of the shared life of a given community. It sets the system of rules that govern their behaviors and social activities.

### **1.1.2. Cultural components**

In a broad definition, cultural components are the number of cultural elements integrated and represented throughout a course book. These are not limited to language teaching only, but rather in almost every piece of verbal or non-verbal, literary or non-literary product used in any setting. In this context, C. Kramsh, (1996), states that “the term "cultural" has often been associated with the term "social", as when one talks about the "socio-cultural" factors affecting the teaching and the learning of foreign languages” (1996, p.1). She also stated that cultural components are often linked to moral values, notions of good and bad, right and wrong, beautiful and ugly; Kramsch (1996). According to Nostrand Howard (1989), a cultural component refers to what educators call "ground of meaning", i.e. the attitudes and beliefs, ways

of thinking, behaving and remembering shared by members of that community (Nostrand, 1989: 51). In this regard, and we can say that cultural components can be tied up, but not limited to a long range of components. However, for the purpose of my present work, I concentrated mainly on core “values” in my attempt to determine their impact on learners’ behavior.

### **Assumptions**

Assumptions are deep beliefs one shares with members of a community. They constitute the foundation on which norms and values are based. Deep assumptions are rarely questioned. They may include assumptions about hierarchy and equality, the degree of gender separation, the importance of independence, and so on. For instance, the Japanese bow to the teacher when he enters; such a norm is built on the value of respect. Respect rests upon the belief that hierarchical relationships should involve esteem and caretaking (Shaules, 2007, p. 242).

### **Values**

Values are those beliefs and ideas that are culturally shared that define what a good or bad. Values entail judgment; and state what should be done and how it should be done. Sociologists use this term in a more precise sense to mean “the generalized end which has the connotations of rightness, goodness or inherent desirability”. An important source of a community’s set of values is its religion which is defined by Durkheim as “the setting-up of a frontier between the sacred and the profane” (cited in Bourdieu, 1993). For instance, saying the truth is regarded as a fundamental value in Muslim societies because lying is forbidden by the Islamic religion.

## **Ethics**

Theorists agree that it is not easy to draw a line between ethics and values. William Kahn (1990) believes that the term ethics requires larger exploration. He describes ethics as a set of guiding principles that become meaningful when applied to an individual's behaviors. For Andrea Miller (2000), Ethics is, in part, an expression of values, both good and bad, with right and wrong. Other scholars believe that ethics includes behavioral references and values-based interpretation. For instance, David D. Dill (1982) defines ethics as what professionals refer to when conflicting values arise at work. He added that values identity is an element of ethics. More explicitly, Andrea Miller (2000) describes ethics as the system individuals use to establish the rightness, or morality, of behaviors. To summarize, ethical practices are actions or behaviors representative of values. For the purposes of this study, then, ethics is defined as a direct reflection of individual moral values.

## **Norms**

Norms are the established rules of conduct for members of a social system. They function as a guide to the appropriate kind of behavior. If a cultural norm is disobeyed, the individual is socially punished for not fulfilling the expectations of the system (Rogers & Steinfatt, 1999). There are formal norms, such as laws, and informal norms like the different customs relating to the way of shaking hands or eating food (cited in Shaules, 2007, p.07). Shaules (2007) distinguishes between explicit and implicit norms. Explicit norms involve ordinary rules as traffic rules, for example, the British drive on the left side. Explicit norms also involve explicit behavioral expectations like taking one's shoes off before entering a home. Explicit is clearly

understood as they require no more than following the set rules. They are a matter of “do’s” or “don’ts” for example Muslims do not eat with the left hand. Implicit norms are the unspoken expectations regarding different features of behavior and are often more difficult to decipher. For instance, arriving late at a given social event may be considered as impolite in some cultures.

## **Attitudes**

Attitudes are predispositions to respond to some situations with certain responses. They can be emotional reactions to objects, ideas, and people. Attitudes hold behavioral, affective and cognitive aspects. Many attitudes are acquired through direct experience with the object, like the attitudes toward one’s school, job, ...etc, other attitudes are learned as a result of the process of socialization, and the interactions with members of one’s family, social group, and friends (Rogers & Steinfatt, 1999). Attitudes are basically the opinions, beliefs one holds about a given person, object or group; consequently they are important in the constitution of stereotypes.

The following sections show how EL teachers react towards cultural features by exploring their beliefs towards integrating cultural components in EFL.

### **1.2. Theoretical development of culture teaching**

The inclusion of culture in education has gone through a range of ideologies across the century. At the very beginning, the purpose of learning a second or a foreign language was to get access to the great literary masterpieces of civilization. Along the sixties, a new vision to the Second language (SL) and Foreign Language (FL) teaching emerged with the objective of “understanding cross- cultural communication”

(Nostrand in Lessard-Clouston, 1997). Teaching culture was not only for the purpose of studying the literature of the target culture but more importantly for supporting language learning. This vision was boosted with the emergence of the communicative approach in language teaching in the early 80's since both views aimed to promote the integration of culture in language learning. The early 1970's witnessed a shift in the field of foreign language marked mainly by the reform of structural approaches such as the Grammar Teaching Method (GTM) and Audio- Lingual Method. In this respect, Byram, (1991) pledged that "language was not to be studied but to be learned and spoken" (p.13). Language teachers are inevitably supposed to be equipped with target language communicative competence so that the students can gain access to educational or economic opportunities within the target language setting. Similarly, as Risager (1991) notes, addressing a native speaker requires an ability to act in real life contexts, which implies a reference to certain cultural components.

In the last decade, scholars realized the significance of integrating culture in language teaching for the sake of developing learners' communicative competence and cross-cultural understanding. Seelye, H. Ned (1993), supports this view when asserting: "communication is a social interaction much more than it is a linguistic exchange. It is communication that incorporates the verbal and the non-verbal features, both of which are culturally bound" (1991, p.47). Byram (1997), in particular, believes that language is not only transmitting information but establishing and maintaining relationships. Thus, the efficiency of communication depends upon using language to demonstrate, for instance, politeness, rather than 'efficient' amount of words full of information. Byram (1990), also argues that if a foreign language is taught without its

cultural features, “the pupils are not learning a new language but a “codified version of their own” (Byram, 1990, p.1).

For a better understanding of the evolution of culture teaching theories, we state briefly common major approaches implemented in culture teaching according to Risager’s classification .

### **1.2.1. Common approaches to teaching culture**

In the history of the teaching of culture, different approaches can be identified. Most of the approaches aim at integrating language and culture although they differ in goals, objectives, and context, as we shall see briefly in the following:

#### **- The Foreign Cultural Approach**

This approach was recurrent until the 1980’s. It favours the principle of each single culture is associated with its specific people and language.

#### **- The Intercultural approach**

It is an approach which has become increasingly influential in language teaching after the decline of the approach stated above. It aims at helping learners develop intercultural competence. As opposed to the first approach, this type is based on the principle of comparison between cultures.

#### **- The Multicultural approach**

It is an approach based on the belief that several cultures may coexist within the same society. It favors cultural and linguistic diversity of countries including diversity in learner’ own country, and how they coexist. It is an approach that enables learners to use the target language as a lingua franca, when interacting with people who use the same target language.

## - **The Trans -cultural approach**

This approach views that cultures in the modern world are interwoven due to globalization. It is justified by the fact that many people speak foreign languages as lingua franca, or situations where none of the speakers has the language in question as his or her first language. Its main aim is to teach learners to use it for international communication.

### **1.3. The Role of Foreign Language in developing communicative competence**

As stated before, teaching a foreign language does not merely involve teaching its linguistic structures but also its cultural system. Therefore, English culture should be given an adequate place in EFL teaching and syllabi if we want to produce learners of English who can use it effectively and appropriately for communication with others.

The term “competence” can be described as the knowledge, ability or capability, while the word ‘communicative’ means exchange or interaction. So we can deduce that communicative competence is nothing but an ability that allows the person to communicate in order to fulfil effective interaction. In all, learning a language leads to acquire various types of competences:

#### **Communicative competence**

According to Dell Hymes (1972), communicative competence doesn't only represent the grammatical competence but also the sociolinguistic competence. He has stated that “there are rules of use without which the rules of grammar would be useless” and defined communicative competence as “the tacit knowledge” of the language and “the ability to use it for the communication” (p: 16).

Developing learners' communication competence requires an integration of language and culture (Alptekin, 2002, pp.58-59). Therefore, foreign language teaching and foreign language syllabi should entail cultural elements if we expect FL learners to achieve communication competence that enables them to communicate effectively. In this respect, Kramsch (1998), noted that "Language is not a culture-free code, distinct from the way people think and behave, but, rather it plays a major role in the perpetuation of culture, particularly in its printed form" ( 1998, p. 8).

### **Intercultural competence Intercultural competence**

This type of competence has recently become one of the main components to be taken into consideration when we teach a foreign language. Intercultural communicative competence, according to Deardorff (2006), is the "ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills and attitudes" (p. 247). This competence doesn't require only language proficiency but intercultural competence as well. According to Byram (1997), communicative ability' comprises six elements:

- **Linguistic Competence:** The ability to produce and interpret meaningful utterances which are formed in accordance with the rules of the language
- **Sociolinguistic Competence:** The awareness of ways in which the choice of language forms is determined by such conditions as settings, relationships between communication partners, communicative intention, etc.
- **Discourse Competence:** The ability to use appropriate strategies in the construction and interpretation of texts.
- **Strategic Competence:** The strategies we employ for 'getting our meaning

across' or 'finding out what somebody means' when communication is difficult due to limited linguistic knowledge; such as, rephrasing, asking for clarification.

- **Socio-cultural Competence:** The familiarity with the sociocultural context of the target language i.e. the ability to function in other cultures.
- **Social Competence:** involves both the will and the skill to interact with others, involving motivation, attitude, self-confidence, empathy and the ability to handle social situations.

### **Cultural Awareness**

Learners and teachers of a foreign language need to understand cultural differences. Therefore, language teachers cannot avoid conveying features of another culture whether they realize it or not (Rivers, 1981, p.315). Any listening to the utterances of native speakers, any reading of original texts, and any examination of pictures of native speakers engaged in natural activities will introduce cultural elements into the classroom. That's why teachers need to be sensitive to the fragility of students by using techniques that promote cultural understanding. As a matter of fact, the use of role-play in EFL classrooms can help students to overcome cultural constraints and it promotes the process of cross-cultural dialogues. At the same time it provides opportunities for oral interaction. Numerous other techniques such as readings, films, simulation, games, culture assimilators, and culture capsules can be used by language teachers to assist their learners in the process of accumulation of cultural features of both of their own culture and that of the target language while dealing with language courses in the classroom.

## **Conclusion**

This chapter introduced some basic concepts related to language and culture by consulting literature in correlation with the topic of Research. Literature related to cultural components teaching issue revealed that its connotations differ across nations and vary even within the regions of the same country. Some believe that it is due to the difficulty of conceptualizing the field of culture teaching, whereas others say it is an indication of the diversity of local assumptions as far as the appropriate content for a culture teaching course. Theorists' views have revealed also that culture is deeply rooted in all aspects of human life. Moreover, culture is the most prominent feature represented in the linguistic system of a given social community. The section has explained in various ways the power of culture in shaping, individuals everyday life in that it determines the way people behave, eat and dress, and also the way they use language in communication. The chapter led us to understand the reason why socio-linguists pledge for a high cultural awareness and a better language use. If both components are appropriately combined, especially in language education, this would undoubtedly create successful and efficient intercultural interactions. The various consulted theories showed also that the inseparability of language and culture implies that language can neither be fully learned nor appropriately used without enough cultural background.

The chapter gave us the opportunity to revisit major theories supporting culture teaching in general. Finally, it shed light on impact of cultural features on learners' intellectual and social development.

## **Chapter II**

### **The Role of Textbooks in Language Teaching**

## **Introduction**

A Textbook is a key component in teaching and learning a language. It is a material used as a standard source of information for formal study of a subject and an instrument for teaching and learning (Graves 2000, p.175). A well-designed textbook represents a useful resource for both teachers and the learners. It serves as the basis for much of the language input learners receive and the language practice that occurs in the classroom. According to Warkick (2010), textbook provides some activities such as conversational passage; pronunciation drill etc. that can help in developing students' communication competence.

Selecting a textbook is a crucial decision an educator makes in shaping the content and nature of teaching and learning. It involves matching the material against the context in which it is going to be used, following the goals of the teaching program, as well as fitting the personal methodology of the teacher. Additionally, the textbook provides confidence and security for an inexperienced teacher who finds adapting existing textbooks challenging. They provide ideas on how to plan and teach lessons as well as formats that teachers can use. In some situations, Textbooks may provide the basis for the content of the lessons, the balance of skills taught and the kinds of language practice the learners take part in. With the help of textbook the learners will learn the approach to use language for communication purposes rather than following the structure, (Donough and Shaw, 2003).

This chapter shows how important to explore Textbooks in order to depict its hidden aspects, mainly those in link with tolerance and communicative competence taking as an example MS4 On the Move Textbook.

# **The Role of Textbooks in Language Teaching**

## **2.1. Cultural components in language teaching**

Most of the contemporary approaches and language teaching methods favor the incorporation of cultural components in EFL curricula and textbooks arguing that language proficiency requires more than the ability to master its surface structure. In other words, manipulating syntax, lexis and oral aspects of the language does not guaranty one's ability to employ that language successfully in real life contexts. It happens that the ignorance of the socio-cultural rules of the language and major cultural components of the people engaged in conversations, cause misunderstandings or breakdowns of communication. That is why it is necessary that learners must have some insights on the ways of living of the target language speakers, their beliefs, and values by exposing them via textbooks to such aspects. In most circumstances of exchange, cultural features not only dictate who talks to whom, about what, and how the communication goes on, they also determine how speakers encode messages, their meanings, and the conditions under which such or such message may or may not be sent, noticed, or interpreted. Consequently, cultural awareness imposes itself as one of the fundamental constituents the learners of any foreign language. The following section will focus on some major characteristics of language textbooks in terms of cultural components transmission to EFL learners.

### **2.1.1. Transmitting hidden curriculum**

The type of language program transcribed in governmental documents which contains a detailed description of objectives and activities is referred to as the “formal” or “official” Curriculum. However, a range of essentials elements are not

clearly laid out in textbook. These elements are not expressed overtly in the objectives and activities presented in the official curriculum. The second sort of program, is referred to by Lawrence Kohlberg (1983) as “hidden curriculum.” It consists of implied messages that the teachers have to transmit to learners. Durkheim (1961) advocates that the place of schools was to teach learners that they must commit to a collective social order, their cultural group. Language contributes to constructing the social development of children. It is achieved through a process of activities.

### **Socialization**

By definition, socialization is the process by which people acquire knowledge, values, attitudes and interests by working in collectivity. The concept of socialization in this study is limited to the role of language in integrating learners into society through a range of social experiences, a simulation of social contexts and inter-communication carried out in class. Algerian learners, for instance, receive rewards for taking part in national social competition events related to solidarity. They also figure out that to be successful socially, they must learn to be quiet, tolerant, to wait, to look interested even when they're not. By doing collective activities' in class, the learner links ties with his immediate milieu. He/she discovers his/her role and the role of others when fulfilling a learning task within a group of classmates.

### **Promoting citizenship**

Despite the variations of meanings of citizenship in the world, the concept is commonly defined as a contract between the individual and the society. It is expressed in the participation of individuals in the co-management of common concerns.

Among the desirable goals of education is to fill in pupils' minds with a strong sense of citizenship. Most scholars, in fact, are in favor of integrating citizenship in language education because this helps learners to become informed citizens, develop skills of enquiry and communication, develop skills of participation and responsible action, and, promote pupils' spiritual, moral, social and cultural development through providing them with opportunities fostering consideration of others. . Arguments in favor of citizenship education are based on processes of nation-building, social cohesion, public behavior and citizens 'identification with one's own civil society. These are among the principles that language teachers should identify in Textbooks and transmit them to their learners.

### **Literacy**

Scholars agree that benefits of literature inserted in textbooks are hard to ignore, because it mirrors national or foreign culture. Indeed, it can acquaint learners with the aesthetic, moral, and spiritual values of the nation and the rules of the social system in which these components operate .Thus, its study can promote internal as well as international communication. Anthropologists, Schieffelin and Ochs (1986), argue that the basic rules of including literacy skill in school are not for the sake of linking of acquiring writing and reading proficiency, but rather, the focus should be on how these are distributed within teaching material. Written or oral literacy language used in EFL examines also the relationships between speaking and writing in order to facilitate the development of interest and extends to values social use.

#### **2.1.2. Developing cultural awareness**

A shift in attitudes towards integrating local culture or culture of the target

language has occurred this last decade, what led linguists and anthropologists to introduce new terminologies such as cultural awareness and intercultural competence. Teachers play an important role in acting as an intercultural mediator and in compensating for the missing sociocultural components of language course books.

Cultural awareness refers to developing sensitivity and understanding towards the culture of another ethnic group. This usually involves deep changes in terms of attitudes and values. Awareness and sensitivity also refer to showing qualities of openness and flexibility in relation to others. Cortazzi and Jin (1999), pointed out that cultural awareness means to become aware of members of other cultural group constituents including their behavior, their expectations, their views, and values. The purpose of cultural awareness is to help children to discover assumptions, values, and attitudes in other cultures. One way of raising this type of awareness in learners is through literary texts that more directly translate experiences of cultural engagement. That's why language syllabus should take account of cultural specificity related to aspects of language that are often neglected such as , connotation, idiom, tone, rhetorical structure and translation.

### **Acquiring inter-cultural communicative competence (ICC)**

The concept of “intercultural communicative competence” goes over the concept of “communicative competence” that previous approaches attempted to implement in language teaching. The notion has been identified by many researchers, such as Byram, 1997; as the ability to converse with people from another country and culture in a foreign language. In a more explicit way, ICC refers to the overall inside ability of an individual to manage key features of intercultural.

In recent years, intercultural competence is becoming increasingly necessary for interaction, in a workplace, home or in the street. It permits to maintain long-lasting relationships, as well as community social activities (Benahnia ,2012). Textbooks are by no means, the best vectors that open wide doors for the learners to discover other cultures. Acquiring ICC is then widening learners' perspectives to move on towards communication with the other.

### **Language as a vector of cultural components**

Language is by excellence a recipient of cultural components which can be expressed in numerous ways. For instance, addressing a person as 'Mrs.', 'Ms.', or by a first name is not really a matter of simple vocabulary choice, but it is closely related to the relationship and social position of the speaker and addressee which imposes titles expressing the value of “respect”. Similarly, the use of sentence alternatives such as “Pass the salt”, “would you mind passing the salt”, is not a matter of simple surface sentence structure; rather, the choice of the structure involves cultural values and norms of politeness in such situation. Though linguistic norms differ from one culture to another, the common point is that, as Nishida, H.(1999) explains, when a people get into a familiar social context, they call on their stock of knowledge of appropriate behavior or what “value” to generate, one applies in that situation (p. 754). That is why language scholars have determined that language is not a socially neutral tool but is rather, and with all other dimensions of culture, open to symbolic appropriation (P. Bourdieu, 1975). The role of language teachers is to transfer the different dimensions of language by exploring deeply the dialogues, conversations, roles play, contextualized situations inserted in Textbooks.

### **Idioms and proverbs as sources of values**

Proverbs, sayings, and idioms, are often referred to as “wisdom” of a society. Thus, they are for language discourse what spice is for food. Taylor, (2003) defines proverbs as being the truths of life that contain the ethical, moral values of a society. An idiom is also a combination of words which has a different meaning from that of its constituents in isolation. It is of great benefit for both teachers and learners if these vectors of values are well exploited in language teaching courses.

### **Stories and fairy tales as sources of values**

Tales, legends, and myths are attributed educative purpose because they highly contribute to constructing the social imaginary, social attitudes and meaning of the world. Most of the societies agree upon the fact that besides its entertaining function, storytelling aims at passing in a pleasant way some moral values (Griaule & al, 1984), (Nagy, 1984) (cited in F.Z.Mebtouche,2015). The process of story reading and telling in class is an interactive negotiation during which learners acquire various features of social integration. Good stories provide a range of universal values and capture students’ interest and challenge them to explore new roads of meaning (Cameron, 2001). Like proverbs, idioms, and stories, fairy tales have a great potential to be used as a pedagogical instrument in teaching English as a foreign language.

Language learners can benefit from storytelling included in course books. Indeed, using stories in class enables the learners to discover cultural values different from theirs, sharpen their memory and develop the ability to draw life lessons.

## **2.2. The power of EFL textbooks**

It is true that nowadays learning has become easier with the help of technology but textbooks still play a very important and significant role in language acquisition. Without Textbook, learning is not going to be easy in schools without internet and computer. Since, textbooks are made for the purpose of language learning, so it can provide a starting point for both the students and teachers.

Claire Kramersch, (1992), views a textbook as a snapshot, through which the culture could be explored and understood. Thanks to textbooks, teachers can fulfill their work much easier. The prominent roles of textbooks can be summarized as follows:

### **Balance among the four skills**

The receptive and the productive skills of a language are the pillars or central part of that language. There are four skills in English language and these four skills are interrelated with each other. Textbook is such a source through which students can practice at least two or more skills together. It is very rare to see people practice one skill separately.

### **Teacher's guideline**

Textbooks are both students and teachers showed their positive attitude that textbooks give a guideline to the students and teachers. According to Kayapiner, (2009), "textbook is very much popular among teachers because it provides a particular objective of learning". Textbooks provide a syllabus and content which help students and teachers to follow a specific curriculum for step by step learning. Textbooks provide a list of contents and a specific syllabus for which students can

learn only those things which are appropriate for their level and they do not get confused since they have a specific syllabus and they do not have to learn from a vast area. Besides to being sources of lesson planning, they offer opportunities to teachers and learners to develop interaction through a wide range of tasks, cover many topics and, in the best case, they help teachers to insert cultural components of national or foreign cultures.

### **Effective tools for interaction**

Textbooks are generally thought to be as providers of input into classroom lessons in the form of texts, activities, explanations, and so on. Dick Allwright, (1981) ,characterizes the lesson as an interaction between the three elements, teacher, learners, and materials. Learners see the textbook as a 'framework' or 'guide' that helps them to organize their learning both inside and outside the classroom, during discussions in lessons, while doing activities and exercises, studying on their own, doing homework, and preparing for tests. It enables them to learn 'better, faster, clearer, easier, more'. The good lesson, in other words, is the clearly structured one. The fact, therefore, that textbooks impose a structure on the interaction of the lesson should be seen as a potentially beneficial phenomenon which teachers and learners will welcome.

### **Effective agents of change**

If a good textbook is properly used, it can provide an excellent start for an effective and long-lasting change. Hutchinson and Torres (1994) maintain that the textbook can introduce changes gradually within a structured framework enabling teachers and learners to develop in harmony with the introduction of new ideas. In other words, the textbook can be not just a learning programme for language content,

but also a vehicle of principles for teacher and learner training. Only can the textbook really provide the level of structure that appears to be necessary for teachers to fully understand and 'routinize' change.

### **Sources of developing values**

Universal values and morals are usually considered among priorities to insert between lines in the teaching process of all subjects. If a textbook includes the values that are acceptable and valid for the society and agreed upon all around the world, then it may answer the needs of a larger audience in almost every country.

Values and good manners are fundamental convictions which act as general guides to better behavior, the standards by which particular actions are judged as good or desirable (Halstead and Maylor, 2000,p.169).They are the spotlights that lead our lives to the direction where there is no place for wrong or bad. Thus, it is crucial that we should always be aware of what is good and what is bad in order not to lead a life where we can face disappointments.

The textbook conveys national and Universal values such as love of the country, courage, work, sense of duty and responsibility, brotherhood, respect for others, tolerance, solidarity. The characters used in textbooks often represent geographic, cultural and human diversity (social life, family, school, hobbies, crafts, etc.).

Last, but not least, pupils 'textbooks are meaningless if they contain polemic texts referring to politics, religion, and sex. I made a selection of some examples related to values activities inserted in 4MS Textbook. These are meant to be depicted by the teacher of English at this level. A summary of some aspects of the Textbook under study , focusing on the procedure implemented in teaching its content.

### **2.3. An overview of "On the Move" textbook**

On the Move pupils' textbook is the fourth textbook still under use (2016/2019) after the release of new titles of Textbooks in the light of the Second Generation curricula launched in 2016. Thus, On the Move, develops features of its own. The first section helps the learner practice grammar in oral and written texts. The second section deals with "Skills Building" in link with reading and writing activities, in pairs, or in a group. The third section, "project Round up" requires the pupils to compare their project to the one given to them as an example. The fourth section "**where do we stand now**" is related to the assessment of the learners via two rubrics, 'check progress' and learning log, which is in its turn devoted to learners' self-assessment. The fifth and last section, "time for" comprises, songs, words of wisdom and cartoons for laughing. It comes as a step for relaxing after a considerable intellectual effort before moving on to the next file. However, these objectives are not announced with a statement that comprise reflects a competency. It is up to the teacher to identify it." In this file, the learner will learn....." does not refer to the "Know-How -To-Do". English course, On the Move, intended for fourth-year level, is made up of six (6) files following the same distribution. The files are: "It's My Treat", "You Can Do It", "Great Expectations", "Then And Now", "Dreams, Dreams"...and "Fact and Fiction".

#### **2.3.1. Language learning goals**

Learning is acquiring knowledge, but it is mostly developing one's cognitive structure and builds one's own theory of the world. It is therefore essential for the teacher to know how things are going in the minds of his pupils and identifies the mechanisms set in motion in order to promote them. On the Move is structured in a

way that leads the learner to attain such goals. It consists of three main parts: "**Listen and Consider**", "**Read and Consider**", "**Words and Sounds**". While the first part aims at getting the learners exposed to the grammar items of the file, the second one "**Read and Consider**" introduces the grammatical points to be taught. Like the first part, it consists of a "**Reading Task**", "**Grammar Window**", and "**Practice**". As far as the third part, it allows learners to be familiar with the pronunciation of some particular sounds with the use of a dictionary in order to discover the phonetic script of a particular sound, used in isolation or compared to a similar letter yet with a different pronunciation. The activity is mainly meant to help the learners develop their pronunciation. As far as rubrics entitled, **Take a Break, Skills Building, Project Round-Up, Where do we Stand Now? And Time For...** these are meant for leisure or setting up the **Project**.

### **2.3.2. The teaching procedure**

The teaching methodology of EFL in Algerian school has gone through various methodologies. Every time, the shift is a real swing of the pendula from one side to another.

#### **The approach**

The Ministry of National Education opted to introduce a new educational methodology called "Competency-Based Approach (CBA) launched since 2001. It refers to the theory of learning which focuses on acquiring competences of using language for the communicative purpose. The Approach states: "A know how to act process which interacts and mobilizes a set of capacities, skills and an amount of knowledge that will be used effectively in various problem- situations or in

circumstances that have never occurred before”.(official document p.4). The competences targeted in On the Move Textbook translate the principles of CBA adopted in teaching foreign languages at Middle School. The competency- based approach is based on a conception of learning and teaching that is both cognitivist and socio-constructivist. So it aims to create a link between learning acquired in school and contexts of use outside of school. This approach allows the learner to learn how to learn, but also to learn to share exchange and cooperate with each other.

### **Problem-solving situation**

The problem- situation is a learning situation where an enigma proposed to the pupil can be untied only if he reorders the puzzle in a precisely identified representation or acquires a skill which is lacking, that is to say, he overcomes an obstacle. The problem- situation is a global, complex and meaningful task: It is complete and concrete because it has a purpose. It is taught in a context, to end up with a production. It involves more than one type of knowledge .The solution is not obvious at the beginning of the process.

A problem-solving situation is connected with reality. However, it is only effective if the cognitive imbalance is resolved by the pupil (this is what Vygotsky called a ZPD (Zone of proximal development). The teacher plays the role of mediator and regulator of the learning situation.

### **Teacher's role**

Curriculum points out the priorities the teacher has to take into account during the course. Teachers have to rethink their teaching procedures, techniques, and motivations in order to create a new environment for themselves as well as for their

learners within CBA. The new role of the teacher now consists of helping the student to put into practice learning strategies appropriately, to make use of them, to build his knowledge through discovery and to solve problems with less intervention of the teacher. In this perspective, the teacher must not only help the student in the information processing, teach him learning strategies but must also teach him to evaluate the use of these strategies by giving him appropriate means to readjust their use. In fact, the teacher does no longer more spend hours teaching a given subject while the learners are trying to stock for future assessment the knowledge they receive in class. The teaching process will be essentially based on putting the learner in various situations and contexts which become more and more complex as the course develops. The teacher's role in CBA is to train learners to follow procedures that lead them to discover the puzzles of a situation. This requires the necessity to put the learner in an authentic and more and more complex situation. The teacher has then to manipulate the performance of the activity and the knowledge that is necessary for better achievements.

### **Learner's role**

Since he/she lives in a world of real contexts, the pupil moves on from a stage of perception of the world to the stage of conception of its activity. The learners can play the main role by being is guided to become aware of the strategy approach by participating actively in his/her learnings.

It is clearly stated in the official accompanying documents released by the Ministry of National Education that the reform introduced recently aims at forming autonomous individuals by applying the principles of constructivism. In other words,

the school must provide opportunities for teachers to help learners reach communicative competence through communicative activities so that they become able to cope with the rapid changes in the present world. The learner is trained to act from selected problem situations as a context of life to which he/ she is exposed. It is thus advisable to put him in similar situations to the one he has just solved in order to raise self-confidence and feel better the processes he put into practice the performance of the task he or she has been provided with. This is true to a great extent in our case because the pupils' final production focused more on accuracy rather than fluency with no reference to situational contexts.

### **The PPP teaching method (Presentation, Practice and Produce)**

The Algerian syllabus designers opted for the implementation of the PPP teaching method, which stands for "Presentation, Practice and Produces". The most common modern methodology employed by professional schools around the world. Presentation may consist of model sentences, short dialogues illustrating target items, either read from the textbook, heard on the tape or acted out by the teacher. In Practice, stage learners practice the new language in a controlled way. They drill sentences or dialogues until they can say them correctly. Other practice activities are matching parts of sentences, completing sentences or dialogues and asking and answering questions using the target language. In Production stage, they are encouraged to use the new language in a freer way, either for their own purposes and meanings or in a similar context introduced by the teacher. It can be a role play, a simulation activity or a communication task. However, this teaching strategy came under sustained attack from some academics. According to (Ellis, 2003); PPP method

is too linear and behaviorist in nature. The strategy is unlikely to lead to the successful acquisition of taught forms because the production stage calls more for grammar tasks that will elicit the function learned in the lesson, but it is not easy to design tasks that require learners to use a targeted structure in a realistic situation.

### **2.3.3 On the Move cultural components tools**

The textbooks entitled On the Move mirrors the changing and developing attitudes held by the Algerian designers towards both the national and the target culture. These attitudes seem to be a response to some negative attitudes towards cultural content resulting from in seemingly “reluctance” to acceptance of intercultural. In others words, the designers seem to gradually move towards an intercultural perspective that takes care of the local culture and the foreign ones.

The development of the learners’ social skills in On the Move textbook is carried out through a range of written tasks, like e-mails, letters, and conversations, besides to the realization of a project work at the end of each file. To this end, the learners will be oriented towards available sources in and out of schools such as the school library, the internet, and Cybercafés in order to gather adequate information, a way to get them acquainted with other cultural components of other countries that will serve them develop communication in authentic circumstances. Indeed, the integration of culture as attitudes towards others in 4MS textbook is supported by reading texts, whose aim is to develop attitudes of openness, to stimulate learners’ intellectual curiosity about other countries. The striking point is that values expected to be inculcated are not clearly expressed. In the following extract from a conversation taking place in a restaurant between a waiter and a customer, the learners are asked to render the

expressions used by both of them more polite (On the Move, Task 1, P. 36).

**Waiter:** *Yes? What do you want to eat?*

**Customer:** *Fillet steak with vegetables and French fries.*

Apart from the fact that the request “What do you want to eat?” sounds grammatically correct, but culturally it is inappropriate. The request would be expressed more politely in an authentic situation. A polite waiter would rather use, for example, the expression: “Are you ready to order, sir/ madam?” Also, the customer ought to reply: “Yes, I’d like a fillet steak, with vegetables and French fried potatoes”, which sounds more polite.

In File one page 37 (Reading and Writing, Task 1), learners are introduced to the culture of an Asian English speaking country, Nepal. Although the learners are not familiar with its culture, they are helped to speak appropriately about its religion and people’s lifestyles through the interpretation of some facts related to both communities that make up Nepal, namely the Hindus and the Muslims. The aim is to acquaint them with the people’s cultural practices in the other culture and to develop their intercultural communicative competence through the development of their cultural awareness.

### **Authentic texts**

In order to increase learners’ motivation, designers have included a set of techniques ranging from the use of authentic texts, tasks, settings and characters to the use of realistic pictures and contemporary information provided by the internet. In the current textbook cultural analysis, I investigated the presence of these authentic materials in the 4MS textbook.

Authenticity, as discussed by several scholars, is a concept that cannot be defined similarly because of its various meanings. However, in general, and according to Tatsaki (2006) , “authenticity is taken as being synonymous with genuineness, realness, truthfulness, validity, reliability, and legitimacy of materials” (Tatsaki, 2006). This suggests that the concept is a serious one, and it should be handled with attention. Being a source of motivation, authentic texts, in both the written and spoken word, “are helping to bridge the gap between classroom knowledge and student’s capacity to participate in real-world events” (Wilkins, 1976, p.79). Therefore, the need to develop students’ skills for the real world requires from teachers to simulate this world in the classroom. On the Move embodies a significant number of authentic and non- authentic texts chosen from real life and extracted from authentic materials under a multitude of different text types. This includes letters, on page 77, poems and songs, such as the lyrics of songs by Louis Armstrong, the Beatles, Bob Dylan, and the Beatles again (On the Move, pp. 82, 116, 164).

The aim of introducing authentic texts in On the Move is to equip learners with the necessary information and knowledge, as it the case with food-related texts, to be able to understand other people’s cultural practices.

There are countless cultural tasks and activities throughout the four textbooks under study which suit learners’ level and age, and which engage them in communicative functions. These are based on both the pictures and the reading texts (dialogues / short narratives). They engage them in comprehension, vocabulary explanations and translation of some lexical items into Arabic, Tamazight, or French. On page 162 of On the Move, the learners are encouraged to read a short narrative a

news report about the accident just to spot the mistakes that the text contains and correct them.

### **Authentic characters**

The cultural analysis revealed that the characters and figures portrayed in the textbook examined, are real and belong to different nationalities (Algerian, American, Indian, (Martin Luther King, Mahatma Gandhi) etc. Each one of them serves as a transmitter of particular ideology and mostly known as being a symbol of given cultural component, such as tolerance and non-violence. The aim behind the inclusion of characters and figures from different nationalities is to allow learners appreciate this cultural diversity, which helps them build an international awareness favoring, tolerance, openness, peace, through comparing and contrasting these foreign cultural values with their own ones.

According to sociolinguists, textbooks must represent all groups that make up a society, taking into account their use of language in distinct contexts, information about the culture of the target community and authentic conversations and written texts that reflect their socio-cultural background. Thus, teachers should approach these characters from different angles. As holders of ideologies namely, fight against segregation, peace , understanding and acceptance of others, or personalities known for their nationalism , worldwide thinkers whose ideas have brought positive impact on societies and heroes known for their actions to the benefit of the humankind and society at large.

## **Conclusion**

The previous chapter examined the role of language textbooks as useful resources for both teachers and learners. It showed that good textbooks serve to turn the guidelines in the official syllabus into a rich source of texts, and activities that most teachers would be incapable to develop on their own.

English language textbooks provide a lot of activities which help in English language teaching and learning. Introducing cultural elements in English language courses can be fulfilled by including in textbook various methods and activities, such as texts, pictures, posters ...that encourage learners to be active during the lessons. It is extremely important to introduce learners to foreign culture through textbooks by familiarizing them with texts, stories, and literatures, letting them interpret and understand the foreign culture and making them conscious of the moral values which they include .Authentic texts and biographies about famous personalities are good providers of cultural components, such as values, tolerance, respect of others.... Combining cultural components with language teaching is beneficial not only for learners' linguistic competence but also for their personal development. Simultaneously, these unconventional and amusing ways help learners to improve their receptive and productive skills, communication in particular.

The use of textbooks should not be seen as reflecting a deficiency on the part of the teacher. Textbooks are major sources of information in paving the ways for learners to be prepared for the society. Thus, a good textbook calls on curricula designers to focus on content encouraging the acquisition of a functional and communicative competence.

## **Chapter III**

### **Research Methodology**

## **Introduction**

This chapter gives a thorough presentation of the procedure followed to gather information on teachers' beliefs and attitudes towards the teaching of cultural features in EFL textbooks at Algerian Middle School.

To reach this goal, a questionnaire made up of 19 questions was submitted to fifty Middle School teachers of English across different urban and rural areas of the wilaya of Tlemcen. In addition, a lesson observation grid built upon specific indicators for evaluating teachers and learners' performance during lessons observation carried out were analyzed to understand how cultural features are taught in 4MS textbook On the Move.

It' worth stating that the choice to tackle 4MS Middle School learners as a reference stemmed from the belief that this stage constitutes a crucial period in learners' personal development. The average age of 4MS pupils is 16 years. This period is an important transition between childhood and adolescence. It can be complicated by the social, emotional and physiological changes that can negatively impact on their learning. Parents and teachers have the primary responsibility for guiding their children and initiating them into culturally relevant skills, attitudes and ways of thinking (Jarosz, Ewa,2018) .Teachers that understand how these changes impact on their students are better placed to help students make positive adjustments to their new school. This section shares research that explains transitions. Pupils, at this level, are able to understand the strength of values in such or such social context considering that they hold acceptable English linguistic background since most of them hold at least three years of EFL.

## **Research Methodology**

### **3.1. Research methodology design**

The research method of the present work is meant to be qualitative in nature combining mixed tools, namely, a questionnaire instrument and a lesson observation grid to evaluate teachers and pupils' performance in a real lesson classroom context, and an evaluation of cultural items inserted in 4MS textbook. To approach the topic, literature and academic research works that tackled the issue were consulted to compare and contrast different authors' views and understand their theories in addressing teaching cultural components through textbooks. Some Samples of culture-based activities included in the textbook files were examined to determine their effectiveness in contributing changing learners' behavior.

#### **3.1.1. Data collection instruments**

Three tools were used to collect data to achieve investigation of this work. Two of these, a questionnaire and an evaluation grid of classroom observation, designed in the best way that they would lead me to bring evidence to hypotheses expressed so far. Results analysis was carried out relying on means of technology, namely, Excel mode device in determining exact statistics besides to pies and charts of illustrations. Concerning Textbook analysis, remarks and observations were expressed with reference to official documents such as Curriculum, accompanying documents and Guides released by the Ministry of National Education, in the light of recent reforms of the Algerian educational system.

### 3.1.2. Questionnaire

Questionnaires are proven to be effective tools in such type of research I am conducting because the topic is closely related to the nature of the job of the targeted population. Byram defines questionnaires as "any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers" (cited in Dorney, 2003, p.3)

My choice to rely on Questionnaires is justified by the fact that this tool is widely used in qualitative investigations Research and results are mostly reliable. Beyond that, Questionnaires are generally easy to administer, don't cost much, easy to analyse. Furthermore, the targeted population is likely to react spontaneously because the format of the tool is standardized and anonymous, thus objectivity is guaranteed

#### **Description of the questionnaire**

The questionnaire is made up of different types of questions targeting specific areas in link with the hypotheses stated earlier.

- **Closed questions:** To answer this type of questions, respondents have only to choose one answer from the already provided ones by ticking in the corresponding box or ticking multiple answers, or by giving a "yes" or "no" answer. The main advantage of this kind of questions is that they can be easily numerically coded, and are more objective.

- **Rank order items:** Require the respondents to make an evaluative judgment of the target by ordering a set of items and ranking items on the basis of their importance.

-**Numeric items:** The questions in this section look for specific numeric value like the

respondents work experience, age, experience. The questions are divided into two main sections. The first is meant to give a thorough picture of the participants in the investigation. The second will investigate areas likely to give evidence to hypotheses expressed previously, such teachers' training, teachers' awareness of the significance of 4MS textbook cultural components content, and finally, the effects of values taught in 4MS textbook on pupils' behavior.

### **Participants' profile questions (QQs "a" to "e")**

This part seeks for specific information about the participants. In my opinion, it is necessary to know about some areas such as the quality of training the respondents has received along with their experience in teaching EFL, their employment status and whether they take in charge (4MS) learners which constitute our target in this research study. Responses obtained in this section will support research in terms of reliability and validity of the responses to up-coming questions of the whole questionnaire. The second part of the questionnaire is composed of a number of questions targeting specific areas related to hypotheses expressed previously.

### **Teachers training: (QQs 1, 7, 8, 9)**

These questions are meant to investigate whether the teachers received any training on teaching culture. Their feedback will reinforce validity and reliability of the results. The following questions will also reveal their assumptions towards teaching culture and their strategy in teaching cultural components inserted in the pupils' compared to the techniques planned by textbook designers. The section is expected to reveal the teachers' ability to identify the values south to be developed.

**-Teachers' attitudes towards cultural awareness (QQs 2, 3, 4, 5, 6)**

These questions aim at finding evidence whether the teachers are or not aware of the significance of teaching a culture of the target foreign language or home culture, and which competence they focus on. Answers to these questions will determine the teachers' orientations and preferences as far as teaching linguistic or communicative competences.

**-Teachers' attitudes towards universal values in 4MS textbook. (QQs, 10, 11, 12,13, 14)**

The series of questions is supposed to determine the strategy used by the teachers in order to develop good manners while exploiting 4MS textbook. The responses would show the effectiveness of the didactic approach in use (CBA) in teaching values, which strategy they rely on to develop values in the class .Furthermore, the responses would assess the teaching process and resources they make use of in teaching values. The effect of their strategies is likely to be reflected through their pupils' reaction to cultural-components teaching.

**-Teachers 'Attitudes towards citizenship teaching. (QQs. 15, 16, 17, 18, 19)**

The final part of the questionnaire is meant to give evidence whether cultural components inserted in 4MS textbooks have any effect on learners' behavior according to teachers' assessment of their pupils' performance. The teachers are asked to express their opinion regarding integration of values in language teaching and which values worth teaching. The aim of this question is to evaluate teachers' awareness of the importance of universal values which are hopefully expected to reduce implicitly learners' misbehaviour attitudes.

## **Participants' profile**

The participants involved in the investigation were teachers of English working at Middle Schools in the region of Tlemcen, 30 of them were female. 80% of the participants are confirmed teachers with a career ranging from 5 to more than 10 years. I preferred to avoid including novice and trainees teachers owing to their lack of experience in implementing new directions of education authorities. As the questionnaire is anonymous, the participants are not asked to give their age, however, they are asked to reveal their gender, though this criterion will not be considered in this research. The respondents will also be asked to state their experience because it is common to say that the more experienced teachers are, the more competent they are. Thus, holding more than 5 years' experience in teaching is quite enough to master the requirements needed for teaching a language. But, a teacher with less than 5 years' experience can be considered as a trainee because there is still much to learn in order to become a "good" teacher.

On the other side, the participants are asked to reveal their instructional degree given that the educational system in Algeria is composed of categories of teachers. Those holding certificates obtained in former Institutes for Education and Technology (ITE) are commonly called Professeurs d'Enseignement Moyen ( PEM) generally skilled in teaching practices, besides to those holding University degrees obtained in Ecole Normale Supérieure (ENS), pre-destined to teach the English language in Secondary Schools, but teach at Middle Schools. Another category is teachers who hold higher degrees (Licence Degree in English language, Magister or Master) with no qualification for teaching EFL. The last category is those who are

trainees or novice teachers. It happens that these teachers take in charge 4MS classes in some areas where the deficit of English teachers is registered. Thus, fifty (50) Middle School teachers of English language across the province of Tlemcen will be submitted a questionnaire made up of 19 different types of questions. It's worth stating that the teachers were randomly chosen from different urban and rural areas different schools in the province of Tlemcen.

### **3.1.3. Classroom observation.**

Classroom observation is a technique designed to record teachers' practices in the classroom. According to Wallace, (1991), observational techniques used essentially for qualitative research, aim at exploring of what goes on in the classroom for the benefit of teachers' own development. At the same time, the underlying assumption is that observation is a powerful tool which gives researchers opportunities to collect data and gain a vision into the classroom .However, apart from the teacher and his or her contribution to the situation, the learners and their contribution need to be described (Dick Allright, 1988). Given the significance of this instrument, I opted to reinforce my investigation with a classroom observation tool because it allows me to evaluate the process of bringing change in learners' behavior in realistic settings, and provides me with more detailed truth whether the change occurred or not. Indeed, classroom observation gives evidence of the hypotheses put so far, and compares collected data with the results obtained through the questionnaire instrument.

## **Observation design**

To obtain a fuller picture of the techniques used in teaching cultural components to 4th year Middle School learners, I observed five English lessons in different Middle Schools across the Wilaya of Tlemcen. My aim was to see on the spot teachers' practices to ascertain how values are developed in class. The procedure for data collection was as carried out within a relatively long period according to teachers' respective timetables. After having selected 5 Middle School teachers of English representing different categories, experienced, confirmed and novice teachers, working in different regions of the province of Tlemcen. First, some arrangements were made as far as their time –table and the type of lesson they would present. A series of criteria were taken into account such as the fact that the selected teachers should currently be in charge of 4MS classes. I also opted to attend lessons that are supposed to contain at least one cultural component aiming at developing values of tolerance or politeness. In order to avoid artificial lessons, the teachers were given all freedom to present any type of lessons (Listening, Reading or Writing) using their usual lessons plans and strategies. As soon as the teachers answered positively, I began my visits to different schools in urban and rural areas in Tlemcen during the third term, i.e. March, April and May 2017. I made use of an evaluation grid made up of three sections related to lesson plan preparation, teachers, and learners' behaviors during the course. Each section contains indicators aiming to reinforce the validity of results obtained previously through responses to the questionnaire. The following section will show a range of cultural-based activities so as to ascertain that 4MS Textbook, in fact, contains such type of activities across the files.

### **3.4. On the Move cultural components content analysis**

Middle School English textbook four constitutes the primary source of data for our investigation. Therefore, in this section, we attempt at analyzing inserted cultural activities with a focus on the cultural components goals assigned by the textbook designers. However, it would be extremely difficult to cover all the cases in which the course book offers learners opportunities to put into practice each cultural element, yet we will look at some examples and tasks aiming at installing specific values. As a matter of fact, In On the Move, learners are initiated to a wide range of purposeful activities set either in the classroom or outside the classroom, such as, restaurants, travels, meeting people... These activities not only offer them the opportunity to use language in context but allow them to acquire and develop their social, intercultural competence and awareness as well. This will be achieved through exposure to a varied set of functions that learners should practice in their social context. These functions related to both cognitive and emotional states, including expressing satisfaction and dissatisfaction, worry, prediction, agreement and disagreement, wishes, polite requests, and tolerance. Our investigation, however, will focus on how teachers approach these activities in class and to what extent the strategies suggested by the designers can impact the learners' attitudes. In the following, samples of activities that include opportunities for interaction exposing them to socialization, citizenship, politeness, openness to the world and tolerance. The following table draws a narrow picture of some selected tasks related to values teaching as suggested to the learners within 4MS Textbook.

### 3.2.1. Sample of tasks related to values teaching suggested in MS4 Textbook.

Targeted values	Activities	Files	Pages	T A S K S
Politeness	1	01	2 9	-Read the sentences and circle those which you expect a polite waiter to say at the restaurant. Justify your answers.
	2	01	3 1	-Use appropriate language to make the waiter sound more polite in the dialogue below. Change the comments at the end of the dialogue.
	2	02	4 8	-Read the situations and write questions using may or can to ask for permission to do something.
	A	2	61	-Consider the situations and choose the most appropriate modal from the modals between brackets.
Tolerance	1	04	107	-Read the notes below and cross out the ones which you won't use in a short newspaper article about Martin Luther King Day. ( Follows a text about MLK)
	5	04	107	-Read the examples in column B and match each of them with the strategy which it best illustrates in column A. Justify your answer
Citizenship	Write	03	8 7	-Imagine you are a militant in a "green" political party. Write a ten-line paragraph to announce the programme which your party will implement if it wins the elections.
	Group work	02	5 3	-Imagine you are a member of the World Wild Life Organization. Write a ten-rule charter designed to ensure the protection of wild animals using appropriate modals.
Openness to the world	GW	02	55	- Speak about your capabilities. Take turns to agree or disagree with your partners. Use <b>neither</b> and <b>nor</b> .
	write	01	34	-Fill in the invitation card below. Then write a letter of invitation to a classmate of yours.
	04	02	55	-Respond to the statements below using <u>too</u> . eg/ : Happy New Year Farid ! You:.....
	01	01	2 3	-Re-write the following checklist of instruction for table manners using the imperative form only. . When you eat, you should hold the knife firmly in one hand the fork in the other.
Socialization	Pair work	05	132	Imagine that an English friend of yours visiting Algeria has met the problems in column A. Give him/her advice starting with expressions in column B.
	02 Read and Write	05 01	129 37	-In which of the following countries, Algeria, the USA, and Australia can you find: -The most powerful observatory, The largest river, the tallest tree, the biggest rock in the world. -A reading passage about food and eating habits in Nepal.

## Conclusion

The results obtained by this investigation reflect largely the new vision of the authorities in charge of education in Algeria. The new orientations expressed within the framework of the reform launched by The Ministry of National Education in 2016, under the framework of Second Generation Programmes, is seeking to sensitize EL teachers on the promotion of the acquisition of cultural competence to enables learners to interact and interpret the social phenomena they can encounter during their contact with the other culture. In other words, teaching a foreign language is not only a process of acquiring linguistic knowledge of the target language , but it should also provide learners with essential social skills that foster effective interaction and acceptance of the other.

Methodology design used in this work was built upon investigating whether English Middle School teachers of the province of Tlemcen developed attitudes favoring the cited guidelines. At first glance, both instruments helped the researcher to reach this goal since the questions measured the attitudes expected to be found. The data analysis that follows is meant to study the participants' reaction to the questions. Moreover, the Textbook content analysis confirmed that On the Move offers a wide range of purposeful activities if teachers make use of it effectively. These activities not only give learners the opportunity to use language in context, through exposure to a varied set of functions that learners should practice in their social context, but allow them to acquire and develop their intercultural competence and awareness as well.

## **Chapter IV**

### **Data Analysis**

## **Introduction**

The present chapter is devoted to the presentation and analysis of data obtained in this investigation, i.e., the questionnaires submitted to Middle school English teachers across some areas of the province of Tlemcen, besides to the interpretation of the results obtained through an evaluation grid a used in four selected classroom observations, and an overview of some features of 4MS textbook in the light of the ongoing reform of the educational system in Algeria.

To reinforce the validity of the findings, a post-treatment taking into account each hypothesis expressed at the very beginning of this study will be dealt with through a triangulation procedure of the results obtained from the questionnaire and lessons observation grid. It is worth sating that new elements revealed along classroom observations, such as the number of the pupils in each class, learning conditions and atmosphere during lessons ...etc, will be introduced as factors that contribute, to some extent, to the rise of learners 'misbehavior in class.

The chapter ends with a series of recommendations to the benefit of educators, practitioners and textbook designers, as a useful background to consider for further studies, in addition to stating some limitations encountered during the investigation.

A general conclusion highlights the outcome of the present work in link with the nature of beliefs of EFL teachers towards cultural components integration in 4MS Textbook, On the Move.

# Data Analysis

## 4.1. The Questionnaire rationale

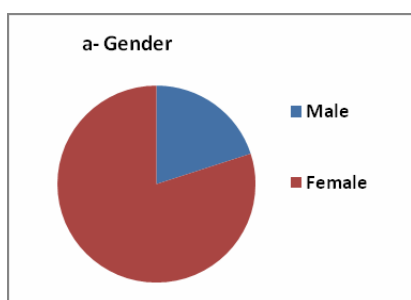
A questionnaire composed of 19 questions of different types was submitted to 50 Middle School English teachers across the province of Tlemcen. Though teachers were selected randomly from different rural and urban areas of the region of Tlemcen, the takers were asked to give some personal information about their gender, work experience, and instructional level. The questionnaires contained different types of questions aiming at investigating four main areas: Teachers' profile, teacher training, universal values inserted in 4MS textbook, and the impact of teaching values on learner's behavior. In some questions, the respondents have only to give a yes /no answer or choose one answer from the already provided ones by ticking one of the suggested answers. (See appendix).

This section deals with the responses of the participants to the questionnaire relying on statistics derived from the percentage corresponding to each option suggested in each question. The mathematical method consisting in considering the highest percentage as a reliable result to confirm or refute the stated hypotheses is applied in analyzing participants' answers to the questionnaire. For the purpose of clarification, the results are represented under a pie and charts conceived in Excel format. It should be noted that the reproduction of figures under each equivalent chart is for the sake of avoiding pies overload, mainly in some questions where many elements have to be stated.

### 4.1.1. Teachers' responses to the questionnaire

#### a-Gender

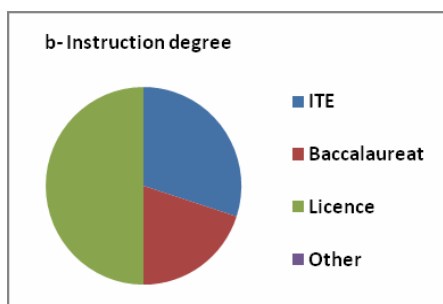
Male and female indices are included in most sociolinguistics studies since gender variable is an important element in social interaction. However, in this study, this criterion has no direct effect on the result of the investigation since no pre-defined gender choice was made while submitting the questionnaire. Indeed, the number of male and female teachers varies from one school to another. Thus; it happened that the number of female respondents was higher (80%).



<i>Options</i>	<i>Respondents</i>	<i>Per cent</i>
<i>Male</i>	<i>10</i>	<i>20%</i>
<i>Female</i>	<i>40</i>	<i>80%</i>

#### b. Instructional degree

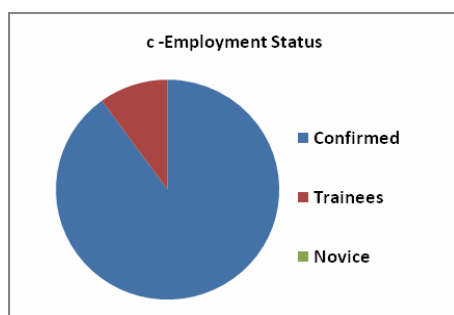
The results obtained through the second question revealed that 50% of the teachers hold Licence graduates in the English language, while others hold other certificates, like training at former Education Institute of Technology (ITE) or hold at least Baccalaureate exam certificate. None of the respondents is a postgraduate (Master or Magister degree). The data is significant because it supports the choice in that all the respondents are able to teach the English language at Middle School since all of them hold the skills required for teaching EFL. The results are illustrated in the following pie and chart.



Options	Respondents	Per cent
ITE*	15	30%
Baccalaureat	10	5%
Licence	25	50%
Other	00	0%

**c. employment Status:**

Teaching at middle school cycle requires a certain qualification. Data collected show that 80% of the participants are confirmed teachers. This status is very important because it illustrates that the teachers are skilled enough to teach any type of lessons. On the other side, we notice that no novice or in-service training teachers have participated in this investigation what adds more reliability to the responses obtained.

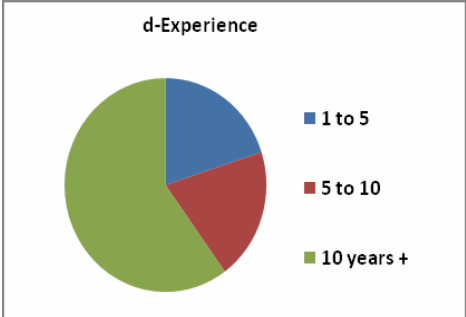


Options	Respondents	Per cent
Confirmed	45	80%
Trainees	5	20%
Novice	00	0%

**d. experience**

To know about teachers' career course is of great importance in such analysis. The figures revealed that more than a half of the participants have taught more than 10 years as a teacher of EFL. In such questionnaire,, the more experienced

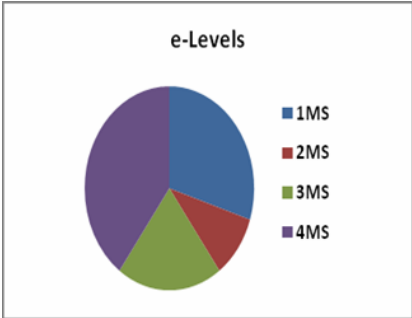
the teachers are, the more their responses are valid. The remaining figures (10%) each option, have also acquired skills in teaching, what makes also their answers more reliable. Indeed, 5 years' experience as a teacher is quite enough to hold required skills to take in charge 4MS pupils. The following chart illustrates the results drawn from the question related to experience in teaching.



<i>Options</i>	<i>Respondents</i>	<i>Per cent</i>
<b>1 to 5</b>	<b>10</b>	<b>20%</b>
<b>5 to 10</b>	<b>10</b>	<b>20%</b>
<b>10 years +</b>	<b>30</b>	<b>60%</b>

**e-Levels**

The aim of the present study is to analyze 4MS textbook in terms of the cultural components it contains. Thus, it is obvious that the questionnaire targets mainly teachers in charge of 4MS classes. Though, the same teachers may be in charge of two or three levels. The results obtained shows that 40% of the respondents teach 4MS level besides to other classes, what makes their answers about 4MS textbook valid, as shown in the following pie



<i>Options</i>	<i>Respondents</i>	<i>Per cent</i>
<b>1MS</b>	<b>15</b>	<b>30%</b>
<b>2MS</b>	<b>05</b>	<b>10%</b>
<b>3MS</b>	<b>10</b>	<b>20%</b>
<b>4MS</b>	<b>20</b>	<b>40%</b>

**Q1. Did you take any training course on teaching culture?**

Yes  No

The answers brought to this first question are likely to contribute finding evidence of the hypothesis expressed earlier, that among the reasons why cultural components teaching are often skipped is due to a lack of training on this issue. As a matter of fact, the responses are significant because they reveal that the great majority of teachers (92%) did not receive any training on how to teach culture. The graph below illustrates the result. It gives hints about the hypothesis related to lack of teacher training on how to teach cultural components, such as values.



<i>Options</i>	<i>Respondents</i>	<i>Per cent</i>
Yes	4	08%
No	46	92%

**Q2-In your opinion, what are the basic aims of teaching a foreign language?**

Linguistic competence  Culture acquisition  Communicative competence

The aim of this question was to measure teacher’s awareness of the importance of including culture in teaching a foreign language. As a result, the majority (60%) believe that communicative competence was the basic aim of teaching a foreign language, while both linguistic competence and culture acquisition received each 10% of the responses. Not only does the result confirms the teacher’s awareness

of the importance of interaction with other people, but also illustrates a lack of interest in teaching culture of the foreign language (10%).The data are illustrated through the following picture.



Options	Respondents	Per cent
Linguistic competence	10	20%
Culture acquisition	10	20%
Communicative competence	30	60%

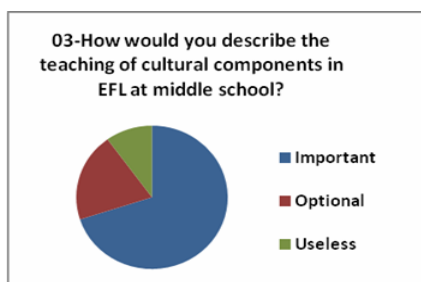
**Q3. How would you describe the teaching of cultural components in EFL at middle school?**

Important

optional

useless

It is expected through this question to confirm teachers' awareness of the importance of teaching cultural components. The data obtained confirm lack of training expressed in question 1 above; still, most of the respondents (75%) believe that teaching cultural components is important. Furthermore, only (20%) consider cultural components as being useless in EFL.

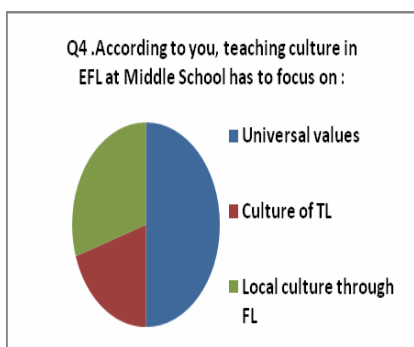


Options	respondents	Per cent
Important	35	75%
Optional	10	20%
Useless	05	5%

**Q4. According to you, teaching culture in EFL at Middle school has to focus on:**

Universal values  cultural aspects of EFL  teach LC through FL

This multiple choice question aims at confirming the participants' choice of the importance of teaching cultural components expressed in the previous answer. In fact, teaching universal values illustrate the significance of teaching cultural components at Middle Schools as expressed by the majority of teachers in Q3. The result shows that half of the responses opted for universal values as being the main objective teachers have to focus on, as opposed to 30% others who opted for teaching local culture through foreign language, and 20% see the culture of target language less important.



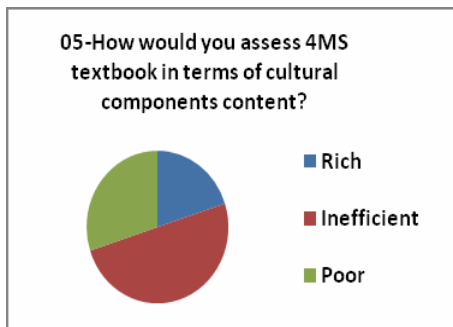
Options	Respondents	Per cent
Universal values	25	50%
Culture of target language	10	20%
Local culture through FL	15	30%

**Q5. How would you assess middle school textbooks in terms of cultural components content?**

Rich  inefficient  poor

The best evaluation of textbooks that can be carried out is that of its users. Thus the aim of this question is to evaluate the cultural content of the material use in EFL textbook. The result is expected to reveal if teachers explore deeply the content of the textbook to find how efficient the inserted values are. The data show that 50% of the

responses consider 4MS textbook has no impact because of the nature of cultural features it includes components. Moreover, 30% of the respondents find it poor. On the other side, 20% only consider the textbook as being rich in terms of cultural components content. The following figure shows the results.



Options	Respondents	Per cent
Rich	10	20%
Inefficient	25	50%
Poor	15	30%

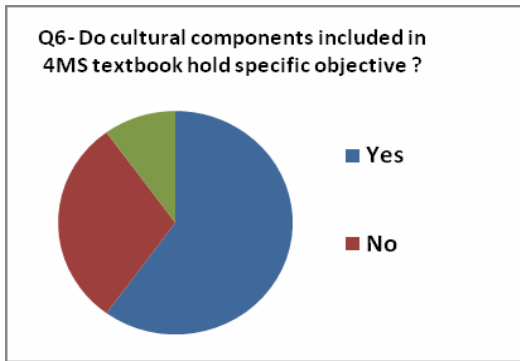
**Q6. Do cultural components included in 4MS textbook hold specific objectives?**

Yes

no

Without opinion

The purpose of this question was to see whether the teachers were able to identify the core values of inserted in each file of the textbook. Consequently, data analysis revealed that the majority (50%) of the participants were unable to identify the targeted cultural components. Meanwhile, 40% opted for a negative answer considering that the files did not vehicle specific objective. What explains that teachers don't explore hidden curricula of textbook activities. A few of them (10%), hence, did not express their opinion as far as this question what may be a sign that the expected value inserted in the file was often neglected by the teachers.

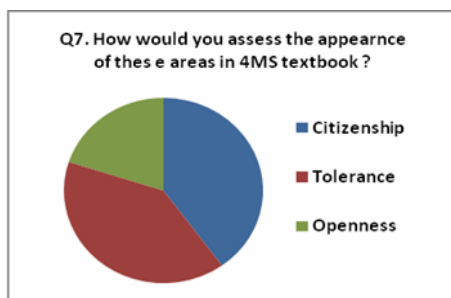


Options	Respondents	Per cent
Yes	25	50%
No	20	40%
No opinion	05	10%

**Q7. How would you assess the frequency of appearance of these areas in 4MS textbook?**

Citizenship  tolerance  openness

Universal values constitute the main indicators that the textbook under study contributes to some extent in consciousness-raising of intercultural competence. The teachers are asked to choose one value among three suggested ones; citizenship, tolerance and openness, to evaluate the frequency of appearance of core values in the textbook. The results were significant enough, since citizenship and tolerance scored higher grades with 40% each while openness to the world received only 20 % of the responses. It shows that textbook designers considered cultural components as efficient tools of values transmission.

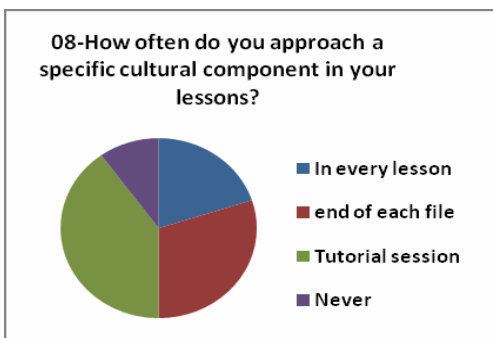


Options	Respondents	Per cent
Citizenship	20	40%
Tolerance	20	40%
Openness	10	20%

**Q8. How often do you approach a specific cultural component in your lessons?**

Every lesson  End of each file  tutorial session  never

The question aims at sorting out the frequency in approaching cultural components while presenting lessons. The responses showed that the majority (60%) leave teaching culture until the end of the file. Others (40%) prefer approaching cultural components either in every session or during tutorial sessions. The first trend illustrates that teachers are much more influenced by the place given to values teaching within the textbook itself.

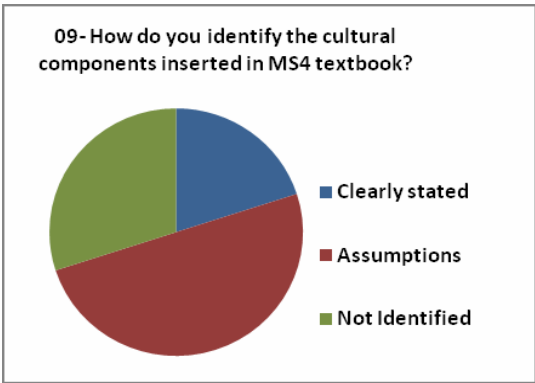


Options	Respondents	Per cent
In every lesson	05	10%
End of each file	30	60%
Tutorial session	05	10%
Never	10	20%

**Q9. How do you identify the cultural components inserted in 4MS textbook?**

Clearly stated  teacher's assumption  not identified

The question aimed at analyzing teachers' ability to find out the final objective of their lessons in terms of expected values to install in pupils' minds. Some teachers, in fact, rely on the instruction of, none the textbook itself, while the great majority (80%) relies on their own understanding of the objective of the lesson. However, 10% of them believe that the cultural feature is easily identified. This illustrates that if values are clearly identified, teachers will not skip them. The results in the following page go hand in hand with our analysis.

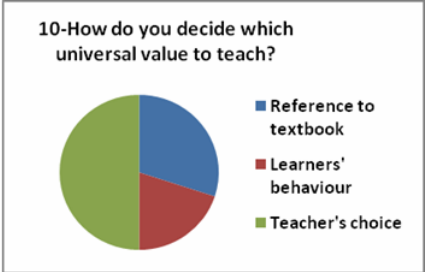


Options	Respondents	Per cent
Clearly stated	05	10%
Teacher's assumption	40	80%
Not identified	05	10%

**Q10. How do you decide which cultural component to teach?**

Reference to the textbook  teacher's choice  learners' behavior

The question was meant to measure the teachers' assessment of cultural components. Consequently, to determine whether they went hand in hand with the instructions of the curriculum. In fact, the data obtained revealed that half of the respondents made their own decision on which value to teach with a somehow (30%) reference to the textbook orientations. Again, the trend confirmed the mismatch that exists between declared objectives in referential documents and the teachers' decisions. Indeed, learners' behavior was given less significance (20%) in attempting to change their attitudes. The following pie and chart translate clearly the respondents' choice.

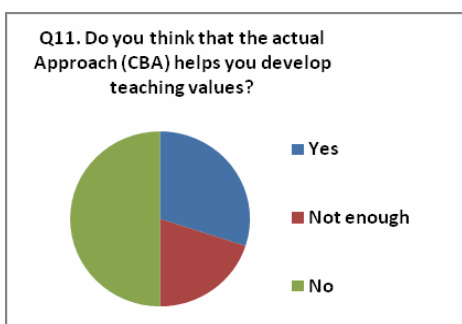


Options	Respondents	Per cent
Reference to the textbook	15	30%
Learners' behaviour	10	20%
Teacher's choice	25	50%

**Q11. Do you think that the actual approach (CBA) helps you develop teaching values?**

Yes       *not enough*       *no*

It was important to know the extent to which the teaching approach under use in teaching EFL in Algerian Middle School can help the teachers to develop cultural values. Thus, this question was meant to evidence to the hypothesis expressed testing CBA approach implementation that, might be at the origin of failure in inculcating positive attitudes about teaching culture in general. The data obtained were so revealing because half of the responses showed that the approach was not that helpful to all the teachers in identifying values in texts supports. On the other side, (30%) of the participants believe that CBA facilitated the introduction of cultural components in teaching EFL. Yet, (25%) tend to think that the approach was not as efficient as it was expected to be in teaching values.

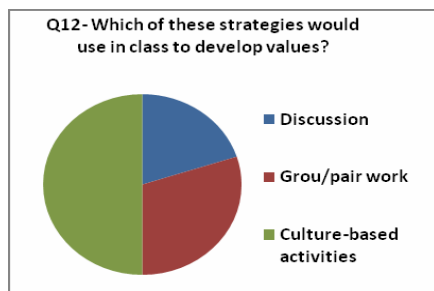


<i>Options</i>	<i>Respondents</i>	<i>Per cent</i>
<i>Yes</i>	<b>15</b>	<b>30%</b>
<i>Not enough</i>	<b>10</b>	<b>20%</b>
<i>No</i>	<b>25</b>	<b>50%</b>

**Q12. Which of these strategies would you use in class to develop values?**

*Discussion*       *Group/pair work*       *culture-based activities*

The question was meant to confirm the previous opinion and see if teachers rely exclusively on textbook orientations and activities to teach values or use other sources and strategies to reach their objectives. The figures show that 50% of the participants rely exclusively on culture-based activities suggested in textbook to install cultural components. Whereas, 30% of them teach through collaborative learning, group or pair works. Class discussion is also a strategy 20% of teachers relied on to reach their objectives. The trend confirms that failure in installing values is due to textbook orientation weakness since strategies suggested in the textbook are mostly inappropriate.



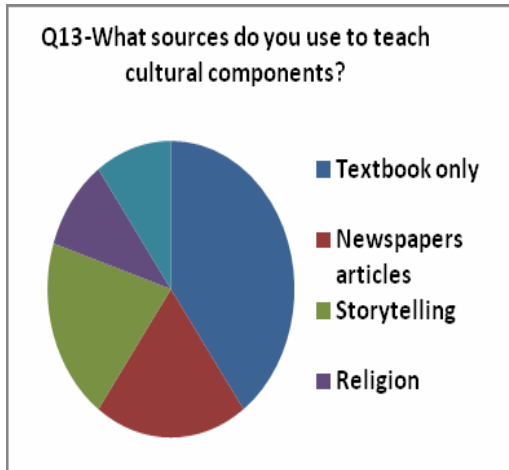
Options	Respondents	Per cent
Class discussion	10	20%
Group/Pair work	15	30%
Culture-based activities	25	50%

**Q13. What sources do you use to teach cultural components?**

Textbook only  Newspapers articles  Storytelling

Religion Social contexts

To answer this question, the teachers were allowed to tick more than one answer. The purpose is to determine the teachers' sense of creativity while selecting suitable resources in their attempt to implement values. 40% of the respondents refer to the textbook only; meanwhile 20% said they referred to newspapers articles and storytelling. However, only few teachers illustrate through religion explanation and social events (10% each).The following graph summarizes the results.

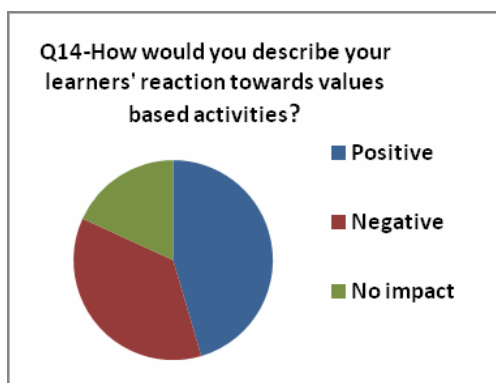


Options	Respondents	Per cent
Textbook only	20	40%
Newspapers articles	10	20%
Storytelling	10	20%
Religion	05	10%
Social contexts	05	10%

**Q14. How would you describe your learners’ reaction towards values-based activities?**

Positive                       negative                       no impact

Teachers’ response to this question were revealing in that 50% of the results obtained showed that learners reacted positively when teachers dealt with values- related activities in class. While others (40%), noted that this kind of activities had negative effect on their learners. Yet, 10% of the respondents did not notice any impact of the cultural activities on their pupils. The trend is significant in that it showed the pupils’ readiness to follow cultural based-activities because they reflected their interests. Moreover, it showed that this kind of activities might have positive impact on the pupils ‘learning if teachers considered cultural activities in class. However, it appeared that teachers were still reluctant to provide such opportunities neither through textbook no through extra sources such as newspapers, storytelling or social media to foster their pupils’ desire to change.

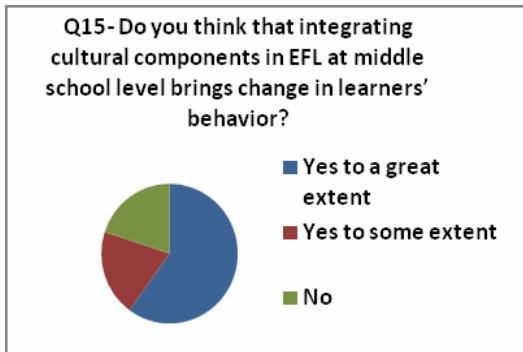


Options	Respondents	Per cent
Positive	25	50%
Negative	20	40%
No impact	05	10%

**Q15. Do you think that integrating cultural components in EFL brings change in learners' behavior?**

Yes  to some extent  No

The question was worth asking since it was meant to answer one of the questions raised earlier in research questions as far as the effect of cultural components teaching on learners' behavior. The result was revealing to a great extent since the great majority of the respondents is in favor of integrating cultural features in EFL textbooks. As a matter of fact, 60% of the respondents agreed that inserting cultural features in textbooks is likely to bring change in pupils' attitudes, while 30% choose a proportional answer, but a small number of them did not believe that cultural features might change pupils' conduct. The results confirmed again that teachers did make use of the Textbook in a way that can bring their learners adopt the meanings of dealing with cultural items in the classroom. This revealed that learners did not perform in real contexts the values taught in class. The statistics explaining the trend are found in the next pie.

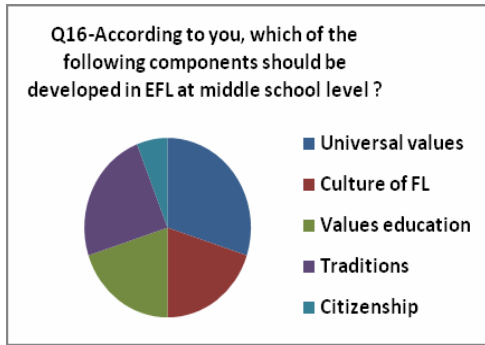


Options	Respondents	Per cent
Yes	30	60%
To some extent	15	30%
No	05	10%

**Q16. According to you, which of the following components should be developed in EFL at middle school level? (You may tick more than one item).**

- Universal values       Traditions       Citizenship   
 Civic education       culture of FL

The participants were asked to tick more than one answer. The purpose was to bring them classify the suggested cultural components according to their own perception. The figures revealed that universal values were ranked first (30%) whereas, values education, referring here to civic education, foreign language target culture, and traditions, to some extent, received nearly the same evaluation. As far as the values in link with citizenship, the figure is striking since only 06% of the responses illustrated change through citizenship conduct. The chart in the next page illustrates the trend. The results illustrated clearly teachers' awareness of the importance of teaching cultural items, meaning that their values strengths were considered by most teachers of the English language of the region of Tlemcen.

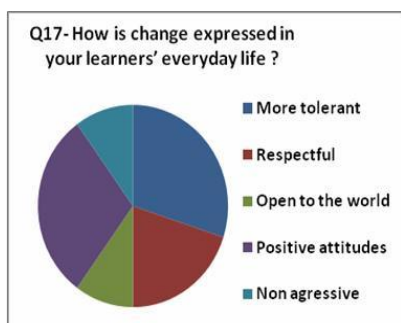


Options	Respondents	Per cent
Universal values	15	30%
Culture of FL	10	20%
Civic education	10	20%
Traditions	12	24%
Citizenship	03	06%

### Q17.How is change expressed in class by your learners?

More tolerant       Respectful       openness   
 Positive attitudes       Non aggressive

The teachers were provided with five options describing expected impact of teaching values on learners. The teachers asserted that only a few learners exhibit change in behavior after being introduced to values teaching. 20% of them show change in their behavior by becoming more tolerant towards their classmates' attitudes, others (15%) show some change in their attitudes, such as being open minded (10%) or respectful towards their teachers. However, none of them reacted as far as non-aggressive attitudes option.

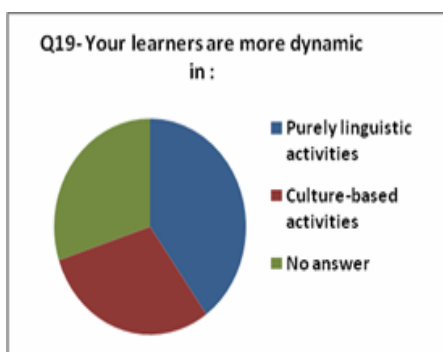


Options	Respondents	Per cent
More tolerant	25	20%
Respectful	15	05%
Open minded	5	10%
Positive attitudes	5	15%
Non aggressive	00	00%

**Q18. Your learners are more dynamic in:**

*Purely linguistic activities*      *Cultural activities*      *no answer*  
                                                                           

The purpose of this question was to measure the learners’ motivation regarding values based lessons. In reaction to this question, 40% of the respondents said that their learners were more dynamic in purely linguistic activities rather than cultural based activities. Furthermore, 30% of the participants didn’t express any opinion about their learners’ interest about both types of lessons. The results confirmed that learners were less motivated in culture-based sessions as shown in the following figures.



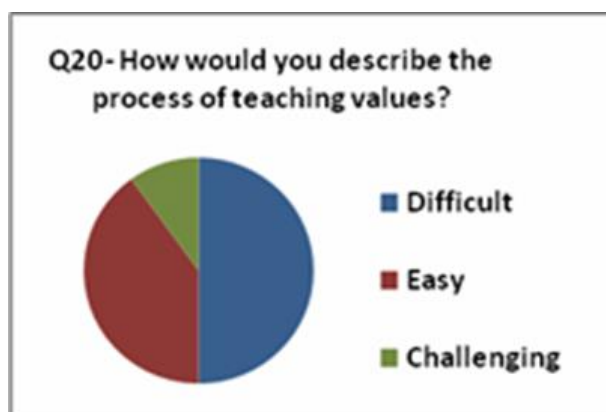
<i>Options</i>	<i>Respondents</i>	<i>Per cent</i>
<i>purely linguistic activities</i>	<i>20</i>	<i>40%</i>
<i>Cultural based activities</i>	<i>15</i>	<i>30%</i>
<i>No answer</i>	<i>15</i>	<i>30%</i>

**Q19. How would you describe the process of teaching values?**

*Difficult*                                            *Easy*                                            *challenging*     

The aim of this last question was to draw teachers’ feedback as far as the teaching of cultural items are concerned, specifically ‘values’ included in four year

Middle School Textbook. Their responses were likely to help me draw an evaluation of the process of teaching values. The results were revealing in that they gave insight on teachers' assessment of culture teaching. The reaction showed that 50% of the respondents believed that the process was difficult, and 40% found it easier while the remaining ones (10%) argued that teaching values was worth experimenting. Consequently, the difficulty of teaching cultural components was at a great extent among the serious causes which were at the origin of the teachers' reluctance to approach values in EFL. Though, few of them thought that their answers implied that teaching culture was worth challenging even if they held sufficient background on how to teach culture. The trend was an answer to one the research hypothesis considering that lack of training was one of the reasons of teachers' reluctance to deal with cultural features in class.



<i>Options</i>	<i>Respondents</i>	<i>Per cent</i>
<i>Difficult</i>	25	50%
<i>Easy</i>	20	40 %
<i>Challenging</i>	05	10%

#### **4.1.2. Interpretation of teachers' responses to the questionnaire**

In the light of data analysis obtained from teachers' responses, it is clear that the participants suffer from a serious lack of training (**92%**) on how to deal with cultural components inserted in pupils' textbook. However, their understanding of the importance of the issue is significant since (**75%**) of them were aware of the importance of integrating cultural components in their lessons. Indeed, they believed that this process is likely to increase learner's communicative competence (RQ3). Additionally, findings indicated that teachers found it advantageous to inform the learners about target language culture. On the other hand, most of them confirmed their worry related to their lack of training on how to approach these features in class (**92%**) and face some difficulty in teaching them (RQ19). Though they believe that "teaching values" for instance, was necessary for their learners, (**60%**), it was generally not their primary concern (**30%**) compared to linguistic matter (RQ16). As a matter of fact, findings showed that mastering grammar and vocabulary were regarded as being considerably far more important than teaching cultural components. Furthermore, their learners show more interest in linguistic features (Q18). On the other hand, half of the participants (Q14) argued that cultural components were implicitly taught since their learners reacted positively to values-based activities teaching in class. There may be several reasons behind such a stance on the part of the teachers, among which, time constraints and their fear to not cover the syllabus. What urged most of them to not attach special importance to culture. More aspects of the responses analysis will be presented through the findings triangulation obtained from both tools of investigation.

## 4.2. Classroom observation data analysis

The five lessons observation carried out across some areas of the wilaya of Tlemcen revealed significant results that go in line with those revealed by the questionnaire. The following analysis is a translation of the grid of evaluation used during observation in addition to feedback discussions that followed after each lesson. The choice of “Read” and “Write” lessons is justified by the fact that types these skills offer more opportunities for both teachers and learners to show their competences. The same mathematical method consisting in considering the highest percentage drawn from each indicator in the grid of evaluation of each lesson was implemented. In other words, the sum of “yes” (✓) or “No” (X) was considered as a parameter to validate or reject a corresponding hypothesis expressed so far. To reinforce the observation results, data expressed in percentage (%) enabled me to measure the success or failure of each teacher in his/her corresponding lesson.

The grid of evaluation is built upon specific objectives to be obtained. I introduced 12 indicators covering three main areas of the lesson. The first area is meant to show whether the teachers complies with the official type of lesson plan framework . As far as teacher’s performance area is concerned, it indicates the nature of training teachers especially those related to teachers’ role in the classroom. The last area, learners’ performance, the indicator should reveal the impact of teachers’ performance on the learners’ performance as dictated by the methodology in use in ELT in Algeria. The sum of ticks drawn from lesson observation highlights the hypotheses expressed at the beginning of the study. The following grid gives a picture of the findings drawn from the five lessons observation.

## The grid of evaluation

Indicators		Lesson 1		Lesson 2		Lesson 3		Lesson 4		Lesson 5		Statistics
		yes	no	yes	no	yes	no	yes	no	yes	no	
<i>Lesson preparation</i>												
01	<i>The lesson plan obeys to official instructions model</i>	✓		✓		✓		✓		✓		100%
02	<i>The lesson is built under PPP method</i>	✓		✓		✓		✓		✓		100%
03	<i>Learning objective includes a cultural component.</i>		X		X		X		X		X	100%
04	<i>The activities planned support a universal value.</i>	✓			X		X		X		X	75%
<i>Teachers' performance</i>												
05	<i>The teacher identified the right cultural component.</i>		X		X		X		X		X	100%
06	<i>The teacher encourages positive attitudes in interaction.</i>	✓			X		X		X		X	75%
07	<i>The teacher manages to create realistic contexts.</i>		X		X		X		X		X	100%
08	<i>The teacher uses other sources to enrich the topic</i>		X	✓		✓			X	✓		75%
<i>Learners' performance</i>												
09	<i>The pupils show interest in value-based tasks.</i>		X	✓			X		X	✓		75%
10	<i>The pupils use English in communication.</i>		X		X		X	✓			✓	75%
11	<i>The pupils work in groups or pairs.</i>		X	✓			X		X	✓		75%
12	<i>The pupils integrate in their production the value taught</i>		X		X		X		X		X	100%

### 4.2.1. Classroom observation samples

The data collected through a grid of evaluation gives a clear picture of the teachers' and learners' performance in class. Five classrooms were observed in different areas of the province of Tlemcen after initial consensus with the five

concerned teachers. It is worth mentioning that for the sake of avoiding “artificial” lessons, the teachers were required to use their usual lessons preparation.

To get a fuller picture of the lessons, feedback sessions were carried out after each lesson.

### **Lesson sample 1**

*Write it out , On The Move, p.110)*

*Teacher: A.L.*

*Class: ...4MS2*

*School: ...Cpt. Ziani / Ghazaouet*

#### **• Teacher’s lesson plan**

According to the data collected in the first classroom observation, the teacher had certainly followed training on how to formulate learning objectives. The lesson plan reflected the form and content requirements of formal pedagogical lesson preparation used in such type of lessons (ind.1). Moreover, the teacher adapted the teaching method (Presentation, Practice, Produce) based on Competency-Based Approach actually in use in EFL;( ind.2) Though the stated in the learning objective (see appendix) the social skill to develop through this session which is, expressing opinions, the corresponding cultural component (tolerance) to go through was not indicated (ind.3). Furthermore, the grid showed that the teacher set activities supporting the value of tolerance (ind.4) but she did not exploit them during session to inculcate it in her pupils ‘minds. She expressed the learning objective as follows:

*By the end of this lesson, learners will be able to write about giving opinions as opposed to facts giving to lead them to write their letters of opinion as integration by choosing any other leader for a national cause.*

### •Teacher's performance in lesson 1

The grid of evaluation showed that the teacher was unable to identify the cultural component expected to develop through this lesson (ind.5).She encouraged her pupils to interact orally showing positive attitudes but she failed to set a realistic situation context to express opinions (ind.7). Instead, she insisted on describing the character, Martin Luther King, rather than focusing on ideology (tolerance, no segregation,) through exhibiting the pictures provided within the textbook (ind.8). During post-lesson observation discussion, I attempted to understand the reason why the teacher neglected to approach the value of tolerance through exploiting the Speech, (I Have a Dream p.64,) she said:

*“The text (speech) is so rich that I cannot neglect some of its aspects, such as explaining vocabulary, intonation, giving examples and correcting pupils’ grammar mistakes at the same time.”*

### • Learners ‘performance in lesson 1

The majority of the class did not show interest in the lesson because the teacher did not give the text (I Have a Dream) its due authenticity as a speech (ind.9).The teacher read it as any piece of writing. As a result, the pupils did not exhibit any enthusiasm to perform the activities encouraging interaction, tone or intonation. Moreover, most of them used Arabic to inquire about new lexis. (ind.10). The grid showed that collaborative learning did not take place ,neither through group nor pair work tasks because, according to her, most of the pupils are very weak. As a result, the teacher did nearly all the task everything owing to level (indic.11). Moreover, the whole class did not manage to write a letter of opinion about national heroes as planned in the teacher’s objective.

## **Lesson sample 2**

*Write it out, file 4, On The Move, p. 110)*

*Teacher: K.F*

*Class: 4MS1*

*School: Ain Youcef nouveau.*

The teacher expressed learning objective as follows:

*Students will be able to write a short biography about one of the famous people and avoid repetition within PDP framework.*

### **•Teacher's lesson plan**

The grid showed that the lesson plan reflected the official format and content of a teaching unit (ind.1). The teacher adopted the PDP<sup>(\*)</sup> framework teaching method since she planned to focus on “ syntax” (relative pronoun “Who”). However, learning objective set (writing a biography) was different from the one initially planned in the file (expressing opinions). Consequently, the lesson was inevitably deprived of the cultural component that should be taught (tolerance) (ind. 3). Inevitably, all the activities dealt with focused on accuracy, using “who” in isolated sentences, rather than fluency, without referring to the value of tolerance (ind.4).

### **•Teacher's performance in lesson 2**

The teacher did not succeed to depict the hidden objective of the lesson (ind.5), which is installing the notion of non-violence and peaceful attitudes towards others by exploiting one of the suggested texts about Mahatma Ghandi or Martin Luther King. Instead, she spent the practice phase asking pupils to combine sentences using the equivalent relative pronouns to avoid repetition.

As a result, the little interaction that took place was limited to the correct use of grammar rather than encouraging learners to perform positive attitudes towards

each other (indicator 6). The teacher attempted to create a realistic situational context through the use of more visual aids to get learners know the personality of Mahatma Gandhi ; however , the concept of non-misbehaviour was completely ignored.

• **Learners' performance in lesson 2**

The grid of evaluation revealed that the learners showed interest in the lesson because the activities consisted of combining sentences using the correct relative pronoun to avoid repetition with no regard to value of tolerance (ind. 9). Most of the activities were in written form; consequently, oral interaction in English did not take place. Learners were motivated to work in pairs or groups during the hour since their concern was to pick up the correct relative pronouns through the text (ind.11). The pupils were not provided with opportunities to integrate the value of tolerance in the final phase since most of the activities were grammar-based (ind.12).

**Lesson sample 3**

*Read and consider, file 6.p. 156)*

*Teacher: ...Z H*

*Class: 4MS2*

*School: Dedouche AEK/ Ain Youcef*

• **Teacher's lesson plan.**

According to Textbook file content, this lesson aims at developing some social skills such as, “sympathizing in conversation, advising in speech and managing through conversation”, using a fairy tale text. Though the teacher's lesson plan went hand in hand with the official model and adapted the appropriate teaching method (ind. 1 & 2), its learning objective did not state the right cultural component (respect of others) (ind.3). On the contrary, the teacher aimed to develop learners' writing abilities focusing on the syntactic aspect of the text by teaching “past tense”. Indeed, the

teacher supplemented the initial reading text about “Snow White and the Seven Dwarves” story that supports the stated social skills, by another tale “The Sun and The Wind”. As a result, the teacher changed the cultural component aiming at vanishing jealousy by introducing the value of kindness. However, the activities carried out show that the values implied in both fairy tales (politeness, kindness) were completely neglected in her lesson plan.

She wrote:

*By the end of this lesson, learners will be able to narrate the different events of a story and develop their abilities for writing using the past simple and the past continuous tense through a text reading within a PDP framework.*

#### •Teacher’s Performance in lesson 3

As seen so far, evaluation grid of Lesson 3 revealed that the teacher was not aware of the cultural component set within the fairy tale “The Wind and the Sun”, she introduced in her lesson. The lesson was mainly based on comprehension and new vocabulary activities presented in writing. As a result, oral interaction likely to promote the expected value was completely omitted (ind.6). Though the teacher managed to raise pupils’ interest during the session through reproducing some sequences of the tale by using pictures representing heroes of the tale taken from other sources than the textbook (ind.8), she showed her inability to identify the expected cultural value of “sympathizing in conversation” inserted in the initial tale inserted in pupils’ Textbook. To solve this weakness, she supplemented the fairy tale Snow White and the Seven Dwarves by a new fairy tale, The Wind and the Sun, taken from another source. This story could have taught children many lessons if the teacher explored it deeply. One of the most important is the danger of vanity. The evil queen wants Snow White dead because she cannot accept the fact she is not the most

beautiful woman in the kingdom. Consequently, the teacher missed the opportunity to implement the values of “managing in conversation” brought by the initial tale, and that of “kindness persuasion is stronger than force”, implied in the fairy tale she introduced in her lesson. Instead, she succeeded to teach” narrating past events focusing on “simple past tense”.

### • Learners’ performance in lesson 3

Learners were required to write a narrative account of their recent experience using the past simple and the past continuous tenses. Consequently, all the activities were based on accuracy (ind.2), what pushed the pupils to keep silent the whole session for fear to make mistakes. In fact, the lesson was too teacher centered that no room for interaction was offered to the class. Few of them were able to write about their past experience but with no reference to values of tolerance.

### Lesson sample 4

*Read and Write, File 4. On The Move, p.107*

*Teacher: Y. C*

*Class: 4Ms1*

*School: Okba Ben Nafaa / Maghnia*

### • Teacher’s Lesson Plan

The teacher expressed her learning objective as follows:

*By the end of this lesson, the learners will be able to write a short letter of opinion about one of their heroes using arguments to defend their opinions, and sequencers (first, second....) to organize their arguments.*

The data collected during observation was revealing to a great extent that they consolidated some remarks raised in the responses to the questionnaire. The lesson was prepared under the form and content required in **Read and Write** lesson

model. The teacher followed a corresponding PDP teaching method and included elements that favor developing a cultural component (expressing opinions) (ind.3). However, as shown in the grid (ind.4), there were no activities planned to promote positive attitudes and interaction to help learners acquire the principle of expressing opinions with tolerance (ind.6). The objective of the lesson could have been an opportunity for the teacher to inculcate tolerance and respect of others' opinions since the teaching support is appropriate. Hence, the lesson went through emphasizing on the syntactic aspect of the text rather than the humanistic side of the character (Martin Luther King).

#### **•Learners' performance in lesson 4**

Observation results unveiled that the learners did not manifest interest in value-based tasks because the teacher focused on comprehension of the letter about Martin Luther King (ind.9). However, opportunities for oral interaction with the teacher in English were offered because most of the activities were based on reading from the text. The grid revealed that most of the pupils worked individually since there task was to order sentences or fill the gaps, rather than finding arguments in relation with the value of tolerance. (indic.11)The situation of integration suggested in the lesson plan (to write a short letter of opinion) did not provide any opportunity to the pupils to put into practice the value of tolerance.

#### **•Teacher's performance in lesson 4**

Similarly to previous lessons; the teacher in this lesson did not manage to identify the expected cultural component which was in direct link with expressing tolerance and non-misbehaviour attitudes. Though the teacher provided the class with

activities that may help learners develop the value of tolerance, his performance during the course was so structural that focus was on filling gaps (pre- reading activity) with appropriate expressions rather than exploring the hidden dimensions of such lexis. Consequently, the final phase reflects pupils' linguistic rather than communicative competence.

### **Lesson sample 5,**

File 4: Then and Now ,  
Lesson: Read and Consider , p.90.  
Teacher: A.H,  
Class: 4MS3  
School:Si Tarek School

#### **•Teacher's lesson plan**

The teacher expressed her learning objective as follows:

*By the end of this lesson, the learners will be able to write about life in the past using "use to" and the relative pronoun "who" correctly with a PDP\* framework.*

The lesson plan reveals that the 3Ps<sup>(\*)</sup> procedure was respected by the teacher I have visited. As far as the objective of the lesson, it was mainly grammar-based with no reference at all to culture or a specific value. The textbook states clearly that the file under study ( On the Move, File 4, p.90) covers social skills, such as " deducing meaning of words from context, coping with interruption in a conversation, asking for clarification, correcting oneself and avoiding repetition. Yet, a look at the activities presented inside the file reveals that none of the skills suggested has a corresponding activity that supports its teaching, except some conversations fostering the use of "used to". The teacher justified this omission by the inexistence in the textbook of any reference to such cultural aspect. Thus, the teacher cannot be blamed of ignoring the

cultural components included in the file since the activities do not serve the declared objectives.

#### **•Teacher's performance during the lesson 5**

The teacher made use of an old version of lessons plan in which teaching cultural components are generally not included. Concerning the activities presented by the teacher, most of them were not in favor of values development. Consequently, her learners were not encouraged to show positive behavior. All the teachers' questions aimed at consolidating the use of syntax items (used to, relative pronouns) rather than strengthening cultural aspects of Ann's letter. Some cultural elements of the reading support (Ann's letter, p.96) were worth developing, such as the cultural dimensions of the frescoes, yet, neither the textbook nor the teacher suggested activities raising interaction. The teacher could have introduced "expressing politeness, how to interrupt in conversations' asking for clarification" if the textbook suggested activities supporting these goals. Instead, the teacher provided her class with activities which do not reflect everyday life social contexts, through testing orally pupils' knowledge about the past life of people living in the Sahara, besides to a written task, "true" or "false" activity about the same topic. Indeed, the conversations were so artificial that the aim was to manipulate the grammar points (relative pronouns) rather than expressing opinions. The teacher did explore the activities suggested in the textbook though some activities could have been worth teaching. For instance, activity 2, p.98 was meant to play a social role (tourist guide) through which learners could have expressed social values such as politeness, addressing an audience. Unfortunately, the teacher missed an opportunity to introduce her pupils to a real social context through

a meaningful language use. The post reading phase (ind.12) was approached through a meaningful activity. The pupils were required to send a reply to a Chinese friend who wanted to know about Algeria history. This kind of activity can help learners develop inter-cultural competence.

### **Learners' performance in lesson 5**

The observation grid results show that the learners were not given opportunities to put into practice the social skills expected to attain because the textbook did not provide the teacher with activities holding this goal. Instead, the teacher asked about comprehension about Ann's letter and explained the difficult words inserted in the letter.(See skimming and scanning activities in appendix 1 ). In this context, Damen (1987, p. 5) noted that there are several factors that may lead to the failure of teachers to be effective cultural providers. Among these, often, teachers do not know what "cultural component" to teach, and methodology guides do not assist teachers in the orientations of culture learning.

The topic of the lesson raised learners' motivation during the whole session because they were interested to know how life used to be in the past (5,000 years ago). However, their performance was concentrated on answering teachers' question using correctly «used to», a fact that hindered them to express their opinions freely. The pupils hardly exchanged using English without the teacher's help. Furthermore, the activities dealt with were not in favor of using mutual respect or tolerance. Nevertheless, the pupils in the final production showed higher interest to communicate with a foreign friend (Chinese) and to write about how life used to be in their country.

#### **4.2.2. Interpretation of the grid of evaluation results**

This section interprets the results drawn from classroom observations besides to discussing a few points arising from the feedback I drew from the post-observation conversations I had with the five teachers. The issues discussed included several points, yet, I concentrated on areas supposed to affect the teaching and learning processes, mainly , teachers' attitudes towards the atmosphere running during lesson delivery , then their beliefs towards 3Ps teaching method , the frequency of values teaching and finally teacher training.

##### **Large and noisy classrooms**

A striking remark was raised concerning the schools visited, related to the fact that most of the lessons took place in crowded and noisy classes. This situation led to a lack of pupils 'motivation and interest in the lessons. Consequently, there was no concrete performance on the part of the pupils showing that learning has taken place. On the contrary, the atmosphere that prevailed during the courses encouraged the learners to develop negative attitudes rather than a willingness to learn. The teachers justified their failure to achieve the expected goals by their incapability to bring calm in class. A fact that I have witnessed in almost all classes I have visited, what urges us to raise the question of the unsuitable atmosphere and conditions under which teachers fulfill their job.

##### **The limits of the PPP teaching method**

The five lessons attended in different classrooms were organized under what is commonly called the 3Ps procedure, namely Presentation, Practice and Production. This teaching approach aims at putting the learners at the center of debate

by involving them actively in their own learning and guiding them step by step towards a final production. Although the teachers were convinced that language and culture were tightly bound and that they considered in their responses to the questionnaire the teaching of a culture very important, this was not reflected through the five lessons observed. In our investigation, we noticed that cultural components have never been an end for the four teachers. As a matter of fact, none of them included in their lessons plans a specific value to be taught. More than that, one teacher justifies his neglect to state “the value” implied by blaming the Textbook for not referring to it. I deduced that teaching cultural components through 4Ms Textbook is not systematic. It is up to the teacher to include or not such or such cultural feature in his/her lesson. This fact led to serious disequilibrium in the frequency of values teaching to 4<sup>th</sup> year Middle School pupils.

### **Total absence of interaction in class**

The ability to use a foreign language for communication is the only sign that determines if learning has taken place or not. The orientations of CBA in use in education in Algeria aim first at installing communicative competences necessary for the learner to use language in interaction. However, learners were not even provided with opportunities to practice orally the linguistic item learned in the class apart from the limited amount of attempts which, in fact, occurred most of the time in Arabic. In lessons related to Martin Luther King or Mahatma Ghandi, and Fairy Tales, for instance, the teachers could have initiated a discussion on the issues of tolerance or non-misbehaviour, where the pupils together with the teacher, would have come to the conclusion that” respecting others opinions, politeness in speech and verbal or non-

verbal positive behavior are of great importance in conducting exchanging ideas with interlocutors.

### **Absence of collaborative learning**

A great deal of learning in collaboration has been neglected during pair or group work activities suggested in the five lessons. During conversation activities, students most of the time read from the board or textbook. However, in such activities, learners are expected to act. They have to react verbally or non-verbally to what they hear. The "**look up and say**" technique is recommended in conversations. Every pupil has to read what he has to say; then look up, look his partner in front and say what he has to say while keeping eye contact with him. So the conversation will seem more natural and closer to real life. This technique makes it possible to improve "fluency". The peer work leads to practicing the language; it increases the time of communication for each student. Moreover, during role plays, pair or group works, the pupils are led to use not only what just learned, but also what they learned elsewhere. They become creative and express themselves with greater ease as they take consciousness that they know and retain more than they imagine. They realize that everything they have learned is not just for immediate use but can be reused at every time they need it.

The learners can contribute to the development of their learning by bringing additional material, ideas, to share them with his classmates.

### **4.3. Results triangulation**

The following section is devoted to the combination of the results obtained through the questionnaire and those obtained through classroom observations. This method is likely to converge towards finding evidence or confirming the hypotheses put forward

at the beginning of this investigation. Research questions raised to solve the stated problem of investigation covered four main areas supposed to give insights on teachers' perceptions of cultural features teaching such as teachers' lack of awareness of the significance of values in Textbooks. This may be due to their lack of training on how to identify pedagogical objectives across MS4 Textbook teaching files, or to their lack of training on how to teach values under the ongoing teaching Competency-Based Approach in teaching EFL at Middle School. Other significant factors derived from discussions following post observation sessions; like absence of guidance through accompanying documents. In fact, according to teachers' claims, these documents may contribute in the rising of consciousness of the importance of cultural components in EFL classroom.

### **Teachers' lack of training on how to teach culture**

Data derived from the questionnaire revealed that training on how to integrate culture-related activities is a serious concern. The great majority of the respondents (Q1) argued that they did not have any special training on how to approach cultural components in class (92%). Moreover, the questionnaire showed that 80% of the participants could not identify the cultural feature expected to be tackled within a teaching file (Q9). In the same line, according to responses to (Q6) and (Q9), teachers found it difficult to identify the core values included in curricula. To solve the situation, teachers often rely on their own assumptions by selecting to approach any cultural component. The results obtained through the grid of evaluation showed that culture concern was similar to most teachers. In fact, the five teachers did not state overtly in their lesson plans the cultural components inserted in the textbook (ind. 5).

Consequently, they failed to teach the value implied in Curriculum. Concerning Lesson 3, even if the teacher was praised for her initiative when she used other fairy tale than the one stated in the textbook, she unfortunately was unable to mention explicitly the value of “respect of the other” in the new fairy tale. It goes without saying that both conclusions confirmed the hypothesis stating that lack of training on how to identify the appropriate cultural component makes its teaching shallow.

### **Teachers ‘attitudes towards the significance of teaching cultural components**

The second question raised in this research work was whether EFL teachers were aware or not of the role of cultural components incorporated in 4MS Textbook. In their responses to (Q3), almost all teachers (75%) were aware of the importance of integrating cultural features into teaching and learning a foreign language. The same opinion was expressed through evaluation grid of classroom observations (ind.1) in which the four teachers referred to cultural features in their lesson plans, though in different ways. More specifically, in a response to another question (Q4), half of the respondents believed that teaching culture has to focus more on acquiring universal values besides to foreign target language culture. In the same context, teachers’ performances during classroom observations showed to a great extent their awareness of values teaching dimension through inserting a variety of activities during the lessons, (ind.4, 5, and 8). Thus, one can argue that the previous hypothesis referring to a lack of teachers’ awareness of the importance of cultural components inserted in On the Move Textbook is not valid.

### **Teachers’ lack of training on how to identify values inserted in the textbook**

Results related to the question related to the hypothesis put forward as far

as the nature of values teaching process across 4MS Textbook, revealed that 50% of the respondents believed that the process was difficult, as shown in response to (Q19). What explains the reason why lessons related to values teaching are often skipped, nor approached at the end of the file (Q8). In another response, (Q16), few teachers only (30%) believed that culture teaching in middle school should focus on developing universal values. Consequently, very limited number of learners drew benefits from the effects of the values taught. This explains why learners don't show interest in cultural feature tasks, yet, they are often more dynamic in linguistic activities, as illustrated through the figures (40%) responses to (Q18). Considering the grid of evaluation of classroom observation, I concluded that change in pupils' behavior cannot occur without suitable activities in class. It is clearly underlined through indicator 4 in the grid of evaluation that tasks fostering the value of tolerance are not given their due place during the five classroom observation. More than that, the value of tolerance, expected to be approached, was completely neglected as shown in indicator 5 in lesson five. As a matter of fact, according to results brought by lesson 2 and 3, the learners were neither provided with appropriate situational contexts (ind.6), nor offered space to practice tolerance through interaction. Additionally, concerning cultural teaching activities, the questionnaire showed that the most often used technique to teach culture is through the textbook while teaching English. From general observation and experience, we can say that teachers have little freedom to choose their teaching materials on their own due to administrative constraints.

The results drawn from both tools of investigation converged towards the conclusion that values teaching can change learners' behavior only if the corresponding cultural

components are taught appropriately.

### **Difficulty in identifying learning objectives**

Attempting to understand the teachers' strengths in identifying the pedagogical objectives, I found that most of them believed that On the Move Textbook does not help them find out the real goals of the teaching units or the value behind each file. This attitude goes hand in hand with the reactions of the majority of teachers in their responses to (Q6) claiming that 4MS textbook does even embody cultural components holding values. The argument is true to some extent. For instance, though the textbook states clearly that the file under study (On the Move, File 4, p.90) covers social skills, such as “ deducing the meaning of words from context, coping with an interruption in a conversation, asking for clarification, correcting oneself and avoiding repetition. However, at first glance, the activities suggested in the file revealed that none of the skills stated above corresponded to an activity that support values teaching. Instead, most of the conversations focus more on the use of ”used to”, that illustrates the objective to consolidate linguistic rather than communicative competence. Thus, teachers cannot be blamed for skipping the cultural components included in the file since the activities did not serve the declared objectives.

Another revealing fact is noted while observing classrooms. Experienced teachers in lesson 1 referred to “values” through setting activities that supported them without stating them systematically in their lessons plans learning objectives. It's worth stating that the streaming of cultural components or values to attain are not overtly announced right from the opening of the files, as far as 4Ms textbook is concerned, contrary to the foregrounding of the function of language in terms of

grammar and lexis acquisition. It is up to the teacher to decide whether to teach them or not. The consequence, most of the core values are not presented in the five lessons plans, as shown in the grid of evaluation (and.2). Indeed, if the basic competency such as ‘interacting’ is neglected (and.6), learners may be deprived of one of the most driving element towards developing positive attitudes. In this context, Xavier Roegiers (2000), noted that we must not only give the learner the necessary linguistic tools to perform some basic forms of respect and politeness, but also put him in situations of interaction where he /she demonstrates a capacity for oral interaction. Thus; results drawn from both instruments give evidence of the hypothesis underlying that teachers’ difficulty to identify expected objectives is one of the causes of their failure to install target values in learners’ mind rather on linguistic grammatical forms.

### **Teachers’ attitudes towards textbook content**

A question was devoted to 4MS textbook cultural content to find evidence to hypothesis related to the extent to which teachers exploited its covert and overt aspects. According to the data obtained from the response to question 5 in the questionnaire, 50% of teachers blamed 4MS textbook for lacking efficient guidance. More than that, in response to Q6, a large number of them argued that the cultural components inserted in the textbook did not hold specific objectives meant to regulate learners ‘behaviour, what made most of the teachers rely on their own assumptions in deciding which component to teach (Q9 Furthermore, the statistics showed that 50% of teachers considered 4MS textbook as inefficient in terms of cultural components. This figure reinforced the belief that most teachers were unable to depict other cultural features components worth teaching. In addition, an observation confirmed the trend

(50%) that On the Move Textbook content was inefficient in terms of values (**RQ5**).

Concerning results obtained during classroom observation, it was revealed through indicator 2 that only one teacher (indicator 8, lesson 3) made some efforts to supplement the cultural component by exploring other sources to enrich the lesson. However, the cultural components were thoroughly neglected in lesson 1, 2, 4 and 5. Thus, we can say that lack of initiative to find out other interesting features sources prevents teachers from reinforcing pupils' social development. The conclusion confirmed the hypothesis related to the bad use of Textbooks on the part of teachers.

### **Teachers' attitudes towards CBA**

A question was inserted to evaluate the teachers' ability to implement the orientations of CBA under use in teaching English as a foreign language in Algeria (Q11). The answers revealed that 50% of the participants blamed the Approach of not being helpful to them in teaching values. CBA, in fact; spells out the contents of the course in terms of the communicative competences necessary for learners when using language in discourse through adapting the 3P's (Presentation, Practice and Produce). However, it was illustrated previously that most of the situations in which CBA should operate, were often skipped by the teachers. As a matter of fact, this approach came under criticism from a number of academicians. Some maintained that PPP method focusses on a high degree of teacher 'control during the first and second stages, but lessens along the class process, allowing at the same the learner to gradually move away from the teacher's support towards more autonomous production .In this vein, Ellis, (2003); considered that PPP method is too linear and behaviorist in nature. In other words, the production stage calls for grammar tasks that will elicit the function

learned during the lesson. But it is not easy to design tasks that require learners to use a targeted cultural component in a realistic situation given that not all FL or SL learners live in the target language environment (Skehan, 1996). The four lesson samples show that three teachers did not state the values expected to be taught. The result correlates with the hypothesis that PPP teaching method implemented in teaching EFL has a share in the failure to install values appropriately.

### **Teachers' attitudes towards values teaching**

To understand the impact of teaching values on learners, a series of questions were inserted in the questionnaire. In answers to Question 14, half of the responses revealed that children reacted positively towards teaching cultural-based activities (Q14). The opinion is true to some extent because the situations performed in the class were often artificial and obeyed to the purpose of practicing the linguistic item learned during the course. Yet, this illustrated the pupils 'readiness and ability to put into practice the value taught in real life. On the other hand, responses to (Q15) determined that teaching values often brought change in pupils' behavior since positive attitudes, such being respectful to teachers, being tolerant to classmates, developing a sense of citizenship outside the school, were often observed in learners' behaviors. As a matter of fact, tolerance attitudes scored relatively higher (20%) within responses to a question related to how change is expressed in learners' behavior (RQ16). As far as classroom observation analysis, results were striking to a great extent in that change in learners' attitudes was not observed on the spot in the five experimental lessons. However, as seen so far, change cannot occur under the teaching process adapted by those teachers. As a matter of fact, one teacher out of five planned

activities supporting the value of tolerance (indicator 4), what explained why learners were often more dynamic linguistic-based activities. The last response (RQ19) is it confirms teachers' negative attitudes towards culture teaching and explains why they skip it in class. 50% of the participants find it difficult to approach values what confirms their lack of training on how to approach cultural components.

According to indicator number 12 of the evaluation grid, learners were unable to integrate the cultural component included in the five lessons owing to the absence of realistic contexts. More specifically, the whole activities and tasks presented during the sessions were meant to consolidate a given linguistic in isolated context of sentences or in written forms. Nevertheless, their performance meant to translate the cultural component taught into actions, as expressed by the learners on the spot is not a tangible proof that change has taken place for a long term. Thus, to answer the question raised in Research questions as far as the impact of inserted values in Textbook on learners, one can say that it is teachers' responsibility to consider seriously the whole teaching methodology, employed in teaching EFL through 4MS Textbook, and incorporate in their lessons cores values that prepare learners to become future citizens armed with a strong background that ensures better behaviors at long life course. Indeed, like their teachers, the pupils found it difficult to integrate lessons objectives set in class since no simulation is provided during the class.

### **Problem of time allocation**

This study raised more questions than those expected to be answered. The striking point that should be mentioned is in line with the problem of discipline and time allocation. In fact, on one hand, teachers are running behind time to round up the

syllabus, and on the other, struggling to restore calm in the classroom in that most of classes are overcrowded. As raised during the feedback session, the five teachers I observed worried more about ways to restoring calm and suitable conditions than about finding appropriate ways to present lessons. According to one female teacher, lack of discipline in class is at the origin of many pupils' demotivation, what often leads some of them to become disruptive elements. "*How do you want to attract pupils 'attention in such a market like atmosphere?'*", she complained.

Finally, concerning time allocated to culture teaching (RQ8), the data showed that only 5 teachers devoted time to culture teaching during the lesson of the day, and (60%) of them deal with it at the end of the file, i.e., approximately, a month after the file kick off, while others (10%), approach culture in Tutorial sessions or not at all (20%). The reasons behind such attitudes, teachers argued that they could not devote more time to culture teaching because of curriculum restraints, or the fact of being driven by examinations.

### **Absence of collaborative learning**

I noticed along the whole classrooms observation that teachers did not provide their learners with tasks calling for collaboration. The grid revealed that learners were not offered opportunities to work in pairs or groups. When asked to explain the reason, the majority of the teachers argued that this kind of activities was often a source of noise in the classroom. This fact goes hand in hand with the responses to the questionnaires, namely, answers to the question which revealed that group work is given less importance during in class. What explains the lack of collaboration, assistance, and help among learners. Scholars view group and pair work

for middle school learners as very important though it is quite difficult without teacher's guidance, since they may fail to understand others' reactions. According to Morgan (1993), the use of role play is an example of a kind of activities that provide plentiful opportunities for meaningful communication. Interactive activities, particularly those which include giving and exploring opinions may support the development of learners' language proficiency as well as their communicative competence.

Middle school learners are more likely to compare their own skills and competences with their peers to form a self-representation, as learners may be engaged in comparing themselves to others. In the same order, Winther-Lindqvist (2012), views the objective of collaborative learning within a social environment as establishing learners' perception of their membership in that group. School transition and a change of socio-cultural environment usually involve major changes of objectives, cultures, and values, and may involve the construction of new social identities. The five lessons did not offer the pupils' space to engage in real social environments because the teachers believed that textbooks are meant to acquire linguistic competence.

### **Absence of Teachers' Guide**

The teacher's guide is an instructional tool intended to facilitate teacher's work by indicating clearly the objectives to be attained, the content to be taught and the pedagogical methodology to be followed. Guides provide teachers with basic knowledge to be taught through suggesting a clear yearly planning, learning objectives and activities, and recommend a pedagogical methodology to be used. During my observation, I noticed that all teachers did not refer to teachers 'guides to identifying

the expected learning objectives .The argument exposed was that their schools did not supply them with corresponding accompanying guides that explain culture teaching orientations. Indeed, contrary to pupils ‘textbooks, teachers’ guides are often distributed late or not at all in most schools. Consequently, most teachers, novices ones, in particular, ignore both the linguistic and cultural specific objectives supposed to be achieved by the pupils.

### **Irregularity in values teaching**

Although teachers admitted in the questionnaire that teaching cultural items were very significant to learners’ development, this attitude did not appear as an integral part of their language lessons. Discussions I had with teachers revealed that the main reasons behind the unsystematic culture - teaching was due to time constraints, the absence of a cultural syllabus guide. More than that, teachers are running behind preparing the pupils for Brevet d’Enseignement Moyen Exam (BEM) by focusing on probable linguistics items on which they would be tested in the exam.

### **4.4. Limitations of the study**

Although this research was carefully prepared, I must recognize that I faced a number of limitations and constraints along the investigation. First of all, the research was conducted during a period (March, April, and May) which generally coincides with the last preparations to get the learners ready for the final exams of the year, namely, BEM exam in our case. The teachers were so overwhelmed that many of them spent weeks to send back their responses to the questionnaires. This fact raised suspicion that the questionnaire was not taken seriously into account and illustrates also a certain lack of teachers’ motivation to take part in the research study. In

addition, since the investigation was conducted by the author of the study who belongs to education, it is unavoidable that a certain degree of subjectivity can be found.

The second limitation is related to classroom observation data gathering. It is true that observing five classes is not enough to provide evidence on both teachers and pupils strengths and weaknesses. Furthermore, few teachers only accepted to be observed from an academic research lens. This study has also got some limitations basically in terms of the limited number of the sample population as its results cannot be generalized unless other studies are carried on a larger scale and with a larger sample population.

#### **4.5. Recommendations and suggestions**

The present work showed that learning a language is a complicated process and textbooks play a significant role. That's why we recommend teachers to follow some guidelines:

- Teachers should select a Textbook with good materials that can promote interaction.
- It is not necessary that teachers need to follow textbook blindly. They can modify the textbook to meet communication competence learners 'needs. Adapting activities by turning them into more communicative tasks can help a lot to engage learners in realistic communication, create new activities which can involve the students in learning without losing the declared objective.

Since On the Move is proven to be rich in terms of cultural constituents, the teachers are highly recommended to follow training on how to plan to teach with texts. To ensure citizenship teaching, teachers should provide more initiatives in class to help the learners perform the cultural items inserted in course books in situational

contexts. Exploiting deeply literary texts and poems and songs of the most famous literary figures of the target countries would be an important source for information on the way of life and values of the target language speakers. As it has been revealed by the analysis of the data, the Algerian syllabus designers still downplay the role of the cultural component especially as far as the school textbook is concerned. Accordingly, we suggest the following:

- Textbook designers should include more authentic and up to date material.
- Insert activities that would encourage the learners to compare their mother culture and the TC would prevent or at least reduce chances of acculturation.

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

This Study is a timely opportunity since its outcome expresses largely the expectations of the Ministry of Education. It has provided parts in charge of education with food for thought and insights for further studies in the area.

#### **4.6. Second Generation Programmes perspectives**

The results drawn from this investigation reflect clearly the new vision expressed in the project reform, entitled “Second Generation Programmes” launched in 2016 by The Ministry of National Education. The reform aims at revisiting all curricula and textbooks contents of all subjects in Primary and Middle School cycles as a first step. Concerning ELT at Middle School, the first phase of the reform targets what is referred to as “ Key stage 1” which includes 1<sup>st</sup> and 2<sup>nd</sup> years and the “ key stage 2” referring to 3<sup>rd</sup> year classes. Although 4MS Textbook, On the Move, is still in use during the period the present Research is being conducted, the orientations

included in 2<sup>nd</sup> Generation Programmes Curriculum and Supporting Documents put it clear that the Reform aims at bringing change in teachers and learners 'attitudes at the level of Middle School starting by reviewing Textbooks contents. The Curriculum states that besides to acquiring general knowledge about English language, the reform focuses on introducing a range of social skills and attitudes in the new curricula and textbooks. Among the goals to attain, developing learners' inter-cultural communicative competence and regulating their behaviour by integrating core values and Cross-curricular competences objectives in different syllabi. Thus, benchmarks of EFL at Middle School in Algeria are expressed as follows:

- To help our society to live in harmony.
- To promote national and universal values.
- To develop critical thinking, tolerance and openness to the world.
- To contribute to the shaping of a citizen aware of the changes of today and tomorrow.
- To give every learner the opportunity to have access to science, technology and world culture while avoiding the dangers of acculturation.

The following table underlines the cores values inserted in 2<sup>nd</sup> Generation Curriculum that MS4 teachers are expected to transmit to their learners.

## The targeted values in MS4

<i>Core values</i>		
<i>Identity</i>	<i>National Conscience</i>	<i>Citizenship and openness to the world</i>
<p>-The learners value the three dimensions of their identity (Arab, Islamic, Amazigh) and express them through English.</p> <p>-They assert their Algerian personality by including the founding myths of Algeria in their oral or written messages /stories.</p>	<p>-The learners are conscious and proud of their rich historical, linguistic and cultural heritage.</p> <p>-They share their wealth with others through English.</p>	<p>-They demonstrate their respect for the nation's symbols and their readiness to protect them.</p> <p>They behave responsible and committed citizens.</p> <p>-They promote the rights and duties of good citizens.</p> <p>-They like learning about others' cultures and exchanging with others. They are aware of the need to respect and protect their environment.</p> <p>They convey a culture of peace and tolerance through English.</p> <p>They show their commitment to national or international community projects.</p> <p>-They are imbued with Universal values.</p> <p>-They promote the rights and duties of good citizens.</p> <p>-They like learning about others' cultures and exchanging with others.</p> <p>-They are tolerant and non-judgmental.</p>

## **Conclusion**

The previous chapter was an attempt to find evidence to understand EFL teachers' reluctance to integrate culture in their courses. A number of findings drawn from the tools used in the investigation were thought to be the main reasons why they skipped to tackle cultural features. These findings were obviously limited to fifty teachers of the wilaya of Tlemcen, as part of the case study where the investigation was carried out. Thus, teachers' reluctance to approach culture in class can be summarized by their lack of knowledge about how to deal with cultural features, besides to lack of adequate material, such as Teachers' Guides. The results showed also that teachers were running behind completing the syllabus before the official exams what urged them to skip cultural components inserted in textbook.

The striking finding was in link with the fact that most teachers were highly aware that teaching a foreign language without taking into account its culture was a useless task. More than that, most of the responses stated that linguistics competence should not be at the core of teachers' objectives. Thus, teachers were in favor of introducing cultural features from the beginning of the teaching process by taking into consideration the method of teaching, the means and materials of teaching the target language. Among these tools, teachers put it clear during discussions following observation that pupils' textbooks stand above all owing to their crucial role. For most teachers, textbooks provide foundation for the content of lessons for the teachers as well as the kinds of language. Indeed, the teachers agreed that authentic materials, texts, visual aids, contexts... should be introduced in the classroom for the sake of developing learners' inter-cultural communicative competence.

## GENERAL CONCLUSION

One can say that the present Research raised more questions than it answered and perhaps many gaps remain. In fact, the investigation was oriented to find evidence as far as teachers' attitudes towards the teaching of cultural components relying on 4MS; On the Move Textbook. A number of questions were asked, among which those tackling teachers' perception of the teaching of cultural components conveying citizenship, tolerance and inter-cultural communication, and how they approach them in class.

Thus, in the light of the results obtained through the Questionnaire and classroom observations, we can easily understand why EFL teachers at Algerian Middle Schools failed to become effective values providers. Though they realize the importance of incorporating culture into their teaching, their treatment of it is proven to be inadequate. The results of the questionnaire showed a tremendous lack of a systematic study of culture in the English language courses. First, most of the teachers involved in the investigation asserted that teaching culture requires much more time. That's why its treatment in classes is often skipped. Second, many language teachers are afraid to teach cultural items because they do not have enough knowledge about the targeted culture. Third, some teachers avoid teaching culture because of their some personal perceptions. In their views, some cultural features as taboos, or religiously bound, such as, shaking hands, speaking about music, or celebrating events, birthdays, Christmas.... In this context, for instance, some teachers skip teaching songs and poems included in the Textbook, such as the Beatles and Bob Dylan songs, (On the Move, pp. 82, 116, 164), because, music, for them, is religiously banned. For some,

these materials do not hold specific learning objectives. Furthermore, unlike language functions which are overtly communicated at the beginning of each file, cultural components related to “citizenship” or “tolerance”, are covertly presented. As a result, teachers concentrate more on the linguistic aspects rather than communication. In other words, teachers supplement learning objectives set in Curriculum by those which are seemingly easier to teach, what creates a mismatch between declared objectives in Textbooks and teachers’ decisions. This trend confirms that the complexity of the process of teaching culture has a share in teachers’ reluctance to deal with it in class.

In addition, the study revealed that even if culture was represented under different forms in almost all files, the pupils drew fewer benefits because they were rarely required to simulate situations in order to promote communication. Thus, if teachers explored deeply the inserted teaching materials, they would inevitably find out a number of written pieces rich in terms of cultural likely to foster tolerance, respect, peace, and inter-cultural communication. Moreover, the teachers often missed opportunities to introduce their learners to popular personalities, ideologies supporting intercultural communication.

The study brought into light a tremendous weakness of the teachers’ methodological background. It showed that neither (PPP) teaching method, nor CBA principles were in the help of the teachers to introduce cultural components in class. Thus, training on how to approach culture-based features constitutes a must in teachers’ professional development planning.

The research also revealed that learners were more active when dealing with linguistic rather than culture-related issues. This shows that teachers were not

developing suitable strategies to deal with hidden curriculum. Furthermore, absence necessary pedagogical means reflecting social life contexts, particularly audio-visual aids, was not in favor of enhancing teachers' interest in developing positive attitudes regarding teaching culture.

Since the sample population was limited to the province of Tlemcen, the results cannot be generalized unless other studies are carried out on a larger scale. A questionnaire designed to investigate the effects of cultural components on learners' development could have been essential. Further studies could be conducted to examine exclusively this issue.

It is worth stating that On the Move textbook was initially supposed to be substituted by a new textbook in the frame of Second Generation programmes reform, yet; the Ministry of National Education thought it necessary to carry on using it during 2018/2019 school year. Thus, a new slimming down of the files was suggested by introducing new learning objectives, through adapting the Textbook content. This latest vision of Education and policy makers in our country translates our findings in the present research work which seeks mainly to implement new teaching procedures to teaching culture at Middle School in Algeria

To sum up, it is true that On the Move Textbook is rich in terms of cultural components, yet, teachers' attitudes towards the necessity to teach its covert and overt content and to improve their practices in class is among the best ways that help learners develop tolerance and acquire effective intercultural communicative competence.

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## **Appendices**

## ملخص

تتناول أطروحتي ضرورة تحسيس الأساتذة لإدخال العنصر الثقافي في اللغة الإنجليزية كلغة أجنبية (EFL) لتعزيز الكفاءة بين الثقافات للمتعلمين. وبالتالي، فإن مسألة كيفية إدخال العنصر الثقافي في الأقسام الدراسية يتم تناولها على نطاق واسع. علاوة على ذلك، فإن قلة التدريب بالإضافة إلى الأقسام المكتظة وطبيعة المناهج الدراسية لها حصة في إحجام المعلمين عن تخصيص الوقت اللازم لمعالجة القضايا الثقافية المحلية أو العالمية بعمق. ولهذا السبب حاولنا استكشاف مسألة ما هي اتجاهات المعلمين تجاه المكونات الثقافية، مع الإشارة إلى كتاب On the Move، وكيف يدرسونها في القسم. استند التحقيق إلى دراسة حالة اعتمدت استبياناً تم تقديمه إلى خمسين مدرساً بالإضافة إلى خمسة أقسام دراسية أجريت في بعض مناطق ولاية تلمسان، في محاولة للإجابة على أربعة أسئلة بحثية رئيسية. أولاً، كيف يتعامل الأساتذة مع الأنشطة القائمة على الثقافة في الفصل؟ ثانياً، هل يدركون مواطن القوة الاجتماعية والثقافية للمكونات الثقافية المدرجة في كتاب On the Move؟ ثم، هل العناصر الثقافية في كتاب التلميذ On the Move تملك القيم؟ وأخيراً، هل يمكن لمعلمي اللغة الإنجليزية كلغة أجنبية تغيير مواقف المتعلمين؟

أظهرت النتائج أن هناك عدم تطابق بين مناهج تدريس اللغة الإنجليزية (ELT) وممارسات المعلمين في الفصل بسبب افتقارهم إلى التدريب.

الهدف من هذا العمل، هو التأكيد على الحاجة إلى رفع وعي الأساتذة بأهمية رفع كفاءة التواصل بين الثقافات للمتعلمين.

## Résumé

Ma thèse porte sur la nécessité de sensibiliser les enseignants à insérer la composante culturelle dans l'enseignement de l'anglais comme langue étrangère (EFL) afin de favoriser la compétence interculturelle des apprenants. Ainsi, la question de savoir comment et dans quelle mesure la composante culturelle devrait être introduite dans en classe est largement abordée. En plus du manque de formation, la surcharge des classes et la nature des programmes, explique en partie la réticence des enseignants à consacrer le temps nécessaire à l'examen en profondeur des problèmes culturels locaux ou universels. C'est pour cette raison que nous avons tenté d'explorer la question de savoir quelle est l'attitude des enseignants à l'égard des composantes culturelles, en prenant comme référence le manuel scolaire On the Move, des élèves de 4AM , et comment procèdent-ils pour introduire ces composants culturels dans leurs cours. L'enquête a été basée sur une étude de cas adoptant un questionnaire soumis à cinquante enseignants d'anglais du cycle moyen, en plus de cinq observations en classe réalisées dans certaines zones de la Wilaya de Tlemcen, tentant de répondre à quatre questions principales de la recherche. Premièrement, comment les enseignants abordent-ils les activités basées sur la culture en classe? Deuxièmement, sont-ils conscients de la dimension socioculturelle des composantes culturelles inclus dans le manuel On the Move? Ensuite, les composantes culturelles dans On the Move, véhiculent-elles des valeurs? Enfin, les enseignants d'anglais comme langue étrangère peuvent-ils changer les attitudes des apprenants par ces composants culturels ?

Les résultats ont montré qu'il y avait une inadéquation entre le programme officiel d'enseignement de la langue anglaise et les pratiques des enseignants en classe en raison de leur manque de formation. Le but de ce travail, donc; est d'insister sur la nécessité de sensibiliser les éducateurs sur l'importance de renforcer la compétence de communication interculturelle des apprenants à travers le manuel scolaire.

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## Research Questionnaire

I am conducting a research for my Magister thesis on teacher's attitudes towards cultural components teaching in the English learning classrooms at Algerian Middle School. This questionnaire is meant to provide data on how teachers perceive the teaching of these components, what methods they use to teach them, and to what extent these elements can develop learner's communicative competence. The information you provide will remain anonymous and contribute to the achievement of my research objectives.

*Targeted population: English Language Middle School teachers in the province of Tlemcen.*

### A/ Teacher's profile

#### **a-Gender:**

Male  Female

#### **b-Your educational qualification:**

- Educational and technology institute (ITE)
- BAC
- ENS Licence graduate
- Magister/Master

#### **c-Employment Status:**

- Confirmed  - Trainee

#### **d-Your experience in teaching English language at Middle school**

1 - 5 years  5 - 10 years  + 10 years

#### **e-Which levels do you teach?**

- 1MS  2MS  3MS  4MS

**B/The questionnaire**

**01- Did you take any training courses on teaching culture?**

- Yes  No

**02-In your opinion, what are the basic aims of teaching a foreign language?**

- Linguistic competence
- Culture acquisition
- Communication competence

**03-How would you describe the teaching of cultural components in EFL at middle school?**

- Important
- Optional
- Useless

**04-According to you, teaching culture in EFL at Middle school has to focus on:**

- Communicative competence
- Cultural aspects of the foreign target language
- How to teach national culture through a foreign language

**05-How would you assess 4MS On the Move textbook in terms of cultural components content?**

- Rich  Inefficient  Poor

**06-Do cultural components included in 4MS textbook hold specific cultural objectives?**

- Yes  No

**07-How would you assess the appearance of these areas in 4MS textbook? (Put a (X))**

- Citizenship:            very often                rarely                total absence
- Tolerance:            very often                rarely                total absence
- Openness to the world:    very often                rarely                total absence

**08-How often do you approach a specific cultural component in your lessons?**

- In every session
- In each end of a file
- In tutorial sessions (TD)
- Never

**09- How do you identify the cultural components inserted in MS4 textbook?**

- Clearly stated
- According to teacher's assumptions
- Not identified at all

**10-How do you decide which universal value to teach?**

- Reference to the curriculum
- Depending on learners' behavior
- Teacher's choice

**11. Do you think that the actual Approach (CBA) helps you develop teaching values?**

- Yes
- Not enough
- No

**12-Which of these techniques would you use in class to develop learners' attitudes?**

- Class discussion
- group/pair work
- Cultural features- based tasks

**Q13-What sources do you use to teach cultural components? (You may tick more than one answer)**

- |                  |                          |                        |                          |
|------------------|--------------------------|------------------------|--------------------------|
| - Textbook only. | <input type="checkbox"/> | - Newspapers articles. | <input type="checkbox"/> |
| - Social Media   | <input type="checkbox"/> | - Social contexts      | <input type="checkbox"/> |
| - Storytelling   | <input type="checkbox"/> | - Religion             | <input type="checkbox"/> |

**Q14-How would you describe your learners' reaction towards values based activities?**

- Positive
- Negative
- No impact

**Q15- Do you think that integrating cultural components in EFL at middle school level brings change in learners' behavior?**

- Yes, to a great extent
- To some extent
- No.

**Q16-According to you, which of the following components should be developed in EFL at middle school level? (Rank from 1 to 5 according to their importance)**

- |                                   | ① | ② | ③ | ④ | ⑤ | ⑥ |                       |
|-----------------------------------|---|---|---|---|---|---|-----------------------|
| - Universal values                |   |   |   |   |   |   | <input type="radio"/> |
| - Culture of the Foreign Language |   |   |   |   |   |   | <input type="radio"/> |
| - Civic education                 |   |   |   |   |   |   | <input type="radio"/> |
| - Traditions                      |   |   |   |   |   |   | <input type="radio"/> |
| - Citizenship                     |   |   |   |   |   |   | <input type="radio"/> |
| - Attitudes towards others        |   |   |   |   |   |   | <input type="radio"/> |

**Q17- How is change expressed in your learners' everyday life? (You may tick more than one item).**

- More tolerant
- Respectful
- Open to the world
- Positive attitudes in society
- Non aggressive
- Other.....

**Q18- Your learners are more dynamic in:**

- In purely linguistic activities
- In culture based activities
- No answer.

**Q19- How would you describe the process of teaching values?**

- Difficult
- Easy
- Challenging

**Thank you for your collaboration**



**-Teacher:** Miss A. L.S

**-Project: Two:** “Making a profile about man’s leadership expected faithfully abilities”.

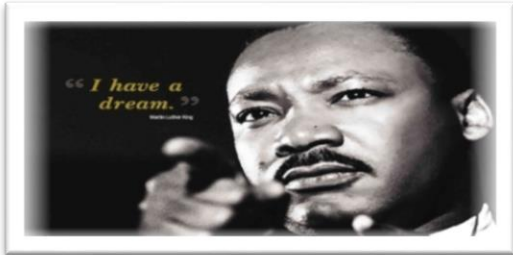

**-Lesson: Seven.** Write It Out. Page 110

**-Teaching materials:** “Board, visual-Aids ( pictures, illustrations), text-book, gestures.....”.

**-Duration:** One hour.

-Function:	-Grammar points / sounds:	-Keywords:
-Expecting and expressing factual opinions.	-Verb-idiom: “Be able to”.	“ Dream, formers-slaves, former slave-owners, judged, brotherhood,faith, jangling discords, pray, despair, struggle, freedom...”.

**-Learning objective (s):** By the end of this lesson, SWBAT focus on opinions giving as opposed to facts giving to lead them to write their letters of opinion as integration by choosing any other leader for a national cause .

-Teaching steps:	- Rationale:	-CT:	-Time:
<p><b>-Warm-up:</b></p> <p>-The teacher greets her learners and interacts them about the studying lesson.</p> <p>-She asks them some questions about their favourite hero or leader.</p> <p>-The learners will give a variety of answers that may well help the teacher to put them in the context easily.</p> <p>-Then, she sticks on the board two or three pictures about: “Martin Luther King Junior” and let them guessing who is this man.</p>			
			
			
<p>-The teacher ask the pupils about the man on the photo:</p> <ol style="list-style-type: none"><li>1)-Do you know this celebrity?</li><li>2)-Where is he from?</li><li>3)-How does he look like?</li><li>4)-What’s he like?</li><li>5)-What was his job?</li></ol> <p>-The pupils try to answer and give many suggestions.</p> <p>-So, the teacher checks their answers and give them the correct answers.</p> <ol style="list-style-type: none"><li>1)- Yes, I/we do. It’s Martin Luther King Junior, the American peaceful leader.</li></ol> <ol style="list-style-type: none"><li>1)- Yes, I/we do. It’s Martin Luther King Junior, the American peaceful leader.</li></ol>	<p>-To present the key-words of the lesson and to make the students more familiar with the content of the lesson.</p>		

- 2)- He's from America.
- 3)- He's a strong and tall black man with thin moustaches.
- 4)- He's a very modest, courageous and brave man.
- 5)- He was a great American leader who fought against racism and discrimination in a peaceful way.

**-Pre- reading:**

-Guess what is the text about?

- 1)- A biography.
- 2)- A letter of opinion.
- 3)- A great speech.

-Teacher checks the right answer:

-N3: A great speech.

**-While- reading:**

-The teachers tells her pupils to open their book on p.64 and read the text.

**-Task one:**

**-Read the text carefully and answer these questions:**

- 1)- What was the dream of Martin Luther King Junior?
- 2)- Did he wish that the black kids will fight the white children?
- 3)- Did he hope to get freedom?

**The correct answers:**

- 1)- The dream of Martin Luther King Junior was that one day all the black people and white ones will be able to sit around a brotherhood's table.
- 2)- No, he didn't.
- 3)- Yes, he did.

**-Task two:**

**- Say "true", "false" or "not mentioned":**

- 1)- Martin Luther king Junior was dreaming about peace.
- 2)-He had five kids.
- 3)- His wife was Coretta Scott.

**-The correct answers:**

- 1)- True.
- 2)- False.
- 3)- Not mentioned.

**-Task three: -Lexis:**

**-Match the words with their equivalents:**

- |              |             |
|--------------|-------------|
| 1)- Wish     | a)- Freedom |
| 2)- Liberty  | b)- Fight   |
| 3)- Faith    | c)- Dream   |
| 4)- Struggle | d)- belief  |

**-The correct answers:**

- 1)- → c. 2)- →a. 3)- →d. 4)- →b.

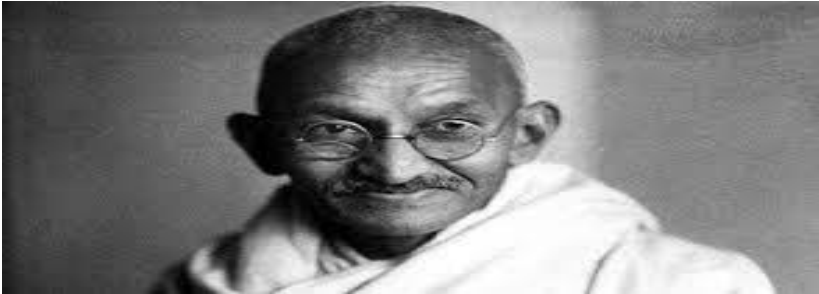
-To check the right and suitable answer.

-To check their understanding.

<p><b><u>-Post- reading:</u></b></p> <p><b>-The teacher asks the pupils to write a letter of opinion about a leader of their choice who played a great role in the Algerian or the universally history as “Martin Luther King Junior.</b></p> <p><b>- There are many leaders and heroes” . Choose one of these great personalities and write “a short letter of opinion” to a school magazine about this leader, to express bout his/ her national cause and faithfully values, giving facts and arguments.</b></p> <p><b>- Use the time- sequencers: “ First , second, third, fourth, finally ”.</b></p>	<p><b>-The write it out is given as a home-work.</b></p> <p><b>-To make the learners aware of the use of arguments and factual informations</b></p>		
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<b>Teacher : K f</b>		<b>Belhadeh Ahmed middle school /Ain Youcef</b>	
<b>Level : fourth year</b>		<b>File : four: then and now</b>	
<b>Topic: biography</b>		<b>Lesson :Write it out</b>	
<b>Function : describing biography</b>			
<b>Language Forms : relative pronouns past simple</b>			
<b>Visual Aids :pictures, copy book, board</b>			

**Learning Objective:** Students will be able to write a short biography about one of the famous people and avoid repetition within PDP framework.

PROCEDURE	LEARNERS' TASKS
<p><b>Warm-up:</b> -Teacher refreshes the memory of the pupils about what they have seen last time.</p> <p><b>Pre-writing: introduce a famous person</b> -Teacher presents this lesson through a picture and asks pupils if they know this person.</p>  <p>- Teacher gives some information about him:</p> <p><i>Mohandas "Mahatma" Gandhi was India's most important political and spiritual leader. His honoured in India as Father of Nation. He was a peaceful man.</i></p> <p><b>During writing: How to link sentences for avoiding repetition</b> -Teacher invites the pupils to open their books on p 109 and asks them to read the sentences which are related to Gandhi. - Teacher consolidates the strategies for avoiding repetition then explains the instructions</p> <p><u>Re write the sentences to avoid repetition</u></p> <p>1-Mohandas Karamchand Ghandi was an Indian nationalist leader. He <b>led</b> the struggle for Indian independence.</p> <p>2- He was a pacifist <b>who</b> strongly believed that non-violent co-operation could free his country from British colonial rule</p> <p>3- He organised many hunger strikes and demonstrations of civil disobedience to make India independent. India got it <b>independence</b> in1947</p> <p>4- A Hindu nationalist assassinated Mahatma Gandhi in1948. He <b>killed</b> him because he thought that Gandhi Betrayed his people</p>	<p>Listen and answer</p> <p>Pupils pay attention to the photo and interpret</p> <p>Pupils follow the instructions and do the drill</p> <p>Tt</p>

**Post writing:** write a biography

-Teacher adds more information about Gandhi and asks them to write a short biography about him using relative pronouns and the information given before

**Name:** Mohandas Karamchand Gandhi

**Date and place of birth:** October 2<sup>nd</sup>, 1869 in porbandar

**Father:** served as the diwan”chief minister” of porbandar state

**Mother:** Putlibai

**Occupation:** leader of Indian independence movement

**Married ;** kasturba in 1883 at the age of 13

**Children:** 4

**Dislike:** violence

**Date of death:** January 30<sup>th</sup>, 1948

*Mohandas Karamchand Gandhi who was born on October 2<sup>nd</sup>,1869 in porbandar , was a leader of Indian independence movement. his father served as a chief minister and his mother called Putlibai. In 1883 he married Kasturba at the age of 13 and got four children. He is a peaceful man. On January 30<sup>th</sup>,1948 a hindu nationalist killed him because he thought that Gandhi betrayed his people.*

**N.B:**

*Teacher asks them to search about an Algerian person who was assassinated and write a short biography about him*

*Final objective: pupils can write a short biography and avoid repetition by using some strategies*

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Use the information and write a biography



# Lesson plan 3

File Six: Fact and fiction

Teacher: Z .H

Level: 4th year

Project : Three

Skill focus: Reading and writing

Needed Material: pictures, board, handouts.

**Language form:** Past Continuous and the Past Simple

**Function:** Narrate different events of a story

**Learning objective:** By the end of this lesson SWABT (\*) narrate the different events of a story and develop their abilities for writing using the past simple and the past continuous tense through a text reading within a PDP framework.

T.SARS

timing	Interaction pattern	procedure	VAKT	Rational				
5 mn	T ↘ L	<b>Warm up:</b> Teacher greets her learners and she reviews the different points met previously.	A	To review the previous lesson				
10mn	T ↘ L	<b>Pre-reading:</b> T interacts with them about stories and the difference between <i>fables</i> , <i>fairy tales</i> and <i>folk tales</i> . Learners are invited to interact about different stories	A	To pave the way to the new lesson				
10mn	L ↘ T	<b>Task one:</b> T interacts with learners by asking the following questions. <ul style="list-style-type: none"> <li>• Do you like stories?</li> <li>• Do you like reading story books?</li> <li>• Which story you liked the most?</li> </ul> T presents the definition of <b>fable</b> T. explains the words that impede their learning.	A					
10mn	L ↘ T	<b>During-reading:</b> T hands out the printed texts to learners then asks them to read	V	To recall the past simple				
	L ↘ L	<b>Skimming</b> <b>Task one:</b> Write the infinitive form of the <b>underlined</b> verbs in the text						
	L ↘ L	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">infinitive</td> <td style="width: 50%;">Past simple</td> </tr> <tr> <td>.....</td> <td>.....</td> </tr> </table>	infinitive	Past simple	.....	.....	VAK	To read for specific information
infinitive	Past simple							
.....	.....							
	L ↘ L	<b>Scanning:</b> <b>Task two:</b> Read the text then answer the following questions						
	L ↘ L	<ol style="list-style-type: none"> <li>1. Who are the main characters of this story?</li> <li>2. What was the dispute about?</li> <li>3. Who won the dispute at the end?</li> </ol>	V	Re tell the story using their own words				
	L ↘ L	<b>Task three :</b> Match words with their definitions						
	L ↘ L	<table style="width: 100%;"> <tr> <td style="width: 50%;">1.Disputing</td> <td style="width: 50%;">a. Considered</td> </tr> <tr> <td>2. Regarded</td> <td>b. To put something firmly around someone /something</td> </tr> </table>	1.Disputing	a. Considered	2. Regarded	b. To put something firmly around someone /something		
1.Disputing	a. Considered							
2. Regarded	b. To put something firmly around someone /something							

10 mn	L ↘ L	3. Wrap c. Arguing about a subject  <b>Post-reading: Discussion/speaking activities</b>  <b>Task one:</b> T asks her learners to retell the story in their own words. <b>(orally)</b>  <b>Task two: <u>Discuss the moral of the story.</u></b> T may lead them to the answer by asking these questions:  <ul style="list-style-type: none"> <li>• How did the sun win?</li> <li>• What is the moral of this fable/what lesson can we learn from this story?</li> </ul>		Enrich their vocabulary
10mn	T ↘ L	<b>Task four: Writing phase (Produce)</b>  T asks learners to write a narrative account of their recent experience using the past simple and the past continuous  <b><u>Suggested situation</u></b>  Write a short narrative account of your recent experience and mention: <ul style="list-style-type: none"> <li>• Settings: date/time/place of this story.</li> <li>• The activities you did.</li> <li>• What happened suddenly and what were you doing at that time?</li> <li>• What did you learn from that experience.</li> </ul> The remaining time is devoted to learners' writing on their copybooks  <b>The text:</b>  <p style="text-align: center;"><b>The Wind and the Sun</b></p> <p>The Sun and the Wind <u>were disputing</u> which was the stronger. Suddenly, they <u>saw</u> a traveller coming down the road, and the sun <u>said</u>: " I see a way to decide our dispute. Whichever can cause that traveller to take off his cloak shall be regarded as the stronger" You start. So the sun <u>retired</u> behind a cloud, and the wind <u>began</u> to blow as hard as it could upon the traveller. But the harder the wind blew the more closely the traveller wraps his cloak around him, till at last the wind had to give up in despair. The sun <u>came out</u> and <u>shone</u> upon the traveller who soon found it too hot to walk with his cloak on, so eventually he took off his cloak.</p>	A	Check the moral lesson of the story
10mn	L ↘ T		VAK	Produce a narrative account of their own experience using the simple past and the past continuous tenses

(\*) SWABT: Students will be able to....

# Lesson plan

Level: 4<sup>th</sup> AM

Lesson: Read and Write p 107

Objective: By the end of this lesson my pps will be able to write a short letter of opinion about one of their heroes, using arguments to defend their opinion and sequencers (first, second, third....) to organize their arguments.

Warm up:

The teacher sticks the picture of M.L.K.J on the board and asks pps about him.

I/Pre-reading = fill in the gaps with the following words:

Courageous - peace - black - racism

M.L.K.J was a man of ..... He was a very ..... man.

The colour of his skin was ..... So, he suffered ..... of the white Americans.

II/ During reading =

Task one = Read the notes below and cross out the ones which you won't use in a short newspaper article about M.L. King Day.

Task two: Read the letter of opinion below and check your answers.

Task three: Read again the letter and answer the following qqs:

- In which sentence of the letter does the author state his/her opinion?
- How does the author organize his/her text?
- What kinds of words does he/she use to organize his/her ideas?

Task four: Read the text and answer the following qqs:

a. Which word in the text is closest in meaning to: famous?

b. Which sentence in the text explains the expression: man of peace?

c. Opposites of: peace - courage - hate?

III / Post-reading =

write a short letter of opinion to a newspaper

magazine about your favourite hero, using the letter about

M. L. K. Junior Day as a model.

d- They used animals for food only.

T. asks her learners to TPS their work.

**3- Match each word with it's opposite**

Safe	Greenland
Empty	dangerous
Desert	full

T. asks her learners what are the points that Ann talked about in her letter?

What did she use when she talked about them?

T. invites her learners to pick out from the text sentences that have the same meaning as the pairs of sentences.

- a- The Sahara used to be a green land with big lakes.
- The large rivers and big lakes contained a lot of fish.

- b- People used to live in the Sahara.
- These people were cave people.

- c- It had large forests.
- The large forests were full of dangerous animals.

T. interacts with her learners till they deduce that relative pronouns refer to the words that come before them and they are used to avoid repetition

**Post –reading:**

T. presents the situation  
Your friend from China wants to know about what life used to be in Algeria after the independence.  
Write a letter of 6 to 8 lines to tell him or her about the bad conditions that the Algerian people live in.

- T. provides her learners with some cues to help them
- People/ live/ in tents or wooden houses / in vast lands far from one another.
- They / cultivate/ the lands manually /using simple tools/ pulled by beefs or horses
- people/ rely on/ crops of their lands /they spend the whole day working in the lands.
- Life / be/ difficult without electricity gas and modern means of transport/ but/ they/ be/ very happy.

T. supervises her learners' work, she moves through rows and gives them help if necessary

T. devotes the remaining time to learners' writing on their lesson copybooks.

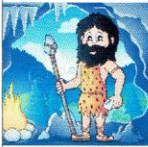
VAK

V

A

V

A



A

KV

A

To enrich their vocabulary



To interpret the given sentences then pick out the similar ones from the text

Recognize the use of the relative pronouns to avoid repetition

To produce sentences using used to and relative pronouns appropriately

Draw the teaching point required

Write about life in the past in Algeria using "used to" and "relative pronouns"

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