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Assessing the Intercultural Dimension of Algerian ELT Textbooks: Case of 3rd Year Secondary School Textbook 'NewProspects'

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Presented by: **Supervised by:**

Mr. Toufik BOUAKEL   **Dr. Naima BOUYAKOUB**

Board of Examiners

Prof. Hafida HAMZAOUI	**Prof**	**President**	**University of Tlemcen**
Dr. Naima BOUYAKOUB	**MCA**	**Supervisor**	**University of Tlemcen**
Dr. Radia BENYELLES	**MCA**	**Examiner**	**University of Tlemcen**
Dr. Noureddine MOUHADJER	**MCA**	**Examiner**	**University of Tlemcen**

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ABSTRACT

This research work attempted to assess the intercultural dimension of the third year ELT textbook <u>New Prospects</u> in Algeria. It offered an analysis of the cultural content of the textbook and its appropriacy for learners to aquire a solid knowledge to be interculturally competent. Regarding the ever-growing need for intercultural communication, it would be better to equip the learners with the necessary intercultural skills to conduct encounters devoid of shocks and misunderstandings. From this perspective, what has been remarked, and in the light of many EFL teachers' claims, third year EFL learners seemed inactively engaged in the learning of culture and more specifically interculturality in the English sessions. Following a descriptive research desgin, there was an attempt to describe the intercultural dimension from a variety of perspectives. A questionnaire was done with the third year secondary school EFL teachers seeking for evaluative responces. The 3rd secondary school EFL learners were interviewed to find out further information from their perspective. To ensure more accurate facts, the textbook <u>New Prospects</u> was analysed at different levels. It was revealed that the EFL learners lack the motivational aspect to learn culture for different considerations. They found themselves unfamiliar with some cultural themes portrayed in the textbook <u>New Prospects</u>. In other words, the lack of background knowledge towards these themes turned them to be disengaged. Additionally, the linguistic barrier inhibits them to get involved in the learning of culture. It was concluded that relying only on the textbook <u>New Prospects</u> as the unique source to teach interculturality in English is not sufficient. Teachers are recommended to support their teaching with other materials notably the technological ones. Furthermore, the teachers and the learners were also recommended to have some specifications that are seen important for the intercultural language learning.

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KEY TO ABBREVIATIONS

CBA: Competency Based Approach

CBE: Competency Based Education

CC: Communicative Competence

CL: Co-operative Learning

CT: Critical Thinking

EFL: English as a Foreign Language

EIL: English as International Language

ELE: English Language Education

ELF: English as a Lingua Franca

ELT: English Language Teaching

ESL: English as a Second Language

FL: Foreign Language

FLE: Foreign Language Education

IC: Intercultural Competence

ICC: Intercultural Communicative Competence

ICTs: Information Communication Technologies

UNESCO: United Nations Educational, Scientific and Culture Organization

GENERAL INTRODUCTION

Intercultural communication has recently become a fruitful line of inquiry to be theoretically issued in order to surmount the breakdowns of the international encounters. This is due principally to the powerful influence of globalization. Even more, communication has become a key point omnipresent wherever the globalization talk takes place. Seeking for congruently appropriate communication, individuals need to have the behavioral and the cognitive readiness to manage the encounters with interlocuters coming from different cultures, backgrounds and having different social identities. That being so, the linguistic competences of indivisuals are looked upon as insufficient, and these competences need to be empowered by understanding the sociocultural patterns of individuals.

Talking about the intercultural interaction opens straightforwardly the debate to the means of communication. As a matter of logic, the intercultural dialogue requires individuals to share the language that shape their thinking and own ideas. Up to this point, it is agreed upon that the English language has become the most common used language in the international encounters. This may be ascribed to different considerations: economic, technological, political, and cultural and soforth.

The excessive spread of English around the globe has spontaneously crowned it as the global language. It has become the lingua franca in the era of the relentless globalization. The latter, is a process which comes to unify ideas, philosophies and product in parallel with the linguistic spread of English. Since its advent, a rapidly drastic change in the patterns of life has inevitably taken place. Everyone has taken the advantages of the highly technological advancement. The global information society urges individuals for the integration. Albrow (1990:7-8) sees the current globalized world as the result of the interaction of nationalism and internationalism. This relentless requirement for communication helps increasingly growing an unprecedented interconnectedness among people.

As an integral part of the aforementioned change, interculturality has become an important construct to be taught in the educational institutions. The role of education

transgresses the traditional mission which is the design of the educational programmes that make up national responsable citizen; furthermore it has to prepare global citizens who have the necessary competences to cope with the global requirements. Consequently, the shrinking of the world has been in parallel with the ever-growing needs for communication between individuals coming from different cultures and backgrounds. The latter may not be successful by innateness, but through a systematic aquisition of the different cultural frames that may be considered the hidden assumptions of the intercultural encounters. Thus, intercultural encounters require individuals to have the competence to come into contact with people from other cultures and communities in order to maintain a likely mutual understanding. In education, ''Learning to live together'' becomes a new challenge and the schools become the brilliant place to nurture the intercultural skills (UNESCO report 2013, p.5). Since the intercultural competence can be gained through self-reflection, it should be taught through pedagogical rules linked to theoretical foundations.

To this concern, Algeria, as elsewhere in the world, has strived to go along with this global recency through undertaking massive reforms as a responce to the globally conventional standards to be locally applied, looking forward to meet the level of aspirations. In action, the beginning of 2000s has seen the introduction of the LMD system at the tertiary level attempting to break gradually with the classical system. In the same time , the implementation of the competency-based approach for the different scholar levels: the primary, the middle and the secondary schools, which brings new pedagogical and methodological considerations pertaining to all the taught subjects for the sake of enhancing the quality of learning. At the core of these reforms, English language education has seen a state of reconsideration within the newly adopted approach. The latter reassures the communicative focus emphasizing other conceptual elements such as learning autonomy, assessment and interculturality. These elements have intelligibly been embodied in the newly designed textbooks for the middle and secondary school levels .

Talking about the cultural context of the newly adopted ELT textbooks, there are consistent efforts to keep language and culture in a contextual link than before. What has newly been come into play is interculturality. The latter is importantly issued looking forward a communication of high expectations in the part of learners. Remarkably, interculturality has been emphatically conveyed through the third year ELT textbook New Prospects, through devoting an important space for developing the intercultural understanding.

However, in the light of intercultural understanding in the EFL classrooms, what has repeatedly been remarked is that third year EFL learners are not actively engaged in the intercultural activities ,that is, they have not the real incentive to know, compare and evaluate the intercultural differences. Clearly noticed, they lack the motivational aspect of communication for what concerns the cultural debates. Even the teachers frequently find unfavorable atmospheres to teach them the intercultural competence, especially in the light of learner-centred courses that hinge heavily upon the learners' personal efforts.

On this available evidence, persistent efforts are made to figure out where the causal factors settle down. On this basis, three research questions are put forward as the initial methodological onset:

1- Are third-year secondary school EFL students knowledgeable about the target language culture in regard to <u>New Prospects</u> cultural themes?

2 **-**Is the textbook New <u>Prospects</u> adopted as the sole resource to teach intercultural competence?

3 **-** What are the pedagogical measures that should be carried out to promote English language education from the intercultural perspective?

To speculate upon the expected results in regard to the aforementioned questions, the following hypotheses are formulated:

1 - Third year EFL learners do not seem knowledgeable vis a vis some cultural themes of the textbook <u>New Prospects</u>.

2 - <u>New Prospects</u> might be considered as the exclusive source to be referrred to in teaching intercultural competence for the third -year secondary school EFL learners.

3 - The teaching materials need to be supported with the use of technology to well-portray the cultural knowledge notably which concerns the intercultural understanding.

This research work was conducted with the 3rd year EFL teachers and learners in secondary school education since they are priorly concerned with the textbook <u>New Prospects</u> use. The ultimate rationale was to shed light on learners' intercultural performance from the textbook perspective. The teachers, as having the assessment task inside the EFL classrooms, are concerned with a questionnaire. They are required to assess

the textbook intercultural load, report learners' deficencies and lacks and suggest the doable solutions. Correspondingly, learners are interviewed individually to seek further information in their part. Furthermore, the textbook as the studied case, is evaluated to gain a deep insight about the intercultural knowledge and activities. The facts collected by these instruments are qualitatively and quantitatively analysed in order to add further accuracy. For the organization of this research, four chapters made up the content of this research work which comes as follows:

The first chapter offers a theoretical foundation that is related to the frame of our research. There is a special review devoted to foreign language education shedding light on assessment and testing within language teaching and learning processes. Learning about culture and interculturality has been given an equal review through defining the key components of intercultural competence and the way it can be assessed. Furthermore, materials evaluation is also the focus of our interest notably the textbook through bringing out the main criteria and checklists made by accademics.

Chapter two contains two main parts: the first is more specifically concerned with the ELT current situation in Algeria. The most interesting point to be referred to is the educational reforms and the ELT share from these reforms. Then the cultural content of textbook New Prospects is subjected to a detailed description. Afterward, the second part deals mainly with the research design and methodology. It also expounds the nature of instruments used in the research, the profiles of the sample population and the followed procedures.

Along with gathering the necessary data, chapter three is devoted totally to the data analysis, disscusion and interpretation of the results. Additionally, the textbook New Prospects is subjected to multi-level analysis. The fundamental objective from using a variety of research instruments is to confirm the formulated hypotheses. This chapter is also considered as the decisive step towards the diagnosis of the underlying causes of the problem situation .This is from different perspectives: the teachers, the learners and the textbook.

The fourth chapter pertains to the possible suggestions and recommendations that can help improving English learning from intercultural perspective. It is suggested a pattern which governs the intercultural pedagogy that comprises some specialized traits in

the teachers jointly with the learners. Furthermore, teaching about the different societal aspects of culture is highlighted as the basic template to gain solid cultural knowledge that might be transferred into appropriately expected behaviors.

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1.1 Introduction:

The field of foreign language education has currently seen a growing emphasis for keeping the cultural attributes inseparable from the linguistic knowledge. What urges now the teachers and the educators to search for implementing the available syllabuses and programmes in order to overcome the shortcomings of the precedent methodologies. The multi-dimensional changes imposed by the globalization process have linguistically given the English language a super-ordinnate position as the global language. However, the English language teaching profession has become influenced by this linguistic success that come in parallel with of the powerful influence of the technological advance. The efforts for having a well rounded English education need to be grounded with a systematized assessment and testing. Thus, one subject of inquiry that has been greatly elaborated in the English language teaching profession is the assessment and testing which should be given a detailed theoritical review.

This chapter offers an accessible overview to the diachronic development of assessment and testing in English language education, as well as devoting a large literature body to the qualities of effective assessment and testing .The emphasis is also given to the theoretical foundation of the language and culture as the main preoccupation in any foreign language syllabus. Remarkably, as an important didactic issue, assessment and testing is extented to cultural context where measuring interculturality is clearly demonstrated either for learners and ELT materials, textbooks in a greater extent.

1.2 Foreign Language Education:

The field of language education has recently seen a worthwhile studies that make it an important interdisciplinary of applied linguistics and psychology. This has been consequently due to the imperatives of global integration and the intercultural dialogue. It is mainly concerned with foreign and second language education. From developmental standpoint, language education underwent several changes where various theoretical trends, either linguistic or psychological, influence the linguistic science.

Considering the fact that foreign language learning and teaching practices are qualitatively specialized than other learning fields, language education as an important studied aspect of the applied linguistics has experienced many challenges in view of its purpose of learning and the pedagogical considerations in which it is taught. In this vein, talking about language education is mainly concerned with language learning and language teaching processes. Language teaching has seen plephora of elaborations where different theories, principles and methodologies are introduced with the passage of time. In terms of the teaching methodologies which should be emphasized in any language education, a teaching methodology is seen from different perspectives; it links theories to practice more specifically that of second language aquisition. These theories have different design features of language education (Rogers, 2001).

Language learning is considered as important as language teaching .Tomlinson (2011: 04) defines learning as **"it is normally considered to be a conscious process which consists of the committing to memory of information relevant to what is learned"**. It can be systematically done under specific styles and strategies. Learning a language does not mean only the spoken form but also the inclusion of other modes of behaviour that pertain the cultural and historical aspects of that language. In this vein, learners or students are primarily concerned with this process.

More generally, talking about the foreign language education needs a special thinking about the teaching materials where the instruction can to be effectively done. The teaching and the learning materials should be selected and developed according to certain criteria that meet language learners' needs. They are attributed to all techniques and procedures attached to the embodiment of language programmes. These materials can be regarded as the important condition for the effectiveness of what is to be taught and learned in the foreign language education.

1 .3 Language Teaching and Assessment:

Today the professional language teacher needs to be well aware about the different procedures and tasks that can investigate all what happens in the classroom during instruction. To make a sense of progressive learning, learners are supposed to have unlimited freedom to experiment and explore their own knowledge, what gives the teachers a crucial role to utilize different modes of assessment to make decisions about learners performance.

Needless to recall, assessment, as an exploratory task or investigative procedure, is an integral part of the teaching process. The teacher as the assessor needs to distinguish between language teaching tasks and language assessment tasks to conduct regularly effective managerial learning. In this line of thought, Bachman & Palmer (2010:28) explain that there is no great difference between language assessment tasks and language teaching tasks but:

> The fundamental difference between assessment tasks and teaching tasks is that their primary purposes are different. That is, the primary purpose of all assessment is to collect information to help people make the decisions that will lead to beneficial concequences. The primary purpose of teaching tasks, onthe other hand is to facilitate and promote learning.

Concequently, the teachers' task of assessment needs to be overemphasized not only for the sake of learning outcomes, but also for their own professional development. Likewise, the teachers through using assessment can bring the necessary modifications in the learning strategies, the adopted materials, even the whole instructional practice. Furthermore, assessment should refer to the teaching process where it takes into account a recognized area of the content or certain theoretical construct, and the time commitment in the part of teachers.

1.4 Assessment and Testing in Language Education: an Analytic Distinction

The language teaching profession requires teachers to make use constantly various investigative procedures in order to engage both teachers and learners in continuous professional development. Assessment and testing have recently risen to the forefront as a worthwhile aspect in applied linguistics in view of its utmost importance to in language education.

It is increasingly imperative to highlight the etymology of assessment and testing where sometimes the two contentious concepts are mistakenly understood. Brown (2004) argues that one can try to think about the two concepts as synonymous, but however, they are not. Significantly, breaking down this misconception or ambiguity needs a plausible characterization in terms of theory and practice.

Assessment, on the one hand, is the comprehensive process which takes place in the classroom setting during the whole teaching process; it can be implicitly and explicitly undertaken (Bachman and Palmer, 2010). It is often said that assessment is classroom-based tests which take different tools, such as tests, observations, portfolios and so forth.

1. 5. Classroom Language Assessment

It is widely recognized that language assessment occupies central role in the whole language education programmes. The recent studies in language assessment have emanated from the growing field of educational measurement which offers the basic considerations for effective assessment. Language assessment is a procedure used by teachers to issue and explore the learners' profiles and the linguistic abilities through making use of various tools.

In language assessment, teachers are interested in making an interpretation about some aspect of the learners' linguistic abilities which concern either the spoken and written modes. Furthermore, the classroom language assessment might be undertaken in two different formats:implicit and explicit assessment. The first, when learners are unconscious that assessment is taking place, so that teachers need to make decisions in their own teaching by rephrasing , repeating and moving from student to another. The second is separate from teaching and both learners and teachers are aware of the assessment and its purpose (Bachman & Palmer ,2010). In the light of assessment purpose, Rea Dickins and Gardner (2000) identify five main purposes of classroom assessment of English language learners:

> Assessment used formatively to inform the management and planning of teaching to assessment used summatively to review learners developing linguistic competence and skills, to provide feedback for bureaucratic purposes, to assess an individual's readiness to access the mainstream curriculum and to provide feedback on teaching.

Language assessment as a component of the whole process of evaluation is undertaken not only to find out about the learners' linguistic factors, but also the non-linguistic factors such as the motivation and the aptitude for learning. Effectively, what gives the teachers, as agents of assessment, a central role in developing assessment activities and tasks that help eliciting enough information about learners' performance.

1.5.1   Formative Assessment:

Teachers as the agents of assessment in the classrooms need to be continuously aware about learners'educational progress. Flowing from this point, formative assessment seems to be a plausible tool to keep pace with such conduct. To offer a brief definition, it is the process of evaluating students, constantly used by teachers, to develop their skills and competencies in order to check their growth during the instruction (Brown 2004:6). It is considered as a key element of the teaching practice and is indirectly concerned with the learning process (Torrance & Pryor, 1998:12).

Formative assessment is purposefully the most common used type of assessment for finding out where learners' weaknesses and strenghs lay, through a reciprocal feedback between the teachers and the learners. In this latter regard, Brown (2000: 06) points out **''the key to such formation is the delivery (by the teacher) and internalization (by the student) of appropriate feedback on performance with an eye toward the future continuation (or formation) of learning''.** Through dynamic judgments, instructors can truly use information that helps discovering the learners' skills and ideas. Tunstall and Gipps (1996a :389) assert that **''formative assessment...means teachers using their judgments of children's knowledge or understanding to feedback into the teaching process und for individual children wether to re-explain the task/concept to give further practice to it or move to the next stage''**(qtd. in Pryor and Torrance 1998 :12).

Thus, formative assessment can create pedagogical interaction where teachers can be sensitive observers rather than assessors to maintain a sense of progression. In a dynamic way, this kind of assessment can have a positive influence on language teachers and their teaching process where they glance what does not work and how it can be flexible in their classrooms. Moss & Brookhart (2009:10) explain that for learners, the effects of formative assessment process are just as dramatic because they engage them cognitively in learning how to learn.

1.5.2 Summative Assessment:

Educational assessment has recently become a central issue for teachers in view of its cogent role in approaching appropriate pedagogy. From this perspective, summative assessment seems to be potent to reach the aforementioned goal. Significantly, it refers to the way of assessing students' learning and outcomes at the end of the lesson; semester, or the instructional unit. Most of the time, it is limited by its intensive focus on the outcomes (Rea Dickins, 1992:24).

Pedagogically speaking, the summative assessment can be used to measure the adequacy of curricula, materials and methods used in educational setting. It can be conceived as a drive for encouraging testing rather than teaching for which learners could not be offered the opportunity to review the errors they made. Unlike the formative assessment, the summative assessment can be considered a process of learning rather than for learning. Brown (2004 :6) asserts that **''A summation of what a student has learned implies looking back and taking stock of how well that student has accomplished objectives , but does not necessarily point the way to future progress ''** .

Moreover, the summative assessment is explained as overarching result of the pre-existing formative evidence. Most of the time, it might take the form of the high-stakes tests or standardized tests, oral production and written product where the students do not know what goes wrong and why, what requires a high degree a reliability and validity in such kind of assessment. The following table illustrates the main characteristics of formative and summative assessments.

Table 1.1: Characteristics of Formative and Summative Assessment (Moss and Brookhart, 2009, p.07)

Formative Assessment (Assessment for Learning)	Summative Assessment (Assessment of Learning)
Purpose : to improve learning and achievement	Purpose : to measure or audit achievement
Carried out while learning is in progress - day to day, minute by minute.	Carried out from time to time to create snapshots of what has happened.
Focused on the learning process and the Learning progress.	Focused on the products of learning.

Viewed as integral part of the teaching-learning process.	Viewed as something separate, an activity performed after the teaching-learning cycle.
Collaborative-Teachers and students know where they are headed , understand the learning needs , and use assessment information as feedback to guide and adapt what they do to meet those needs.	Teacher directed—Teachers assign what the students must do and then evaluate How well they complete the assignment.
Fluid—An ongoing process influenced by student need and teacher feedback.	Rigid-An unchanging measure of what the student achieved. Teachers and students adopt the role of intentional learners. Teachers adopt the role of auditors
Teachers and students adopt the role of intentional learners.	Teachers adopt the role of auditors and students assume the role of the audited.
Teachers and students use the evidence they gather to make adjustments for continuous improvement.	Teachers use the results to make final "success or failure" decisions about a relatively fixed set of instructional activities.

1.6   Principles of Language Assessment:

It is widely known that language assessment has been improved through recent linguistic studies and theories which put the basic considerations in useful language tests and other tools. Because language assessment has become an important and a highly technical field in schools, many who use it need to take into account some special qualities. These qualities can act as the criteria that guide successfully any assessment and provide a comfortable certainty for the stakeholders.

1.6.1 Practicality:

The criterion of practicality is one of the main issues that should be considered when using language assessments. It is mainly concerned with the time allotted, the money and the resources mobilized to the use of tests: a test that takes long period to be done is impractical; impracticality also has to do with the expensiveness of tests. In this regard, Brown (2004:19) asserts that **''the value and quality of a test sometimes hinge on such nitty-gritty, practical considerations''**. Furthermore, the test administration is also of

practical concern in which easy methodical procedures can be offered to those who are assessed.

1.6.2 Reliability:

The quality or the principle of reliability in language assessment and testing is primarly the responsibility of the test developpers and designers rather than the test-takers. Reliability refers to the extent to which the language test is free from measurement errors. These errors concern in great part with the differences and changes that could arouse an inconsistency, such as the differences in the raters, changes in administrative orientations and so forth. Relibility, however , has different aspects to be taken into account in the language assessment, Sawilovsky (1986) argues that**" statements about the reliability of a certain test must be accompanied by an explanation of what type of reliability was estimated , how it was calculated , and under what conditions or for which sample characteristics the result was obtained "**(qtd. in Hawkey, 2005)**.** Thus, what needs to be emphasized is the type of reliability. Brown (2004:20) categorizes reliability into four types: student-related reliability, rater reliability, test administration reliability and test reliability (Adopted from Moustavi, 2002).

1.6.3 Validity:

Clearly, the most important criterion that preoccupays the test developers is validity. It means that the test measures what is intented to be measured in terms of score interpretation. It is **" an overall evaluative judgment of the degree to which empirical evidence and theoretical rationales support the adequacy and appropriateness of interpretations and actions based on test scores or other modes of assessment"** (Messick, 1996 qtd. in Messick ,1989). Originally, it is Lado's (1961) work that provides an accessible conception to the concept of validity in language testing, since then, and despite its practical complexity, validity saw further contributions that categorized the concept into subcomponents. Brown (2004) puts into work four types of validity which are as follow: content validity, construct validity, criterion validity and face validity.

1.6.3.1 Content Validity:

This aspect of validity is mainly concerned with the adequate availability of test content and items in accordance with the tasks being used in the test. More apparently, if you intend to assess one's ability to speak a second language in conversation, asking him

to answer multiple-choice questions built on grammatical jugdment is entirely violating the content validity (Brown, 2000, p.23). Consequently, one of the fundamental specifications that is necessarily judgmental in content validity is the preference to engage from the early beginning of the test production (Hughes, 2003, p. 26 - 27).

1.6.3.2   Criterion-Related Validity:

Being also called instrumental validity; criterion-related validity refers to the extent to which the concrete criteria of test have been purposefully met. It is used to explore certain criterion then compare it to other criteria. It has to do with the two other sub-components: conccurent validity and predictive validity. The first deals mainly with the conccurent perfomance in the same test construct. It is established when a test and criterion are administred in the same time (Hughes, 2003). In this respect, such aspect is not only a property of a test but also of the way scores are accounted for. The second focuses on the future performance in relation to the current test. It does not differ much more from conccurent validity where the both are judged through a certain relationship between the test and the related criteria .Consequently, such predictions are theoritically linked to a certain construct.

1.6.3.3   Consequential Validity:

Consequential validity is greatly concerned with the social or societal consequences of a particular assessment for special purpose. This is mainly included in taking an extra regard to the intended impact before and after making a test, such as the social effects of particular interpreted scores. In regard to the consequences, the tests can be influenced by the sociopolitical factors which can affect the whole surrounding.

1.6.3.4   Construct Validity:

This aspect of validity is linked to the theoritical construct which the test revolves around. Brown (2001: 389) heralds that the prominent way to explore the construct validity is to ask the question: does this test actually tap into the theoritical construct as it has been identified. If the construct is poorly determined from the early beginning, test might be prone to uselessness.

1.6.3.5 Face Validity:

This aspect of validity heralds the extent to which a test seems representative in terms of items and concepts in view of what is supposed to measure. In order to simply find out about face validity, Brown (2001:388) puts the following question **''Does the test, on the 'face' of it, appear from the learner perspective to test what is designed to test?''**. To some extent, face validity is similarly thought as content validity where the both deal overmuch with the test content.

1.6.4   Authenticity:

A good assessment is the authentic one. It is done within the context of naturalness, appropriateness and relevance of language used in test. Authenticity is mainly concerned with putting students performing in real world situations where they do meaningful tasks in order to acquire the essential skills and knowledge. Brown (2004:28) proclaims that authenticity can be present in test as the following cases indicate:

- The language in the test is as natural as possible.

- Items are contextualized rather than isolated.

-Topics are meaningful (relevant, interesting) for learners.

-Some thematic organization to items is provided, through a story line or episode.

-Tasks represented, or closely approximate, real world tasks.

In essence, then, authenticity helps to maintain an aspect of learner-structured in classroom-based assessment.

1.6.5   Washback:

This aspect is also called 'measurement-driven instruction'. By far the most important criterion in language assessment is washback, the extent to which a test impacts the teaching and learning processes, programs, institutions even society. It can have positive or negative effects depending on particular expected effects. If a test has positive washback, it is similar to the teaching and learning devices and the vice versa for negative washback. However, high-stake tests are much more prone to washbach effects than other assessment tools.

1.7   Language Testing: Historical Overview

Language testing has been a focus of efforts among linguists and linguistic trends from the earlier time. As the time goes on, several elaborations were brought to bridge the gap between the theory and the practice. A variety of approaches have been subsequently alternated with different procedures and purports.

Significantly, language, as the case for testing, is measured in terms of ability which is viewed as **''a set of finite conponent -grammar, vocabulary, pronounciation and spelling-that were realized as four skills-listening, speaking, reading and writing. If we taught or tested these, we were teaching or testing everything that was needed**'' (Bachman & Palmer ,1996, p. 4).

Diachronically, language testing underwent four phases in which each one has its dominant approach. They are divided as follows:the Essay Translation Approach, the Structuralist Approach, the Integrative Approach and the Communicative Approach.

The Essay Translation Approach refers mainly to what is called 'the pre-scientific era'. At that time tests were typically designed without being attributted to any theoretical construct. Additionally, subjectivity is a dominant trait in which decisions are basically teacher-based judgment. One of the main testing tasks undertaken in this approach, as the literature indicates, is translation. The latter is critically issued as

> Accurate word-forword translation can misrepresent the overall meaning of a text while a reasonable rendition of the gist may be faulty at the sentence level. Translation was fine for tests of translation skills, but not in tests of general language proficiency (Green, 2014, p.180, 181).

The other testing tasks which essay-translation approach includes are the written essays and the grammar tests.

Decades of studies have explored that sciences increasingly developed. In the late 1950's and early 1960's language testing has been influenced by structuralist approach of linguistics in which the primary focus of testing is attached to form, structure as well as the other linguistic elements of lexis and phonology (Rea Dickins 2000). The chief concern moves from subjectivity towards objectivity. It is Lado's (1961) testing frameworks that gained a powerful influence at that time, supported by his work on the constrastive analysis

(Rea Dickins, 2000). The most feasible test being used in this approach is mainly the discrete point item which tests decontextually one aspect of language in once time.

Increasingly, the development of language testing continues to witness further theoritical elaborations. Scholars and linguists become more interested on the contextual features of language testing. In this latter tradition, the integrative approach comes to overcome the shorcomings made by the preceding approaches. However, this approach makes use of dictation and cloze tests as the most common used tests with special reference to essay-translation tests and oral interviews at a lesser extent. The focus becomes devoted to language use without disregarding language usage.

Perhaps, the continuous need for communication gives language consistently a central consideration in the way it can be tested. The emergence of Hymes' theory of communicative competence as the dominant linguistic theory paves the way for several works. Based on the Hymesian perspective, Canale and Swain (1980) introduce a framework that puts the fundamentals of communicative tests. Then Canale (1983) goes further with his newly introduced model that adds a new competence (discourse competence) unlike what has been seen before. Afterwards, Bachman (1990) reworks the aforementioned interpretations and introduces his model of communicative language ability where he gives an accessible entrance to target language tests. The communicative approach to language testing devotes a paramount importance to language use in which the communicative function of the linguistic knowledge is supposed to be fullfilled. The communicative approach gains good insights along with the communicative language teaching where language tests incorporate the formal elements of language (grammar, vocabulary and phonology) as well as the hypothesized elements of communicative language use. In this latter vein, Morrow (2012:140) states that**"a communicative test aims to find out what a learner can do with the language, rather than to establish how much of grammatical/lexical /phonological resourses of the language he/she knows"**. What might be said, in the light of communicative language tests, performance of communicative tasks in the real-world situations are of prior concern?

1.8   Culture: a Theoretical Perspective

A large body of literature has recently tried to define precisely the concept of culture despite the vagueness of its large scope and perspectives. Culture, in its broader sense, has been largely a subject of inquiries from different perspectives, such as moral

philosophy, theology, psychology, linguistics, sociology, anthropolpgy; each one has its own conceptions. Clearly, from a narrow perspective sense, culture is a group of beliefs, values, the fine arts, social norms of interaction and so forth, of particular community or a group of people. Similarly, UNESCO (2013) defines culture as **''a set of distinctive spiritual, material , intellectual and emotional features of a society or social group, encompassing all the ways of being in that society ; at minimum, including art and literature, lifestyle, ways of living together, traditions and beliefs''.** (Qtd.in UNESCO, 1982 and 2001). According to the influencial accademic studies, linguistics, in addition to sociology and anthropology give a plausibly understandible meaning of culture in relation to people and societies as the primary concern.

In the light of linguistic argumentation, Kramsch (1998:10) argues that the concept of culture emerges in the applied linguistics to mean the membership in certain discourse community that shares the common social and historical facts in addition to some imaginings. Language as a important discourse tool, plays a central role in imparting the cultural aspects regardless of being verbal or non-verbal. Language is a cultural practice that gives the individual an access to communicate and interact with the others. In this latter regard, cultural linguistics grows as independent sub-discipline which studies the relationships of culture and language, particularly what concerns the ethnic groups or communities and the cultural characteristics they differ in. Moreover, moving back to an earlier time, culture was disregarded to some extent where the linguistic theory focused overmuch on the structure and the system rather than other aspects such as culture.

The concept of culture as denoting particular attributes that can be shown by the individuals during the interactions in certain society is considered by the sociological perspective as the shared tokens, thinking, and institutions that govern the social links which the members of society use explicitly and explicitly. Williams (1958: 93) states:

> Culture is ordinary: that is the first fact. Every human society has its shape expresses these, in institutions, and in arts and learning. The making of society is the finding of common meanings and directions and its growth is an active debate and amendment under the pressures of experience, contact and discovery, writing them into the land.

Sociology analysts view culture not only in the way it is manifested but rather explore the different cultural forms and classes within one society or community. They put

categorically three main forms of culture: popular culture, high culture and mass culture in reference to the social structures of communities. The largest hare is devoted to the popular culture or pop culture in view of its fan base and large scope. In this vein, Storrey (2012 :05) states that **''an obvious starting point in any attempt to define popular culture is to say that popular culture is simply culture that is widely favoured or well liked by many people''**. Secondly, high culture is mainly attributed to the elites and aristocracy in certain community or society where arts are at the heart of focus. Lastly, the mass culture which is transmitted through various mass media.

It is not sufficient to mention culture without looking back to the field of anthropology. The latter considers culture as the human creation which inspires behavior patterns of the individuals. Clearly, the anthropological studies of learning have not a clear theory of learning of their own; they recover and apply concepts and ideas from the behavioristic approaches, the learning theories, and the social psychology and particularly from the psychoanalysis (Spindler, 1959: 394). In this line of thought, the anthropological influence on language teaching is not of recency as it is thought. It is ethnology, as central anhropological issue which is introduced to linguistics from around 1940 in western industrialized societies (Stern, 1983). The prior focus of the anthropological field is to describe the humans as the makers of culture which may be shifted according to the time and the place.

1.9 Language and Culture: a Binary System

One can easily consider that language is the common communication means where human beings can express our ideas, feelings, needs and so on. What classifies it as a cultural practice? It is often claimed that language is a purely cultural practice because it is impossible to understand a certain culture without referring to the spoken language of that culture. From this standpoint, the relationship of language and culture emerges to the forefront among the linguists and the accademics as a worthwhile subject matter.

It might be said that language as a sociocultural resource, and generally cultural practice, reflect one's belonging to specific community through the unconscious manifestation of social conventions and norms of sociocultural appropriateness. In this context, Kramsch (1998:06) states **''culture both liberates people from oblivion, anonymity, and the randomness of nature, and constraints them by imposing on them**

a structure and principles of selection''. That is to say, the verbal communication has a crucial socializing factor in the determination of particular culture.

Importantly, flowing from this starting point, the language dependency to the culture is viewed from multi-dimensionally perspectives. Some accademics see language as absolutely inseparable from culture in which without it, culture can not be well-transmitted, even some of them go far and embody language and culture in metaphors. Jiang (2000:328) introduces the metaphor of iceberg in which the visible part is language, with a small part of culture; the greater part; lying hidden beneath the surface, is the invisible part of culture.

Furthermore, another notable connection between language and culture can be found in Hymes' sociolinguistic perspective (1962, 1964, 1971, 1972a, b, 1974), he develops a conceptualisation of language as context-embedded social action in response to the linguist Noam Chomsky's (1957, 1965) theory of language. In keeping with a formalist context, Chomsky conceptualises language as a fixed, universal property of the human mind containing an internalised set of principles from which language-specific grammatical rules could be derived, and thus can be described in context-free, invariant terms. Hymes regards this view of language as too limited, in fact could not, account for the social knowledge we rely on to produce and interpret utterances appropriate to the particular contexts in which they occur. He notes that:

> It is not enough for the child to be able to produce any grammatical utterance. It would have to remain speechless if it could not decide which grammatical utterance here and now, if it could not connect utterances to their contexts of utterance'' (Hymes, 1964, p.110 qtd. in Hall, Hellermann and Doeheler 2012).

From the anthropological perspective, Agar (1994) develops the concept of languaculture whereby he puts language and culture under the same cover. Despite his main interest is the intercultural communication, he focuses overmuch on the semantic and pragmatic variability of language in which he distinguishes between source languaculture and target languaculture. He provides the rich points [1] as the semantic misinterpretation in intercultural discource.

Significantly, in the light of the globalization process, and particularly with the rise of English in the superordinate position as global language, this issue gives language

and culture another linguistic interpretation. Risager (2006:3-4) offers two levels of interpretation: generic sense and differential sense. The first considers language and culture as general human phenomena. Thus, they are inseparable. The second considers languages as having specific forms of linguistic practices (varieties, registers loan words), so each has its specific culture. Consequently, language and culture are separable. She clarifies that knowing the kind of relationship between language and culture is to distinguish between the generic sense and differential sense. The latter by asking for instance: what forms of culture are associated with the English language?

1.10   The Importance of Culture in Foreign Language Education:

It is extermely difficult to learn a language without being contextualized into its cultural aspects. The study of culture in the foreign language classrooms appear to be of paramount importance. This can be based on the fact that language as a means of communication carries cultural attributes. Having more insights on the sociocultural behaviors, facts and linguistic manifestations about the target language cultures help giving learners the communicative competence to interact easily with other people from different backgrounds. Teachers as agents of facilitation, strive to provide learners with the sufficient cultural knowledge of the language they teach.

Essentially, foreign language curricula that are theoretically devoid of some cultural knowledge in parallel with the linguistic one can lead language learners to socio-pragmatic failure or what some scholars call cultural shock. This shock can also be triggered by the lack of considerable systemic knowledge (Alpetkin, 2002). In this perspective, Brown (2000:182) incorporates cultural shock as **''is associated with feeling of estrangement, anger, hostility, indecision, frustration, unhapiness, sadness, loneliness, homesickness and even physical illness''.**

Mediating culture and language can provide learners with high degree of profisciency and congruent communication. Kramsch (1993:01) insists that:

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

Consequently, learning culture along with language, to be effectively done, needs importantly some pedagogical considerations, such as the appropriate learning strategies, the use of authentic materials and teaching methodologies.

1.11 Goals of Teaching Culture in English Education:

Educational aims for teaching and learning culture have been a matter of wider interest among theorists and FLT experts. By setting goals and objective to learn culture, learners can achieve a high degree of proficiency. Accademics, regardless of their linguistic schools and trands, emphasize that learning culture falls into three prominent goals: cognitive, behavioural and affective goals.

It is worthwhile to mention that empowering learners with solid knowledge about the target culture serves to be a cognitively prominent objective towards the cultural and linguistic integrity of the learner. This does not mean cutting out with the local culture, but giving learners the opportunity to be aware and knowledgeable about the cultural information of others. Also, providing learners with the cognitive and metacognitive skills to manage the intercultural interaction. Brown (2000) argues that the foreign language curriculum introduces cultural facts as 'A list of facts to be cognitively consumed'.

From the behavioural standpoint, many linguists claim that culture helps learners ensure behavioural conventions where they can explore the meaning of what behavior takes place then interpret it. Yet, culture has a powerful influence on learners' behaviors where teachers can reshape their attitudes towards the perception of culture as an important incentive for their linguistic input.

On this basis of the linguistic studies, culture plays a crucial role in the enhancement of the linguistic proficiency. Foreign language learners can profit affectively from learning cultural information as addition to their linguistic knowledge. Having positive attitudes towards the others' cultural practices can create inquisition towards understanding the foreign language culture. In this construct, social psychology sheds an interesting light on the affective data that help learners develop successful intellectual skills towards the foreign culture. Shumann (1978c) introduces the concept social distance to make clear the affective proximity of two cultures, either the local and target, within the individual. He explains social distance as including five parameters(dominance, integration, cohesiveness, congruence and permanence) that help learners to establish in

affectible way a close good   language learning situations (In Brown ,2000,p.185). Furthermore, any bad situations can consequently lead to cultural misunderstanding and cultural shock.

1.12   Communicative Competence: Cultural Specification

The concept of communicative competence is firstly coined by the American linguist an anthropologist Dell Hymes in 1966 as reaction to chomesky's (1965) linguistic competence. Communicative competence refers to the language users'functioning of particular socio-cultural rules in addition to linguistic knowledge in order to appropriately provide the referential and social meaning of language.

In the realm of foreign language teaching, Hymes does not address FLT in his studies; his entire focus is on the analysis of social interaction and communication. The interpretation of FLT was conducted by linguists recovering their essentials from Hymes' work such as Canale and swain (1980) and Van Ek (1986) whose main contributions are the categorization of CC into different competences (Byram 1997:09). Canale and Swain (1980) identify the elements of communicative ability as consisting of linguistic competence, strategic competence and sociolinguistic competence. These latters concern the cultural and social aspects of communication. Canale (1983) goes further and adds discourse competence that is concerned with cohesion and coherence.Then, Van Ek (1986) develops another model by attaching two kinds of competence: social competence which emphasizes the awareness of social differences and values, and sociocultural competence which fosters abiding to the cultural expectations when using language.

Moreover, further elaborations are introduced by many linguists and sociolinguists to lay out new perspectives about communicative competence such as Savignon (1983), Widdowson (1989), Candlin (1986) and Bachman and Palmer (1990). The latter introduces a new model which he calls communicative language ability. It consists of three components: language competence, strategic competence and psychophisiological mechanisms. Language competence, according to Bachman (1990), is categorized into two kinds of knowledge: organizational and pragmatic knowledge. In this regard, the cultural aspects as a case in point fall explicitly in the functional and sociolinguistic aspects of pragmatic knowledge, i.e knowledge of cultural references and figures of speech. Consequently, the theory of communicative competence emphasizes the inseparable relationship of language and culture as two facets of the same coin.

1.13   Intercultural Competence:

Within the broad realm of international language education, there is a necessary need to include the intercultural dimension in ELT programmes. This can make the intercultural competence as integral part of the educational programmes. UNESCO (2013:16) in a report defines intercultural competence as:

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

Byram, Gribkova and Starkey (2002 :9-10) give a comprehensive insight about intercultural competence to foreign language learners in which they appreciate **'' their (learners) ability to ensure a shared understanding by people of different social identities, and their ability to interact with people as complex human beings with multiple identities and their own individuality''.**

It is worthwhile to mention that among the main motives behind having intercultural competence is to conduct effective and appropriate communication. Within the relentless globalization process, intercultural contact becomes a prerequisite, especially with the rise of English as lingua franca. Like communicative competence, intercultural competence addresses also communicative appropriateness where the socio-cultural aspects are overemphasized.

Many contemporary models are introduced to highlight more estimated information about the conceptualization of intercultural competence. Deardorff (2009) identifies five models which she considers as contemporary in the study of intercultural competence: compositional models which identify the hypothesized components of competence and she states the skills and the characteristics that are supposed to constitute a congruent interaction. Co-orientational models which emphasize the interactional achievement of intercultural understanding or their variants (perceptual accuracy, empathy, perspective taking, clarity, and overlaps of meaning systems). In the light of these models, Byram's model (1997) is the influential one in which co-orientation occupies a key place

in conceptualizing intercultural competence. Development models recognize that competence evolves over time and through ongoing interaction. Adaptational models emphasize the process of adaptation itself as a criterion of competence, and finally Causal Path models try to define intercultural competence as a theoritical linear system in which the affective variables influence the competence through interaction.

Talking about Byram's model (1997), it is specifically related to the foreign language studies. This makes it powerfully as being the referential model in intercultural language learning. Significantly, to acquire intercultural competence, Deardoff (2009:219) argues that one has to immerse oneself into another culture for a long period of time, unlike Byram who provides four sub-components that should be the basic mainstays to be interculturally competent. They are categorized as follows:

1.13.1 Knowledge:

This means that the intercultural mediator should have solid knowledge which are explicitly pertained with a variety of aspects that are ascribed to the social groups, minorities and characters of others ; knowledge of beliefs, values, practices, sociocultural aspect of language that may be used by people who have particular cultural orientation and the most important the communicative awareness, i.e., the verbal and the non-verbal communicative norms and codes which are meaningful from their perspectives. Byram, Nichols and Stevens (2001:06) say:

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

Thus, knowledge serves as a hard component for being interculturally competent in the realm of foreign language education.

1.13.2   Awareness:

Refers to the potential understanding of differences and similarities of the social groups and their products that made up one's culture either own or foreign. Mennecke

(1993:43) defines cultural awareness as **''the ability to see all cultures, one's own and foreign, as the historically transmitted results of a community's history, mentally and living conditions''** (qtd.in Byram, 1997). Being interculturally aware is comparatively uneasy and this fact is due to the complexity of understanding sufficient information of what cultures are and what they are not. Intercultural awareness enables foreign language students to critically compare and evaluate the differences within the intercultural contexts, assumptions, preconceptions and stereotypes. In relation to linguistic awareness, Kramsch (1993:8) argues that**''cultural awareness must be viewed both as enabling language proficiency and as being the outcome of reflection on language proficiency ''.** To this purpose, awareness is looked upon as the skeleton that enables the interculturalist to figure out the intercultural understanding.

1.13.3   Attitude:

To learn something one needs to have a positive attitude towards it. Gardner (1985:09) defines attitude as **''an evaluative reaction to some referent or attitude object, inferred on the basis of individual's beliefs or opinions about the referer''** (qtd.in Chambers, 1999). This construct in interculturality is mainly concerned with the fact of being sensitive towards cultural diversity and; being inquisitive to remove the uncertainty and misunderstanding and being actively engaged in intercultural encounters. Byram et Al. (2001) label attitudes as (savoir ètre) which they define it as **''the curiosity and openness to suspend disbelief about other cultures and belief about one's own''** (p5). Thus**,** positive attitudes can enhance cultural pluralism and cultural sensitivity**.**

1.13.4   Skills:

The intercultural competent should be positively engaged in intercultural context functioning diffrent skills and procedures. Huber and Reynolds (2014:20) state a list of skills that intercultural speaker should possess to keep pace with:

-Multiperspectivity–the ability to decentre from one's own perspective and to take other people's perspectives into consideration in addition to one's own.

- Skills in discovering information about other cultural affiliations and perspectives

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

- Empathy–the ability to understand and respond to other people's thoughts , beliefs, values and feelings ;

-Cognitive flexibility–the ability to change and adapt one's way of thinking according to the situation or context;

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

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

-Linguistic, sociolinguistic and discourse skills, including skills in managing breakdowns in communication;

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

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

1.14   Assessing Intercultural Competence:

It is worth mentioning that intercultural language learning has currently brought a new conceptualization of cultures where the focus has been moved from the analysis of target language culture towards global and intercultural understanding. Dealing with this recency, approaches to assessment have evolved to include new techniques and methods which are qualitative and quantitative. Also , different assessment formats should be considered when undertaking this process. Fantini (2006:463) identifies two formats of assessment to be used: direct and indirect assessment .The former is conducted in certain period of time usually anounced and directly done. The latter is continuous and sporadic and not apparent to learners while it is being done.

Significantly, it is Ruben's behavioral approach to the measurement of intercultural communicative competence (1976) which has been seen accademic success. Ruben wants to bridge the gap between knowledge and practice, i.e. what individuals know and how can they interact in real intercultural encounters. He describes an individual's competence as based on observed actions and rating scales. As the interculturality become

increasingly an educational focus, several accademics endeavour to offer more comprehensive models to assessment in general and assessment of intercultural competence in particular.

In such a way, assessing learners' knowledge and understanding is not a hard task. It can be done through easy tests that check learners' factual knowledge , but what can be difficult to determine is which facts are important (Byram et al 2002 :29). Thus the multidimensional assessment of intercultural competence has revealed where the pitfalls lie. Michael Byram, a notable figure in the cultural studies, introduces his model of savoirs for intercultural competence (1997). As it was aforementioned, the 'savoirs' can be assessed through qualitative and quantitative methods and strategies. For example, learners 'factual knowledge 'savoirs' can be tested as a function of what they have seen and learned during the course (Byram, 1997:96). Moreover, intercultural competence may be judged in direct assessment through performance assessment (Byram, 1997), portfolios for the estimation of attitudes 'savoir s'engager' (Byram, 2002), or interviews and surveys (Fantini and Tirmizi, 2006). To stay in the European context, Risager (2007) also develops a model which recovers its theoretical basis from Byram's model (1997), but it looks comprehensively detailed.

1.15 Intercultural Communication:

Communication is a highly contentious concept that deserves to be understood through drawing on different disciplines. Following Breen and Candlin (1980), Morrow (1977) and Widdowson (1978), communication can be realized through the discourse and sociocultural contexts via appropriate language use and correct interpretations of utterances (Canale 2013). Communication can take two forms in interaction which are explicitly verbal and non-verbal communication. These forms can be known through having enough information about the cultural mores that might decode the cultural codes of each culture or community. In the light of the current globalized world, the ethics of communication have become increasingly the central focus of the interculturalists to increase the cultural diversity.

It goes without saying that the intercultural dialogue requires individuals to have the necessary competencies and tools to conduct encounters, since it is impossible to remain introverted within the current world. Martin and Nakayama (2010) identify four imperatives for studying intercultural communication: the self-awareness imperative

through making individuals aware about the own and the other's cultural identities. The second is the demographic imperatives which refers to the diversity (ethnocultural, religious and race) one can engage with in interactions. The third one is the economic imperative which concerns trade exchanges in the global market. The last one is technological imperative. The undue progress of technology makes the world as a small village where people can contact each other by merely pressing a button.

1.15.1 English as Lingua Franca:

It is worth mentionning that one of the by-products of the relentless globalization process is the prominence of English as a lingua franca. The latter refers to the language which is used for communication purpose between people whose native languages are different. Holmes (2001:80) posits that the lingua francas is often used as trade languages. She defines it as **''a language serving as regular means of communication between linguistic groups in multilingual speech community''** (Holmes; 2001, p.78). Generally speaking, English has spread across the global scale under historical and political backgrounds. The historical background seems clear in the early expansion of British empire and which imparted English in each continent it occupied. The political and the ideological backgrounds that are mainly embodied in American political imperialism .

Diachronically speaking , the prospect of lingua franca emerged in the twenteeth century, and since the 1950's in particular where the need for global language became an imperative to overcome the limits of translation in the international encounters (Crystal 2003). Additionally, the advent of the international organizations such as the UN, UNICEF and UNESCO help maintaining English as the global lingua franca where presently one who does not know English is linguistically deprived as Burchfield (1985, qtd. in Phillipson ,1992 :5) points out**:**

> English also has got a linguafranca to the point that any literate educated person is in very real sense deprived if he does not know English. Poverty, famine, desease and instantly recognized as the cruellest and least excusable forms of deprivation. Linguistic deprivation is a less easily noticed condition, but one neverthless of great significance.

Moreover, English as a lingua franca, as a newly linguistic issue, has seen cutting-edge studies with different focuses, especially what concerns the linguistic

inteligibility and variation. These studies have been conducted particularly on the sociolinguistic and phonological levels. Clearly, for the ELT profession where English is used as lingua franca, it should be taught apart from the features of Standard English and the nuances of native speakership (Seidelhofer, 2005:340). From the sociolinguistic perspective, with the increasing of its speakers, Nihalani (2010:23) reveals that English varieties have certainly increased and the most challenged levels are those of phonology and pragmatics. So, for the interculturalists, using English in the intercultural talks should pay a close attention to its varieties.

1.16 Culture in ELT Materials:

The central challenge for portraying culture in English language teaching materials is to promote cross-cultural understanding , and to catch students' interest in learning English. This culture-bound tendency in ELT materials is empirically limited to the kind of material being appropriate in English language classrooms .Generally, language teaching needs to be effectively managed by setting goals to cover learners'particular needs ,that's why there is an exigency for the inclusion of specific materials to meet the goals .Cultural appreciation in ELT as the case in studies, preoccupies a great concern in which the learners have to be interculturally well-integrated to the linguistic aspect .

From the cultural standpoint, ELT materials are associated in a great part with textbooks because both learners and teachers are likely with them as the common used materials. But , pedagogically speaking , all what is grounded to curricula and syllabuses in order to maximize learning potential is considered as learning and teaching materials, such as video tapes, computers, dictionnaries, emails and soforth. The teaching of culture requires appropriate parameters to be contextually taught with the language. Its different aspects should be comprehensively portrayed from the adopted materials, among these criteria is authenticity. Tomlinson (2011:14) states:

> Ideally materials at all levels should provide a frequent exposure to the authentic input which is rich and varied. In other words, the input should vary in style, mode, meduim and purpose and should be rich in features which are characteristic of authentic discourse in the target language.

In the current digital age, technology has created virtual learning spaces which are flexible than before. In the of English language teaching framework. Kramsch (2011)

argues that **"the role of technology has to be mentioned in the creation of a cyberculture that is increasingly shaping both language and culture and transforming social life"**(p312). Thus, engaging in intercultural encounters has become an easy task under the merit of the recent powerful influence of technology.

1.17 Culture in Textbooks:

Textbooks are the most common used material not only in language education classrooms, but in all the educational settings. They serve to be the mediator in the instructional planning or monitoring and the students' learning input. Sheldon (1988) sees the textbook as the visible heart of any ELT programme where it evokes a range of responses within the educational settings.

From the methodological perspective, the majority of ELT textbooks rely principally on presentation, practice and production as the typical methodology. Likewise, using 'do-it-yourself 'approach which bring into plays for the autonomous aspect of textbook that is often missed as for teaching and learning the cultural aspects of the target language (Harmer 2001 :304).

Pedagogically speaking, the textbook has a leading role in the ELT profession where they are sometimes the exclusive resource to be referred to. Cunningsworth (1995) offers a list of merits that ELT textbooks can provide:

-A resourse for presentation material (spoken and written).

-A sourse of activities for learner practice and communicative interaction.

-A reference sourse for learners on grammar, vocabulary, pronunciation etc

-A source of stimulation

Culture in the textbooks, as a topical concern in ELT circles, has been a case of controversies among time .This is due the recent variables that enlarge the position of English as the superordinate language in the world. Introducing cultural knowledge in ELT textbooks is effectively to provide learners with the different cultural contexts, not only to be responsible citizens but also to be global citizens [3].

Within the realm of cultural diversity, Cortazzi and Jin (1999) categorize three kinds of culture which can take place in ELT textbooks : thesource culture which is learners own culture, the target culture which refers to American or British cultures, or one

of English speaking countries. The last one refers to the international target culture which includes the target culture varieties of both English and non-English speaking countries like some Europeen countries (France, Italy, Spain and other countries).

The varieties of present-day English are apparently facing the challenge of cultural inclusion in the curricular textbooks. This may be influenced by the status of English as a foreign language or second language. The intercultural understanding has increasingly become the most controversial issue for ELT textbooks designers due to the matter of the cultural dominance. Here, some cultural depictions of peripheral world are critically acclaimed. In this regard, Lee Mckay (2003:75) states **"in many countries where the western characters are introduced in textbooks, it is often in the context of presenting the differences between western cultures and local cultures, often with subtle emulation of western cultures"**.Thus, the textbooks, regardless of being home-made or foreign-made, should be culturally rich in order for learners to well percept foreign language societies.

1.18   Textbook Evaluation:

When a textbook is selected, its potential usefulness or uselessness and even the way it is used can be judged during or after a certain period of classroom use (Sheldon, 1988). Content, as the major debatable element in designing ELT textbooks is often a subject of inquiries. Harwood (2014:2) argues that**"the obvious way for teachers and researchers to begin an investigation into a textbook is to determine and evaluate the subject matter which is included -and omitted".** However, evaluating any teaching material and more specifically textbook is a very complex task because there are many variables that might influence its success or failure (Cunningsworth, 1995:05).

Textbook evaluation is generally done to revisit the teacher partnership with the textbook as the basic parts in incorporating the curriculum which is set up. The teacher can act as a crucial agent in order for learner to develop the positive insights towards textbook. Thus, increase its appropriacy. Risager (2013:02) maintains that in order to analyse the cultural content of textbook and materials in general, three kinds analysis can be distinguished: the thematic analysis, the intercultural analysis and the power and empowerment analysis. The first regards culture as a variety of topics in relation to everyday live, society and history, etc .The second refers to the culture as including diverse

perspectives of individuals and groups. The last refers mainly to culture as an area of the conflicts and the ideologies.

The teaching materials and particularly the textbooks evaluation might be undertaken among subsequent phases according to the aspects to be measured. Breen (1989) introduces an evaluative framework for the teaching materials where he categorizes three phases to be undergone: materials as work plan, materials in-process and outcomes from materials. The first refers to the determination of the theoritical value of materials. The second, materials in-process generates information in which materials are used in the part of teachers and learners. The last one which determines learners' achivevements from materials perspective (In Rea Dickins 1992:30, 31). Similarly, Cunningsworth (1995 :14) mentions the same process which he denotes as types of evaluation :pre-use evaluation which seeks to expect the performance from the coursebook ; in-use evaluation refers to the evaluation of the coursebook in use; and post-use evaluation which is the assessment the strengths and the weaknessess of the coursebook in particular period of classroom use.

There are wealth studies about the textbooks' cultural content evaluation that prove to be efficient in the teachability and learnability of culture in ELT textbooks : Byram and Esarte-Sarrie (1991), Risager (1991) ,Cunningsworth (1995) and Cortazzi and Jin (1999). Each of these models has certain criteria to guage the cultural loads of the textbooks.

1.18.1   Byram and Esarte-Sarrie's Model:

Based on realistic criteria, Byram and Esarte-Sarrie (1991) develop conceptual framework to evaluate the cultural load of textbooks. They argue that foreign language textbooks should be realistic, i.e., it presents the harmonious image of the other cultures as they are really lived (p180). In this framework, the intercultural learning is emphatically being required rather than merely tolerance. In the forms of interaction, this model emphasizes that the realistic account of cultures should include both the interpersonal and intrapersonal relationships in addition to the intercultural issues that is sociopolitically shared. This model offers criteria that can be categorized into four levels:

-The micro-social level of the social identity of individuals, of their social environment, of their personality.

-The macro-social level: the macro-social level of socio-economic, geographic, political and historical representations.

-The level for analysis of the viewpoint taken by the author, either explicitly or implicitly.

-The inter-cultural level of mutual representations and recognition by the nature and foreign cultures. This can be clearly represented through the stereotypes of the cultural information.   (Byram & Esarte Sarries, 1991, p.180)

This model marks a special emphasis on the interculturality as a contemporary aspect in foreign language teaching.

1.18.2 Cunningsworth's Model:

This model of textbook evaluation is developed by Alan Cunningsworth (1995). The latter refers to the cultural content as the social and cultural values of coursebook. Cunningsworth (1995:90) refers to the cultural and social values as 'the hidden curiculum' which is integral part of any educational programme regardless of being language learning or other subject matter. He confines his criteria into five main categories: ethnic origin, occupation, age, social class and disability. Cunningsworth (1995:92) incorporates these broad categories into the following criteria:

-Are the social and the cultural context in the coursebook comprehensible to the learners?

-Can the learners interpret thr relationships, behavior, intentions etc of the characters portrayed in the book?

-Are women given equal prominence to men in all aspects of the coursebook?

-What physical and character attributes are women given?

-What profesional and social positions are women shown as occupying?

-What do we learn about the inner lives of the characters?

-To what extent is the language of feeling depicted?

-Do the coursebook characters exist in some kind of social setting, within a social network?

-Are social relationships portrayed realistically?

Cunningsworth's criteria are characterized for their over-emphasis on the gender and sex as the major areas that are most of the time prone to negative stereotyping rather than portraying other cultural areas such as history and religion.

1.18.3   Risager's Model:

Since culture is an integral part of any language programme, textbooks are the focus of research in order to find the appropriate contexts for the linguistic knowledge. Risager (1991) provides a model of textbook evaluation based on the subjective representation of the cultural aspects. She incorporates her way of evaluation into four levels:

-The micro-level: in which the socio-cultural facts of anthropology i.e., the social and geographical characters, interaction and the subjectivity of characters.

-The macro-level: the sociopolitical and historical: social facts and contemporary sociopolitical problems.

-The international and intercultural matters : comparisons between the target culture and the pupil's own country, mutual representations, images, stereotypes, relations, cultural power and dominance , co-operation and conflict .

-Author's style and point of view: his attitudes towards the sociocultural issues.

Consequently, this model inspires a lot from Byram and Esarte-Sarrie (1991) where the both have an intercultural focus unlike Cunningsworth's criteria (1995).

1.19   Conclusion:

According to what has been theoretically reviewed, assessment and testing in English language education comes of utmost importance in the coordination of the teacher/learner educational development. Teachers, as agents of assessment, need to initiate the assessment to measure the non-linguistic aspects as the way for culture to enhance the learners'cultural performance. The assessment of culture has recently been a focus of persistent efforts among accademics and ELT experts for the sake of promoting English language education from the intercultural perspective.

Indeed, after reviewing the theoretical foundations that are linked to the current research, the following step comes to offer a comprehensive analysis of the ELT situation

in Algeria, addressing the current reforms that give learning culture more emphasis than before.

Notes to Chapter One:

1.   Rich points: the concept is coined by the American anthropologist Michael Agar 1994 in his book '*language shock: Understanding the culture of conversation'.* Rich points are moments of incomprehention or ambiguity when communication might go wrong. These expected behaviours of misunderstanding come when an individual get in new context or situation despite the fact he is schematically prepared .

2.   Schematic knowledge: a set of pre-existing attitudes, knowledge and experiences about the target-language culture that the learner should have in order to avoid cultural shock. Widdowson (1990) refers to schematic knowledge as a socially aquired knowledge.

3.   Global citizen: refers to a new type of citizenship that is required for the current shrinking world. It has recently becomes a necessity for people to engage actively in the intercultural encounters and continually expanding sociocultural context for their words, deeds , and beliefs with respect to the cultural rights of the others .

CHAPTER TWO :

ELT IN ALGERIA : A SITUATION ANALYSIS

2.1   Introduction:

Perhaps the most significant shift over the last decades in the Algerian educational system has been the reforms undertaken in the early 2000's. The shift which seeks new insights and expectancies that can cope with the current world order and the increased interconnectedness. The latter requires first and foremost the intercultural competences more than anything in order for individuals to have the necessary skills of comunication. Thus, to prepare EFL learners for such challenges , the intercultural understanding is an integral part of this paradigm shift.

In this research, after reviewing the related literature in the first chapter, the second chapter, comes to include two main parts :the first part sheds light on the overall situation of ELT in Algeria and the cultural content of third year ELT textbook New Prospects as the studied case. The second part of this chapter offers the methodological preference, i.e., research methodology and design in this study including the instruments, population and sampling.

Briefly speaking, and regardless of the part that is devoted to research methodology, much of the interest will be focused on the pedagogical considerations under which the ELT in Algeria is going at the present time .

2 .2   ELT in Algeria : a Diachronic Development

The history of ELT in Algeria has been in tide since its earlier instants of advent, and this due to the successive methodologies it has undergone. English was adopted in Algeria as a foreign language in the whole educational categories except the primary school, namely the tertiary level, the secondary school education and middle school education to maintain a sence of linguistic pluralism. Historically, looking back to its linguistic background , Algeria was occupied by the French Colonialism, what gives the French an important status in the socio-political locus in Algeria. As the time goes on, the global changes in the international scene, and along with the powerful effects of the relentless globalization process, it is hard not to be locally influenced by what is globally going. Algeria, as the other countries, had to open a linguistic gate to English for the ever-growing need to global integration and continumm.

However, the rise of English as cogently the global language is not considered a haphazardly linguistic phenomenon. Crystal (2003) argues that the English language has

become a global language for only one reason: simply, the power of its people. One can easily know the geographical and historical factors behind its increasing ubiquitousness. Admittedly, Algeria like its neighboring countries is not linked to English with colonial legacy what leads the language to be classified as a foreign language like other countries.

The ELT circle in Algeria is increasingly occupying the focus of efforts for the sake of keeping pace with the global educational recency, whose main hallmark is prominently the intercultural language learning. Since the adoption of competency-based approach, the ELT course faces the challenge of meeting the intercultural challenge with special carefulness to some contemporary sociopolitical issues. Hall and Eggington (2000 :01) posit **'' it becomes clear that rather than being peripheral to our tasks as teachers , the political, cultural and social dimensions of ELT are embedded in each every decision we make ''**

Despite the fact that the recent interests for improving the ELT profession in Algeria, there are a subtle difficulties which are empirically hard to pin down. The secondary school level, as the case in point, where some pedagogical difficulties can be found. From managerial perspective, the overcrowding is serious hindrance in EFL settings; sometimes large classes contain more than forty students where it becomes a hard task to meet entirely the learners' needs. In the terms of instructional materials, textbooks seem to be the unique resourse to teach and learn in the realm of digital language teaching and learning where the knowledge about culture and interculturality requires a high degree of authenticity.

2.3 Algerian Educational Reforms : the Rationale and the Prospects

In the realm of the new world order, interconnectedness has become the hallmark of all fields everywhere. The intent to cope with the free economic market has made the necessity for adapting further reconsiderations in other fields. Looking always forward to recency, and to keep pace with the global norms, Algeria initiated to the educational reforms in 2002 for the purpose of adding a global stamp on the local education .The main concern was the embodiment of learner-centred approach as the qualitatively educational pedagogy.

From the educational perspective, the educational authorities conduct massive reforms in terms of syllabi and curricula. Since these reforms comprise deliberatively most

of the taught subjects, they embark on new syllabuses and introduce new textbooks including all the taught subjects. The current reforms concern all the categories as including the secondary school, the middle school and the primary school, through adopting a new approach which is the competency based approach. The latter is locally adopted by the educationalists to keep a sense of vital innovation and change. The CBA carries new cognitive and socio-cultural considerations that provide learners with the necessary competences to be able to interact with the contemporary global citizenship, in this regard Pang (2006 :4) argues that **''educational systems are now under pressure to produce individuals for global competition, individuals who can themselves compete for their own positions in the global contexts and who can legitimate the state and strengthen its global competitiveness''** (qtd. in Daun, 2002). Within this framework, a post method learner meets the challenge of being responsible of his own cognitive, metacognitive and affective progress.

However, the teacher training is at the heart of these reforms. In-service teachers are given a central focus to enhance their competencies and capabilities of the content in order to to teach effectively the newly adopted contents. Teachers as having multiple agentries in the classrooms are given unprecedented valorization in their status.

It is clearly remarked that the new commitment for change imparts a noticed tendency to foster the linguistic variety especially under the truimphalist thinking towards English (Crystal, 2003).

It is worth reflecting, in this linguistic ubiquitousness of English, that the ELT profession in Algeria is a part of the whole reforms. English, regarding its superordinnate position among the world languages, is reconsidered by devoting a special emphasis on the sense of communicability. New coursebooks are introduced for the middle school and the secondary school in order to improve the pedagogical practice. For the first level, Spotlight on English series are initiated orderly to the first, second and third years when the textbook OnThe Move is introduced for the fourth year. Secondary school level is mainly concerned with new home-made coursebooks, namely the textbook Cross-roads which is introduced for the first year, the textbook Getting Through for second year and the textbook New Prospects for the third year .

Consequently, interculturality is practically and theoretically given an interesting light where the learners are presumed to develop a competence or at least the necessary

skills to appropriately communicate with individuals from other cultures and backgrounds . To meet this requirements, the textbook <u>New Prospects</u> is supposed to impart the activities that help promoting the intercultural understanding .

2.4   Competency Based Approach: ELT Perspective

Innovation and change are considered the dominant hallmark of quality education. From this starting point, competency based approach or competency-based education comes to the forefront as newly alternative educational approach to what has been gone before. The Glossary of Education Reform (2014) refers to competency-based approach as ''**systems of instruction, assessment, grading and accademic reporting that are based on students demonstrating that they have learned the knowledge and skills they are expected to learn as they progress through their education**''. Similarly, Richards and Rogers (2001:141) state that the competency-based education, or CBE in short is outcome-based and is adaptive to the different needs of teachers, learners even the community.

However, what is the focus of attention in CBA is the key concept competency. The latter, despite the complexity of its definition, denotes necessarily the fact of having the ability, skills and knowledge to do something in proficient way. Richards and Rogers (2001:141) argue that CBE is individualized instruction what emphasizes the central role of students' competencies in life role situations. Furthermore, he states that''**competencies consist of the description of the essential skills, knowledge, attitudes and behaviors required for effective performance of a real-world task or activity** '' (2001:141).

Looking back to the Algerian educational system, CBA is introduced in parallel with the reforms in 2002 as a global imperative in order for individuals to achieve the international standards .The newly approach is presumably adopted to enhance learners' cognitive abilities with a remarkable change in teachers' roles and learners' roles, what emphasizes learner-centredness in the educational settings. Essentially, what can be notably said about CBA is the inevitable dependency to the communicative approach for which the meaningful communication is the central objective of the approach.

Regarding the ELT situation in Algeria, as the case of interest, it has been a concern of the overall reforms. Within the CBA framework, the ELT profession has seen crucial reforms. The coursebooks as the teachers' guidelines, are radically changed in all

scholar levels. These are designed to make evident the CBA characteristics within which learners percept the content in relation to the real world.

2.4.1   Communication Emphasis:

One can note from the early instances that competency-based approach keeps the EFL courses completely communicative-based as it was with the communicative approach before. In the light of appropriateness and meaningfulness, communicative competence is increasingly becoming a household concept that dominates the second language aquisition studies. Brown (2000:245) explained that **''foreign language learning started to be viewed not just as a potentially predictable development process but also as the creation of meaning through interactive negotiation among learners''.** Hence, the CBA draws on a variety of tasks that can effectively promote the communicative skills.

Regarding the EFL course within CBA framework, the learners are expected to use the language forms into appropriately produced utterances, and this seems clear from the newly adopted syllabi and textbooks, particularly that of third year secondary school, which emphasizes a variety of tasks that ensure the premise of real-world situations practice.

What may be simply noticed and put into consideration in the CBA framework is that the approach goes far through extending the communicative perspective to address the intercultural aspect of communication. The focus has been removed from the inside classroom into outside to include the intercultural communication skills. Consequently, in parallel with this shift from communicative competence to intercultural communicative competence .The latter, according to Neuner, Parmenter, Starkey and Zarate (2003 :112) is based on the individual differentiation which can promote a high degree of diversity in the expression of identity. Intercultural communicative competence can be developed and taught in educational institutions according to systematic training.

Furthermore, talking about intercultural communication stimulates a number of differentiations. Unclearly seen, a contentious issue has to deal with distinguishing between intercultural competence and intercultural communicative competence. The former is comparatively characterized with its non-linguistic trait. In other words, it can be confined in the mastery of skills of interpreting and relating documents, texts and soforth.

The latter is considered comprehensive as including other sub-competences such as linguistic competence, sociolinguistic competence and discourse competence.

2.4.2   Autonomy Emphasis:

In the recent decades, new ideas and issues have emerged to re-organize and reach a qualitative learning and educational outcomes in general. Among the major de facto issues concerning the learning process in general is the autonomous learning .The latter, and within the current CBA framework, has been undertaken in a forethought way towards likely outcomes. For delving deeply into autonomous aspect of learning, the key word autonomy deserves to be broadly defined. Little (1991:04) gives the meaning of autonomy as **''essentially it is capacity-for detachment, critical reflection, decision-making, and independent action. It presupposes, but also entails that the learners will develop a particular kind of psychological relation to the process and content of his learning''** (qtd.in Chambers & Davies**,** 2001, p.41). Yet, a remarkable importance has to deal with the independency in settling matters.

Language learning within the CBA framework, as a worthwhile issue, has contemporarily become in broad sense autonomous. The learners are expected to break down with the absolute reliance on a particular source wether it be the teacher or the adopted material. As a rule, claiming that a language learner is autonomous depends on how he self-directs the learning. In other words, the learner can be involved in second or foreign language tasks through his own productivity rather than reformulating what has been recovered from teachers. In the same line of thought, Kumaravadevelu (2006) distinguishes two kinds of learning autonomy: accademic autonomy, which fosters learners to be effective learners, and liberatory autonomy that empowers them to become critical thinkers.

Regarding the Algerian educational system, the commitment for fostering the autonomous learning seems clear-cut in the newly adopted approach. From the early instances, one can notice that the designed syllabuses with their newly introduced textbooks strive to enhance learners' autonomy. This seems clear from the activities that ask learners to notice, reflect, analyse and assess. The nature of these activities are intended to equip learners with the necessary cognitive, metacognitive, and affective strategies.What deserves to be further talked about is the project-based. It is labelled in each coursebook as an autonomous aspect of learning. Its main objective is to involve

learners in autonomous training to grow into a more self-directive within the language learning realm.

2.5   EFL in Algerian Secondary Schools :

It is worth recognized that the teaching English in Algeria has seen a remarkable progress. That is to say, as other countries the teaching of English can be influenced according to any global variable. In the Algeria, English is taught as a foreign language like other countries. Regarding its status from the methodological standpoint, language learning as a qualitative learning needs to be grounded with the constantly innovative efforts in order for learners to reach a maximal effectiveness. Different methods and approaches have been tried out since the independence, starting from the grammar translation approach to the direct method and communicative approach arriving to the competency based approach. Clearly seen, each method or approach depends on particular principles, procedures and techniques and may be restricted to a certain period of time where the method or approach takes place.

However, it is regularly noted, particularly in the secondary school level, that teachers have a noticed craving for grammar translation approach in EFL classrooms, though the large succession of methods take place. Here, a great deal of commentaries need to be based on learners abilities and for which reasons teachers undertake this tendency.

In dealing with learners abilities, students are expected to pass through middle school phase. In other words, they have already studied English for four years. Hereby, they are cognitively and metacognitively qualified to reach an advanced degree of proficiency. But, in action, things seem critically acclaimed. the EFL learners in the secondary schools do not care about learning English despite they recognize its worthwhile status. They strive just for the summative advantages such as obtaining the baccalauréat. In this unlikely truth in the part of learners, this issue needs to be studied from different perspectives .

2.5.1   Third Year Syllabus:

One can easily say that the syllabus serves as visible heart that links teachers to learners in education. Candlin (1984) sees syllabus as more localized on what happens in the classroom respectfully to the curriculum (in Nunan, 1988:03). The fundamental

objective of every syllabus is to enhance the learners' achievements through a set of procedures and courses. In distinguishing between the syllabus and the curriculum designs, Nunan (1988:08) states ''**curriculum is concerned with the planning, implementation, evaluation, management and administration of education of programmes. Syllabus, on the other hand, focuses more narrowly on the selection and grading content''.**

Significantly, though, the fact that what makes up any syllabus raises always a topical issue of the adaptability. That is to say, wether it can be considered the mere frame of reference to guide the learning process. Widdowson (1984) points out:

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

In the recent educational reforms, new syllabi in Algeria are introduced to give further dynamism. Regarding the ELT situation in Algeria at all levels, new expectations are looked forward for each level. Speciffically, the syllabus of English for third year as laid out by the National Curriculum Committee of the Ministry of National Education in March 2006. Three main features of the syllabus have been given central : the fact that the Baccalauréat is exclusively of the written mode ; the emphasis on athematic orientation ; the need to cater for the pedagogical requirements of all Baccalauéat streams. The newly adopted coursebook New Prospects complies with third year syllabus which is learner-centered.

2.5.2   The Textbook Linked to the Syllabus:

Textbooks are typically the best material to incorporate the official syllabus anywhere. As a substantiation to this over-reliance in ELT, Bell and Gower (1998 :117) state that ''**coursebooks fulfill a wide range of practical needs, particularly in contexts where English is being taught in non-English speaking environment and where teachers either lack training or sufficient time to anlyse each group's needs''**(qtd.in Rubdy, 2003 :39)**.** In Algeria, it can be argued that the once curricular material though denotes the same as syllabus, is the textbook. In secondary school grades, and referring specifically to the New Prospects of third year, the textbook complies with the

recomendations issued in the official syllabus set by the Ministry of National Education (2006).

Within the CBA framework, learners are asked to have the competencies of interaction, interpretation and production that have been attained through variety of tasks and activities. What has been remarkably emphasized, in addition to the 'Project Outcome' is the intercultural skills that didn't exist before. Despite it is in-built phase, the universal culture takes part in the syllabus as well as the textbook. The cultural considerations in third year syllabus are confined in developing cultural insights in order for learners to have the necessary skills for intercultural understanding.

2.6 New Prospects: Layout and Design

As a part of educational reforms, New Prospects, a textbook which is introduced in 2007 by the Ministry of National Education to third-year EFL students at secondary school level.. The textbook replaces its preceding Comet with new linguistic, methodological and cultural considerations within the competency-based approach framework. The textbook's authorship refers to S.A ARAB and B. Riche with the assistance of M. Bensemmane, published by the National Authority for School Publications.

In its physical characteristics, New Prospects is made up of 270 pages, including six units which address different contexts, and each unit has two separate parts: 'language outcomes', 'skills and strategies outcomes'. The first covers three sub-parts: functions, grammar and vocabulary and sound system. The second entails two sub-parts which are listening and speaking and reading and writing. Additionally, checking of learners' self awareness about topical issues and the intercultural matters are emphasized in each unit. The Book Map put in the begining is a referencial guide to check the content (See appendix C). What is seriously taken into consideration as for the precedent Comet is project outcome which concludes each unit? It is a hallmark of competency based education. The units are followed by listening scripts, a grammar reference and the resourses portfolio.

However, the newly adopted textbook emphasizes cognitively a set of autonomous skills that learners should develop in them for the sake of reaching the competencies that are globally conventional. It is intented to be strongly learner-centered

where the entire focus is directed to students as learning-makers, project doers and assessment undertakers.

2.7   Intercultural Outcomes:

One of the main cultural objectives set by the textbook designers is to ensure estimated facts and issues about interculturality. Intercultural outcomes along with learner's outcomes are the parts of the process of teaching and learning at all the time according to the foreword existed in the New Prospects. They are set to develop learners' intercultural understanding and raising their intercultural awareness. Flowing from this starting point, culture as including a large variety of aspects is supposed to be well-portrayed to EFL students in different situations, where they might have the potential knowledge, skills, attitudes and critical cultural awareness that can be potentially functioned in the intercultural meetings.

2.8   New Prospects Cultural Content:

It is worth mentioning that the cultural considerations are of primary concern in designing any ELT textbook in view of its clear-cut role to guarantee learners' integrity and proficiency. Learners become more engaged under the influence of useful textbooks where they can develop positive attitudes towards the textbook. Furthermore, the cultural aspects of the textbook fall frequently in the reading comprehension texts where the readers can make use of the culture specific schemas in matching input to their pre-existing knowledge (Alpetkin, 1993:02). In the Algerian educational context, New Prospects, as a case in point, specifically designed for third- year EFL learners, is made up of six units differently entitled. To know its cultural content in details, it should be better to review separately each unit.

2.8.1   Unit One:

This unit is entitled 'Exploring the Past'and its main topic is 'Ancient Civilizations'. At the begining of the unit, Learners are asked to find information about the ancient civilizations through exposing a map in page 15. However, in the reading and writing sequence, they are given a text without title which addresses the ancient Egyptien civilization in page 37 and 38 annexed by some images related to three historical milestones. The local culture in the first unit is referred to through displaying a text entitled 'Algeria at the Crossroads of Civilizations'. The text addresses the main historical

monuments of Algeria such as Tassili n'Ajjer, Timgad, Casbah and so forth in addition to the image of Thamughadi (Timgad).

As assessment procedure, according to the forword of the textbook, the teacher is supposed to select a suitable text from the four texts proposed in the 'Resources Portfolio'. One model for every unit will made available in the Teacher's book. The texts are set as follows:

Text One: 'The Spread of Civilization in the Maghrib and its Impact on Western Civilization'. (From the **General History of Africa,** UNESCO? 1997? vol. IV, pp.24-28)

Text two**:** 'Did the West Begin on the Banks of the Nile'.(Adapted from **Newsweek**, September 23, 1991, pp.45-46)

Text three: 'How Societies Choose to Fail or survive'. (From The Financial Times, January 22-23, 2005, p.26)

Text four**:** 'Lest We Forget History'. (Adopted from Carina Ray, ''Lest We Forget History '', in The New African**,** n°469, January 2008)

2.8.2   Unit Two:

Under the title of 'Ill-Gotten Gains Never Prosper', unit two's main topic is ethics in business: fighting fraud and corruption. Learners are presumably informed about the different forms of corruption in business. In 'Read and Consider'section, learners are asked to perform tasks related to a text under the title 'Imitating Property Is Not Theft'. It notifies the multidimentional consequences of counterfeit. In reading and writing sequence, a text without title (Adopted from Bill Mascule, Bussiness Vocabulary in English, p 90), is exposed to learners. It addresses the social audit aspect in doing business without referring to any country or community.

In 'Resource Portfolio', four texts are situated at the end of the textbook through which the teacher can select one text to be used as assessment of learners input. Texts are ordered as follows:

Text one: Anti- Corruption Education (Adapted from Bettina Meier, TI International Secretaria, Anti –Corruption Education, November, 2004

Text two**:** Threats on UK E- Trade (From the Times, May 28, 2002).

Text three**:** It's a Moral Issue (From David Lodge, Nice Work, 1998).

Text four**:** Bribe-Taking is Wrong (Adapted from Chinua Achebe's No Longer at Ease, London, Heinemann, pp.1-156).

2.8.3 Unit Three:

Under the title **'**Schools: Different and Alike', unit three deals specifically with the educational system in Algeria, Britain and America. Culturally speaking, learners are exposed to two texts about the British and the American educational systems. In the two texts, learners are asked to compare them to the Algerian one without physical representation. As far as the semiotic representation is concerned , two pictures are shown for Algerian university theatre and library on the one hand, and a picture for the Britich graduates in the other hand .

In'Resources Portfolio', the teacher is asked to select one from the suggested texts that are ordered as follows :

Text one : 'Recommendation Concerning Education for International understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms' (From A Compilation of International Instruments, New York : United Nations, 1994 , pp.600-601).

Text two: 'How not to Educate Children'   (From Charles Dickens, Hard Times).

Text three: 'Computers vs Books'.

2.8.4   Unit Four:

This unit is called 'Safety First'; the overall cultural focus of this unit revolves around advertising and its effects on individuals. In 'read and consider'sequence, there is an untitled text which addresses human health and more specifically cautions to avoid obesity. In reading and writing, a small text about Toshiba product is exposed to be further discussed.

In 'Resourses Portfolio', texts are orderly exposed as follows:

Text one: 'The Story behind Supermarket Success' (from Looking Ahead, p.40)

Text two: 'The functions of Advertising' (From Robert Miller, The New Classes, 1998)

Text three: 'Manipulative and Cynical...how the Food Industry poisons our Children'. (By Joanna Blythman adapted from the Daily Mail, May 26, 2004).

Text four: 'The Basics of Consumer Behaviour (From htp://www.advertopedia.com /consumer-behavior-basics.htm)

Text five: 'The Children Who Don't knows Chips from Potatoes' (From Daily Mail, Monday, November 7, 2006, p.7).

2.8.5   Unit Five:

This unit is entitled 'It's a Giant leap for mankind'. Its main topics deal with Astronomy and The Solar System, so it is completely scientific. In Read and Consider sequence, a text without a title addresses the description of variety of planets and their distance from the sun (Adapted from the book of 'Popular Science' and E. Nourse, The Giant Planets). In Reading and Writing sequence, another untitled text exposes the impact of throwing the rockets at the comets. It is adapted (From International Herald Tribune, Tuesday, July 5, 2005, p.8).

To further reinforce learners' understanding, resources portfolio contain five texts by which the teacher is supposed to select one of them. They come rankly as follows:

Text one: 'The Benefits of Space Exploration' (From Carl Sagan, Cosmos).

Text two: 'Mission to Venus or to Hell' (From Michael Harlon, Daily Mail, Monday, November 7, 2005, p.15)

Text three: 'The Satellite Era' (From Exploring the Cosmos, UNESCO Courrier, January 1993, p.10).

Text four: 'Remote Sensing' (From Kiran Karnick, 'Remote Sensing' in UNESCO Courrier, January ,1993 ,15-17)

Text five:'The Martian Are Coming' (From U.S News and World Report, dec.27, 1999, p.42).

2.8 .6 Unit Six:

The last unit is called 'We Are A Family' addresses different topics such feelings, humor and emotions. In Read and Consider sequence, a text entitled 'Feelings' is exposed

to describe the feelings of American and British people. Learners are expected to judge the extent to which Algerian attitudes to feelings similar to or different from the American and British attitudes as descibed in the text. Another untitled text addresses Princess Diana's life story for grammatical follow-up activities. In the pictorial representation, unit six consists of a picture for Algerian comedians and Princess Diana's picture.

In 'Resources Portfolio', teachers are supposed to select one text from the seven proposed texts:

Text one: letter to my nephew (From James Baldwin, The Fire Next Time, pp.3-10).

Text two: Why We Laugh (Adapted from Edgar V. Roberts, Writing Themes about Literature, pp.144-145).

Text three: Sport and Friendship Among peoples (From UNESCO Courier, Decembre 1992, p.19)

Text four: A National Religion (From Maryanne Kearny Datesman, the American Ways, longman, 1997, pp.50-51).

Text five: April fool (Adapted from Modern English international).

Text six: meeting one's partner (Adapted from New society, march 22, 1973).

2.9   Research Method and Design:

To conduct the accademic studies, one needs to ground his research to the necessary methodological considerations. The latter require the researcher to be substansively attached to certain systematic procedures and techniques that help effectively solve the handled problem situation. It seems appropriate at this juncture of research to identify the method, procedures and techniques that could lead the phenomenon being researched.

Concerning the current study, the researcher follows the descriptive method. To this objective, the descriptive research design is regarded as the appropriate design to be followed by the researcher. It is given a detailed description and analysis to the textbook New Prospects cultural content, and the questionnaire which depicted the students' performance vis a vis the textbook from the teachers' perspective. Seliger and

shohamy(1989 :124) address the desriptive research as it‘‘ **involves a collection of techniques used to specify, delineate or describe naturally occuring phenomena without experimental manipulation''**.Thus, based on the available evidence , and without relying on empirical enquiries, the main data is reported and described to be issued into an overall analysis.

Concerning the research methodology, this research followed a mixed methods approach to collect and analyse the data: qualitative research method and quantitative research method. In relation to this context, Tashakkori and Creswell (2007:4) point out‘‘ **Research in which the investigator collects and analyses data, integrates the findings, and draws inferences using both qualitative and quantitative approaches in a single study or program of inquiry''** (quoted in Mackay and Gass, 2016 :277). Dealing with language learning studies, there has been recently a remarkable tendency to use the mixed-method approach for the comprehensiveness of its merits. Significantly, on the one hand, the qualitative method was undertaken to find out more information addressing the quality, meaningful actualities and attitudinal issues. On the other hand, the quantitative method was adopted to incorporate the numerical data and realities that were interpreted into different graphical forms.

Moreover, in this research work, the researcher wants to test the three presumed hypothesized statements in the beginning. This can be clear through the adoption of multiple instruments that are supposed to elicit realistically an accurate portrayal of the data.

2.10   Instruments:

In language learning research, the ways to elicit data are taken into account in regard to the methodological choices of the researcher and the nature of the studied phenomenon. Because the second /foreign language studies include a variety of topics which can be classified into different scientific theories, instruments need to be chosen in regard to the adopted research method.

Since the research revolves around the description of the facts as they exist in real-world situation, the main task was to describe explicitly the cultural content of the textbook in addition to the teachers and learners implications as far as they are the users of the textbook. So, collecting data in such researches can be labeled in a sense of relative

degrees of explicitness. Seliger and Shohamy (1989) mention that the descriptive studies can include tests, surveys and questionnaires, self-reports and interviews, or observations.

In the light of the aforementioned evidence, the researcher follows a triangulation as a procedural preference. Triangulation refers to the reliance on two or more than two instruments for the sake of ensuring a properly estimated validity. Mckay and Gass (2016: 233) point out that triangulation can effectively enhance the research credibility, transferability and dependability. Flowing from this point, the researcher makes a questionnaire with the teachers, an interview with the learners and finally a checklist for textbook analysis and evaluation.

2.10.1   Questionnaire:

Recently, the questionnaires have become the most employed data collection instrument in investigating works based on numerical data. Brown (2001:06) defines questionaires 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 them among existing answers''** (Quoted in Mackay and Gass, 2013), The main cause for using the questionnaires is the eaze of their primary construction where the researcher can ask to find appropriate questions in order to situate the researched subject. Through these series of questions, data can be reported qualitatively from individuals to the researcher for the sake of quantitatively interpreted.

Significantly, if any researcher wants to produce a tool that reports reliable and valid data, questionnaire design requires a rigorous process, i.e., regarding all the theoritical and the empirical considerations such as the appropriateness of content, types of questionnaire items , administration and so forth (Dörnyei , in Mackay and Gass, 2013).

It seems clear that most of the researchers tend to use questionnaire for the administration easiness in one part and time and cost effectiveness in other part. They can effortlessly gather a great amount of information. Contrary to this, difficulties, though small in number, can make the research results in doubt which consequently bothers the researcher such as mailed questionnaires and low responce rate. Seliger and Shohamy (1989:172) point out **''a low return rate may therefore influence the validity of findings''**.

Furthermore, the questionnaires can take many forms and also can differ from each other in terms of the included items, explicitness and the way they can be delivered. Yet, unstructured questionnaires are said to be missed a degree of explicitness by which data are gathered through open questions. Unlike the unstructured questionnaire, structured questionnaires contain a variety of questions including open-ended questions, multiple choice questions and open questions. These are prepared in advance and directly given to respondents. As well, Semi-structured questionnaires have mixted questions which contain that of structured and unstructured questionnaires.

In the current research, the questionnaire is addressed to the third year EFL teachers in secondary school education. It is tended to use this instrument for its valuable merits as well as its possibility to collect both qualitative and quantitative data. As it is aformentioned, the structured questionnaire is labeled for its assortment of questions for the purpose of reviewing teachers' personal opinions, selecting facts and giving plausible clarifications. Teachers are asked to give different information about the textbook, learners' performance in relation to it, their referrence to the cultural topics, and their personal difficulties when referring to the cultural topics. The current questionnaire is devided into three parts.

Part one, is devoted to the teachers' personal data which concern their experience, the reference to culture in their day-to-day teaching, in addition to other factual information about third-year EFL students' cultural knowledge.

Part two is concerned directly the cultural load of <u>New Prospects,</u> the majority of the questions in this part addressed the target cultures, the inclusive aspects. As agents of assessment, teachers are also required to judge and assess learners' knowledge, skills and the level of intercultural awareness.

The last part deals mainly with teachers' suggestions about the improvement of intercultural language learning. Before this, they were asked about the difficulties they face when teaching culture and intercultural issues (See appendix A).

In this research, the questionnaire serves to be a mediator to report about learners' intercultural competence from the teachers' perspective, and this in relation to the textbook as the official programme and guide.

2.10.2   Interview:

The primary reason to conduct interviews in the majority of the studies is to reach a high degree of objectivity through direct contact. In the language learning studies, interviews are conducted explicitly in a face to face format or online where the interviewer can obtain information through systematic or unsystematic questionning. Seliger and Shohamy (1989:167) indicate that **''in second language research, interviews are used to collect data on covert variables such as attitudes (towards the target language, or the ethnic group whose language is being learned) and motivation for learning the second language''.** Thus, the interviews can be used to find out much more about the affective side rather than anything else. Like such tool can provide qualitative data through different types of questions.

However, the way the researcher words his interview can positively influence the interviewees. Patton (1990) states further suggestions for the interview items where he considers open-ended questions that make the interviewees answer on their own terms (In Mackay, 2006:52). The answers can be recorded with the interviewees'consent even for printing the interview, that's why some educationalists consider interviews as the oral versions of questionnaires.

Interviews can be classified into different types in view of the interviewer social skills and the nature of information he wants to gather. In language learning studies, researchers can graduate this tool from structured to unstructured interviews.The structured interview seems to be the efficient research instrument where the researcher might seek for both qualitative and quantitative data. Admittedly, this type is struturally considered as oral questionnaire. The interviewer asks the questions included in the interview protocol one after another. Semi-structured interviews are undertaken for gathering qualitative data. The researcher can flexibly obtain data that's why**''the semi-structured interviews had found favour with many researchers particularly those working within interpretive traditional researches''** (Nunan, 2002:149). Unsimilarly, unstructured interviews which have less degree of formality often conducted as the format of debates and discussions, most of the time seeking for qualitative data .

In this research, a structured interview for third year EFL learners takes place in order to explore broadly the issues that concern learning about foreign language cultures and some intercultural issues, the cultural content of New Prospects and their attitudes

towards the textbook cultural themes and teachers' implications as the reference to the technological devices when teaching culture. It is given a sequence of questions (eight questions) which varied from closed, open, close-ended and open-ended questions in order to report in-depth information (See appendix B). It is done with twelve learners from different streams though the scientific ones are not concerned with the entire cultural content as similar as the literary ones.

2.10.3   Criteria for Textbook Evaluation:

Evaluations as a realistic activity can systematically or not occur everywhere and anywhere. This is partly due to the need of making explicit judgment regardless of the object being evaluated. Pedagogically speaking, doing educational evaluations require special techniques and procedures that should be formerly done. On the basis of this structural frame of conducting an evaluation in research, Nunan (2002 :200) says that **'' evaluations have the potential to yield huge quantities of data ,and decisions need to be made on how the qualitative data resulted from semi-structured interviews and questionnaires are to be reduced to manageable proportions''.**

For the objective of underpinning the validity of this research, evaluating the intercultural load of the textbook New Prospects seems crucial for giving the researcher plausible and analytical insights for matching the needs to the different sollutions. Clearly, any teaching material assigned to language education is a real statement of the quality of learning. Thus, evaluation can subjectively reveal what view of language learning is based on (Hutchinson, 1987:38). Regarding the whole-school based assessment in general, textbook evaluation becomes a pre-requisite for the educational achievement, and this in regard to its sensitive role in exploring the basic needs that concern the teaching and learning practices.

What might sensitively deserve further comments in the realm of the textbooks evaluation is its compatibility with analysis. Some ELT experts argue that there is a common delink between the two concepts as for Mc Grath (2002) and Cunningsworth (1995). Tomlinson (2003:16) argues that **'' evaluation focuses on the users of the materials and makes judgments about their effects ...On the other hand, analysis focus on the material and its aim to provide an objective analysis of them''.** That being so , it seems that there is a clear overlap between the two concepts .

Recognizing the breadth of the theoretical body of the textbook evaluation and analysis, and to further disambuguate this distinction, it is recommended to make value judgment through undergoing an analysis. So, one comes to the nub of the other, that's why many of evaluators and analysts prefer to integrate the evaluation along with analysis in judging the appropriacy of materials. Cunningsworth (1995 :09) notes that the results of the comprehensive analysis lead directly to the success of the evaluation and the selection of materials. Consequently, analysis, though draws an objective thinking, is an integral part of the whole evaluation process which remain the product of self-effort in order to make a value judgment .

Based on the aforementioned evidence, this research adopts the Byram and Esarte-Sarries' model (1991) for the textbook analysis. Based on a high degree of realism, this model has multi-dimentional levels of analysis, namely the micro-social level, the macro-social level, the intercultural level and the analysis of the author view point level. Considerably, the societal aspect is the dominant hallmark of this model and this due partly its central role in interculturality.

2.11   Sampling:

In order to fullfil the intented objectives of the study, the researcher tries to select a suitable population that offer the enough information about the whole population. Butcher (1966:02) explains that since the scientific research draws much upon generalization where it is not dependent on a pure deductive logic as the case of mathematics, so generalization is based on samples. In this research, the respondents, both the teachers and the learners are selected randomly from different secondary schools, specifically those of third year level. The respondents are concerned with the different research tools (the questionnaire and the interview). The teachers on their part, are given a questionnaire, while learners are interviewed through a structured interview.

2.11.1   Teachers' Profile:

In this research, the questionniare is carried out with the third year secondary school EFL teachers who are graduated from Algerian universities and colleges. In action, thirty (30) teachers have the opportunity to answer the questionnaire. They are randomly selected from different secondary schools in Mascara and its suburbs.

2.11.2   Learners' Profile:

In the current research work, third-year EFL learners are concerned with structured interview. Learners who take part in this research are also of different streams, despite the fact that some streams are not concerned with the entire units that made up the cultural load of the New Prospects. Twelve learners from different schools in the city of Mascara are intervieweed. They are randomly selected without taking into consideration their language proficiency.

2.12   Piloting the Study:

The piloting stage is regarded important in view of its ensuring of reliability and validity of the used instrument. Weir& Roberts (1994, qtd .in Hamzaoui 2006) point out:

> In all the methods, the value of piloting instruments before actually employing them in final data collection is paramount...This will help identify imbiguities,other problems in wording, and inapropriate items, and provide sample data to clarify any problems in the proposed methods of analysis prior to the collection of data in the study proper.

It needs to be carefully undertaken within sufficient time to well test the appropriateness of instrument. In this regard, Dörnyei (2014: 65) asserts that: ''**piloting is a step wise process that, when properly done, can take several weeks to complete''.** The realities elicited in this stage revolve around adjusting, correcting and removing the ambiguities in general. Seliger and Shohamy (1989:195) explain that the type of information gathered in this phase comes in two sorts: one refers to the empirical aspects of the instrument administration, and the other is related to the reliability and the validity considerations.

In this research, a questionnaire is given to three teachers (Two experienced teachers and novice teacher) from different secondary schools. The experienced ones have the opportunity to work in the pre-reform phase. Those teachers are not concerned with the final form of the questionnaire. In this piloting phase, few changes are done to add further clarity and precision.

2.13 Conclusion:

Through this chapter, the researcher wants to describe explicitly and thematically the cultural content of the textbook <u>New Prospects</u> including its six units. It may be said that engaging in the descriptive studies, requires also a general exploration of the surrounded environment and moving back to the past issue, what leads the researcher to report the recent Algerian educational reforms.

However, it has always been the case that the teachers and the learners have the priority to give their personal opinions about the ELT materials and particularly the textbook, since they are directly using it in the classrooms. Therefore, this research work contains a questionnaire for third year secondary school EFL teachers and interview for third year secondary school EFL learners. In choosing such instruments, the researcher has to adopt a mixed method approach, i.e., qualitative and quantitative methods to analyse the obtained data. Furthermore, in attempting to evaluate the textbook <u>New Prospects</u>, a multidimentional analysis is proposed to assess its intercultural dimension of the textbook. The following chapter will be devoted to the data collection and analysis.

CHAPTER THREE:

DATA ANALYSIS AND INTERPRETATION

3.3 INTRODUCTION

3.4 THE ANALYSIS OF TEACHER QUESTIONNAIRE

      3.2.1 Results

      3.2.2   Discussion of the Results

3.4 ANALYSIS OF LEARNER INTERVIEW

      3.3.3   Results

      3.3.4   Discussion of the Results

3.4 TEXTBOOK EVALUATION

      3.4.1   Analysis at Macro Social Level

      3.4.2   Analysis at the Micro Social Level

      3.4.3 Analysis at the Intercultural Level

      3.4.4 Analysis at the Author's View point

 3.5 DISCUSSION OF THE MAIN FINDINGS

 3.6 CONCLUSION

3.1 Introduction:

Recently, cutting-edge studies have been launched in order to reframe the methodology of the cultural studies within the foreign language education. These studies come specifically in the wake of the constant innovations that comprise the language teaching methods. Since the advent of the globalization process, the cultural exchanges can be taken place solely through the linguistic interactions. Here, the need for communication has increasingly becoming an ever-growing necessity. Algeria, as a point of the focus, after engaging in CBA framework brought into play the intercultural underntanding. The cultural appreciation remains a prioritized matter, notably for what concerns the textbooks to guarantee pedagogy tied to the accademic theories.

Despite the fact that cultural studies have appeared under the cover of qualitative studies, this research undertook a mixed-methods approach in order to analyse the obtained data. Essentially, having followed a mixed-method approach helped maintaining a broad perception and accurately factual accounts about the studied case. Furthermore, evaluating the textbook helped crucially determine appreciated facts about its cultural content.

To ensure a properly estimated account on the cultural context of the third year ELT textbook <u>New Prospects</u>, this chapter comes to offer a comprehensive analysis of the situation including the teachers questionnaire, the learners interview ,and the textbook evaluation. There is an extra emphasis placed on the textbook as the studied case. This practical part starts firstly with the exposure of the collected data then analysing and interpreting the results.

3.2   The Analysis of Teacher Questionnaire:

The results of the practical investigation may be analysed according to the researcher's methodological choices. In the current questionnaire, it was tried to quantify the gathered qualitative data into tables and figures. Among the main objectives behind doing the questionnaire is to test the hypothesized answers to the research questions.

3.2.1   Results:

In this research, there are attempts to use the instruments that can provide descriptive data. The questionnaire was given to the third year EFL teachers who are graduated from the Algerian universities and colleges having different degrees. As it was aforementioned, the sample population included thirty (30) teachers from 22 secondary

schools, including the schools of those who were concerned with the piloting stage aroud the governorate of Mascara .The current questionnaire was devided into three parts. Its fundamental objective was to investigate the cultural content of <u>New Prospects</u> in addition to the learners' cultural performance in EFL classrooms.

<u>Part one:</u>

This part dealt mainly with the teachers' personal teaching experiences as well as the reference to culture in their every day teaching. They were also asked to assess and evaluate learners'cultural knowledge.

<u>Question one : the teaching experience</u>

In order to ensure realistic facts on the personal level, teachers were asked about the time career they have been teaching English. This can be a reference point which might provide the researcher with more facts if the teachers coexisted with the different changes that ELT in Algeria has undergone. In action, the majority of teachers were experienced 70%, i.e.,they have been teaching for 20 years to 29 years. While, few of them were newly recruited teachers or novice teachers 30%, they have been teaching for 2 to 6years.

Table 3.1. The teaching experience.

	The teaching experience	
	AF	RF
Novice teachers	9	30%
Experienced teachers	21	70%

AF: Absolute Frequency (out of 30). RF: Relative Frequency (%).

<u>Question two: the teachers' constant reference to cultural topics in their teaching:</u>

In this question, teachers were asked if they refer constantly to the cultural topics in their daily teaching. The vast majority of the participants 27 (90%) answered that they referred to these topics in their daily teaching in a constant way, whereas 3(10%) claimed that cultural topics are occasionally addressed.

Table 3.2 The teachers' constant reference to cultural topics

	The teachers' constant reference to cultural topics	
	AF	RF
No	3	10%
Yes	27	90%

AF: Absolute Frequency (Out of 30). RF: Relative Frequency (%).
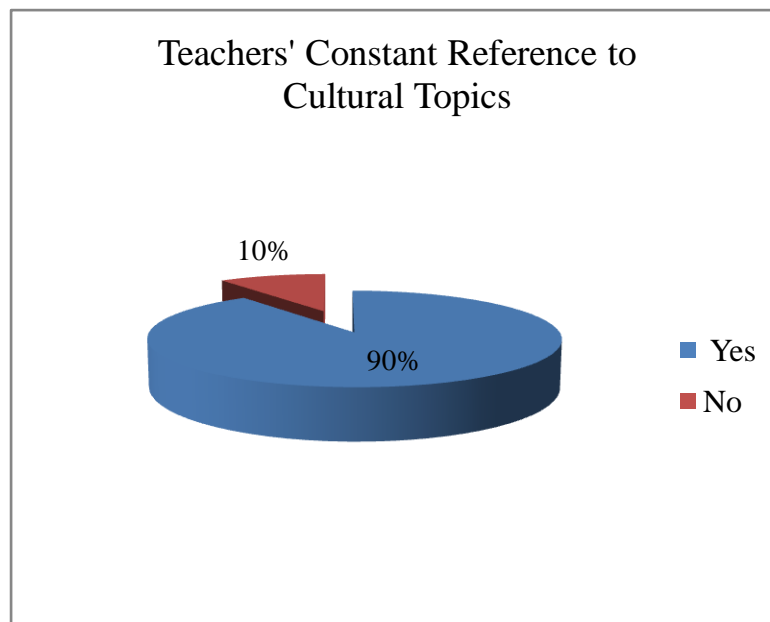
Figure3.1 Teachers' constant reference to cultural topics

Question three: teachers' reference to the textbook

Concerning the teaching materials used in EFL classrooms, the researcher asked the teachers wether they refer constantly to the textbook New Prospects in their daily teaching. In this regard, the proportion of 80% said that they depend continuously on the textbook in their day to day teaching , while 20% of them referred to it in frequent way.

Table 3.3: Teachers Reference to the textbook

	Teachers Reference to the textbook	
	AF	RF
Constantly	24	80%
Not constantly	06	20%

AF: Absolute Frequency (out of 30). RF : Relative Frequency (%).
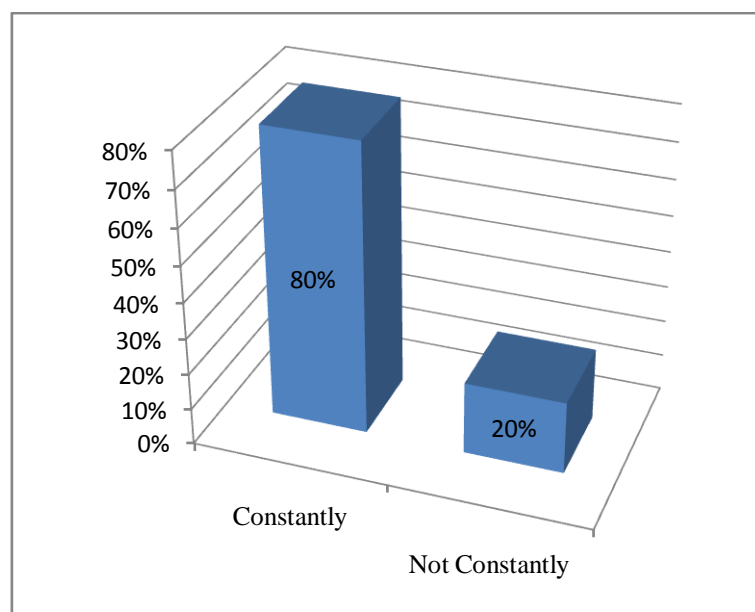
Figure 3.2. Teachers reference to the <u>textbook</u>

Question four: teachers' assessment of learners' knowledge of the target cultures

The researcher asked the teachers wether the third year EFL learners have diverse knowledge about the target cultures. As a matter of fact, this can be noticed through teachers' assessment in learners' responces and participation. Dealing with this question, it seemed that 21 (70%) of the teachers declared that learners have not diverse knowledge, while 9 (30%) of them noticed that learners have broad cultural knowledge.

Table 3.4. Teachers' assessment of learners' knowledge of the target cultures

	Teachers' assessment of learners' knowledge diversity of the target cultures	
	AF	RF
Yes	09	30%
No	21	70%

AF: Absolute Frequency (out of 30). RF: Relative Frequency (%).

Question five: learners'areas of ignorance about the target cultures

Teachers as observers, and entirely aware about learners'abilities and levels, were asked to state the cultural aspects that EFL learners ignore. The majority of them answered that all what is social is ignored, 43.33% of the teachers stated that learners ignore social identities and their life style traditions and values, 33.33% stated that what is ignored

concerns the religious beliefs of the target cultures' individuals. And 7(23.33%) said that the historical facts are ignored by learners.

Table 3.5. Teachers' diagnosis of learners' ignorance to the target cultures' aspects

	Teachers' diagnosis of learners' ignorance to the target cultures' aspects	
	AF	RF
Social	13	43.33%
Religious beliefs	10	33.33%
Historical facts	7	23.33%

AF: Absolute Frequency (out of 30). RF : Relative Frequency (%).
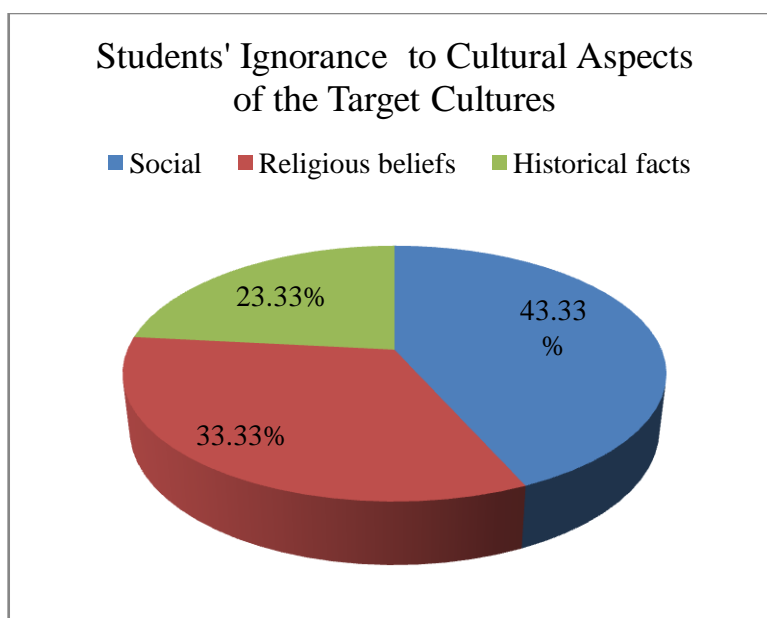
Figure 3.3. The ignored cultural aspects

Question six: the most likable culture for the learners

Teachers'observation in the classrooms is crucial to determine if learners have tendency to learn about certain culture.Teachers were asked to determine which culture learners enjoy: the local culture, British culture, American culture or other culture. The majority of teachers, so, the proportion of 43.33% said that learners enjoy the local culture, and 26.66% said that learners like American culture, 23.33% of them said that learners like British culture and 6.66% said that learners like other cultures (Islamic cultures)

Table 3.6. The most likable culture for learners

	The most likable culture for learners	
	AF	RF
The local culture	13	43.33
The American culture	8	26.66
The British culture	7	23.33
Other cultures	2	6.66%

AF: Absolute Frequency (out of 30). RF : Relative Frequency (%).
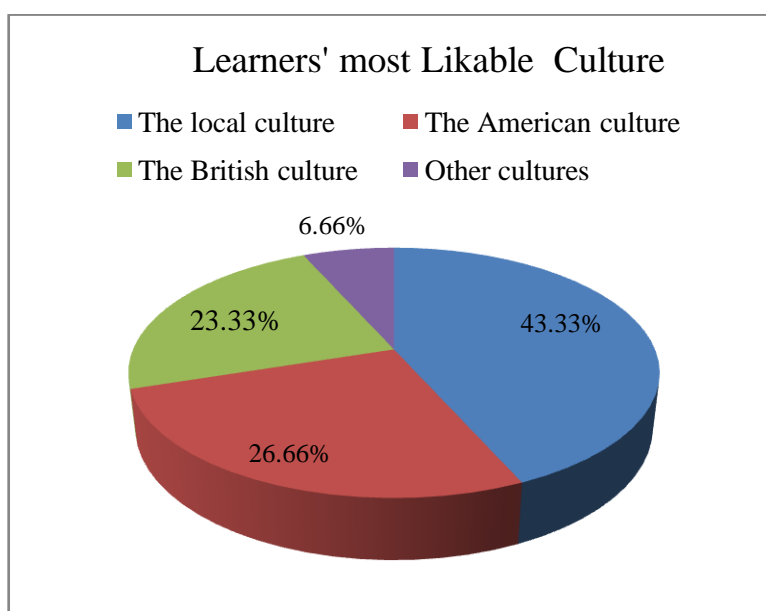
Figure 3.4. The most likable culture for learners

Part two:

  This part tried to go a little deeper into the intercultural load of the New Prospects. Teachers' assessment agentry was put into evidence through giving a factual account about learners' intercultural perception in regard to the representation of the cultural aspects included in the textbook .Though were remotely concerned , learners'profile were depicted realistically from teachers perspective .

Question seven and eight: teachers' constant reference to the Algerian culture in *New Prospects* and the included topics.

  Teachers were asked if the local culture is referred to in New Prospects in a constant way.The overwhelming majority of teachers 27 (90%) mentioned that New

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Prospects referred continuosly to the Algerian culture, and 3 (10%) said the opposite. Additionally, concerning the included topics that concern the Algerian culture, teachers said that topics address clothes, traditions, humor and historical sites.

Question nine: the mutual representation and comparison between the local culture and the target cultures in *New Prospects*.

Considering the fact that the textbook is the teachers' main guideline to embody the syllabus, all the answers were similarly frequent as including the educational systems (the Algerian, the British and the American), humor and feelings (Algerian and British).

Question ten: learners'skills of comparing, evaluating and interpreting the intercultural differences

The researcher asked the teachers to assess learners' skills of intercultural evaluation and positive interpretation vis a vis the textbook. As it was expected, 10% answered that learners have these skills while the majority 90% answered that learners have not the afore-stated skills. Those stated the reason, some teachers 18 (60%) said that this is due to lack of background knowledge and others 12 that is 40% said that the learners are not linguistically competents, what prevents them to engage in cultural activities. The following tables illustrate further data.

Table 3.7 .Teachers' evaluative statements of learners' abilities of comparing and evaluating of the intercultural diffrences

	Teachers' evaluative statements of learners abilities of comparing and evaluating the intercultural diffrences	
	AF	RF
Yes	3	10%
No	27	90%

AF: Absolute Frequency (Out of 30). RF: Relative Frequency (%).

Table 3.8. The reasons behind the lack of the skills of comparison and evaluation

	The reasons behind the lack of the skills of comparison and evaluation	
	AF	RF
linguistic barrier	12	40%
Schematic barrier	18	60%

AF: Absolute Frequency (Out of 30). RF: Relative Frequency (%).

Question eleven: teachers' assessment of learners' intercultural awareness

The teachers as the reference source are aware about learners' perception of the intercultural understanding. They were asked to assess the extent to which learners are aware about the intercultural differences. They were supposed to choose one from the given multiple-choices that grade from well-aware, less-aware and not aware. From the teachers' perspectives, the data gathered from this question disclosed the fact that a great proportion 73.33% considered learners not aware about the intercultural diffrences, 23.33% of the teachers 7 answered that learners are less aware, and 3.33% which meant that one teacher said that learners are well-aware about the intercultural differences.

Table 3.9. Teachers'assessment of learners' intercultural awareness

	Teachers' assessment of learners' intercultural awareness	
	AF	RF
Well-aware	1	3.33%
Less-aware	7	23.33%
Not aware	22	73.33%

AF: absolute frequency (out of 30). RF : relative frequency (%).
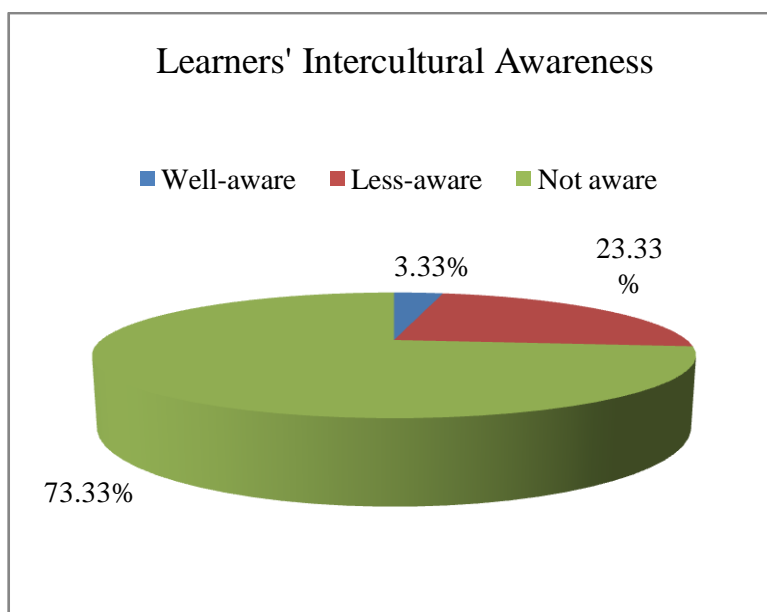
Figure 3.5. Learners' awareness about the intercultural differences

Question twelve: teachers' conception of the necessary cultural aspects of the intercultural understanding

This question does not seem to be related directly to the textbook context. The teachers were asked to state the most important aspects that should be emphatically portrayed in the realm of interculturality. Yet, the researcher intented not only to include the textbook , but also other teaching materials which are used in the classroom.

For the participants, it seems clear to include a variety of cultural aspects. Hereby, the proportion of 56.66% of the participants mentioned that there should be a strong emphasis on the life style of individuals including all the social categories, the social etiquettes and norms of interaction. The proportion of 16.66% of the participants argued for the necessity of religious beliefs and differences, 20% stated that the historical side is a crucial background, and 6.66% emphasized the positiveness and tolerance among cultures. Participants recognized seldom shared aspects as the case of history and religion.

Table 3.10. Teachers' conception of the necessary cultural aspects in interculturality

	Teachers' conception of the necessary cultural aspects in interculturality	
	AF	RF
Life style of individuals	17	56.66%
Religious information	5	16.66%
Historical information	6	20%
Positiveness and tolerance	2	6.66%

AF: Absolute Frequency (out of 30). RF: Relative Frequency (%).

Part three:

This part hinged upon revealing the teachers' possible suggestions that can lead to well rounded intercultural language learning. This was after discovering the main difficulties that inhibit the process of teaching and learning about culture.

Question thirteen: the type of difficulties faced in teaching culture

The researcher wanted to explore the obstacles that prevent from performing effective teaching and learning about culture. Yet, the proportion 43.33% of the participants declared that the linguistic incompetence of learners doesn't make the cultural debates go well. Then 40% of the praticipants stated that learners have not the background knowledge, and 16.66 % of them said that the lack of the pedagogical materials can seriously be a hindrance to convey the cultural information.

Table 3.11. The type of difficulties faced in teaching culture

	The type of difficulties faced in teaching culture	
	AF	RF
The lack of linguistic competence (lack of systemic knowledge)	13	43.33%
The lack of background knowledge	12	40 %
The lack of materials	05	16.66%

AF: Absolute Frequency (out of 30). RF: Relative Freque
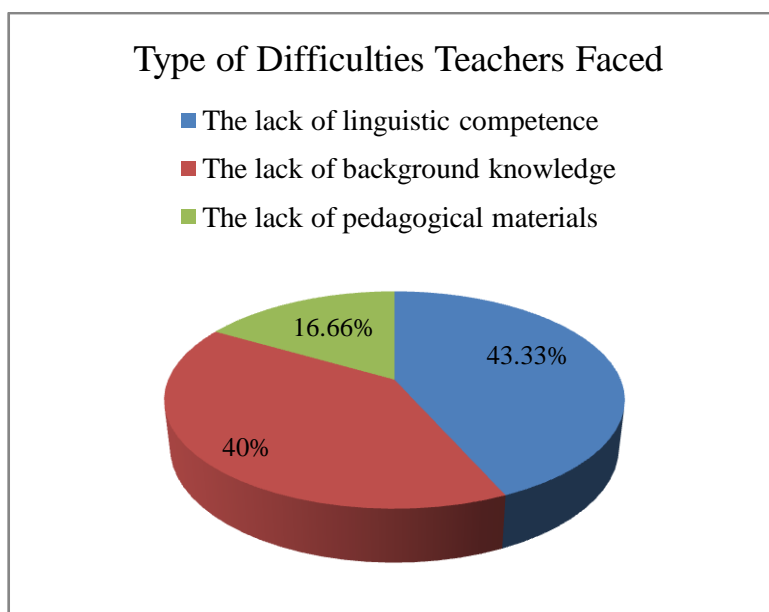
Figure 3.6. Type of difficulties teachers faced in teaching culture

Question fourteen: the necessity of adopting materials specifically designed for teaching and learning culture

The entire number of the teachers who were asked 100% believed strongly that the need for using other ELT materials designed for cultural purposes is regarded as a nessecity. Their main calls were the use the technology for the learners' cognitive, metacognitive and affective merits.

Table 3.12. Adopting materials specifically designed for teaching and learning culture

	Adopting materials specifically designed for teaching and learning culture	
	AF	RF
Yes	30	100%
No	00	00%

AF: Absolute Frequency (out of 30). RF: Relative Frequency.

Question fifteen: teachers' suggestions to promote intercultural language learning

Regarding teachers as the observers who are familiar with the classroom milieu, they were asked to make suggestions which serve a purpose of covering teachers and learners' needs and improving intercultural language learning .Accordingly, suggestions were considerably almost identical where 56.66 % stated that the materials should not be

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limited only to the textbook. Thus, they cogently required for the adoption of other materials such as videos, audios and all what is technological in general, arguing for their cognitive, metacognitive and affective merits. Others, 20% asked for the reconsideration of the subject of English in terms of raising the coefficient .The latter can raise learners' interest and which can lead to well performance. The rest, 13.33% called for the inclusion of positiveness and tolerance criteria that are important in intercultural communication. Furthermore, 10% put forward the reconsideration of the programme where learners can know a variety of contexts with no linguistic complexities.

Table 3.13. Teachers' suggestions to promote intercultural language learning

	Teachers' suggestions to promote intercultural language learning	
	AF	RF
Materials diversity	17	56.66%
Coefficient raise	6	20%
Positiveness criteria	4	13.33%
Programme reconsideration	3	10%

AF: Absolute Frequency (out of 30). RF: Relative Frequency.

3.2.2 Discussion of the Results:

In the light of the previously available data, the researcher strived deligently to lay out a plausible explanation and analysis in order to examine broadly the generated issues. Firstly, the purpose from the first three questions has been the exploration of the personal data from third year EFL teachers. It was forethought to deliver such questions to identify the evidence-based impact on the daily teaching. As for the teaching experience, it was worthwhile to shed an interesting light on the novice teachers who emphasized their overreliance on the textbook. In a similar manner, the experienced teachers expressed their reference to the textbook. Based on this factual account, it has been logical to note such differences and this is due principally to the experience and the cultural development that can be acquired over years of teaching, though the two categories have referred continuously to cultural topics in order to bring out the direct link of language and culture. Although the sampling was randomly done, exprienced teachers' reliance on the textbook in teaching culture assured it as the unique teaching material.

Concerning the responces gathered from the fourth question, most of the teachers 70% revealed that EFL learners have not diverse knowledge about the target cultures and here, the issue can be looked upon from different sides. On the one hand, the indifference towards reading in general and the reading about cultures in particular has helped to keep the learners' knowledge narrow. On the other hand, this limited knowledge has also been ascribed to the overemphasis on the linguistic knowledge rather than the cultural one. Furthermore, what deserved further comments are the cultural topics. Regarding their age, learners have not found themselves familiar with some topics which address civilizations, where they can not extract factual information then understand and relate it into their own individuals.Yet, the main objective of the learners is to obtain their Baccalauréat diploma, that is why they do not attach a great importance to acquirethe cultural knowledge. In other words, achieving the necessarily systemic elements of English has been among their summative objective. Thus, there has been no intention to integrate culture and language, what has kept the inseparability of these elements unfortunately lacking. As quite the same to question (4), question (5) asked the teachers for determining the cultural areas or aspects which learners ignore about the target cultures. From the participants' perspective, learners ignored the life patterns of individuals and their products as including values, traditions and the social life. Looking back to the introduced themes in the textbook, these elements are not given a great attention, so it is logical for the learners to be less aware about such aspects .Though portraying audiovisually these elements can be better than any printed document. Other teachers 33.33% stated that learners ignore the religious beliefs of individuals of the target cultures and 23.33% revealed the fact those historical facts of about the target cultures kept undisclosed. Though the historical facts are emphasized by other subjects, we consider them barely missing. If we refer to the textbook, it can be objectively claimed that the historical information is not well-portrayed for what concerns the target culture despite the fact that this kind of facts are of paramount importance in the intercultural understanding. As it was afore-stated, and though some of these aspects have been relative to other subjects, it should be argued that as the reference point, the matter of lacking the incentive to learn has been acclaimed as the crucial factor in the determination learners' achievements.

As for the learners, it was very important to know the culture that they enjoy, and this was done from the perspective of the teachers in order to explore their attitudinal position to the interculturality.The results revealed that the local culture is overwhelmingly

pleasant for learners 43.33% according to the teachers. It would be normal to accept the datum since they like their own culture. Then, 26.33% of the teachers reported that learners like American culture and others 23.33% enjoy the British one what has been remarked teachers who teach foreign languages stream .This has been interpreted in the probable cause to study English in the university or related to the superordinate position of America in a variety of contexts even Britain as well as possible. Likewise, it has been also attributed to the environmental factors especially that of learners' familial or collegial surroundings. Furthermore, the powerful influence of the social networks such as Facebook and Twitter.

Since the intercultural understanding draws a lot on the local culture as the essential reference. Teachers were asked to say how the local culture was referred to and what were the portrayed topics and aspects (Q7 and Q8). A vast majority of the teachers 90% declared that it is referred to in a constant way, mentioning the referred aspects as including historical sites, humor, historical sites, etc. This reality has been confirmed if we refer to the textbook. Here , the teacher is supposed to be the information provider in the classroom whenever it is necessary.

Talking specifically about the intercultural skills was at the core of questions (9, 10 and11). The entire number of teachers asserted that units three and six (Educational systems and Feelings) provided a direct initiation to compare the aforementioned elements. As a matter of course, and regardless of talking about the aspects being compared, it has been worth mentioning that the shortage of such situations which do not suffice learners to develop the intercultural skills and abilities, notably in the expansion of blurring boundries tenet. The cultural awareness can be raised by a variety of real life situation covering all the social aspects of cultures. The majority of the teachers said that 90% of learners are not skillfull in comparing and evaluating critically the intercultural differences, therefore less aware if we do not say unaware. Here, an extra emphasis has been put on the affective side as a sliding barrier and the principal indicator on learning English in general and the cultural topics from the textbook perspective in particular. In other words, learners need to be enthusiastic for learning culture by undertaking authentic visual aids which motivate them for engaging in intercultural tasks. The lack of motivation influenced the learners' systemic knowledge even their background knowledge. That's true teachers argued that linguistic proficiency 40% and the lack of schematic 60% backgrounds prevented learners to be skillful in comparing and evaluating the intercultural differences.

Significantly, though, the intercultural understanding remains focised on specific areas which are completely social. Question (12) came to ask the teachers to emphasize the aspects that can be crucial in interculturality. It was noticed that the teachers know more than necessary their learners' needs to well-percept interculturality. In action, the proportion of 56.66% urged for including the social processes and the individual outputs as values, traditions and life patterns. These aspects are considered as the gist of interculturality. In order to develop positive attitudes, there is a need for realistically harmonious image of cultures, that is, the portrayal of the meanings and values that found the structure of the social attributes of individuals. Some of the participants 20% made an allusion to the historical representation. It is considered as a macro-social aspect that set up any culture. Then the proportion of 16.66% made necessary the emphasis on the religious information .The latter, plays a leading role in the intercultural coexistance and can keep good terms where intercultural experiences can take place in different situations. Else, a proportion of 6.66% ensured that the positivism and the tolerance need to be emphasized alongside with language learning programmes. The cultural sensitivity, though it is sometimes critically acclaimed for learners, it needs to be portrayed according to criteria to avoid cultural conflicts. Generally, what has been interpreted from the teachers' responses is the fact that the textbook has not well-depicted the societal life of the foreign cultures .

Recognizing the vagueness of the intercultural issue, this subject matter was investigated by the teachers in questions (14 and 15). Asking the two questions revealed that quite all the difficulties were shared by the teachers in certain extent if we consider that the lack of linguistic competence and the lack of background knowledge turn the learners to be poor consumers of cultural information. According to the participants, 40% declared that learners were not schematically knowledgeable. Despite the fact that learners' schemas are supposed to be socially aquired, the results did not ultimately prove it. So, having no pre-existing ideas towards some cultural themes, being unable to verbalize communicatively the cultural information into the classroom cultural discussion, these issues made the learners disengaged, what opens the possibility again to motivation as the principal reason to be referred to. Consequently, the negative demotivation towards the learning situations linked to cultural contexts has led seriously to the rejection and avoidance of the whole process of learning. Furthermore, teachers were eager to adopt other pedagogical materials to capture learners' attention towards learning English in general and building a solid knowledge about the target language culture in particular. This

may be clearly seen in the suggestions of the teachers about improving intercultural language learning where the proportion of 56.66% urged for the use of technology that may provide a realistic depiction of the cultural information which can be well perceived by learners with increased motivation than it is represented in any document. The teachers were also aware about the status of English for learners as being less interesting in regard to other subjects namely physics and mathematics.Yet, except foreign languages stream, the coefficient of English language subject does not transgress (2). This sensitive issue has been also one of the causal factors behind the learners'disengagement. The matter of coefficient moved the learners'interest to another subjects. In whatever way, the learnablity of culture lies heavily on teachers' self-reflection in the classrooms where through having effective motivational thinking, they can turn learners to be culturally responsive learners.

3.3 Analysis of Learner Interview:

The interview was carried out with twelve the 3rd year secondary school EFL learners from different streams either literary and scientific ones, despite the fact that the scientific streams are not concerned with the whole cultural content of the textbook <u>New Prospects</u>. To remind, this exception came randomly and the participants were selected regardless of their level of proficiency. The twelve participants who engaged in the interview were selected from three secondary schools namely Djamel Eddine El Afghani, Mekkioui Mamoun and Abi Raas Al Naceri secondary schools. The interview included eight questions which aimed at finding out data that concern their attitudes towards the cultural content of <u>New Prospects</u> in addition to the nature of the teaching materials that are used as aids by the teacher inside the classroom, and as it was nentioned before, to substantiate the hypotheses of the research questions.

It is worth reminding that many learners' linguistic incompetence was sometimes manipulated through referring to the Arabic when needed .The interview was carried out individually including eight questions. Its main questions can be summarized in the following questions in which learners are supposed to answer :

1- What are the cultural elements they would like to know
2- If the cultural representation fit their future aspirations
3- If the teacher refers to the technological devices instead of using solely the textbook

3.3.1 The Results:

Having identified the main characteristics of the interview, the main results have to be reported question after another. For reminding, the current interview would later qualitatively analyse. There were attempts to discuss the results as they were gathered away from quantifications.

Question one: Do you Enjoy Learning about Culture/s?

Here, the third year EFL students were asked to determine if they like learning cultures in the classroom .This question could determine their attitudes about cultures regardless of naming the enjoyable culture. Almost every one of the interviwees revealed a strong enthusiasm to have a broad cultural knowledge about the English speaking countries though they were not required to specify the culture.

Question two: What Elements would you Like to Know about Culture/s ?

Through this question, the aim was to know the most interesting topics and the elements that learners are eager to know about the target cultures.

The results revealed that eight of the interviewees wanted to know the life style of individuals including the, leisure, values and the more desirable things for people. Three of the interviwees asserted that they are eager to know all what characterizes the younger generation. The one who rejected the learning of culture at all in the first question kept his attitude that culture and cultural topics did not catch his interest.

Question three: Do you Find the Cultural Themes Included in the Textbook New Prospects Interesting? Justify.

What was intented from this question is to gain impressions on the included topics in the cultural representation of the textbook, and the fact that if the topics attract their attention. This can be considered as a self-assessment procedure within which they can assess and argue for it. Since the learners are primarily concerned with the textbook use, the majority of them said that topics are not likable because having not enough information prevents them to initiate in the cultural discussion in the classroom. Even some mentioned that learning about civilizations in the first unit is useless because it can not be directed to the British and American cultures according to them. The other interviewees (four learners) said that they enjoy the cultural themes included in the textbook.

Question four: Do you Think that the Cultural Representation of the Textbook Fit your Future Occupational Aspiration?

The current question required the interviewees to reflect the cultural information included in the textbook on their personal aspiration. In other words, the aim was the investigation if the learners find their future occupational aspirations depicted in the cultural representation of the textbook. The researcher remarked that learners (six) found the cultural representation appropriate, and this seemed clear for them in the desire to teach in the future. The rest kept unsatisfying with the cultural representation hoping to extend it to other aspects.

Question five: Do you Think that the Textbook Emphasizes Activities that Encourage Intercultural Understanding.

Learners were supposed to draw inferences about the intercultural emphasis of the textbook. Notably some of them (six) reported that there is an emphasis on the activities that encourage interculturality especially those of unit three (Educational Systems).Whereas; others claimed that there is not an emphasis on such activities.

Question six: Does the Teacher Use Technological Devices in Giving Cultural Information?

In this research, it was sought to elicit information about the nature of the teaching materials used by teachers in the classrooms when teaching culture in order to investigate the source information, notably the technological ones in particular. What could be worthwhile was that all the interviewees assured that the only source that can be referred to in the classroom is the textbook .

Question seven: Do you Enjoy the Use of Technological Devices in Learning about Cultural Information? Justify.

The intended objective from this question was to detect if learners enjoy learning culture from technological devices. All the interviewees said that they are eager to learn from such devices because through them, they can easily have access to the cultural patterns and practices.

Question eight: What do you Suggest to Become Well-aware about the Interculturality?

Here, learners were asked to give their possible suggestions to improve learning culture and intercultural understanding in particular .The majority of the interviewees urged for the adoption of other materials such as computers and data shows that can effectively depict the cultural information as it is in reality. Abnormally, three learners insisted on the fact that teachers should be well-trained. According to them, when they ignore cultural facts, teachers do not help them with their personal knowledge.

3.3.2 Discussion of the Results:

It would be wiser to provide a detailed explanation that came in wake of the previous results elicited from the interview. The researcher strived as much as possible to delineate the responses through a qualitative analysis in order to provide further information from the learners' perspective.

It is clear that the third year EFL learners are unsystematically aware about the inseparability of language and culture. This can be revealed through showing a strong enthusiasm to learn culture. These results were clearly seen in the first question when eleven learners expressed their desirability to learn cultures. This can be interpreted into the openness to learn culture regardless of determning it. Yet, openess is a prior condition to have intercultural awareness. After that, the majority of learners emphasized their keen interest on becoming aware about youth culture and the social etiquettes. It could perhaps be noticed that through the textbook cultural representation, less emphasis is attached to the youth of the target culture. The causes for this reasoning might be understood in regard to their age. It can be also an allusion to bring out the intents to compare their own products with the foreign youth culture though the British and American ones are of prime concern .

The held belief that the textbooks' content appropriacy may be demonstrated after a certain period of classroom use needs to be ensured from the learners' perspective. This would be the gist of the questions (2,3 and 4). Some learners reported clearly that learning about the ancient civilizations do not engage them actively in the classroom talk. If we refer back to the cultural information that stimulates learners' inquisitiveness, it would be difficult to find a responsive reaction dealing with such information. Not even the subject of history which proves that most of learners are poor consumers of ancient historical facts.

Additionally, the majority of the interviewees (eight) declared that they would like to know the patterns of life and the norms of interaction that concern the British and Americans. They stated that they help them expect understandably the reaction of the others. With this growing awareness, it could be argued that learners place a remarkable emphasis on this aspect as crucial point in intercultural understanding. These aspects are not given a sufficient attention if we consider the textbook cultural content. In an observance to the motivational perspective, it would be better to portray these socio-cultural rules via using other teaching materials such as video tapes, short films and other audiovisual aids. What deserves further comments is the fact that learners need cultural information that is made up by individuals. The term 'life style' has seemed to become frequently grounded and standardized to learners' conception of the culture. This can be gauged simply to their age.

From a personal perspective, learners were asked to gauge the cultural representation of the textbook in question (4). Regarding the aformentioned responces, six learners were not convinced with the cultural representation and others kept unsatisfied. To remind, the foreign cultures are concerned. According to the interviewees, their expected professional aspirations are varied as hoping to get into different fields, either for literary and scientific streams, while a few expressed their hope to study abroad. This available evidence is not taken into account in the portrayal of culture in the textbook. In other words, they do not have the opportunity to explore such kind of information, especially in the contemporary world where cultures have become dynamic due principally to the ramifications of the technological advancement.

The subject matter of interculturality has to involve learners in mutual representations and paired comparisons between the local and the foreign cultures. Question (5) revolved around these situations embodied in the textbook. The majority of the cited situation was addressed to unit three (SCHOOLS: DIFFERENTAND ALIKE) which addresses the educational systems. As the textbook demonstrated, a unit is devoted to elicit the similarities and the differences between the Algerian educational system and its counterparts (American and British). Six learners considered this issue as emphatically addressed, where the other noted that the local culture was not always referred to. In the textbook, for all the intents and purposes of enhancing the intercultural skills, learners are required to design an educational prospect in 'Project Outcome' sequence in the same unit. It is also clear in unit six 'FEELINGS' that there are other comparative situation but was not mentioned by learners during the interview .

Among the fundamental questions of the interview were questions (6) and (7) which investigated the nature of materials used as teaching aids to the textbook in the third year EFL classrooms. Remarkably, all the interviewees asserted that the only reference used in the classroom is the textbook New Prospects. What has revealed the entire absence of the technological devices in EFL classrooms. From this response, it has been ensured that the use of technology can crucially be a driving motive towards culturally responsive learning, particularly the technological advancement that has come in the wake of English spread. Learners have become in some way routinized from using the textbook all the time. Unfortunately, few teachers have lacked the resistant roles in motivating extrinsically learners in the classrooms. Yet, using materials that have an appealing look can give the teacher an extra support and may easily attract learners' attention. The learners, on their part, have advocated the use of technology in the learning of culture thinking it as an additional aid and an interesting source information. Effectively, the success of the teaching and learning culture can depend heavily on the cultural appreciation of materials ratherthan other pedagogical considerations in which teachers can surmount the difficulties resulted from uncertainty.

It has seemed clearly that talking about the teaching materials is not only limited to teachers. Learners, on their part, substantiated the argument that the teaching materials need to be reconsidered. Pedagogically speaking, the use of technology in the classrooms can be decisive to determine the effectiveness of learning through providing authentic contexts, for language learning on one hand, and fostering autonomy in learners in other hand. This is apparent in the learners' responces in question (8) when the majority insisted on the adoption of the technological materials in the EFL classrooms.While , thinking back to those who insisted for the necessity of the training for teachers, the issue deserves to be taken into account. According to learners, some teachers do not exploit their subject knowledge when they ignore cultural information, that is why they feel sometimes dazed in the interactional atmospheres. This opens the probability for some teachers to reflect on their teaching. They need to be aware of learners' individual differences as mixed abilities in the classroom. From other perspective, learners have expected to recover their entire input from the teacher and this might be a threat to learner-centred pedagogy. In sum, since the rallying calls for the reinforcement of classroom teaching materials are frequent either from the teachers and the learners, the issue deserves to be debated for reconsideration .

3.4   Textbook Evaluation:

As it was aformentioned, and based on realistic criteria, the researcher went through a multidimentional analysis of the culturaland the intercultural load of <u>New Prospects</u>. From this starting point, and based on the whole findings, it can be made the evaluative statements.

3.4.1   Analysis at the Macro Social Level:

According to Byram and Esarte-Sarries (1991), at this level of analysis the broad social facts and the socio-political problems such as pollution and immigration are realistically the focus of analysis, i.e., the aspects that are taken into account concerning the geographical, economic and political dimensions of the societal life. By analysing the <u>New Prospects</u> cultural content, it was revealed that the historical portrayal is mainly concerned with 'Ancient Civilization' (Unit one) in addition to the 'Princess Diana' (Unit six). Concerning the sociopolitical problems which are supposed to be concerned in interculturality, are represented in counterfeit and child labor (Unit two) which did not make any link to certain foreign society or culture. Then, the geographical representation is concerned with **'**Algeria at the Crossroads of Civilizations' (Unit one).

3.4.2   Analysis at the Micro-Social Level:

At this level of analysis, the interest is devoted to the social as well as the geographic identities and characters in regard to their main product as well as their environments. Here, from the realistic standpoint, the textbook represented an overall overview of the British and American people's feelings without reference to any identity or group (Unit six, p.174, 175). It was mainly embodied in the description of individuals' temperament in the public places such as restaurants and stadiums, although much more emphasis has been placed on the British people. Such kind of attitudes can be categorized in individuals' personalities. In general, the detailed or the micro-social facts about the individuals of the foreign language cultures need to be given more emphasis.

3.4.3   Analysis at the Intercultural Level:

In analysing the intercultural level, several considerations should be importantly reflected on as the mutual representations of the local and the target cultures, comparisons, stereotypes, relations etc. Clearly , <u>New Prospects</u> included situations where the learners

are asked to compare the Algerian educational system with the British and American systems (Unit three). Likewise, learners were supposed to judge the Algerian attitudes to feelings similar to and different from the American and British attitudes described in the text 'Feelings' (Unit six , p.174). As for the stereotypes, the same unit in the textbook stereotyped the British moods such as feeling embarassed to be seen crying in public places. With the reference to the pictorial representation, the Algerian culture is demonstrated in unit one (Thamugadi ,p.14) and unit six (Algerian comedians , p.166) . Whereas the foreign culture put in picture in unit three (A girl's secondary school in Britain , p.92) and in the same unit a picture for the British graduates (p.82) .

3.4.4   Analysis at the Author's View Point:

Despite the fact that this level of analysis is not precisely reflected upon specific aspects in Byram& Esarte-Sarries'model (1991), it has been focused on the semantic level to analyse the authors' view point. The overall cultural representation in the textbook revealed the fact that the author addressed the portrayal of cultures. Through referring back to New Prospects cultural content, it seemed clear that the foreign cultures had been attached equal importance as for the local culture. The author occupied a neutral position where he did not make neither subjective judgment nor set forth certain criteria for comparison. From analytical view of the discourse used, there was not any cultural power or domination.

Clearly, though there was no too much regard for the societal aspects of life, the author worked to balance the representation in terms of age and gender although learners' attention was not attached a great importance. It has been revealed the fact that the author seemed committed to neutralize the cultural representation. The professional attributes of the culture seemed in need for further consideration to some extent. At this point, it is worth mentioning that the textbook's author catched learners' interest through the covering page which represented a variety of professions. But like such contexts need to be grounded to and with special details.

The authors view point from the semantic level seemed clear in the use of different words and concepts that seemed fostering cultural respect and sensitivity such as co-operation, peace and human rights (p250), safety (p106), and soforth.

3.5   Discussion and Interpretation of the Main Findings:

There have been several findings from the available analyses that deserve drawing firm interpretations and conclusions. It was first hypothesized that third year EFL learners have not the background knowledge towards certain cultural aspects. It has been clearly noticed that the hypothesis is confirmed through teachers' responces to question (10) where they said that learners have not the background knowledge to be skillfull in evaluating critically and interpreting positively the intercultural differences. Clearly , 60% of the teachers declared that learners are not schematically knowledgeable. The focus of efforts has to do with the systemic knowledge for the sake of one purpose, which is, the Baccalauréat. The lack of background knowledge on the part of the learners can mainly be attributed to the fact that engaging in extensive reading is totally disregarded. As a concluded information, the unfamiliarity with some cultural information has influenced cognitively and affectively the learners' input.

On the basis of the available evidence, there are other facts that emerged out of our target situation. It has been revealed that third year EFL students find subtle complexities in the semantic and lexical levels. In this vein, it has been noted that lacking the essential pedagogical means such as dictionaries and annals, contributed to inhibit their efforts to promote learning in general and learning about culture in particular.

It was secondly hypothesized that the textbook <u>New Prospects</u> is the sole source to teach and learn culture in the third year EFL classrooms. This has seemed a truly supposition through either learner interview and teacher questionnaire data. Question (6) of the learner interview has confirmed the hypothesis where all the interviewees' acknwoledged that the only used source in the classrooms is the textbook <u>New Prospects</u>. This has come in the wake of the question concerning the teachers' use of technological devices in the classroom meanwhile the cultural contexts. In addition to that, teachers' responces to question (3) of the questionnaire have showed to be true. In action, (80%) of the teachers have substantiated the argument of using the textbook constantly as the exclusive source. For the majority of EFL teachers, the poor performance towards integrating language and culture has hinged to a large extent on the learners' lack of interest for enhancing the reading skills. The curiosity for aquiring general knowledge matters is entirely kept out. Consequently, the latter might be the underlying cause for having low educational achievements notably the cultural ones. Thus, in the light of this

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unlikely subject, many teachers have assumed the responsability to the environmental factors, especially the parents where learners are not extrinsically given sufficient motives to enhance the reading abilities.

Concerning the last hypothesis, it is confirmed right to greater extent through teachers' and learners' personal suggestions to promote the intercultural language learning. Reinforcing the teaching materials in EFL classrooms has been one of the main shared suggestions. It has been already established that teaching culture needs to be formatively assessed. More precisely yet, alternative assessment is emphatically heralded from the CBA perspective. On the basis of the obtained evidence, assessment has been limited solely to English as a systemic knowledge. Intercultural communication for high expectations has not been given a favorable situation in assessment construct. The third year EFL teachers have kept away from presupposing assessment as an investigative procedure to improve intercultural language learning.

The textbook analysis has revealed further information at various levels. Since interculturality draws overmuch on the societal aspects of individuals' life. These aspects of the target cultures have not been given a much more importance especially at the micro-social level. This can justify the learners' disengagement in regard to the data collected in the interview and the questionnaire. Significantly, the familiar standpoint in assessing the intercultural dimension remains confined in the fact that teachers and learners share the pedagogical efforts to improve the intercultural language learning.

3.6   Conclusion:

A major issue of our research work was to test the hypotheses put forward at the beginning. From the empirical perspective, adopting a triangular approach revealed several findings that were possibly preconceived. The teachers' questionnaire gave a detailed description of the learners' performance in relation to cultural content introduced in the textbook. It disclosed the fact that learners are poor consumers of the cultural information. Similarly, learner interview gave way to find out that the unique source to teach and learn culture is the textbook. Some cultural themes of the textbook seemed hard to be taught for learners such as the topic of ancient civilizations which do not have any direct relationship with the target language cultures. This issue was previously addressed by Baiche (2008) who finds the topic of ancient civilizations in addition to other topics such as astronomy and advertising which are far from dealing with the foreign culture aspects. Ultimately, the

textbook was directly evaluated in order to gain in depth-information about the kind of cultural knowledge in regard to the data collected in the aforestated instruments.

Simply put, learners' affective matter is primarly a focus of efforts to be worked on by teachers. Having dynamic motivational reflection, teachers draw undoutetly learners' interest either in moral and materialistic ways to instigate them in cultural contexts.The latter can be a feasible sollution through making use of information and communications technology.

Regarding the English language education from intercultural perspective, the teachers and learners are recommended to have certain qualities that can lead to a well-rounded education. The following chapter seeks to offer some suggestions and recommendations that may promote intercultural language learning.

CHAPTER FOUR: SUGGESTIONS AND RECOMMENDATIONS

4.1 INTRODUCTION

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    4.2.1 Teacher Specifications

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        4.2.1.2 Assessor

        4.2.1.3 Motivator

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4.7 THE NEED FOR EXTENSIVE READING

4.8 TEACHING ABOUT DIFFERENT TYPES OF CULTURE

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>
> **4.8.2** Gender Culture
>
> **4.8.3** Class Culture
>
> **4.8 .4** Regional Culture

4.9 CONCLUSION

Notes to Chapter Four

4.1   Introduction:

It is worth reflecting that involving the EFL learners in intercultural learning is a hard task and needs to be given further pedagogical efforts on the part of teachers and learners. The results of the practical investigation have brought many issues that can be handled for the effective intercultural learning in the third year EFL classrooms. Because the obtained results required clearly that settling the matter of problem situation needs to be mutually supportive. In other words, the teachers and learners need to have particular pedagogical qualities inside the EFL classroom.

This chapter offers the possible suggestions and recommendations that can help improve the language learning outcomes from the intercultural perspective. To start with, there are attempts to describe the teachers and learners' recommended specifications within the intercultural learning framework. Then, the learning environment that is strongly recommended to be brought into play other materials especially the technological ones, so activating learners' motivational thinking. Furthermore, some techniques and strategies such as collaborative learning and extensive reading are proposed to improve learners' cultural performance and self-reflection. So, these are the central components of the intercultural pedagogy.

4.2.   Towards Intercultural Language Education:

One can inevitably recognize that the current globalized world is now urging the individuals for being more knowledgeable about how the others interact culturally and linguistically, and how should people keep pace positively with them. In this modern world, what has notably been issued is that communication is always linked to English. The latter has become a linguistic phenomenon that deserves to be studied from different perspectives.

From this cultural standpoint, the ELT profession is increasingly becoming a focus of efforts in regard to the English position among languages, especially it has become the international language and the global lingua franca of communication. Repeatedly, an effort to challenge the common assumptions of ELT pedagogy is going on for different reasons for and against (Mackay, 2003). On the one hand, some argue that the English linguistic imperialism has been forethought to be embodied through the cultural tools into the pedagogical hegemony (Philipson, 1992:59). The latter argues that **"ELT**

has aimed at the diffusion of an occupational ideology, an accepted definition of what legitimate behavour, skills and knowledge characterize the profession at its various levels'' (Phillipson, 1992:62). Unlike this, and as an opposent claim, Crystal (2003:25) considers blaming English in this issue such as **''attacking the wrong target, to indulge in a linguistic luddism'',** attributing this to the economic dependency rather than the linguistic one.

Significantly, the interculturality within the current interconnectedness imposes itself as a field of study which has seen a cutting-edge studies as Byram (1997), Byram and Esarte-Sarries (1991), Deardorff (2009) and others, though an important light is shed on the English speaking countries'cultures in relation to non-native speaking English counterparts. Intercultural understanding is fostered to conduct appropriate communication devoid of barriers wether it can be attitudinal or practical. Becoming interculturally competent, means having the role of the mediator, i.e., attempting to avoid verbal and non-verbal misunderstandings and the positive functioning of the personal knowledge.

Referring back to the Algerian context, the ELT profession takes into account this linguistic success of English. Benmoussat (2003:253) states that one of the main mid and long term objectives of ELT is "**to develop in the learners an awareness of the world around them"** Indeed, English has seen progressively a welcomed change particularly within the CBA framework. The intercultural understanding needs to be well-considered in the roles of teachers and learners in the classrooms and the teaching materials used in the educational settings. Furthermore, another contentious issue which needs to be rethought is the assessment of intercultural skills in the EFL classrooms

4.2.1 Teacher Specifications :

Within the ELT context, the teachers need to have various types of agentries that keep the learning progression. From the intercultural standpoint, the teachers are seen as the performers, motivators, assessors, observers, tutors, resource and so on, despite the humanistic and communicative nature of current language teaching and learning. However, the teacher in the classroom needs to crucially use his personal reflective capabilities to help the learners for being aware about the influencing factors that stem from the outside (Kumaravadivelu, 2006). Regarding the teaching about culture as creating a specific cognitive input, affective and behavioral patterns for learners, and the teacher is supposed to lessen the mismatches between learners'own culture and the foreign one.

Becoming an intercultural language teacher means being much more information provider rather than something else. The teacher contextualizes the linguistic information through undergoing using some cultural instances in order to deliver much more congruence and appropriateness. He makes learners conscious about the real differences and similarities that can interculturally and intraculturally exist. Language socialization[1] is another important inquiry that the teacher should well master to prepare learners for the intercultural talk this is what Kumaravadevelu (2006) calls context-sensitive language education.

Furthermore, cultures remain changeable in a constant way and the teacher'role is supposed to help his be aware about the newness pertained to his education development. Thus, he needs to strive for making sense for all what pertains to his teaching about culture.

4.2.1.2 Enabler:

Sometimes learners lack the sense of initiation; teachers as being reflective practitioners can crucially help enabling them to be involved in the learning. Scrivener (2005:25) points out **''this kind of teachers is confident enough to share control with learners, or perhaps to hand it over to them entirely''**. The enabler teacher brings into classroom the necessary conditions for successful learning through mastering three areas that make up the teaching profession: the subject matter means what should be taught to learners; methodology which specifies what activities should effectively fit learners'input and learners through keeping affective and cognitive continumm of learning (Scrivener, 2005:26).

To make a broader view about EFL learning in Algeria, the learner is supposed to make persistent efforts to self-discover new insights within the classroom realm. This can unsystematically change the teacher's role for being overmuch an agent of enability and facilitation rather than acting as model which provides knowledge or what Halliday and Webster (2007:207) call a prophylactic role; that is the teacher who prevents the erring sense in students' learning.

4.2.1.3 Assessor:

It is worth recognizing that the classroom assessment is one of the main aspects in the teaching and learning of any language program. The teaching profession requires a

constant experimentations and actions research in the educational settings. This in order to engage in a committed manner in innovation and change. In the classrooms, the EFL teacher needs to make formative decisions for bringing out what can learners do instead of what they have as acquired knowledge. For this perspective, assessment comes of utmost importance for maintaining a sense of progressive learning. Gauging learners' performance is not the application of certain series of directives, but through the mastery of the technical aspects of assessment that may realistically situate what is going right and wrong inside the classrooms.

In the intercultural context, assessment seems to be a complex matter where the language teacher faces the challenge of assessing the different skills; each skill has to be assessed from the other in different way. Traditional assessment that tests the factual data which concerns different aspects of culture such as geography and religion, have been replaced by new authentic procedures which have a broad scope. The EFL teachers'central challenge of assessment becomes confined in the determination of the learners'behaviors and attitudes towards the others from different backgrounds and cultures.

Unfortunately, the population of EFL teachers which is questionned in this research placed a lesser importance to the assessment of the intercultural learning, though the textbook delineates it in manifold ways. Such construct is''the **aspect of cultural studies and cultural learning which is given least attention''** (Byram and Morgan, 1994:135). Here, it has got a moot point by which something that may not be assessed may become hardly ever to improve. Furthermore, another topical issue for the teachers is the way they involve learners autonomously in self-assessment techniques. These techniques such as portfolios which have a multi measurement skills merits are quite deficient in the EFL sample schools of this research.

4.2.1.4 Motivator:

Making learners eager to learn remains one of the central challenges that face teachers in the educational settings. This heavy load can sometimes be a crucial indicator for the determinacy of the learning outcomes. Teachers as agents of motivation for the learning in the EFL classrooms need to create delightful learning environments and adopting a variety of techniques, strategies and materials that encourage learners' involvement to learn. In the light of these elements, extrinsic incentives emerge to the forefront as the effective motivational aspect for learning. For example, the teacher who

praises his learner through giving feedback is going to involve other learners to highly competitive atmosphere .Thus, increasing motivation.

It is often thought that teachers' primary task is to teach the curriculum rather than doing motivational roles. Indeed, the former can not be realized if the latter is ignored (Dörnyei, 2001:27). Looking back to the intercultural context as the case in point, teachers should take into consideration which and what makes learners motivated for the learning of cultural information ;That is to say, if the incentives are instrumental or integrative. Importantly, motivating language learners has to be subjected to certain pre-requisites which teachers need to keep for the vitality of classroom atmosphere. Dörnyei (2010:108-109) states three conditions that hinge upon the motivational operation:

-Appropriate teacher behaviours and a good relationship with the students;

-A pleasant and supportive atmosphere in the classroom;

-A cohesive learner group with appropriate group norms.

What is now a central challenge for language teachers is not how to involve learners in motivational environment, but keeping permanently this vitality in classroom has to be made able for improvement.

4.2.2   Learner Specifications:

It is worth reflecting, in the intercultural context, that the learners have particular characteristics that should be overemphasized. Learners are presumed to get involved in the cultural diversity and this through having the necessary skills and qualifications though competence remains something hard to attain. Under the cover of the current globalized world, learners should be aware that intercultural understanding is an important facet in foreign language education .The post-method learner is expected to be responsible about the self- learning progress. From this standpoint, he initiates into the intercultural comparisons and conducts a critical evaluation that can be positively used in real situations. From the methodological perspective, teaching culture does not mean disregarding that of the local culture that should be methodologically as respected as possible. Lee Mackay (2003 :19) states that**'' the de-linking of English from the culture of inner circle countries also suggests that teaching methodology has to proceed in a manner that respects the local culture of learning''.** Here, the CLT should be referred to as the demarcation teaching method that maintains the dependency to the western cultures.

Significantly, and in the light of autonomous learning, learners are required to develop positive attitudes towards the learning of culture. Here, regarding the Algerian secondary school learners, the linguistic competence needs to be the case of the discussions in which learners might be able to transmit and convey communicatively the cultural messages. The revealed findings from this study prove the fact that the majority of learners' linguistic level is still in need for improvement .

4.2.2.1 Critical Thinker:

Within the learner-centred pedagogy, it is important for language learner to have a liberatory autonomy. In other words, being able to evaluate critically and interpret the intercultural similarities and differences. Having such skills can encourage self-conducting positively the future intercultural experiences. The learner can be a critical thinker through getting involved in different situations where he undertakes assertively free initiatives which makes him readily autonomous. Though it is considered the subject matter of different learning theories and constructs, such as collaborative learning, autonomous learning and inquiry-based learning, critical thinking is often related to problem-based situation. Cohen (2015:20) posits that

> Critical thinking isn't about putting arguments and debates into formal language or symbols and then spotting logical fallacies in them (despite what many books say) . It is about how to look at issues and problems in the real world, with all their fuzziness and contradictions, and offer relevant, practical and sharp insights into them .

It is worth insisting that critical thinking is one of the main characteristics of the intercultural language learner. CT needs to look closely at the cultural issues and keeping the own perspective as a point of departure in order to draw a firm decision about the others' perspective. Undertaking such skills in the cultural activities should be depended on criteria such as respect and positiveness which might be heralded by the teacher. These criteria help the critical thinker to well percept the intercultural differences and similarities. Furthermore, thinking critically requires the intercultural learner to have a remarkable openness towards other cultures.

Clearly, having a good critical thinking depends heavily on the good cognitive processing (Lau, 2011: 03). As for the language learning framework, the learner who has not the cognitive readiness does not come into communication to give his argument or counter argument. This refers mainly to his linguistic deficiency. In other words, he does not find the right words or vocabulary to get involved in the cultural debates.

4.2.2.2 Experiential:

In the intercultural context**,** it is highly recommended to give the language learner the favorable situation to think about the personal experiences using his own reflection. Experiencial learning brings into play the learner to reflect his own experience on the new learning situations where he outputs ideas and views that help resolute the upcoming issues. Beard and Wilson (2006:2) define it as **''the sense-making process of active engagement between the inner world of the person and the outer world of the environment''.**The learner needs to mirror deligently his background knowledge to new learning contexts. Huber and Reynolds (2014:37) posit that 'learning by doing' aspect can be formally and informally practiced in the educational settings where it is authorized by education officials. To remind, this aspect of learning embodies actively the learner-centred pedagogy.

No one can deny the limitation of learners' intercultural experiences in Algeria. This is due entirely to the unfavorable financial situation in one hand, and the lack of motivation to do such experiences on the other. But within the evocative influence of technology, there is no need to cross the borders. Individuals may virtually engage in intercultural experiences and make critical decisions when creating connections with the real-life positions. Drawing overmuch on the pre-existing experiment, Kolb (1984:32) argues that learning is a comprehensive process of adaptation to the real world. Needless to recall, the classrooms remain the available locus to engage in such enquiries.

One of the main reasons that help the feasibility of experiential learning in large scale is the imperative to embody comprehensively theoretical foundations for learning in general and language learning in particular. Beard and Wilson (2006 :15) argue that **'' the great strength of experiential learning is that it provides an underpinning philosophy that acts as a thread joining many of the learning theories together in a more unified whole''.** In this regard, one can derive a variety of theoritical aspects such as autonomous

learning and constructionist learning as well as the communicative perspective is included. Experience remains the primary source in getting involved in such feature of learning.

4.2.2.3 Inquisitive:

From a broad perspective, talking about learners' curiosity brings into play insistently the talk about motivation. Brown (2000:160) argues that the success of any individual in whichever task is due to the fact that he is motivated. From this starting point, the inquisitive learner is the individual who wants persistently to aquire a new knowledge and investigate the nature of its correctness. Since the learning inquisition is confined in the affective pre-requisites, its development may be done through depending on various teaching resources.

However, in relating the cognitive process to cultural information, discovering the information about other cultural affiliations and perspectives is important skill to have intercultural competence (Huber and Reynolds, 2014: 20). The learner faces the challenge of having great amount of information and facts. This can be realized through a constant commitment to the extensive reading of texts and documents which improve the cultural awareness. Going back to EFL learners in Algeria, and more specifically the sample population, it needs to be critically acclaimed that learners have not intelligible intentions to have a solid knowledge. This issue influences other skills such as relating and interpreting the information which turn learners to be poor consumers of cultural information. Consequently, being inquisitive helps providing an attainable easiness and flexibility to acquire the intercultural competence.

4.3   Intercultural forums:

It is worth reflecting, at this point, that the periodically intercultural forums play an important role in the development of intercultural perspective either for the language teachers and the learners. In action, the forums can offer an accessible vision to the intercultural practices and issues. As well, it can promote the cultural sensitivity both for teachers and learners through expounding the norms that guide the intercultural interactions.

Teachers can share ideas, beliefs and classroom issues and co-ordinate to recognize the frequent difficulties they face on the daily basis. Teachers' educational development needs such brilliant initiative to make formative decisions for well rounded

teaching practition. As a topical issue among the teachers, assessment of intercultural competence emerges to the forefront as a revealable tool to disclose information about intercultural development of learners. The focus moves from assessing factual truths to the personal attributes of the learners, what can be forethought by the reciprocal exchange of views through constant forums.

The learners, from their perspective, can share jointly with the teachers the benefits of intercultural forums. They can broaden their horizens through having the newly cultural facts and values such as respect and accepting the others' perspectives. To remind, the intercultural forums can be accessible through online networks where learners might be remotely concerned.

4.4   Assessment of Intercultural Competence:

Since the assessment is an important aspect of the foreign language education, there has been a growing body of literature that explains plausibly the ways of assessing cultural learning. Though much of these contributions are attached to competence in general, they remain including downsides. Deardorff (2009) posits '**the assessment of intercultural competence remains an imperative in the development of intercultural competence given that assessment is ultimately about learning''.**With the current interconnectedness, intercultural competence needs to be formatively measured in practice through systematic procedures.

It is true that the assessment of intercultural competence in the educational settings is not still comprehensively used, and the existing studies have addressed overmuch the non-verbal elements of culture and interculturality in particular.Yet, the cultural aspects which might be factually amounted are usually measured through the typical diagnostic tests. Contrary to this, what concerns language use in the different contexts such as the norms of interaction and the sociocultural rules of communities are of minimal preference. Essentially, the need for formative decisions has to be based on comprehensive assessment.

Assessing intercultural competence in the EFL classrooms requires drawing a special attention on learners' specifications .i.e mixed abilities classrooms. The differences may vary from one individual to another and from one component to another, so in this line of thought, Huber and Reynolds (2014 :35) point out**''since intercultural competence**

is a combination of attitudes, knowledge and understanding, skills and actions, assessment needs to include both analytical measurement/description-involving multiple measures-and holistic and reliable judgments of individuals' performance, either singly or together with other''.So, the teachers as the agents of assessment, conduct assessments through implementing multiple measures such as interviews, tests, observations, questionnaires, portfolios and soforth, though test are typically the common used assessment procedure. The main kinds of assessment will be reviewed in the following paragraphs.

4.4.1   Portfolios:

As a reaction to the different traditional assessment, portfolios assessment raise to the forefront as an alternative procedure in order for learners to hold their own responsibility as a self-assessment. To simply define, assessment portfolio is a collection of individuals' achievement, thinking and ideas in a systematic way. It can be considered as an authentic tool in view of its appropriateness and real world activities. It can boost learners to be autonomous, Shrum and Glisan (2009) explain that**"portfolios promote positive student involvement which has positive impact on students self-confidence, facilitate students' use of learning strategies and increases students ability to assess and revise their work''** (p425). That is, through providing a highly competitive atmosphere, learners can self-direct their progress in the classroom. For the language learners, the portfolios have become a sort of autobiographies (Arnold, 1999:286).

As the growing concern for cultural learning assessment, portfolio assessment is seen as a tool that can check the learner understands to interculturality. Byram (2002 : 23) states**" assessment is not in terms of tests and traditional examinations, but rather in terms of producing a record of learners' competences , then a portfolio approach is possible and in fact desirable''.** Portfolio assessment of the intercultural understanding helps the learners identifying the necessary components of the intercultural competence through recording their self-reasoning. Such activity can determine learners' intercultural skills such as attitudes towards certain other cultures. The Council of Europe introduces a portfolio model for assessing intercultural competence which is called European Language Portfolio. It offers the learners the opportunity to notify what they have been experienced both inside and outside the classroom (Edge and Garton, 2009:168).

Portfolio assessment is typically done in a written form as it can be also recorded in spoken form such as audios and videos. Teachers can get access to them for drawing formative decisions of their learners. Needless to recall, the portfolio assessment may be used for formative and summative purposes.

Significantly, the teachers as the committed agents of assessment, need to offer the necessary support and orientation in order to involve intelligibly learners in self-assessment. Consequently, through the portfolios, the learners can effectively improve their metacognitive skills as well as possible reflect teachers educational and professional development. For this intent, Rea Dickins (2000:391) states**"keeping a personal portfolio may not only lead to the development of a critical perspective in the teacher, but it may also provide insights into their use which can then be shared with learners"**. Accordingly, the successful portfolio assessment is the one which realize a multi-perspectives development. That is to say, it may assess the knowledge, the attitudes, the awareness and the skills.

4.4.2   Observation:

One of the alternative assessment procedures that help maintaining students' progressive avhievement inside the classrooms is observation. Based on the intuition, teachers can authentically gather sufficient information about learners' input and output circumstances during the daily activities in the classrooms. The teachers, as observers, need to practice it systematically according to the assessment purposes. As a teachers' managerial quality, observation can be conducted in structured way through planning schedules and guidelines, or in unstructured way where teachers can spontaniously describe learners' performance in certain skill. It might help teachers actively engaging in self-reflection process through revisiting the teaching contexts. Thus, observation helps bridging the gap between theory and practice.

Engaging in classroom assessment requires teachers to function a strategic thinking and procedures .Though used for multi-dimentional purposes , observation is used most of the time to situate learners' personal attritbutes such as motivation and attitudes to a certain language or certain elements its content. In this realm, Rea Dickins (2000) suggests observation-driven assessment which its main target-inquiry is learners' adaptability to language and content. She asserts that''observation-**driven assessment has**

the potential to provide the level of detail that the teacher, learner, or parent can use as a basis for constructive action'' (Rea Dickins, 2000:389). Such detail can be recorded through a variety of procedures such as schedules, checklists and criteria that help teachers reflect in action.

From the intercultural perspective, observation helps teachers accurately to situate learners' attitudes to different cultural contexts. Here, learners'engagement in reading or listening activities can offer the opportunity to elicit and interpret their responses from a variety of contexts. It seems noticebly that initiating on observation in the cultural contexts does not need to be structurally grounded, because the teachers need to deal with different abrupt behavioral patterns in the part of learners. Hereby, the way of conducting observation is not the sensitive concern, seriously what should be noticeably over-emphasized is the manner by which teachers may interpret issues as well as establish the constructive reactions to the available situations. It is Harmer (2001:62) who offers a revealable explanation about the availability of teachers' observation agentry where they assures the fact that teachers do not observe for giving responses but to assess and evaluate the availability of tasks , resources and feedback .

Recognizing the vague foundation of classroom observation, the Algerian EFL teachers were brought into play through the CBA framework to further embody inquiry-based learning within which they diagnoze where weaknesses lie. This might be realized through multiple observational tools and techniques towards well rounded education.

4.4.3   Self-Assessment:

One of the main motives for fostering learners' autonomy in EFL classrooms is self- assessment. Such aspect of formative evaluation gives the students the initiative to**''be able to take responsibility in making decisions about their own language learning development''** (Rea Dickins, 2000:391). This can be done by students through designing checklists, inventories and diaries including personal information in regard to certain intercultural skill/s or towards the knowledge of the target culture/s. Self-assessment in the intercultural learning can enhance the metacognitive awareness as well as possible affective strategies for intercultural encounters. What needs to be noticed is the fact that the self-assessment does not concern only the students alone, but the teachers act as enablers in involving them straightforwardly in the process. So, a proper strategy to

ensure the effectiveness of intercultural learning within self-assessment framework is to involve the learners in collaborative learning.

Clearly, the central challenge in the assessment of culture is to find the appropriate method to surmount the traditional to guage knowledge such as the traditional tests. From the self-assessment perspective, the affective component can be assessed through making formative desisions of what had been experienced by students. Thus, teachers need to put a meaningful interpretation in order to bring technically the intended data. Referring to Algeria, and more specifically culture as the target case, the assessment of culture and interculturality in particular, still needs to see a deligent attempts to meet the expectations. Though the textbook New Prospects offers the opportunities in order for learners to get involved in self-assessment situations, teachers neglect apparently this construct to check the cultural development of the learners. They put much emphasis on the systemic knowledge of the language rather than the cultural ones. In investigating the issue from the teachers' perspective, no one alludes to the reference to assessment in constant way.

4.4.5   Co-operative Learning:

Within the recent learner-centred fashion in language learning, the co-operative learning emerges to be a highly competitive technique to improve the learning outcomes based on students' personal initiations. Regardless of the autonomous benefits, the learner's cognitive process is capable of being well-functionned through getting involved in social reciprocal action. Vygotsky (1978:57) argues that**"every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological), and then inside the child (intrapsychological)"**. In the light of the Vygotskyian perspective, learners and through peer exchange of ideas, can receive an input in readily available way and as a matter of course they submit their intrapersonal outputs.

In the EFL classrooms, intercultural language learning is needed to be encouraged through cooperative learning. Huber and Reynolds (2014:39) posit that **'' one such specific approach to learning and teaching that has proved to promote the development of intercultural competence regardless of the subject matter of co‑operative learning''.** An individual learner, jointly with a small group of peers, can share cultural information that helps develop some skills which constitute intercultural

competence. Another technique that may ensure the students' involvement in the cooperative learning is the think -pair-share strategy. The latter concerns learners as working individually then in pairs .The learner is individually appointed to think about a task then share the suggested anwers and sollutions in pairs. The teachers, as the leaders in the classrooms, need to have the necessary managerial qualities to act congruently as participatives, consultaltive and task-oriented. Such strategy can effectively help learners to compare critically and evaluate positively the intercultural differences.

On the aforementioned strategies of cooperative learning, and in the same line of symmetry with the EFL learners in Algeria, they seem demotivated to be involved in such situations and the reasons remain unrecognizible, despite the fact that New Prospects includes these situations in a variety of contexts.

4.4.6   English Language Education: The Need for Information Communication Technologies

The current digital world requires language teacher to use different teaching materials that could offer a well-rounded education inside the classroom. Recently, the foreign language studies have proved the efficiency of the use of information and communications technologies inside the classrooms. Stanley and Thornbury (2013, 02) put clearly that: **''many classroom teachers using technology have anecdotel evidence of their learners being motivated and engaged, and this is often a reason for using learning technologies''.** Researches in applied linguistics reveal that technological advances have changed the way that language systems are acquired: at the discource level, the phonological level, grammatical level (Chapelle, 2003:20).

It is invidious to talk about language without referring to culture which some scholars consider as the fifth skill in the language learning. Through technology, learners can engage independently with highly motivational thinking to the cultural topics and in a productive way. Not only the affective side but also the cognitive and the metacognitive abilities that might be improved through adopting the technological devices in the classrooms. Walker and White (2013) posit that **''technology provides new contexts as well as new tools for communication''**. From this communication standpoint, it comprises more than linguistic exchange, i.e., further sociocultural contexts may take place, which can be non-accurately conceived through the printed texts and documents.

What characterizes the use of technology in the classrooms is that it situates an authentic situation which provides learners with the motivational aspect of communication both inside and outside the classroom. Edge and Garton (2009:63) explain why authenticity plays an important role in language. They argue that firstly, learners need to explore the realistic language use where the difficulties at the systemic levels are avoided by using these materials. Secondly, the authentic materials which are technological create a close relationship with the external world far from the classroom. Culturally authentic situations can create a remarkable ease in order for learners to initiate in the learning with increased motivation.

4.6.1   The Internet as a Resourse:

Recognizing the breadth of its scope, the internet network has recently got the reference point in which people can get easy access to everything through a quick pressing of button. In the educational setting, and English language classroom in particular, teachers are in insistent need to the use of internet in view of its huge amount of information. Through it, teachers can extract newspapers and TV sites, videos tapes and audios or the ELT sites.

To make a broader view of culture and interculturality, internet can effectively broaden the cultural horizens of both teachers and learners. Martin and Nakayama (2010:22) identify five key aspects of culture and internet and technology in general in which it increases information about people and cultures; increases communication with people who are different from us; increases contact with people who are similar to us who can provide communities of support; identity management, culture, and technology; and differential access to communication technology through having the digital competence.

It is worth mentioning that using internet and network-based teaching can not be classified as a method or approach, but **''it is a counstelation of ways by which students can communicate via computer networks and interpret and construct online texts and multimedia documents all as a part of a process of steadily increasing engagement in new discourse communities''** (Warshauer and Kern, 2000:17). Likewise, the fundamental objective remains always the positive involvement of students in language programmes.

4.6.2   Computer-Assisted Language Learning:

In the recent digital world, computer has become an accessible mean for facilitating the life of individuals. As the name suggests, the computer is at the core in Computer-Assisted Language Learning. The latter may be defined as ''**the search for and study of applications of the computer in language teaching and learning''** (Levy, 1997:01).The use of computer-mediated communication has become unevitable pattern in today's globalized world. Yet, the concept of communication has been issued as an alternative to the process of globalization.

In the foreign language education, computers offer a broad perspective about systems and contexts that are genuinely and authentically attainable for learners. The paradigm shift from communicative to integrative objectives of computer-assisted language learning helps learners getting ready to be acclimatised in intercultural communication. In the CALL, the computer serves up as an informer by dispatching ideas and information linked to a variety of contexts.

Interestingly, having mentioned the CALL, gives the opportunity to talk about computer laboratories. Language learners can have the opportubity to engage actively in the online intercultural talk for exploring different cultural facts. They can overcome the linguistic barriers they used to face in the classrooms .What can be also of paramount importance is the fact that using computer in the laboratory helps improving the learning of the four skills in integrative way: reading, writing, listening and speaking.

4.7   The Need for Extensive Reading:

Having cultural or intercultural competences has been always related to the reading skills that the learner needs to have. In this latter regard, one should distinguish between two kinds of reading :intensive reading and extensive reading. The former refers to reading for certain objectives within the classroom, and the latter refers to reading for enjoyment purpose in other words, learners do it as a reinforcement of their reading skills, and the ultimate drive is looking forward a broadening knowledge.

Recognizing the variety of merits that extensive reading might provide through task-based instruction, the intercultural language learners can gain solid knowledge that turns him to be skillful in relating and interpreting texts and documents. Additionally, the

learner gets cognitively flexible in which he easily adopt different thoughts and attitudes in regard to the different contexts. Green (2004:311) points out:

> Extensive reading in a task-based approach is good for learners not only for aesthetic reasons or for increasing cross-cultural understandings (although these purposes are, of course, important in their own right), but because it aids cognitive development and promotes learning through interaction.

To make a broader view, extensive reading activities can effectively be done within collaborative environments where the objectives are comprehensive and have multi-dimensional benefits.

One of the essential subject matters that concern the extensive reading is the fact that it is considered by both learners and teachers as an additional episode in language learning. Brown (2008 :240) asserts that''**at present, extensive reading is often regarded as an addition to the language learning programme rather than a central part of it ; textbooks can help make extensive reading an integral part of it''.** Yet, the central challenge of textbooks now is to maintain learners indirectly in activities that encourage learners to get involved in the extensive reading.

4.8   Teaching about Different Types of Culture:

The intercultural understanding requires individuals to have an overarching awareness of the cultural practices of people. This might be distinguished into a group of aspects incorporating culture as classes, regions, elites and soforth. These elements or types of culture need to be taught in language education programs to render realistically the societal aspects of culture. Learners may well use appropriately the target language with different situations of communication. Gibson (2002) explains that the interculturalists should percept the concept of culture as including different types which he classifies as corporate, professional, gender age, religious, regional and class cultures. So, teaching foreign language should be grounded to the realistic attributes of the target cultures that may improve the level of proficiency

4.8.1   Professional Culture:

Teaching intercultural competence takes seriously into account different individuals' status in terms of careers and professions in order for learners to explore the

hidden characteristics of the otherness. Including the culture of professionals in language programmes can offer insights which reveal for the intercultural language learner the attributes and patterns that typify certain profession. It can offer learners accessible insights to the patterns of the target culture professionals in regard to their social and occupational aspirations. For example, it would be wiser for the scientific stream learners to portray contextually the culture of doctors in observance to their aspirations. In a closer sense, purveying learners with such familiar cultural contexts helps learners develop their reflective thinking and increases the motivation to learn enthusiastically interculturality.

It should be further recommended that teaching and learning of professional culture do not mean adapting the other's culture,that is, getting dependently acculturated to certain extent, but more specifically, having a sufficient information to adapt their behavior in the future intercultural encounters if it is possible for the learners. To be well addressed, professional culture can be exposed via stereotypes even within the grammatical activities.

4.8.2 Gender Culture:

Developping an intercultural understanding requires individuals to have a broad understanding about the gender as an integral attribute of the cultural products. As a matter of course, some accademics make culturally evaluative criteria which devote an extra emphasis on the gender presence in the teaching materials especially the textbooks. In terms of gender role , the learners may found a disparity in the depiction of the characters in the textbook which might make its fairness in doubt (Cunningsworth ,1995 :93). Consequently, this provokes or turns their interest.

As the time goes on, the consideration of the cultural industries have remarkably been changed. What has lead to the reconsideration to the gender as well as other markers of diversity (Milestone and Meyer, 2012). Since interculturality pertains to the males and the females, gender always seems to be a crucial marker of diversity in the societal structures of communities and culture. The teachers in the classroom as a teaching aid need to provide an important consideration to the portrayal of this element because the intercultural communication styles draw a lot on the gender identity.

Despite the complexity of percepting the concept of gender culture, it needs to be of a prior concern and element because ''the **dynamic character of gender reflects its close connection to culture. Society has many images of masculinity and femininity;**

we do not all seek to look and act according to a single ideal '' (Martin and Nakayama, 2010:181). On this basis, the gender can be socially determined. For example, in the British society and culture, women use often questions tag whereas men use it rarely. Hereby, these facts might be revealed through the stereotypical depiction in grammar courses which provide a contextual learning.

4.8.3   Class Culture:

Concerning the target cultures, it has become a common place to mention class when talking about the cultural background of individuals and communities. In the intercultural realm, the discourse takes into consideration certain assumptions that differentiate the intracultural classes. Delving deeply into the class identity denotes '' **A sense of belonging to a group that shares similar economic, occupational, or social statu...class distinctions are real and can be linked to actual behavioral practices and preferences''**(Martin and Nakayama , 2010 :194) .

One can note that the common fixed element that can be recognizable among the classes in any culture is the sociolinguistic aspect as well as possible the sociocultural in a lesser extent. The cultural dimension of the social class can be heralded by the language use. These linguistic differences are the results of the socio-economic and socio-cultural differences in the organizational construction of the society. As a matter of logic, the intercultural understanding is not limited to a certain class; what requires the language learners to be conscious about the social classes' cultural practices. Yet, not only the teaching materials that are required to provide such knowledge, but also the language teacher plays a crucial role as the explainer and informer.

Looking back to the cultural context of New Prospects as a case in point, it seems regrettably that the class culture as integral trait of the social processes has not been attached a great importance neither towards the English-speaking countries namely British and American cultures nor the other international cultures. That's why; the EFL teachers' central challenge has become the design of their own- produced material such as documents and pictures to cover this lack.

4.8.4   Regional Culture:

Another essential aspect of interculturality which needs be taken into account in the intercultural realm is the culture of regions, though most of the time it is conceived as sub-cultures. Here, every geographical boundary of the target culturemay draw also cultural boundaries which characterize people living in certain area or region. Within one nation, there can exist different regional cultures which do not share the same cultural beliefs and language (accents).The interculturalist needs to be aware about the regional cultural affiliation of his interlocutor as including its political, social, and economic patterns . For example, in the North West of England, a very strong and recognisible accent known as Scouse where its people sometimes are called the Scousers. More importantly, having known such features can help perceiving the heterogeneity of sub-cultures within one culture. To remind, it might be remarked that the regional cultures are the hallmark of the great industrial countries such as Britain and the United State of America.

Regarding the intercultural load of the textbook <u>New Prospects</u>, the unfamiliar standpoint seems that the regional cultures of the target-language cultures are not taken into focus in the cultural representation. Even teachers asserted the neglect of different aspects of culture which might exist heterogenously in regions. Apart from what can be culturally ascribed to the regions, the geographical boundaries seem to be the basic templates for the determinacy of its culturally societal aspects. Learners can aquire such culture through a variety of tasks and techniques. Yet, cooperative learning techniques seem adequate strategies to exchange various cultural ideas of the regions. For example, the learners, through being assigned to elicit the cultural traits of each region of certain culture, it would be doable to gain a wider perspective about the regional cultures of the foreign cultures.

4.9   Conclusion:

Despite the growing significance and the superordinnate position of English language around the globe, Algerian EFL learners do not seem keen on it in parallel with this linguistic relentless spread. This fact has been revealed through the data obtained in practical side of this research work. According to third year EFL teachers and learners, the wellspring of this disregard lies in great deal on the affective needs which turn learners' performance in the classroom. Intercultural understanding, as the main topic of this study, is the fundamental part of the aforementioned concern. It does not have a favorable

environment to be well taught inseparably with language .This makes the research striving to offer the different practical suggestions and the recommendations in order to improve the studied issue.

This chapter brings into play the possible pedagogical sollutions that concern the teachers, the learners and the materials used in the daily courses. The researcher suggested initially the qualitative attributes of English language teachers and learners from intercultural perspective. Then, assessment of intercultural competence was further highlighted by offering a variety of tools that can be appropriate for measuring the different components making this competence. Furthermore, teaching different aspects of the foreign cultures was recommended even their sub-cultures.

To conclude, improving intercultural language learning hinges upon the application of ICTs in EFL classrooms. As it is cogently argued by the majority of the ELT experts, the use of technology in language education serves to improve the cognitive, meta-cognitive and affective abilities of learners. Another topical issue which teachers persistently urge to is the reconsideration of the coefficient of English language subject especially for scientific streams. They attributed the poor performance to the minimal coefficient devoted to the subject in regard with other subjects.

Notes to chapter four :

1. Language socialization: a theory in linguistics that studies how the language as a fundamental tool in children's development of social and cultural knowledge since birth. According to Duranti, Ochs, and Schieffelin (2012), this discipline :

> Takes as central the idea that nurturing arrangements are motivated by a community's repertoire of shared and varied cultural beliefs about social reproduction personhood, sociality, emotions, knowledge and human development which are given materiality through language and other semiotic forms in everyday life.

Second language socialization enables learners to be aware about the sociocultural norms of the target language in order to get familiar with its culture.

GENERAL CONCLUSION

Preparing learners for intercultural interactions has recently become a prior objective in the language education programmes. This comes in the wake of the intercultural language theory which incorporates the adeptly cultural shift according to contexts and situations as an acquired competence. On a cultural basis, learners might rely on their personal experience which can enable them to be aware of intercultural differences. But, acquiring the necessary skills of comparison, critical evaluation and interpretation of intercultural differences remain a far bigger challenge without a systematic training and learning. Consequently, the teaching of intercultural competence requires the individual to be on the cognitive, metacognitive, affective and behavioral preparedness to initiate in the intercultural discoveries.

The ELT profession as a staple part of the whole education has recently been subjected to the new challenge of interculturality than ever before. Recognizing the fact that English has become the point of entry to the world, intercultural communication has got a pre-requisite to be part of the newly interconnected world. As well as the rest of the world, Algerian EFL students are concerned with the intercultural understanding as a new introduced issue. The ultimate target behind engaging in this research work was to offer a more believable account on the intercultural dimension of third year ELT textbook New Prospects as the official guide for EFL teachers and learners. To this situation, learners are supposed to be trained for conducting a communication of high expectations devoid of intercultural conflicts and barriers. Remarkably, in the light of many EFL teachers' claims, third year learners have a sparse enthusiasm to initiate in the intercultural tasks and activities. Thus, they turn to be poor consumers of cultural information. Hereby, to find out the source of this demotivation, the research strived to assess the intercultural load of the aforementioned textbook. To this attempt, four chapters were carried out to address the necessary methodological steps.

Initially, we strived to lay out the theoritical foundation that is related to our research topic. Assessment and testing in English language education has been given a subtle interest as it was afterwards confined in cultural frame, which has become perennial topic of discussion in English language education. The second chapter brought into play for the talk about the situation explanation of the ELT current issue after adopting the lattest reforms. The third year EFL textbook has been subjected to detailed description of

its cultural content. Moreover, the second part of this chapter offered plausible explanation to our methodological choices undertook by the researcher including the research design, instruments and the participants' profile. Subsequently, the third chapter came to analyse, interpret and disscuss the data gathered about the revealable performance vis a vis the textbook New Prospects. The latter was analysed by multi-dimensional levels of analysis to seek further in-depth cultural information. The last chapter imparted the potentially thinkable sollutions and recommendations that might help improve intercultural language learning in Algerian secondary schools such as the emphasis on alternative assessment of intercultural competence, the need for further teaching and learning materials especially the technological ones and the traits that characterize the intercultural language teacher and learner.

Through adopting a triangular approach (The questionnaire, interview and evaluation criteria), it was revealed clearly that third year EFL students' disengagement in interculturality emanated from lacking the background knowledge towards some cultural themes in addition to the lack of language proficiency. Having done a questionaire with the teachers assured the aforementioned truth. It heralded the fact that learners have not the background knowledge that enable them to get involved in the intercultural activities. Teachers required for the redundancy of the teaching materials that draw learners' attentions notably the technological ones. This confirmed to a great extent what was hypothesized earlier by the researcher. Similarly, learners' interview tried to elicit more information on their part. Effectively, it delineated the facts that the textbook is the exclusive source adopted in the classrooms and some cultural topics did not enthuse them to initiate in intercultural understanding. Ultimately, the textbook analysis helped reflect the availability of the cultural content in regard to learners and teachers' claims. And as a foregone conclusion, it can be said that cultural information needs to be audiovisually portrayed. The development of intercultural competence needs to be comprehensive to other skills, namely listening, writing and speaking. Furthermore, there is a substansive relationship between learners' performance and what concerns some the cultural themes of the textbook.

Importantly, the affective side had to be the referrence point in the determinacy of learners' intercultural incompetence. The motivation to learn culture and interculturality in third year EFL classrooms needed to be taken into consideration. The demotivation turned the learners to be quite irrelevant. As it is stated by Stern (1983:375) **''nothing has**

brought about greater concern about learner motivation than the decline in the enrolments in the language classes and the drop-out from language programmes''. According to the learners, they felt unfamiliar with the included cultural themes of the textbook. Wheareas the majority of teachers maintained that the lack of background knowledge in the part of learners contributed to inhibit them to get involved. Thus, decreasing their motivational thinking.

To remind , this research work conferred further general findings in EFL situation in Algeria that deserve a serious rethinking and research. In action, it was revealed that there was a severe shortage in EFL teachers'produced materials to cater for each component making up intercultural competence. Furthermore, assessment of culture along with language skills remains a matter of questions. The prominent matters of question that need to be interrogated are: do EFL teachers assess learners' intercultural competence in the classrooms? How do EFL teachers assess intercultural competence in EFL classrooms? These key areas might occupy a central stake in the upcoming studies.

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Appendix A:

Teacher Questionnaire

Dear teachers,

This investigation aims to assess the intercultural dimension of the third-year secondary school ELT textbook New Prospects. It would be a real appreciation for the contribution that you may provide by answering these questions and putting a tick in the most adequate answer. Please make comments whenever necessary.

1- How long have you been teaching English?

....
....

2- Do you refer constantly to cultural topics in your daily teaching sessions?

-Yes   -No

3- Do you constantly use New Prospects in your day-to-day teaching?

-Yes   - No   - Why

....
....

4- Do third year EFL learners have diverse knowledge about the target cultures?

- Yes   - No

5- What cultural aspects do they ignore about the target cultures?

....
....

6- Which of the following cultures is the most likable for learners?

-Local   - British   -American   -Other cultures

7 - Is the Algerian culture referred constantly to in New Prospects?

-Yes   -No

8 - What are the included topics that concern the local culture?

....
....
....

9 - Are there any situations where third-year EFL learners are exposed to mutual representation and comparison between the target cultures and their own one?

   -Yes   - No   - If yes which one/ones?

....
....
....
....

10- Do third-year EFL students have the potential skills to evaluate critically and interpret positively the intercultural differences?

   - Yes

   - No

   - If no, say why

....
....

11- To what extent might third- year EFL learners be considered aware about the intercultural diffrences?

   -Well aware   -Less aware   -Not aware

12 -What are the cultural aspects that should be well-emphasized in the portrayal of cultural diversity?

....
....
....

13- What type of difficulties do you encounter when teaching about culture?

....
....

14 - Do you think that there should be materials specifically designed for learning and teaching about culture?

   - Yes   - No   - Say why

....

....

15- What possible sollutions do you suggest to promote intercultural language learning?

....
....
....

Appendix B: Learner Interview

Dear learners,

The current interview seeks to figure out the necessary information about your attitudes towards New Prospects cultural knowledge and your suggestions to improve intercultural language learning in third year EFL classrooms.

Please try to answer as briefly as possible.

1- Do you enjoy learning about culture/s?

....

2- What element/s would you like to learn about culture/s?

....
....

3- Do you find the cultural themes included in the textbook 'New Prospects' interesting? Justify

....

4- Do you think that the cultural representation of the textbook fit your future occupational aspiration?

....

5- Do you think that 'New Prospects' emphasizes activities that encourage intercultural understanding? Justify

....

6- Does the teacher use technological devices to represent cultural knowledge in the classroom?

....
.....

7- Do you enjoy the use of technology in learning cultural information? Justify

....

8- What do you propose to become well-aware about the interculturality in the classroom?

....
....

Appendix C: <u>New Prospects</u> BOOK MAP

BOOK MAP

Unit	Topic	Language outcomes			
		Functions	Grammar	Vocabulary and sound sys	
				Word building	Pronuncia
1 EXPLORING THE PAST	ANCIENT CIVILIZATIONS	• informing • narrating • expressing concession • comparing	• past simple of **be** questions with **ago** • past perfect with **when, as soon as, until, after ...** • Use of articles • used to • had to • was/were able to • though, although, in spite of the fact that, despite the fact that • the comparatives and the superlatives of quantifiers : much-more-the most , little-less- the least, etc. • articles : use + omission before abstract nouns • well+past participle E.g. **well-**preserved	• adjectives + preposition E.g. good at, dependent on • verb + preposition E.g.believe in • negative prefixes: **dis-** and **de-** • suffixes: **-tion, -ment, -ed, -able, -ic** and **-ty**	• weak for of **was** and **were** •pronuncia of final **ed ch** • stress shi E.g. civiliz civilization • spelling r Eg. doubling of consonants, begin, beginning
2 ILL - GOTTEN GAINS NEVER PROSPER.	ETHICS IN BUSINESS: FIGHTING FRAUD AND CORRUPTION	• describing • advising • expressing obligation and necessity • expressing cause and effect • expressing condition • expressing opinion • expressing wish and regret	• present simple and present continuous • passive • should, ought to, had better+bare infinitive • must, mustn't have to, - due to, for, as, since, so+adjective+that, such+adjective+noun+ that, so, as a result, consequently, thus • as long as, provided that, providing that if-conditional (type 2) • verbs for expressing opinion (think, believe...) • I wish, it's high time+subject + past simple and past perfect	• suffix **-ty** : E.g honest - honesty, responsible, responsibility • prefixes **dis- il-** E.g. legal - illegal, honest - dishonest , approve - disapprove	• Stress shi E.g. econom economic •pronunciat of words ending in **-cs** E.g. econom politics

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BOOK MAP

Skills and strategies outcomes		Learner's outcomes	Intercultural outcomes	
Listening and speaking	**Reading and writing**			
• making and checking hypotheses/ predictions • listening for gist • listening for detail • recognizing and showing a sequence of events • representing findings on a chart • using illustrations to tell stories • giving a narrative account	• skimming • scanning • identifying referents of reference words • recognizing types of discourse • summarizing • writing an expository essay • writing a story	• raising awareness about the challenges facing modern civilization: conservation of natural and human resources, peace and sustainable development, technological progress, etc.	• developing positive attitudes towards one's culture and those of other peoples • raising awareness about the contribution of the various civilizations to man's progress	**Project outcome:** Making the profile of an ancient civilization
• listening for gist • listening for detail • responding to opinions • defending opinions • making a short public statement • making an argumentative speech	• skimming • scanning • responding to a text • identifying and using reference words • writing a policy statement • writing an opinion article • writing the description of an ideal school	• raising awareness about the negative effects of fraud • developing a sense of active citizenship (the pupil as a conscious consumer)	• developing awareness about the importance of fighting fraud and corruption at the national and international levels • comparing how different countries fight corruption and fraud	**Project outcome:** Writing a charter of ethics

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BOOK MAP

Unit	Topic	Language outcomes			
		Functions	**Grammar**	**Vocabulary and sound system**	
				Word building	Pronunciation
3 SCHOOLS: DIFFERENT AND ALIKE	EDUCATION IN THE WORLD: COMPARING EDUCATIONAL SYSTEMS	• describing a process • expressing condition • expressing warnings • expressing obligation and necessity • asking for and giving advice • expressing desire and wish • comparing and contrasting • expressing quantity	• present simple passive • If-conditional:type 1, 2 and 3 • unless • must/ mustn't have to, • should / ought to if I were you • would + have/+be E.g. My ideal school would have/be ... • I wish I had • similar to, different from, unlike while, whereas... • comparatives of adjectives • quantifiers: most, all, etc.	• forming adjectives with -al and -ive. E.g. educational, reflective, innovative, responsive, constructive, effective... • forming nouns: verb+-ing E.g. teaching, learning, training) • forming nouns with -tion E.g education - completion •Collocation: schoolmate	• pronouncing the final s • weak forms of: would, should and ought to • syllable stress E.g. educate education
4 SAFETY FIRST	ADVERTISING, CONSUMERS AND SAFETY	• describing • expressing cause and effect • expressing probability • expressing possibility • expressing concession • expressing condition • deducing • expressing quantity •prescribing	• present simple • the gerund • because of , due to, owing to, as, for • so,as a result, that's why , as a concequence • may, might, can, could • though, although, admittedly, etc. • if-conditional:type 1, 2 and 3 • might have, must have • too much , too many, not ... at all, a large amount of a large number of, enough+noun	• verb+ preposition E.g. accused X of Y - complain about X to Y, - protect X from Y - provide X with - suffer from X • forming adjectives with -y E.g. - greed - greedy - speed - speedy - milk - milky	• reduced froms of - might have - could have • word stress and sentence stress

BOOK MAP

Skills and strategies outcomes		Learner's outcomes	Intercultural outcomes	
Listening and speaking	**Reading and writing**			
• reciting a poem • predicting • note taking • summarizing • responding to a text • speaking from notes • making a speech about one's ideal school	• skimming • paragraphing ideas • scanning • making logical links between sentences and paragraphs • writing a descriptive essay • writing an expository article	• raising awareness about issues related to education, the choice of careers, dedication to science, citizenship, economic and social development	• comparing educational systems : past and present • raising awareness about the similarities and differences between today's educational systems in the world	**Project outcome:** Designing an educational prospectus
• predicting the content of a text • listening for gist • listening for detail • summarizing /synthesizing information • debating (arguing by making concessions) • Making a speech	• persuading • skimming • scanning • analysing and making a synthesis • writing a letter of complaint • writing an advertisement	• discussing issues related to the effects of advertising on people • raising awareness about safety and consumption • developing a sense of salesmanship	• raising awareness about the effects of advertising on different cultures and societies • understanding the importance of integrating cultural features of a society into advertising	**Project outcome:** Conducting a survey on the impact of advertising

BOOK MAP

Unit	Topic	Language outcomes			
		Functions	**Grammar**	**Vocabulary and sound system**	
				word building	**Pronunciation**
5 IT'S A GIANT LEAP FOR MANKIND.	ASTRONOMY AND THE SOLAR SYSTEM	● describing ● questioning ● making supposition ● comparing and contrasting ● expressing condition ● reading figures	● present simple with non- conclusive verbs E.g. see, believe, know, suppose ... ● What is it used for? - used for+verb+ing - How far/how big ? ● think so, suppose so ● May+stem , might +stem ● comparatives with short and long words : - adjective+er+than - more+adjective+than - less + adj+than - as+adj+as - while, whereas - like, unlike, in contrast to ● if-conditional	● forming nouns from nouns: E.g. science - scientist - astronomy - astronomer ● forming nouns from verbs and adjectives : E.g. weigh (v) weight (n) - hot (adj.) - heat (v and n) ● forming singular and plural nouns from verbs: E.g believe (v) - belief (n. sing) - beliefs (n.pl.)	● pronouncing the final **s** ● stress shift increase (n.) increase (v.) ● stress in two-syllable verbs: begin , believe, reduce, occur etc.
6 WE ARE A FAMILY!	FEELINGS, EMOTIONS, HUMOUR AND RELATED TOPICS	● describing ● expressing likes and dislikes ● expressing preferences ● asking for and giving advice ● narrating	● present simple ● enjoy/like/dislike+ verb+ing (gerund) - avoid + verb+ ing ● I'd rather do X, I'd rather do X than Y, I'd prefer X to Y ● should, ought to, if I were you ● past simple, past perfect ● articles : omission before abstract nouns E.g anger, humour ● quantifiers: a lot of, a great deal of, few, little, some of us, all of us ... ● each other, one another	● forming adjectives from nouns with -ous, - ful , -ic E.g. courage - courageous, faith- faithful ● forming new words with self- E.g. self-centred ● forming nouns with -ness and -ty E.g. kind - kindness loyal -loyalty ● forming verbs with -en E.g. tight - tighten	● pronouncing the cluster **ngth** in words such as strengthen ● weak form of **of** in phrasal adjectives like proud **of** , full **of** ...

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BOOK MAP

Skills and strategies outcomes		Learner's outcomes	Intercultural outcomes	
Listening and speaking	**Reading and writing**			
● making inferences ● responding to an oral text ● agreeing and disagreeing ● making suppositions and hypotheses ●Making an oral presentation ● making a speech in defence of an opinion	● predicting the content of a text ● identifying types of discourse ● making inferences ● distinguishing between different types of reasoning in argumentative texts ● Writing an expository article ● writing an argumentative essay	● developing awareness of the importance of satellites for present -day societies ● raising awareness about man's place in the universe through the exploration of the theme of astronomy	● developing interest in outer-space exploration ● discussing the change of mentalities brought about by the advances in astronomy ● raising awareness about the contributions that various peoples have made to astronomy	**Project outcome:** Designing an astronomy booklet
● listening for gist ● recognizing the structure of a lecture ● predicting the sequencing of ideas ● making inferences ● responding to a text ● making a coherent formal speech	● making inferences ● distinguishing between fact and opinion ● demonstrating critical thinking and judgement ● responding to a text (seeking support and feedback) ● discussing the organisational pattern of a text ● writing a letter of advice ● writing a newspaper article ● Writing a book/film review article	● raising awareness about the importance of emotions/feelings for the development of the individual ● exploring the concepts of friendship, love, patriotism, generosity, courage	● developing understanding of the expression of feelings across different cultures and societies ● raising awareness of others' thoughts and feelings	**Project outcome:** Writing a booklet of tips for coping with strong emotions

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Appendix D: Read and Consider texts in <u>New Prospects</u>

. No country in North Africa has as much access to the Mediterranean and the Sahara as Algeria. Its privileged geographic position has made it open to many of the ancient civilizations that flourished in the Mediterranean Basin and to those that prospered in Africa south of the Sahara. Today few countries in the region can boast of as many World Heritage Sites as our country. Tipaza, Djemila, Tassili n' Ajjer, Timgad, the M'Zab Valley, The Qalaa of the Banu Hammad, and the Casbah of Algiers are standing witnesses both to its civilizational genius and to its enriching contacts with other civilizations. (§1)

Of all the sites of Southern Algeria, the Tassili n' Ajjer has the most prestige. It has more rock paintings and engravings than any other prehistoric Saharan sites, and it contains the most beautiful remains of the prehistoric civilizations of the Sahara. These rock paintings, engravings and remains have yielded as much information as we need in order for us to have a clear picture of what life used to be like in the Sahara in prehistoric times. They show clearly that the Algerian Sahara was one of the cradles of civilization. The Tassili n' Ajjer seems to have had as few exchanges with the Phoenecian and Roman civilizations as the other Saharan sites of our country. Archaeologists are still undecided about which of these Saharan sites contains the

fewest traces of these ancient civilizations. Yet the traces that have already been uncovered in the Tassili n'Ajjer speak eloquently of the fruitful contact of the Phoenician and Roman civilizations with that of the Sahara. (§2)

In the northern part of Algeria, the Casbah of Algiers undoubtedly holds the most important position among the historic sites. Its history is closely linked with the history of the city of Algiers. Algiers was built during multiple conquests, and layers of well-refined cultures can be found in its architecture and social character. There is little knowledge about its earliest times when it was founded by the Phoenecians as one of their trading posts. It was known to the Carthaginians and to the Romans as Icosium. The Vandals destroyed Icosium in the 5th century A.D. Five centuries later, Emir Bulughin rebuilt the town into an important Mediterranean trading port called *al-Jaza'ir*. Until then, Algiers had less influence on international commerce than the other Algerian maritime cities because it had fewer natural harbours. Therefore, despite the fact that it was considered a trading post by both the Romans and Phoenicians, only the least amount of merchandise transited through it. (§3)

After the Turkish Baba Aruj brothers had gained control of the city in 1516, Algiers thrived as a relatively independent city under the nominal control of the Ottoman Empire. Later, the Ottomans transformed the architectural character of the city by constructing mosques and palaces similar to those in Asia Minor and erecting the famous white-washed military fortification known as the Casbah. In spite of the fact that the Casbah underwent some changes during the French colonial rule, it still remains the throbbing cultural heart of the city of Algiers. (§4)

subjects in order to enter university. This requirement is more or less similar to what is required by American universities (§2)

A National Curriculum was introduced in 1988. It has made the current British educational system different from the previous ones in at least two major aspects. First, unlike the old system, the present system sets the same subjects for all state schools. Children have to study the core subjects of English, mathematics and science, and also the foundation subjects of technology, geography, history, art and physical education. Second, in contrast to the old practice, standards at individual schools are watched closely by parents and the government. Schools are visited regularly by inspectors, and school performance tables are published annually to show how well individual schools have done in tests and exams. These 'league' tables enable parents to compare one school with another. Schools which do not make adequate progress run a high risk of being closed. (§3)

(From *Guide to British and American Culture*, p. 66)

Unfortunately, the loss of energy balance is not without health and social consequences. Owing to this loss, a lot of people today suffer from obesity. According to the World Health Organisation, for the first time in history, the world population counts more obese people than slim **ones**. As a result of overweight, many of them have developed diseases that cost the social security systems of **their** countries billions and billions of dollars every year. The financial problem of these security systems is likely to worsen as no concrete measures are taken to treat the real causes of overweight at world level. (§4)

Since obesity in our modern times is caused mostly by a loss of energy balance, **which** is due mainly to the impact of junk food adverts, it is high time our governments passed laws to limit this influence. Advertisements of unhealthy foods are as harmful as advertisements for cigarettes. Therefore, **they** should be banned from the media, and health warnings should be added on the labels of fast food packages. (§5)   (**Text written by the authors**)

③ What do the words written in bold in the text refer to ?

this way and that, across the paths of the planets, you would
see comets – starry-headed objects, sometimes with long tails
streaming after them as they draw near the Sun. You might also
catch a glimpse of swarms of even smaller particles -the meteors-
swirling through space. (§2)

All these heavenly bodies make up our vast solar system. If
you continued to view them for months or for years, you would
see that they were moving together through space as a unit, at the
speed of some twelve miles a second, in the general direction of
the blue star Vega. (§3)

The Sun is the very heart of our solar system. It is a typical
star – one of the several thousand millions of stars in our galaxy;
like the rest, it is an incandescent body made up of highly
compressed gases. Compared with the other stars, the Sun is of
average size, but it is a giant in comparison with even the largest
planets. Its diameter of 865,600 miles is 109 times that of the
Earth; even though it is gaseous, it weighs more than 300,000
times as much as the Earth. Its surface temperature is about
10,000 degrees Fahrenheit; at its centre the temperature may be
as high as 27,000,000 degrees Fahrenheit. The heat energy and
light energy radiating from the Sun make it possible for life to
exist upon Earth. Without the reflection of the Sun's light, we
could not see the other members of the solar system except for
the comets and meteors. (§4)

The Sun is just one of the stars in our universe. When the skies
are clear, we can see the twinkling of these other stars at night.
Their light is less intense than that of the Sun because they are
far more remote from us than any other heavenly bodies. (§5)

We know that the planets of the solar system are different from
the distant stars in some very important ways. Unlike stars, which
shine with their own light, the planets give off no light of their own.
All we can see is the light from the Sun that they reflect back to us as
if they were huge mirrors in the sky. In addition, each one of the eight
planets travels in its own special path or orbit around the Sun held
in place by the powerful force of the Sun's gravity, very much as if
it were a ball speeding around the Sun in a matter of a few months.
More distant planets have larger orbits and travel far more slowly.
Jupiter, for example, takes more than eleven Earth years to make one
complete turn around the Sun while Earth makes its path around the
Sun in just 365 ¼ days - in other words, once a year. (§6)

(From the ***Book of Popular Science*** and Alan E. Nourse, ***The***

British and American people are similar in many ways, but in expressing feelings they haven't much in common. Nearly all Americans believe that it is better to share what they think or feel than hide it. A great many of them expect their relatives and friends to say, " I love you", "I care for you", or "I'm glad to have a friend like you". Almost all of them enjoy talking about their own experiences, and a few of them will go so far as to share ideas with foreign visitors the first time they come into contact with them. When some of them are upset they prefer to cry rather than retain their tears. Few Americans consider it bad to show anger in public. The great majority of them would rather let all of it out and say what they feel than bottle it up inside and make matters worse. (§1)

In contrast to this is the traditional British reserve, a national tendency to avoid showing strong emotion of any kind. The British like to keep a stiff upper lip. In other words, they don't like showing or talking about their feelings. They rather prefer hiding them because people who reveal their emotions are thought to be weak and bad-mannered. For example, showing anger in public is considered to be a sign

that the person hasn't much character. So few British people would dare vent even a little anger in public places. They give little attention to people who complain in public e.g., about being kept waiting in a traffic jam or in a restaurant. They may pretend not to hear them in order to avoid getting involved. (§2)

This attitude is far less common today than it used to be, but a lot of British people, especially among the elderly, still take a great deal of trouble to appear strong. Most British men and women are still embarrassed to be seen crying in public. People are also embarrassed when they see somebody crying, and do not know whether it is better to pretend they have not noticed or to try and comfort them. Women are more likely to respond than men and will put their arm round the person or touch their shoulder. (§3)

Many British youths now show feelings of affection in public. Women sometimes kiss each other on the cheek as a greeting and people may greet or say goodbye to each other with a hug. Lovers hold hands in public and sometimes embrace and kiss each other, but many elderly people do not like to see this. However, when British people are part of a crowd they are less worried about expressing their emotions. Football crowds sing and cheer when their side scores a goal. Players now hug one another when they score. Even cricket supporters, who had a reputation for being much quieter, enjoy cheering as well as giving the traditional polite applause. (§4)

Appendix E: Reading and Writing texts in <u>New Prospects</u>

TEXT

Ancient Egyptian civilization rose in the Nile Valley. As in Sumer, the need for an irrigation system first led farmers to join together and cooperate. But the bonding together of men developed much further in Egypt. Sumer remained a land of small city states whereas the people of Egypt became united under the rule of a single king. **This** made of Egypt the first nation in history. (§1)

The Pharaoh's government did many important things. **It** protected the land and **its** inhabitants by organising defences to keep out the raiding war-bands **which** sometimes attacked the country from the desert. The preserving of internal peace was another of the Pharaoh's tasks. The people of a nation can only live together if the rulers make sure that the laws are obeyed. Many of the laws of the Egyptians were traditional, that is to say, **they** had grown up gradually, over the centuries. But the Pharaoh could make new laws, and did **so**, whenever he thought it necessary. (§2)

In countless ways, then, the Egyptians derived great benefits from their system of national government. But **this** was only one reason why **they** stayed a united people throughout ancient times. Another reason was **their** national pride and strong sense of belonging together. The Egyptians

felt that **they** were privileged to have been born in Egypt. All other lands, **they** thought, were cold and dark, and the people who lived in **them** more akin to animals than to human beings. (§3)

It was the Ancient Egyptians' feelings and beliefs about the Pharaoh that provided the strongest unifying force of all. In Sumer, the king of each city was thought to be the chief servant of the city's god. The Egyptian idea of kingship went further than this. They thought that their king was himself a living god, a divine ruler who had magic control over the weather and the Nile, and who alone brought safety, prosperity and happiness to the nation. The Pharaoh was revered to such a degree that his people dared not mention him by name. **They** only spoke of the palace in which **he** lived. That is why **they** called **him** Pharaoh, which means 'great house'. (§4)

When we realize how much the Pharaoh meant to the Egyptians, it is easier to understand how the pyramids came to be built. Since **he** was a god, **he** could not be allowed to die. It was believed that **his** spirit would survive only if his body were preserved, together with everything that was needed for its future well-being. The pyramids, therefore, were designed as eternal dwelling places for the god-kings from where the dead Pharaohs would continue **their** magic work for their 'beloved land'. (§5)

The effort and resources needed to build pyramids were so great that from the 25 th century B.C onwards, they had perforce to become smaller and smaller. The later Pharaohs were buried, not in pyramids, but in rock tombs. Yet the contents of the tombs remained as extravagant as before. When Howard Carter discovered the tomb of Tutankhamun in 1922 it proved to contain the most incredible burial treasure ever found. With all this treasure going into the ground instead of being invested, it was no surprise that eventually the Pharaohs proved to be the major cause behind the decline and fall of ancient Egyptian economy, and therefore of its civilization. (§6)

TEXT

Businesses are increasingly aware of the importance of social and environmental issues for **their** reputation. That's why some of **them** are commissioning social audits relating to **their** social performance; **these** are social reports **that** evaluate the effect of **their** behaviour in relation to **their** employees and to society as a whole. (§1)

Supporters of social audits say that social reporting is as important as financial reporting. **They** say that **it** provides important information about whether the activities of companies in areas such as employment and community, the environment, and the way of winning new business

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are morally right or wrong. Social auditing has emerged as a result of pressure groups concerned about problems of pollution, corruption, consumption and employment, but now it is considered by some company executives as one of the best ways of promoting products and services. **They** say that ethically responsible companies are more likely to prosper than **those** which behave unethically. (§2)

Critics say that a social audit may just be a public relations exercise, with no real benefits. However, in spite of **this** **criticism** many companies now are designating executives to oversee the whole area of corporate social responsibility. Giovani Preston is one of **them**, he works for a Canadian multinational. **This** is what he says about his job : 'A lot of our manufacturing is done by suppliers in developing countries. Companies in the clothing industries are particularly open to criticism about sweatshop labour – the use of underpaid people with terrible working conditions, which amounts to labour abuse or labour exploitation. (§3)

My job is to travel to these countries and to check labour standards. I go **there** to check, for example, that our suppliers are paying **their** workers fairly, and that they work in good health and safety conditions with low levels of illness and accidents. We also ensure that workers are above the legal minimum age to work. Our suppliers must not use child labour. (§4)

We are aware that big companies such as **ours** are likely to be subject to scrutiny – seen and judged by consumer and environment associations from outside. We know that if we are seen to be socially responsible, the company will benefit. Today, we can no longer separate ethics from business.' (§5)

(Adapted from Bill Mascull, *Business Vocabulary in English*, p. 90)

...tch the following definitions.

/ɪˈmɜːdʒd/

/pəˈluːʃn/
/ɪgˈzekjʊtɪvz/
/prəˈməʊtɪŋ/
/rɪˈspɒnsəbl/

/ˈpʌblɪk/
/ˈbenɪfɪts/
/ˈdezɪgneɪtɪŋ/
/ˈkɔːpərət/

/ˌmʌltɪˈnæʃnəl/

/ˈkləʊðɪŋ/

/kənˈdɪʃnz/
/ˈleɪbə/

/səˈplaɪəz/
/ˈwɜːkəz/
/ˈseɪftɪ/
/ˈliːgl/

/əˈweə/
/ˈskruːtɪnɪ/
/əˌsəʊsɪˈeɪʃ/

/ˈsepəreɪt/

subsidize the cost for people who live in the state. By some /ˈsʌbsɪdaɪz/
standards, American education seems very successful. Although /ˈstændədz/
young people must attend school until they are 16, over 80%
continue until they are 18. About 45 % of Americans have some /ˈəˈmerɪkənz/
post-secondary education and over 20% graduate from college or /ˈgrædʒʊeɪt/
university. However, 20% of adults, i.e. about 40 million people,
have very limited skills in reading and writing, and 4%, i.e., about /ˈraɪtɪŋ/
8 million people, are illiterate. Most educational institutions in
the US are public (run by the government), but there are some /ˈpraɪvɪt/
private schools for which students have to pay a lot of money to /əˈtend/
attend. Many private schools have a high reputation, and parents
send their children there so that they will have advantages later /ədˈvæntɪdʒɪz/
in life. Americans agree on the importance of education being /əˈveɪləbl/
available to all, but there is disagreement about what should be
taught. The greatest area of disagreement is the place of religious /rɪˈlɪdʒəs/
and moral education. Commonly debated topics include whether
teachers should ask students to say prayers and whether it is right /ˈpreəz/
to beat students for punishment. Sometimes the debate ends up in /ˈpʌnɪʃmənt/
court of justice, and courts usually say that students shouldn't be
forced to do something that is against their beliefs.

(From D.K. Stevenson, *American life and Institutions*, USIA)

② Have a look at the coping box below. Then scan the text on the next page. Spot all the link words and explain the type of meaning relationship each of them expresses.

TEXT

Although in general Americans prefer to limit the influence of government, this is not the case where education is concerned. All levels of government are involved in education, and it is considered to be one of their most important responsibilities. The Federal Government provides some money for education through the Department of Education. But state and local governments have direct control and are responsible for the education of students between the ages of 5 and 18. Formal education is usually considered to begin at the age of 5 when children go to kindergarten. Kindergarten and the next five or six years of education (first grade, second grade, etc) are together usually called elementary school (the term primary school is less common in the US than in Britain). Grades seven to twelve are part of secondary education, and may be divided between junior high school and senior high school. Other school systems have middle school, where children spend two years. High school usually covers four years, from the ninth to the twelfth grade. Post-secondary education (also called University or Higher or Tertiary Education) after twelfth grade, is not free though state governments, which run most of the educational institutions,

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subsidize the cost for people who live in the state. By some standards, American education seems very successful. Although young people must attend school until they are 16, over 80% continue until they are 18. About 45 % of Americans have some post-secondary education and over 20% graduate from college or university. However, 20% of adults, i.e. about 40 million people, have very limited skills in reading and writing, and 4%, i.e., about 8 million people, are illiterate. Most educational institutions in the US are public (run by the government), but there are some private schools for which students have to pay a lot of money to attend. Many private schools have a high reputation, and parents send their children there so that they will have advantages later in life. Americans agree on the importance of education being available to all, but there is disagreement about what should be taught. The greatest area of disagreement is the place of religious and moral education. Commonly debated topics include whether teachers should ask students to say prayers and whether it is right to beat students for punishment. Sometimes the debate ends up in court of justice, and courts usually say that students shouldn't be forced to do something that is against their beliefs.

(From D.K. Stevenson, *American life and Institutions*, *USIA*)

② Have a look at the coping box below. Then scan the text on Spot all the link words and explain the type of meaning relati them expresses.

Believe it or not, this cooktop is ready to boil water. All it needs is an iron or steel pot. It works by creating a magnetic field that heats the inside of the pot – instead of the cooking surface. That makes it safer than conventional cooktops. And more energy efficient. So get yourself a Toshiba. Or you may get burned.

The one thing Toshiba's new induction cooktop won't cook.

In Touch with Tomorrow

TOSHIBA

Toshiba America, inc. 82 Totowa Road Wayne,NJ 07470

So we can learn about the impact that a collision with comets might have on our planet. We will also have the chance to look at the crater caused by the collision, and study the ice and vapor that are released. In this way, we will also learn about the life secrets that lie deep within the hole of the comet. (§1)

When I describe the mission to people , I receive mixed reactions. Some feel that it is not really 'fine' to throw rockets at comets just to see what happens. They say that it is like greeting a stranger by shooting first and asking questions later. Aren't we going too far to satisfy our curiosity here ? (§2)

Well, no. This explosion is not going to hurt anyone or anything. Here's an analogy. You would be justifiably angry if, in order to learn about shorelines, some scientist decided to dig up your favourite beach. But you wouldn't object if the scientist took a few grains of sand to study. There are approximately one trillion comets larger than 1 mile in diameter, in this solar system alone, and many more in the wider universe. So even if we destroyed the comet Tempel 1 entirely we would not be doing any harm to the cometary system. (§3)

In addition, this mission will not demolish the comet, alter its course, or affect the cosmos in any way. Comets collide with other celestial objects all the time. The only thing extraordinary about this particular impact is that we provoked it. 'Deep Impact' will simply make one more small hole in an object that, like all planets large and small, has been repeatedly hit by colliding debris since our solar system's origin, 4.6 billion years ago. (§4)

It is the beginnings of the universe that this experiment can illuminate. Beneath the dirty ice crust of a comet like Tempel 1 is material that has been frozen since the birth of our solar system. Inside this timeless frozen rock are organic molecules like those that made life possible on Earth. The study of that ice crust may help us explain the story of our origin. (§5)

The Unicorn in the Garden

Once upon a sunny morning, a man who sat at his breakfast table looked from the window and saw a white unicorn with a golden horn quietly cropping the roses in the garden. The man went up to the bedroom where his wife was still asleep and awoke her. "There's a unicorn in the garden," he said, "eating roses." She opened one unfriendly eye and looked at him. "The unicorn is a mythical beast," she said, and turned her back on him. The man walked slowly downstairs and out into the garden. The unicorn was still there; he was now browsing among the tulips. "Here, unicorn," said the man, and he pulled up a lily and gave it to him. The unicorn ate it gravely. With a high heart, because there was a unicorn in his garden, the man went upstairs

and roused his wife again. "The unicorn," he said, " ate a lily". His wife sat up in bed and looked at him coldly. "You are crazy," she said "and I am going to have you put in a mental institution." The man, who had never liked the words "crazy" and "mental institution," and who liked them even less on a shining morning when there was a unicorn in the garden, thought for a moment. "We'll see about that," he said. He walked over to the door. "He has a golden horn in the middle of his forehead," he told her. Then he went back to the garden to watch the unicorn; but the unicorn had gone away. The man sat down among the roses and went to sleep. (§1)

As soon as the husband had gone out of the house, the wife got up and dressed as fast as she could. She was very excited and there was a gloat in her eye. She telephoned the police and she telephoned a psychiatrist; she told them to hurry to her house and bring a straight-jacket. When the policemen and the psychiatrist arrived, they sat down in chairs and looked at her, with great interest. "My husband," she said, "saw a unicorn this morning". The policemen looked at the psychiatrist, and the psychiatrist looked at the policemen. "He told me he ate a lily," she said. "He told me he had a golden horn in the middle of his forehead," she said. At a solemn signal from the psychiatrist, the policemen leaped from their chairs and seized the wife. They had a hard time subduing her, for she put up a terrific struggle, but they finally subdued her. Just as they got her into the straight-jacket, the husband came back into the house. (§2)

"Did you tell your wife you saw a unicorn?" asked the police. "Of course not," said the husband. "The unicorn is a mythical beast." "That's all I wanted to know," said the psychiatrist. "Take her away. I'm sorry, sir, but your wife is as crazy as a jaybird." So they took her away, cursing, and screaming and shut her up in an institution. The husband lived happily ever after. (§3)

(Adapted from James Thurber, *Fables of our Time*)

ملخص (العربية)

يشغل بال القائمين على التربية الان اكثر مما مضى البعد ما بين الثقافات لكتب تدريس اللغة الانجليزية و هذا لمسايرة النسق المفروض من التحديات العالمية الجديدة. التي حولت التفاهم بين الثقافات كدور بارز للتعليم في الوقت الراهن . بناءا على هذا سعى هذا البحث الى تقييم المحتوى بين الثقافي لكتاب اللغة الانجليزية الخاص بالسنة الثالثة ثانوي   (New Prospects)   من اجل اظهار الاسباب المتعلقة بنقص اهتمام التلاميد والاداء السيء فيما يخص الانشطة الثقافية في الاقسام .

الكلمات المفتاحية : بعد ما بين الثقافات ، كتب تدريس اللغة الانجليزية ، تقييم المحتوى بين الثقافات للكتاب ، التفاهم بين الثقافات ،(New Prospects) ، نقص اهتمام التلاميد والاداء السيء .

Résumé (Francais)

Les éducateurs sont devenus plus focalisés sur la dimension interculturelle de livres de la langue Anglaise et cela pour faire face le format imposé par les nouveaux défits mondiaux qui ont transformé la comprehension interculturelle comme le rôle superieur de l'éducation pour le moment. En ce cas-là, cette étude a essayée d'évaluer le contenu interculturel du livre d'Anglais de troisième année secondaire New Prospects, afin de montrer les raisons liées au manque d'intérêt des élèves et leurs mauvaises performances en termes d'activités culturelles dans les classes.

Mots-clés : Dimension Interculturelle, Livres de L'enseignment de la Langue Anglaise, Evaluer le Contenu Interculturel, Comprehension Interculturelle, New Prospects, Manque d'Intérêt des élèves et leur Mauvaises Performance.

Summary (English)

Educationalists have become recently focused on the intercultural dimension of English language teaching textbooks hard ever before to keep pace with the newly global challenges that make the intercultural understanding one of the primary focuses of education. Based on this evidence, this study came to assess the intercultural load of third year secondary school ELT textbook NewProspects to find out data considering the fact of the students' demotivation and poor performace that concern learning culture.

Keywords : Intercultural Dimension , English Language Teaching Textbooks, Assess the Intercultural Load of the Textbook, Intercultural Understanding , New Prospects , Student Demotivation and Poor Performance .