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**An Investigation in the Cultural Aspects of the  
Secondary School Textbook 'Getting Through'  
Case Study : Second Year of Foreign Languages,  
Boussaada**

*A Dissertation Submitted in Partial Fulfillment of Requirements for  
the MASTER of Arts Degree in Language Sciences*

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## *Dedication*

*All the praises go to “ALLAH” for His enduring help and guidance.*

*First of all, I dedicate this work to my everlasting support and my inspiring example “MY FATHER” the source of kindness.*

*To my charming queen the symbol of love, happiness, and patience “MY MOTHER”.*

*To the dearest person to my heart Fatima Zohra*

*This work is dedicated to my amiable sisters Oum Keltoum, Djahida, Hadjira, Hanane, Khadidja, and my precious diamond Maroi.*

*To the memory of my grandfather Alamri.*

*To my grandfather Mohamed and to my grandmothers Fatima Zohra and Khadidja may God prolong their lives and protect them.*

*To my aunts Fatna, Saadia, Zineb, Oumbarka, and their families.*

*To my uncles Belkheir, Mohamed, Ali, Aissa, Moussa, Attia, Saaid, and their families.*

*To my dear friends Aicha, Samah, Siham, Messouda, Halima, Affaf, Assia, Rawya one, Rawya two, Zahia, Kheira, Siham, and Nadjah.*

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## **Abstract**

The main concern of this dissertation is to investigate the present situation of learning/teaching culture in the Algerian secondary schools. It attempts to evaluate the textbook “Getting Through” from the cultural aspect as well as it investigates the views of pupils and teachers of the second year at foreign languages stream about the importance of culture in EFL classes. Through the adoption of the qualitative study the situation of teaching culture in the Algerian secondary schools will be highlighted. The results of the analysis of the textbook “Getting Through” reveal that the treatment of the cultural content is not presented in adequate and profound way. Also, the results of the field work confirm the results of the analysis. Both teachers and pupils show their awareness concerning the importance of culture in EFL classes. Moreover, the textbook witnesses the absence of materials which are used to present the target language culture; however, this does not cease the teachers to do personal efforts in giving a thorough picture of the foreign culture via adopting different materials. The work is concluded by a general discussion of the results, moreover; the dissertation is accompanied with some recommendations in relation to this study.

## **List of Abbreviations**

**B.A.:** Bachelor of Arts

**FL:** Foreign Language

**IC:** Intercultural Competence

**P:** Page

**TC:** Target Culture

**TL:** Target Language

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## **General Introduction**

### **1. Aim of the Study**

The aim of the study is to investigate and to evaluate the cultural content of the Algerian textbook. To make this study manageable, we select the second year secondary textbook “Getting Through” as a sample for the evaluation because at this stage students belong to different streams especially the foreign languages stream in which English must be taught profoundly either linguistically or culturally. The main aims behind doing this research are:

Measuring the amount of the cultural content included in the Algerian secondary textbook “Getting Through”.

Examining the teachers’ awareness of the importance of culture and their ways of transmitting their existing cultural knowledge which also will be examined.

Investigating the pupil’s attitudes toward learning the English language and its culture.

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

Teaching English as a foreign language opens the door for fruitful studies. Therefore, researchers were interested in investigating the issues of language and culture. Although there were insightful studies about the importance of culture in teaching English as a foreign language and the ways of teaching it. In Algeria, the educational system tries to make the learners competent linguistically rather than preparing them for real communication which is the union of both the linguistic and the cultural aspects of any language. Integrating such cultural knowledge is necessary for the nonnative speakers who need to acquire such knowledge to communicate

without any pragmatic failure. Thus, the main goal behind this study is adding one to those studies that have been conducted in Algeria concerning the importance of incorporating the English culture in the textbook.

### **3. Research Questions**

Is culture closely related to language in teaching?

How much are the cultural aspects included in the textbook “Getting Through”?

What are the views of teachers and pupils toward teaching and learning the cultural aspects of the English speaking countries?

### **4. Research Hypothesis**

Our research assesses the following hypothesis:

The cultural content is extremely important in the textbook for a learner to be communicatively competent, but the Algerian textbook “Getting Through” may not provide adequate cultural content of the English speaking countries.

### **5. Significance of the Study**

Teaching the target language culture has had an important issue in many countries and by different specialists in the field. However, the investigation in teaching the target culture through the textbook is slightly tackled in Algeria. This study makes a serious evaluation to the textbook from the cultural aspect, specifically, the amount of integrating this culture. The study will also shed the light on the importance of teaching the target culture in the textbook for better cultural awareness and understanding.

## **6. Limitation of the Study**

The first limitation concerns the evaluation of the second year secondary textbook “Getting Through” only from the cultural aspect. The evaluation will touch all the units of the textbook.

The second limitation concerns only English teachers who are assumed to answer the questionnaires honestly.

The third limitation concerns only the pupils of the second year of foreign languages stream who are also assumed to answer the questionnaires.

## **7. Review of the literature**

In the recent decades, culture has emerged as an essential element in teaching and learning foreign languages for its vital role in solving the problems of communication. As a result it receives a great attention where different scholars emphasize its integration in teaching. Culture is interpreted in different way, for Brown “Culture is a way of life. It is the context within which we exist, think, feel, and relate to others. It is the “glue” that binds a group of people together” (188). In other words, culture is a social product of the members of the society who belong to a particular group. Nieto states that culture is learned the fact it is not a matter of biology or inheritance rather it is socially created (143).

For the important role of culture in society and in solving the problems of communication, it becomes as a fundamental component in teaching foreign languages. According to Cakir “To solve the communication problems in the target language in the EFL classrooms the learners need to learn the target culture within the

syllabus, and the teachers should be sensitive to the learner's fragility so as not to cause them to lose their motivation"(154).

Actually, teaching foreign languages should reflect the foreign society including both the cultural and the linguistic aspects which characterize that society. Risager claims that language teaching should be in relation to the social and cultural norms of the target language society. Consequently, language teaching should contain both linguistic and cultural syllabus in which there is unity of both cultural and linguistic aspects (5-6).

Another trial emphasizes the close relationship between language and culture in teaching is provided by Piasecka "Language and culture are intricately interwoven thus teaching and learning a language inevitably involves teaching and learning culture of its users" (qtd. in Arabski and Wojtaszek 21). It is apparent that most of the scholars emphasize the undeniable relationship between language and culture and go further in emphasizing that teaching foreign language should reflect the culture of its users.

## **8. Methods and Procedures**

Since the present study is dealing with the evaluation of the textbook, it is obviously that the adoption of the descriptive analytical approach will serve the study. That is to say, it concentrates on highlighting the cultural elements which are included in the textbook.

### **Population and Setting**

The data of the study will be gathered from teachers and pupils using "Getting Through" in their teaching and learning. The study will be held in Ziri Ben Manad and Abi Mizrak secondary schools at Boussaada. The main reason behind choosing

two secondary schools is the limitation of English teachers and the limitation of the pupils who are enrolled in foreign languages streams.

### **Data gathering instruments**

Since the study is used to evaluate the cultural content, the textbook is used as a sample for the evaluation. The analysis will touch only the cultural aspect of the textbook.

The collected data will be carried out through questionnaires of both teachers and pupils. The questionnaire seems to be the best and the easiest tool which realizes the aim of the study.

### **9. Structure of the study**

The present research project is divided into three chapters. The first chapter deals with a general overview of culture. This chapter highlights the importance of culture in learning and teaching foreign languages and deals with the different aspects which enhance culture teaching and learning. The second chapter deals with the material evaluation in which the second year textbook "Getting Trough" will be analyzed from the cultural content. The third chapter will be devoted to the analysis and the discussion of the teachers' and pupils' questionnaires.

# **Chapter One: Miscellaneous Aspects of Culture**

## **Chapter One: Miscellaneous Aspects of Culture**

### **Introduction**

The stress on the importance of the integration of culture into foreign language teaching is not of new debate, and it has been investigated through the studies of numerous researchers. These studies set firm beliefs on the existing correlation between language and culture and go further to offer helpful activities and illustrate reasonable reasons for teaching culture. Based on the previous idea, linguistic knowledge cannot stand alone to assure effective and successful communication unless it is accompanied with the cultural one. For this reason, teachers play a vital role in raising the learners' awareness of the importance of culture when teaching language because as Politzer states that teaching language without culture is like teaching meaningless symbols (qtd. in Valdes 123).

### **1. Definition of Culture**

Culture is defined in different ways and by different researchers, each one seeing it from his own perspective. From early ages, researchers were interested in identifying the concept of culture. Hence, it is difficult to give a standard definition. Williams views that the concept of culture is one of the most complex words in English language. This is in part for its complicated historical development, but more fundamentally because it is used for significant concepts in different intellectual disciplines and incompatible systems of thoughts (qtd. in Gray 21). But through the time, researchers in their definitions of culture share some common points.

Culture is seen as a connector that relates a group of individuals together. Accordingly, Donne in 1664 defines culture as "No man is an island, entire of itself; every man is a piece of the continent, a part of the main;... any man's death diminishes

me, because I am involved in mankind; and therefore never send to know for whom the bell tolls; it tolls for thee” (qtd. in Brown 188).

Culture in its definition is seen from different angles and according to its several components. For Valette, the term “culture” in its broadest sense has two components. The first is anthropological or sociological, it is embedded in the attitudes, customs, and daily activities of people, their values, their ways of thinking, and their frames of reference. These previous elements cannot be understood unless they are accompanied with the target language because the knowledge of the target culture paves the way to understand and appreciate the society and its language. The second component is “the history of civilization”. It encompasses the traditional elements of culture like social sciences, geography, achievement in sciences, the arts, and history (qtd. in Valdes 179).

Not far from the previous sense, Nieto (1992) defines culture as “the ever-changing values, traditions, social and political relationships, and worldview created, shared, and transformed by a group of people bound together by a combination of factors that can include a common history, geographic location, language, social class, and religion” (136). Culture is a social product of the different members of the community who are attached by the marriage of different factors.

Matsumoto as other researchers agrees on the idea that culture is frequently changed and socially created, containing different aspects which are not stable.

Culture is a dynamic system of rules, explicit and implicit, established by groups in order to ensure their survival, involving attitudes, values, beliefs, norms, and behaviors, shared by a group but harbored differently by each specific unit within the group, communicated across generations, relatively

stable but with the potential to change across time

(qtd. in Brown 188).

Another trial for defining culture is stating its different components which are unified to set this definition which is conducted by Hinkel who states that the concept of “Culture” has different definitions which interfere with forms of speech acts, rhetorical structure of the text, social organizations, and knowledge constructs. Sometimes, it is identified with notions of personal space, appropriate gestures, time, and so on (1).

According to the mentioned definitions to the term of culture, we notice that there are multiple definitions to this term. However, in spite to defining it from different perspectives there is an agreement which reveals that the creation, the share, and the transformation of culture is determined by people. In addition, culture acts as “a glue” which ties people together and characterizes them as Brown goes on saying “Culture is a way of life. It is the context within which we exist, think, feel, and relate to others. It is the “glue” that binds a group of people together”. Moreover, culture is defined also by Brown as "the ideas, customs, skills, arts, and tools that characterise a given group of people in a given period of time"(188). In virtue to the importance and the emergence of culture as an inseparable part of the being life, there were various and numerous studies which emphasise its significance and its integration in language teaching and learning for only one reason that language and culture are interrelated.

## **2. The relationship between language and culture**

There have been a number of studies which emphasize the existing relationship between language and culture. In fact, there are increasingly numerous attempts which discern the close connection between culture and language. Brown states that language and culture are interwoven, the fact that they are both one unit and each one is part of the other .Therefore, they cannot be separated because this separation makes loose of

the significance of either culture or language (189). The disconnection of language and culture can affect negatively in ways that their importance will be disappeared.

According to Byram, Language and culture are one unity and each one integrates the other and the simplest proof is that language shapes the sociocultural actions, beliefs, values and vice versa “language is not simply a reflector of an objective cultural reality. It is an integral part of that reality through which other parts are shaped and interpreted. It is both a symbol of the whole and a part of the whole which shapes and is in turn shaped by sociocultural actions, beliefs and values” (qtd. in Buttjes and Byram 18); Therefore, he emphasizes on the unity of both language and culture in teaching.

Culture is closely linked to language in teaching where combining them gives clear understanding to the target language, however, separating them lead to adopting different interpretations. Politzer sees that “...if we teach language without teaching at the same time the culture in which it operates, we are teaching meaningless symbols or symbols to which the student attaches the wrong meaning...” (qtd. in Valdes 123). In other words, Byram and Esarte-Sarries go further in highlighting the relationship between language and culture assuming that language teaching implies inevitably both language and culture teaching at the same time (5).

Young et al claims that language is a component of culture in ways that its role is as a handler of culture, and as a major device of the individual by which he/she internalizes the culture (qtd. in Arabski and Wojtaszek 36). Indeed, language handles culture because language accompanies culture to permit the individual expresses himself/herself. In teaching, normally language and culture are inseparable, but in reality the contrary is happening. Grawford-Lang and Lang use the metaphor “Marriage” to indicate that language and culture in reality cannot be separated. But

language curricula consider them as if they are only engaged and continue to see cultural content detached from language teaching (qtd. in Risager 99).

Language and culture are considered interrelated for the reason that each one is important for understanding the other. For Holme, the relationship between language and culture is also embodied in the competence view. This view claims that the cultural knowledge of language is important in interpreting the small differences of language meaning. Besides, the cultural knowledge of language presupposes a competence which is necessary to understand the right meaning of the language (qtd. in Byram and Grundy 20).

Friedrich goes on to highlight the relationship between language and culture claiming that each one is part of the other, and they can partially interfering realities which can interconnect in many ways in which the term “linguaculture” stands (qtd. in Jourdan and Tuite 219). As an emphasis on the existing relationship between language and culture, they are combined under one name “linguaculture”.

Tang points out that language and culture are inextricably connected. As a result it is trivial to ask about the amount of cultural knowledge of a country to be taught with the language (pars. 4). Since language and culture are closely related, it is apparent that they must be taught in an equal and in an interchangeable way.

### **3. Intercultural competence (IC)**

Teaching culture in foreign language classrooms witnessed a growing interest. Thus, the stress on the need to promote for intercultural competence in the learner becomes of high importance. Intercultural competence is given numerous definitions for its significant role as the linguistic one. According to Bennett and Bennett, it refers to the ability to act and to communicate in an appropriate and an effective manner in different cultural contexts as well as cross-cultural situations (qtd. in Trosborg 190).

Another thorough definition of intercultural competence (IC) in foreign language learning is contended by Meyer who says “The ability of a person to behave adequately in a flexible manner when confronted with actions, attitudes and expectations of representatives of foreign cultures” (qtd. in Hinkel 198). By having this ability (intercultural competence), the individual will be prepared to act in different manners when he/she faces any situation in the foreign culture.

According to Sercu, dealing with intercultural experiences implies that the individual should have a set of intercultural competences and characteristics. Here are the competencies and the characteristics:

the willingness to engage with the foreign culture, self-awareness and the ability to look upon oneself from the outside, the ability to see the world through the others’ eyes, the ability to cope with uncertainty, the ability to act as a cultural mediator, the ability to evaluate others’ points of view, the ability to consciously use culture learning skills and to read the cultural context, and the understanding that individuals cannot be reduced to their collective identities (qtd. in Sercu et al 2).

There are many reasons which stand behind the incorporation of culture in teaching foreign languages and in promoting the intercultural competence in the learner. According to Byram et al, the aim of foreign language teaching is not only linguistic but also cultural in which it is embodied in presenting an example of (HMI). In England, Her Majesty's Inspectorate (HMI), the body of national inspectors of education state that the general aims for teaching foreign languages are set to foster the pupil's

experience not only in the linguistic aspect but also in the human and social aspects which are paraphrased as follow:

- 1- Raising the social competence through engendering an awareness of and sensitivity to the differences of customs and behaviours of a society.
- 2- Promoting for the positive attitude toward the foreign communities and their people;
- 3- Enabling learners to interact with foreigners in or outside their country with interest, enjoyment, confidence, and advantage;
- 4- Encouraging the spirit of exploring foreign cultures and life styles as well as fostering the understanding of the home culture;
- 5- Improving the learner's ability to understand and accept the unfamiliar and to foster tolerance and willingness to cooperate with him (qtd. in Buttjes and Byram 103-104)

In addition to the previous aims Tomalin and Stempleski alters Seelye's list of "Seven goals of culture instruction" and then present the following goals for teaching culture:

- 1- To help students to develop an understanding of the fact that all people exhibit culturally- conditioned behaviours.
- 2- To help students to develop an understanding that social variables such as age, sex, social class, and place of residence influence the ways in which people speak or behave.
- 3- To help students to become more aware of conventional behaviour in common situations in the target culture.
- 4- To help students to increase their awareness of the cultural connotations of words and phrases in the target language.
- 5- To help students to develop the ability to evaluate and refine generalizations about the target culture, in terms of supporting evidence.

6- To help students to develop the necessary skills to locate and organize information about the target culture.

7- To simulate students' intellectual curiosity about the target culture, and to encourage empathy toward its people (7-8)

Teaching culture is of high importance for the numerous reasons which promote for engendering the intercultural competence.

#### **4. Topics for teaching culture**

The integration of culture in teaching has been a field of research and debate from early ages. In virtue to the vital role of culture in reaching a cultural understanding, researchers state that the language must be taught with its cultural components because the linguistic knowledge is not sufficient for communication unless it is accompanied with the cultural one. Therefore, the responsibility is in the first place upon the textbook which is considered as the main guide and provider with the cultural and the linguistic elements, and in the second place the role of the teacher as real transmitter for the target language. In regard to this, there must be topics of culture to be involved in language teaching either provided by the textbook or suggested by the teacher. Here are suggested topics by different researchers for teaching the target culture.

In 2000, Sercu suggests some main topics which must be included in the foreign textbook for teaching the target culture. The list contains the following topics:

history, geography, political system; different ethnic and social groups; daily life and routines, living conditions, food and drink, etc.; youth culture; education, professional life; traditions, folklore, tourist attractions; literature; other cultural

expressions (music, drama, art); values and beliefs;  
 international relations (political, economic and  
 cultural) those topics must be about the student own  
 country and other countries (qtd. in Sercu et al 41).

In a Turkish journal, the lecturer Ismail Cakir suggests a rich list of topics for teaching culture. He states that in the cases of intermediate and advanced levels the concentration must be set on geographical factors and their impact on daily living, main historical periods, the organization of the society, production, transport, buying and selling, aspects of city and country life, the history of art, music, dance and film and so forth. He adds other elements to be included in the course syllabus:

“Climate, clothing, crime, eating, education, family life, geography, history, holidays, humor, Language, leisure activities, meeting people, money, pets, Population, religion, social occasions, sports, transportation, vacation, and non verbal communication” (159).

Adaskou, Britten, and Fahi state that in teaching a language there are four sorts or dimensions of culture, as they labeled them, to be incorporated. First, the aesthetic sense of culture in which literature, films, and music of a specific place or country are used as the main sources for teaching the target language. Second, the sociological sense of culture in which the customs, institutions, family life, education, and holidays of a particular country are used as sources for teaching the language of this country. Third, the semantic sense of culture in which the culture is embodied in the language ,that is, for teaching this sort materials should contain as an example vocabulary to describe anything like the family relationships in condition that those new vocabularies which do not have a direct equivalent in the mother tongue. Fourth, the pragmatic sense of culture which affirms the use of language according to the context.e.g. Knowing the

rules of politeness and refusal. Therefore, the classroom material should include how the learner expresses different types of speech acts such as politeness, requesting, refusing, apologizing, and complaining in the target language (qtd. in McKay 55-56). These four senses of culture are so important to be incorporated in teaching materials in order to form competent language users.

Byram and Morgan who are considered as the most known pioneers to the integration of culture in teaching. They suggest a list of various topics for teaching culture:

- social identity and social groups: social class, regional identity, ethnic minority.
- social interaction: greetings at different levels of formality, verbal and non-verbal, behavior at meals and explanation of food, gender relationships, taboos.
- Belief and behaviour: It includes such actions like going to school and going home, routines of behaviors of daily life.
- Socio-political institutions: It contains the institutions which symbolize the state, its citizens, and routine life within it (health-care, law and order, social security, government (Federal and state/Land) and elections.
- Socialisation and the life-cycle :(e.g., schools and education as means of socialisation, employment, religion, military, service, ceremonies, leisure and work/school, media/advertising as socialisation which characterize the way of life ,the practices, and the stages people go through in their whole life.
- National history :( e.g., the periods of time and events which characterize a nation either historically or contemporarily.)
- National geography :( e.g., distribution of population and areas of industrialisation, climate and vegetation and the natural environment which characterize any a nation.)

- National cultural heritage: the incorporation of such cultural personalities of a nation from the present and the past (e.g., contemporary artists, classical musicians and painters.)
- Stereotypes and national identity :( e.g., explanation of stereotypes, the stereotyping process, and indication of phenomena in a common heritage) (51-52-53-54-55). From another side, Brook suggests a long and rich list of topics which he labels "hors d'oeuvres" to be included in teaching culture. For further reading see the appendix.

## **5. Activities for teaching culture**

Teaching culture through language must capture necessary attention to avoid any breakdown of communication. The easiest way for avoiding the mentioned problem is by using culture as a mean for motivating the learners, and creating an enthusiastic and an encouraging atmosphere for learning. Thus, researchers like Tomalin and Stempleski suggest a great number of activities which will facilitate the teachers' task and foster students' learning of culture.

### **5.1 Quizzes**

This activity is considered as a tool which promotes for a competitive and an enthusiastic environment .i.e. involving students in learning. As Cullen states that this activity is used to examine the materials which the teacher has previously taught, and it is also a helpful tool for gaining new information. The teacher's role is to deliver the questions and motivate the students to answer regardless the correctness of the answer because the main goal behind this activity is to involve the students in the task. The right answer can be provided by the teacher through a reading, listening, or video in which extra information can be attained (pars. 5).

## **5. 2 Role play/Cross-cultural role plays**

This activity is considered as the easiest activities for teaching culture. Tomalin and Stempleski state that in a role activity, students imagine themselves involved in situation which led to cross cultural misunderstanding, then, the students will perform the described incident briefly. By performing a role play, the awareness and understanding of others culture will be augmented and promoted (88-89). From another side, Kodotchigova makes a clear distinction between simulation and role play “In a role play ,the students play a part they do not play in real life (e.g., Prime Minister, Managing Director of a Multinational Company or a famous singer)” (pars.2).

## **5. 3 Culture Capsules**

This term is used by different researchers, it can be defined as a brief description on the essential differences between the home and the target culture. It is prepared by the teacher and it is usually accompanied by visuals and questions to engage the learner in discussion to realize the cultural differences (Hughes 167). This activity is considered as one of the most effective activities which make the pupils recognize the main similarities and differences between the home and the target cultures.

## **5. 4 The culture island**

To Hughes, this activity rely on the teacher’s efforts in creating an atmosphere of ambiance and enthusiasm in which there is really a culture island by means of using posters, pictures, and changing bulletin board. This kind of activities captures the students’ attention and urges them to participate (qtd. in Valdes 168). Indeed, using the mentioned tools of this activity makes the learners more interested to explore all what concerns the English speaking countries.

### **5.5 Projected media**

To Hughes, it is embodied in the use of films, filmstrips, and slides which promote for cultural insights and several classroom activities. Those aids are reliable, helpful, and valuable sources for cultural presentation (qtd. in Valdes 168). By using this activity, the atmosphere in the classroom will change from a boring to an active one because teenagers prefer this kind of entertaining activities.

### **5.6 Simulation**

This activity for teaching culture is sometimes used interchangeably with other activities like role play and drama, but each activity has its peculiarity. Kodotchigova states that simulation is a situation in which students act a natural role like the situations they face in their real daily lives (e.g., buying groceries or booking a hotel) (pars. 2). In this case, the pupils will feel at ease because they act in several roles which are similar to the roles of the home culture.

### **5.7 Where in the world**

It is an activity in which the teacher prepares slides of monuments and street scenes which characterize a famous city of the target culture. The major aim behind this activity is the involvement of the students in the discussion, the use of W-H questions, the use of vocabulary, and the mastery of writing a descriptive piece about places (Tomalin and Stempelski 33-34). This activity is not only a source of learning culture but also a source for improving other skills like writing.

### **5.8 Meet the press**

In the present activity, the teacher compiles titles of magazines and newspapers from the target language and distribute them to his pupils during the class. The central

goal behind this activity is urging the learners to look for those titles and compare them with those of their own, furthermore; this task also inform the students about the important newspapers and magazines of the target culture ( Tomalin and Stempleski 48-49). Such activity will give more insights about the target press which mirrors the daily life and the way of thinking of the target society.

### **5. 9 What's the message?**

The teacher prepares handouts for students in which there are drawings about the gestures of the target culture TC. Then, the students are expected to interpret each gesture and compare it with their interpretation and use of gestures in the home culture. In virtue to this activity, the pupils will realize that the interpretation of gestures differs from culture to another (Tomalin and Stempelski 117-118-119). Through this activity, the pupils will know new gestures and realize the differences between the gestures of the home and the target culture gestures. Indeed, nonverbal communication is an essential part of communication like the verbal one; therefore, the learner can face many problems in communication for his ignorance to the interpretation of some gestures.

### **5. 10 Culture assimilator**

Hughes claims that culture assimilator can be defined as a short description of an incident which occurs between two persons of different cultures (cross-cultural interaction). After the incident is described, it is followed by four explanations in which the students are asked to choose the right one. If the choice is false, they are expected to look for further information which guides them to the right answer (qtd. in Valdes 167). By doing this task all the students will be engaged in learning where a challenging and a competitive learning atmosphere will be created.

### **5. 11 Drama**

In this kind of activities, Hughes states that students are involved in crosscultural misunderstanding in which they act out short scenes of misinterpretation of an event or behaviour in the target culture (qtd. in Valdes 167). Such activity will involve the pupils in learning because it urges pupils to act in like-real situations.

### **6. Tools for teaching culture**

In the present time, technology becomes as a source of wide spread and use and go further in being as an essential element in modern teaching. In addition, the reliance on the use of technology is the fact that it engages the pupil in learning through the existence of sight and sound. Cullen states that to give a thorough picture and different kinds of information of the target culture, a combination of visual, audio, and tactile materials could be useful to teach culture "Video, CDs, TV, readings, internet, stories, students own information, songs, newspapers, realia, fieldwork, interviews, guest speakers, anecdotes, souvenirs, photographs, surveys, illustrations, and literature" (pars. 3).

### **7. The role of the teacher**

Since the issue addressed in this research is about teaching English in secondary schools, there is an urgent need to shed the lights on the vital role of the teacher who share the main responsibility with the textbook for teaching pupils and bringing the culture in the classroom. Therefore, the foreign language teacher must stand not only as a transmitter of the target language but also as a transmitter of the target culture. For Politzer, teachers must be concerned with teaching culture not because they want to teach but because they are obliged to teach it (qtd. in Valdes 123). Concerning the role of the teachers in managing the classroom activities, Brook states that successful

language teacher must devote the beginning of his lesson by a five-minute presentation in which there will be a discussion about a new cultural topic, for example; extracting the identity, the similarities, and the differences between cultures (qtd. in Valdes 123).

Valette sets goals which must be realized by the teacher and those goals are divided into four categories. First, the teacher develops the learners' greater awareness of and a broad knowledge about the target culture. Second, the teacher helps to acquire or offer a command of the etiquette of the target culture. Third, the teacher helps the learners to realize the differences between the target culture and their home culture. Fourth, the teacher helps the learners to understand the values of the target culture which differ from the home culture (qtd. in Valdes 181). In the same vein, Tomalin and Stempelski state five principles a teacher must take in consideration in preparing a lesson plan:

- 1- Access the culture through the language being taught.
- 2- Make the study of cultural behaviours an integral part of each lesson.
- 3- Aim for students to achieve the socio-economic competence which they feel they need.
- 4- Aim for all levels to achieve cross-cultural understanding awareness of their own culture, as well as that of the target language.
- 5- Recognize that not all teaching about culture implies behavior change, but merely an awareness and tolerance of the cultural influences affecting one's own and others' behaviour (8).

An effective role of the foreign language teacher is embodied in realizing the similarities and the differences between the home and the target cultures. According to Byram et al, the foreign language teacher is a mediator of both language and culture. Therefore, he/she is expected to experience and to analyze the target culture and then

compare it with the home culture. The wise teacher will take the previous advantages for both classroom practices and fostering teaching (73).

Ryan and Sercu point out that foreign language teachers are assumed to have two kinds of knowledge to foster their teaching. First, The knowledge of language, having (near-) native competence in terms of the ability to use it in the classroom, the ability to interact with native speakers, the ability to read professional literature. Second, The knowledge of culture, reaching (near-) native knowledge in terms of understanding the target culture as well as the home culture to help learners to understand their own culture and compare it with the target culture, and prepare them for intercultural communication (qtd. in Sercu et al 39). By doing these personal efforts to attain the linguistic and the cultural knowledge of the foreign language, the teacher will foster his teaching and prepare learners for any kind of communication.

Another role of the teacher may include personal efforts by motivating the pupils to learn the target language through its culture by means of various activities and aids which may facilitate the task.

### **8.The learners' role**

The importance of integrating culture in the educational process is not only the responsibility of the teacher or the textbook but also the responsibility of the students. Therefore, Valette proclaims that the students are supposed to share the responsibility by raising their awareness about the target culture itself and the features of the speakers who are using this language (qtd. in Valdes 182). Indeed, for elevating the cultural awareness learners should adopt some requirements by:

- ✓ Using authentic materials which reflect the communities of the target language.
- ✓ Being able to be in touch with native speakers of the target language.

- ✓ Using the previous materials and being in touch with native speakers, learners can appreciate and make distinction between the similarities and the differences between the target and the home culture.
- ✓ Obtaining nearly identical identity of people of the target culture.
- ✓ Urging the language teachers to take a vital and trustworthy role in presenting the target culture.
- ✓ Perceiving the differences of the home culture when it is compared with the target one (Idrees 3).

More importantly, for learners to enhance their awareness and understanding of the target culture they must be smart observers because observation is the corner stone for learning. Hinkel claims that “To become prepared for a practically infinite L2 interactions, learners need to become astute consistent people-watchers” (qtd. in Celce-Murcia 446).

## **9. Cultural awareness**

The stress on the necessity of culture in teaching and its relationship with language has emerged as a new concern in the recent decades. Indeed, increasing students' willingness of learning language will occur by accompanying it with cultural awareness. Therefore, it is eligible for introducing this term which goes in parallel with culture teaching. This term is defined by Tomalin and Stempleski as "sensitivity to the impact of culturally-induced behaviour on language use and communication.". They also go on to introduce the qualities of the cultural awareness which are intended to be developed through the suggested activities. Here are the three qualities:

- 1- Awareness that the individual's behaviour is affected by his culture.
- 2- Awareness that the behaviour of other people is affected by their culture.

### 3- Ability of the individual to explain his viewpoint (5).

Byram et al considered that the main invention of the national curriculum is introducing the term of “Cultural awareness”. In addition, they state that according to DEC (Modern Foreign Languages for Ages 11-16) cultural awareness is considered as one of the major goals of modern language studies in which the desired goal is engendering the respect and the understanding of the other’s culture. The cultural awareness not only means knowing our culture but also knowing the others culture. In addition, they add another explanation of (DEC) to the term of cultural awareness “A growing awareness of the culture of the people who speak the language of study is intrinsic to the learning . . . Without the cultural dimension, successful communication is often difficult . . . comparison between the learner's own way of life and that of the other language community are an essential means to better understanding of both.” (qtd. in Byram et al 75). By adopting cultural awareness, there will be promotion for learning the language and hence successful communication will occur. Another partner in transmitting and in creating the cultural awareness is the task of the classroom teacher who is responsible in improving the student’s awareness of their own culture as well as the target one.

### **Conclusion**

As stated above, culture is closely linked to language and its inclusion in teaching promotes for greater understanding, positive attitude, and motivation to learn FL (foreign language), yet its exclusion may cause breakdown of communication, negative attitude, and frustration to learn FL. Thus, learning and teaching foreign language is the cooperation of teachers, learners, and textbook. For that reason, the textbook is considered as the prominent provider of information. Bearing in mind each

one's role, such cultural knowledge will be increased and will prepare the learner for any kind of FL interaction.

# **Chapter Two: The Textbook**

## **Evaluation**

## **Chapter Two: The textbook evaluation**

### **Introduction**

It is evident that the emergence and the widespread of English as a worldwide language open the doors for being more open to the world by learning this language, and hence achieving the desired goal behind knowing a foreign language “communication”. That is why a careful attention has drawn on improving the situation of teaching English. This situation cannot be improved unless it is accompanied by useful materials like the textbook which is considered as the foundation stone in teaching and learning processes. Practically speaking, neither teachers nor learners can get rid of the textbook because it determines the required knowledge that would be conveyed and the intended goals that would be achieved. Regarding the significant value of the textbook, there is a prominent need to make an evaluation or judgment which will contribute in improving the present situation of the textbook. In addition, textbook evaluation will give more accurate insights about the positive and the negative aspects of the evaluated material. Such evaluation will touch each unit separately and will examine the cultural content included in the textbook. Based on this evaluation as a technique of measuring the amount of the English culture it will appear the degree of the existence, the usefulness, and the effectiveness of the cultural knowledge. But before, we will give a general description to the adopted method “The descriptive analytical method” which is used as a basis for the evaluation of the textbook. Also we will shed the lights on the role of the textbook in the teaching and the learning processes and more importantly its role as agent for transmitting culture. It is also evident that the evaluation cannot be done unless it is accompanied by a presentation to the textbook. Finally, the evaluation will touch each unit separately and reveals the degree of incorporating culture in the textbook.

## 1. The textbook and culture

In light of the great importance of the textbook in the educational process, it has become as the major resource for teaching not only the linguistic knowledge but also the cultural one. It has been acknowledged that the textbook serves as the main pedagogical utensil for both teachers and learners in their teaching and learning processes. Of course, there are many reasons behind using this tool in the classroom. And according to Ansari and Babaii, there are arguments which make the textbook useful:

- ✓ a textbook is a framework which regulates and times the programs,
- ✓ in the eyes of learners, no textbook means no purpose,
- ✓ without a textbook, learners think their learning is not taken seriously,
- ✓ in many situations, a textbook can serve as a syllabus,
- ✓ a textbook provides ready-made teaching texts and learning tasks,
- ✓ a textbook is a cheap way of providing learning materials,
- ✓ a learner without a textbook is out of focus and teacher-dependent, and perhaps most important of all,
- ✓ for novice teachers a textbook means security, guidance, and support (pars. 6).

It is indisputable that the textbook has different roles especially when it is used in language classes. "It may be a teacher, a map, a trainer, a resource, an authority, a de-skinner, an ideology (Hinkel 199). The attention has also drawn to the cultural content which is mirrored in the EFL textbooks as Risager states "Foreign language teaching textbooks no longer just develop concurrently with the development of foreign language pedagogy in a narrow sense, but they increasingly participate in the general cultural transmission with the educational system and in the rest of society" (qtd. in Kilickaya,

pars. 9). The role of the textbook is not restricted to achieve pedagogical aims rather it contributes in spread of the foreign culture in the classroom.

According to K. K. Kitao, the textbook should include information which is right and up-to-date. In addition, the incorporated information should not be biased and should reflect the English culture through the accompaniment of the visual aids to facilitate the cultural understanding for the learners (pars. 15). The incorporation of such recent information with the assistance of materials in teaching establishes a clear understanding to the target culture from the part of the learner.

The textbook is considered as the fundamental tool but it can be supported with additional published books. For Richards, the textbook can be seen as a sourcebook rather than coursebook. In addition, their role is embodied in facilitating teaching rather than restricting it. For teachers who want to become as sources for creative teaching, they need to improve the skills not only in evaluating published materials but also in adapting them (qtd. in Hinkel 201).

However, a number of researchers provide numerous checklists for evaluating the cultural content of the textbook which is considered a daunting task. Each checklist has its specificity. Additionally, the most valuable list for evaluating or treating the cultural content of the textbooks is offered by Huhn:

- Giving factually accurate and up-to-date information.
- Avoiding (or relativizing) stereotypes by raising awareness.
- Presenting a realistic picture.
- Being free from (or questioning) ideological tendencies.
- Presenting phenomenon in context rather than as isolated facts.

- Explicitly relating historical material to contemporary society.
- Making it clear how personalities are products of their age (qtd. in Hinkel 203).

All the above information reveals the vital importance of the textbook as the first source and resort for both teachers and learners who rely on it in doing their tasks and achieving the desired goals.

## **2. Methods**

The method of investigating our hypothesis is the descriptive analytical approach which is an effective way for fulfilling the aim of the present study. As mentioned before, this method is the appropriate tool because it concentrates on describing and analyzing the cultural content included in the textbook “Getting Through”. This technique is considered as the useful one which goes in parallel with the purpose of the study aiming to make an evaluation to the cultural knowledge which is incorporated in the textbook. It is worth mentioning that the necessity for evaluating the second year textbook is its great importance as the main source for both the linguistic knowledge as well as the cultural one. In addition, at this level textbooks are more advanced and developed if they are compared with the other levels, and because learners of foreign languages need to learn the foreign linguistic knowledge to be accompanied with the foreign cultural knowledge to avoid any pragmatic failure in communication. Such evaluation to the cultural content of the textbook offers detailed information concerning the degree of integrating the target culture TC in the textbook “Getting Through”.

## **3. General presentation of the textbook “Getting Through”**

The second year textbook is entitled as “Getting Through”. The textbook is designed by the Ministry of National Education in December 2005 for all the streams, and it is published by the National Authority for School Publication. It is based on a

familiar approach to the learners the competency based approach which is both learner-centered and project-oriented. Concerning the content of the textbook, it consists of 207 pages and eight units which are intended to be completed in maximum of 15 hours each.

Every unit consists of five main parts:

- ✓ Discovering Language
- ✓ Developing skills
- ✓ Putting things together
- ✓ Where do we go from here?
- ✓ Exploring matters further

The units of the textbook are organized as follow:

<b>Unit</b>	<b>Unit title</b>	<b>Unit topic</b>	<b>Pages</b>
<b>1</b>	Signs of time	Life styles	22
<b>2</b>	Make peace	Peace and conflicts resolution	22
<b>3</b>	Waste not, want not	World resources and sustainable development	20
<b>4</b>	Budding scientist	Science and experiments	20
<b>5</b>	News and tales	Literature and the media	20
<b>6</b>	No man is an island	Disasters and solidarity	19
<b>7</b>	Science or fiction	Technology and the arts	21
<b>8</b>	Business is business	Management and efficiency	21

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#### **4. Analysis of the units**

##### **4. 1. Unit one: Signs of time**

Unit one is full of cultural information in which it is presented in adequate and profound way. The unit is presented in the first page by a wonderful picture which reflects the way of life in the ancient Algeria during Ramadan. Such picture reflects the home culture in terms of presenting how the Algerian used to celebrate Ramadan in the years ago, and makes them knowledgeable of the painter Mohamed Racim. In unit one the cultural information is provided by activity four (p 20) in which the pupils are asked to find the definitions of the word “can” in the tongue twister. In this case, finding these definitions is an emphasis on the linguistic form or building vocabulary not on the value of the tongue twister as a symbol of the culture. It is better if the pupils are asked to explain the mentioned tongue twister and suggest one of the home culture to realize the similarities and the differences of the home and the target tongue twisters and appreciate their value. By doing so, pupils will realize that the English culture like the Algerian one in terms of having different aspects of culture and tongue twisters are among these aspects.

In other words, in (p 26) exactly in activity six there is really the realization of the idea of the relationship between language and culture, the activity of relative clauses provides the pupils with cultural information about UK in terms of mentioning its capital and also the number of inhabitants in this capital. Moreover, further information

is provided about the English inventor the Earl Sandwich who invented the snack "sandwich" and gives the origin of the word Hamburg which is a German town. From another side, such activity in page (27) provides pupils with different factors which interfere to determine the way people dress themselves in different countries all over the world. Relying on the suggested questions in the text (p27) the pupils will extract the intended answers. In relation to this text, in page (34) another text is presented concerning the styles and the clothes to give additional information. The mentioned information reveals one aspect of culture related to the clothing of people because the way of clothing reflects the way of thinking of people. In page (30) pupils are asked to make a life style profile in which they will describe three aspects of life: Clothes, food, and entrainment in Algeria and abroad. This project will motivate the pupils to explore such cultures and make the main similarities and differences between their home culture and other's culture. i.e. promote for otherness.

In page (32), another aspect of culture is embodied in the diagram which reflects the practiced activities during the spare time of teenagers in England. This diagram attracts the pupils to know how teenagers like them spend their spare time and through which they unconsciously start to compare the British teenager's activities with their activities. In page (33) the presented text is about the father of Joseph Mallord William Turner who is considered as one of the most English landscape painters. This text deals with Turner's father life, but it is better if the text deals with the life of Turner himself in which the pupil will explore the painter's life and his deeds as one of the personalities who enrich the cultural heritage. The unit can be considered as one of the richest units with cultural information in comparison with the existent units.

#### **4. 2. Unit two: Make peace**

In pages (48-49) an insightful cultural knowledge is provided through the excerpt of Martin Luther King "I have a dream" the man who fights against discrimination in America. This cultural content is of high importance for its presentation of one of the personalities and symbols in the American history. Furthermore, the text is preceded by an expressive picture about racism and warming up questions about significant personalities in America like George Washington, Abraham Lincoln, and Martin Luther King. The warming up questions and the picture engage the pupils in the learning task in which the picture gives a general idea about racism and the questions test the existing knowledge of the pupils. It would be more effective if the pupils are provided with biography of Martin Luther King to broaden their knowledge about the man who changes America totally. In page (50), pupils imagine themselves in Hyde Park at the Speaker's Corner in London. After, they are expected to imitate King's speech and deliver a similar speech defending the rights of the child. In this case, the teacher is supposed to introduce the Hyde Park, specifically, the Speakers Corner as an important place and a part of the English culture.

In pages (53-55- 57), there is a kind of entertainment embodied in the song of Maria Carey and the poems of Emerson and Stein for diminishing the boredom and motivating the pupils who prefer in this age to be involved in these interesting and meaningful readings. In page (54), the given text discusses the problem of pollution in America and suggests that since pollution starts by people, they are supposed to stop it to keep America beautiful. This text is presented only for the sake that it is about America, but in reality the problem of pollution is of a global concern. In this unit, we notice that there is a separation between language and culture, the fact that the activities do not include any kind of culture .i.e. the concentration is only on grammar. Besides,

as the other units the majority of the cultural information is devoted for exploring matters further, that is, it does not tackled in the classroom it is the student's responsibility to gain the information by himself.

#### **4. 3. Unit three: Waist not, want not**

Unit four witnesses dissatisfaction about the incorporation of the English cultural knowledge. In page (69), a text is provided about noise pollution and a sample of people from Los Angeles, living near to the airport, is set as a case study. This issue reflects one of the daily problems people face in their life in USA, but it is also considered that noise pollution is a global issue not only exist in USA. In page (74), an authentic text speaks about the use of oil in the different domains of life. Even though the text is adopted from BBC Modern English, it does reflect any aspect of culture because oil is of an international concern and its loss has a negative impact on the people living in this world not only in USA.

Not far from the previous point, in page (75) the text speaks about the use and the consumption of energy in different countries all over the world and in the US. We notice that the unit deals with global issues which encompass pollution, noise, energy. Normally, the goal of learning English is to help the pupils to be acquainted with the linguistic and the cultural knowledge that will prepare them to communication not dealing with issues which the pupils have already dealt with in other subjects.

#### **4. 4. Unit Four: Budding scientist**

Unit four seems to have scarcity in presenting cultural knowledge except page (88) which presents agony aunt as a solver to the readers' problems in newspapers or magazines in Britain. Each pupil is asked to write a letter to an agony aunt to ask for a piece of advice and then plays the role of the agony aunt and solves the problem of his

partner. Such exercise provides the pupil with the ways to write a letter and more importantly gives a glimpse on the target language press. In page (92), pupils are asked to search into how people of their locality interpret dreams. Based on the example of the interpretation of the dreams "The ABC of dreams" which is written by an English school student to help the pupils realize how dreams are interpreted in the target culture and urge them to search on the interpretation in the Algerian culture. This activity is a good example because the learner will establish a basis for comparison between his own culture and the foreign culture.

In page (95), culture is present through the text which is entitled as "A Bag of Trick". This text reveals that "The Ground of Artes" by Robert Recorde was the first book that is printed in English which is valuable information. The text also gives insights on the evolution of arithmetic science in the past time and it trains the pupils to use the two number games as a trick in different situations and promote for entertainment. The text is both informative and entertaining at the same time. In general, this unit concentrates on the scientific texts and experiments which seem to be more boring and it neither attracts the pupil's attention nor it raises his interest to learn English. The pupils need to be provided with pleasant texts and activities which involve them in learning and extend their cultural knowledge not scientific knowledge presented in English language. Normally, learning English is for communication and the texts of the unit provide the learner with scientific texts which cannot help to interact with foreigners, that is, the learner will use his native cultural knowledge to communicate.

#### **4. 5. Unit five: News and tales**

In page (99), there are pictures of different English novels and the titles of different newspapers which reflect the life and the people of this foreign language and

their styles of writing. From these pictures, the pupils start to make the similarities and the differences between the Algerian newspapers and those of the target language. In addition, the cultural knowledge will be extended to encompass some pictures of English novels even though they are presented in a pale way and are of high difficulty. Concerning the presence of the newspapers, it is limited to the article of Tsunami (p 100) which is a natural disaster and to the article of collision of vehicles in Boudouaou (p 109-110) which is a man-made disaster. The mentioned disasters are of an international occurrence and they are presented in an English language, more importantly, they have already treated in other subjects.

In page (105) a poem of an anonymous writer “How a good greyhound is shaped” is given as an example to help the pupils to write similar poem with similes and metaphors inside. In page (106), a picture is given about “Grimm’s fairy tales” in which the pupils are asked to answer some questions concerning both the cover page and the folktale itself this would motivate the pupils to read the novel. In fact, to keep the pupils engaged in learning they will give their opinions about short stories, films, and plays they have seen before following some suggested information and this is what is the pupils are asked to do in page (107).

In exploring matters further, the texts really reflect the title of the unit in terms of the presence of variety of stories and a poem that would help the pupils to know some famous stories and their writers. In addition, those texts will contribute in building the vocabulary of the pupils as well as improving their grammar rules. Concerning the home culture, there is no mentioned knowledge except the picture of the poet Moufdi Zakaria which stands alone without any explanation. Those literary texts are present only for their relation with the title of the unit; they do not reflect the characteristics of the contemporary society. As mentioned before, the underlined aims of exploring

matters further in the textbook are linguistic nothing more than that, that is, developing reading, grammar, and vocabulary.

#### **4. 6. Unit six: No man is an island**

Unit six has scarcity in the amount of the cultural information. The reason behind this scarcity is the lack of pictures, songs, and poems which belong to the target culture. In pages (122-123), there are some information about Bill Gates, the head of Microsoft and the man of America in 2005, the information is considered reliable because the unit deals with natural disasters and charities and Gates is elected by Americans as the man of 2005 for his kind acts which are presented through the pie chart. In page (124), a tongue twister is given as an example to help the learners cross out the silent letters, that is, teaching pronunciation with culture at the same time.

Charity in the Algerian society is present through the text (p 129) which is about the earthquake of Boumerdes that shows how the Algerian people are charitable. Moreover, another reliable cultural knowledge is the authentic text in page (136) which describes the charities in America and Britain and shows to the pupils the role of charities in those societies. From the previous texts, we notice that the pupils will realize that charity is a common moral not only in Algeria but also in America and Britain. Generally, the unit does not offer heavily cultural knowledge it is limited to the text of charities and the deeds of Gates. As a result, the pupils are deprived from the elements of culture which belong to the target culture and the home one which make them aware of their own culture and being open to other's culture. It deals with natural disasters and the role of the organizations and their ways of facing those disasters.

#### **4. 7. Unit seven: Science or fiction**

In page (138), there are pictures of some science fiction films which are set as a preface to the unit and which may be seen by the pupils before. The unit deals with science or fiction as a content of the unit which treats a variety of texts that the pupils are intended to see. In pages (139-140), there is a picture of a famous book which presents a general idea about science fiction and the first author of this genre, this novel is considered as the one which contributes in the emergence and the evolution of science fiction. This picture is accompanied with general questions and others concerning this novel and followed by a text which gives a general presentation to this genre. Such picture and text motivate the pupils to look for the novel and read it because teenagers prefer this kind of reading. In page (151), the biography of Michael Faraday is very useful in providing pupils with information about one of the most famous researchers in England.

In the section of exploring matters further there are three texts. The first text is in page (155) which is a literary reading about Frankenstein story which is provided to give a kind entertainment. The second text is in page (156) which is an interesting story talking about the visitors from the outer space in Washington. This text reveals the way of thinking of American people regardless of the rightness or the falsehood of the incidents. The third text is in page (157) in which the information and the picture reveals the five biggest volcanoes in the world, more importantly, more information is given about the one which exists in US. We can notice that this unit presents a number of texts which are scientific and entertaining at the same time and to some extent presents some aspects of the target culture like literary works.

#### **4. 8. Unit eight: Business is business**

Culture is present in page (164) through an interesting poem which is specialized for foreigners to help them gain more insights about the pronunciation of some similar words which may confuse the learner. Such poem consolidates the pupil's knowledge either in pronunciation or in vocabulary and makes him aware of making some mistakes in the future. In page (170- 171), the picture, the graph, and the text reveal the important place and role played by American woman during and after the world war. Such text makes the pupils unconsciously think about the situation of the Algerian woman during the revolution and in the recent time and make a comparison between the two.

In pages (176-177-178), economic information is presented through texts, graphs, and tables in which the incorporation of such information seems to be boring and of high difficulty to be understood from the side of the pupil. Even though the mentioned information deals with topics related to the unit, there is no development to any kind of cultural knowledge because the texts are chosen for the sake that they are linked to the content of the unit not for developing the economic information of the learner concerning the foreign society. The fact that the mentioned information in the previous pages does not go in parallel with the abilities of the learners because they need further explanation and comprehension to be understood thoroughly. Even though the texts are about business they can be presented in simplified and interesting way at the same time.

#### **Conclusion**

The textbook plays an important role in the teaching and learning processes and its evaluation from the cultural side may open the door for giving a high importance and attention to this aspect. From the conducted analysis of the textbook, we can notice that

the main focus of the textbook is on transmitting linguistic knowledge like spelling, pronunciation, grammar, and vocabulary. Concerning the cultural knowledge, even though the textbook has numerous units with many pages, it concentrates on discussing global issues in English like pollution, energy, science, and does not offer the necessary and the adequate cultural content which assures the treatment of the cultural elements like traditions, geography, daily life, population, education, and religion which reflect the foreign contemporary society. Hence, the separation between culture and language is evident because the activities intended to achieve linguistic aims and failed to combine the linguistic and the cultural knowledge at the same time. The section of exploring matters further deals with literary texts and poems which are presented only for their relation with topics of the units not for developing the cultural knowledge and under the aim of developing the knowledge of grammar and vocabulary. Furthermore, this section is specialized for further reading and it is the pupil's responsibility to grasp the content through his reading and at the same time this content does not trigger the motivation to learn because there are not any real aspects of culture and limit the use of culture during classroom practice. It would be more effective if this section is specialized to reflect the real life and the experiences of the foreign teenagers and the standards which govern the target language culture to raise the pupil's interest to learn the target culture (TC). It is also worth noticing that the textbook deals with UK and USA in particular, and ignores the other English speaking countries. The rest of textbook is devoted to scripts which vary from radio talk, dialogues, interviews, telephone conversation in which a formal language is present not the informal one which reflects the daily conversation of the native speakers; moreover, the rest of the textbook contains grammar references. All in all, the cultural content is presented in

superficial way and thus failing to motivate the learner and prepare him for future communication.

## **Chapter Three: The field Work**

## **Chapter Three: The field Work**

### **Introduction**

In the field work we will discuss the analysis and the results of the conducted questionnaire for teachers in which we will investigate their awareness of the importance of the English culture in teaching the English language, and their existing cultural knowledge as well as their ways of transmitting it. Also, the second year pupils of foreign languages in the academic year 2011-2012 are supposed to answer the questionnaire and give their suggestions in order to complete the study. Through the collected data we will get the attitude of the pupils toward learning both the English language and its culture, as well as investigating the importance of culture in their views. Without forgetting to get the teachers' and the pupils' views about the cultural content of the textbook "Getting Through" which is considered as the aim of the study.

### **1.Participants**

In conducting our research, we noticed that there is a limited number of English teachers in the secondary schools as well as limitation in the number of the pupils who are enrolled in the foreign languages streams. Therefore, we decided to distribute the questionnaire to two secondary schools to make the study legible and appreciable. The questionnaire was distributed to 08 (out of 09) teachers from two secondary schools to gain more opinions concerning culture teaching. Furthermore, this study was set for second year pupils of foreign languages, they were about 60 (out of 70) pupils who answered the questionnaires from two secondary schools. The main reason behind choosing this kind of participants is for the sake that they are supposed to learn English language and its culture profoundly to be prepared for future communication with

foreigners. For the mentioned reason, we decided to administer the questionnaire to this stream to make the study reliable.

## **2. Description of the questionnaire**

The questionnaire of the teachers consists of three sections. The first one is devoted to personal information like gender, age, degree, teaching experience, and visits to the English speaking countries. The second section is specialized to investigate the teachers' personal views concerning culture teaching in general. The third section is devoted to test the existing cultural knowledge of the teachers. Also, we distributed the questionnaire which consists of three main parts to the pupils. The first part contains three items dealing with personal information concerning the pupil's age, gender, and their choice of the foreign language as a stream of study. The second part contains nine items dealing with the attitudes of the learners toward learning the English language and its culture. The third section is specialized for further suggestions in which the pupils will give their opinions concerning learning culture and suggest some ideas which would be helpful in raising their interest for culture learning. The questions used in the questionnaire are close-ended questions in which the participants choose the appropriate answer, and open-ended questions in which they will give their suggestions.

## **3. Analysis of questionnaire**

### **3. 1. Analysis of the teachers' questionnaire**

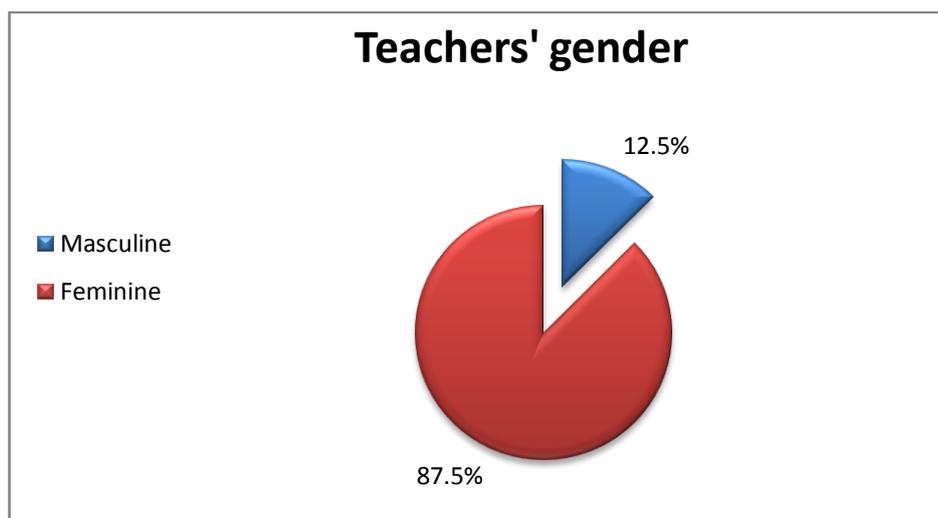
#### **- Section one: Personal information**

##### **1-Gender**

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
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<b>Masculine</b>	1	12.5%
<b>Feminine</b>	7	87.5%
<b>Total</b>	8	100%

**Table 01: Teachers' gender**



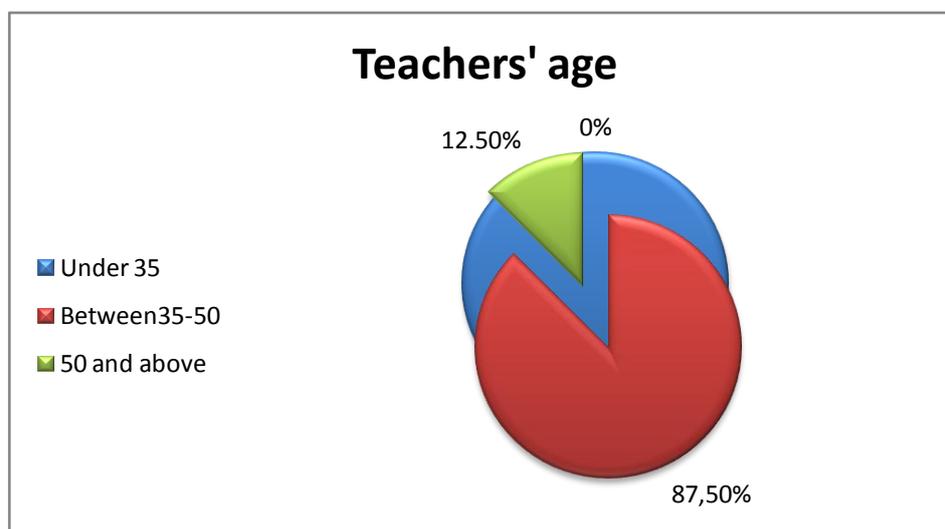
**Figure 01: Teachers' gender**

The majority of the teachers are female which means (87.5%) of the teachers like teaching and learning foreign languages. However, among the participants there was only one male (12.5%). This approves that women are more interested in teaching foreign languages than men.

## 2-Age

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Under 35</b>	0	0%
<b>Between35-50</b>	7	87.5%
<b>50 and above</b>	1	12.5%

<b>Total</b>	8	100%
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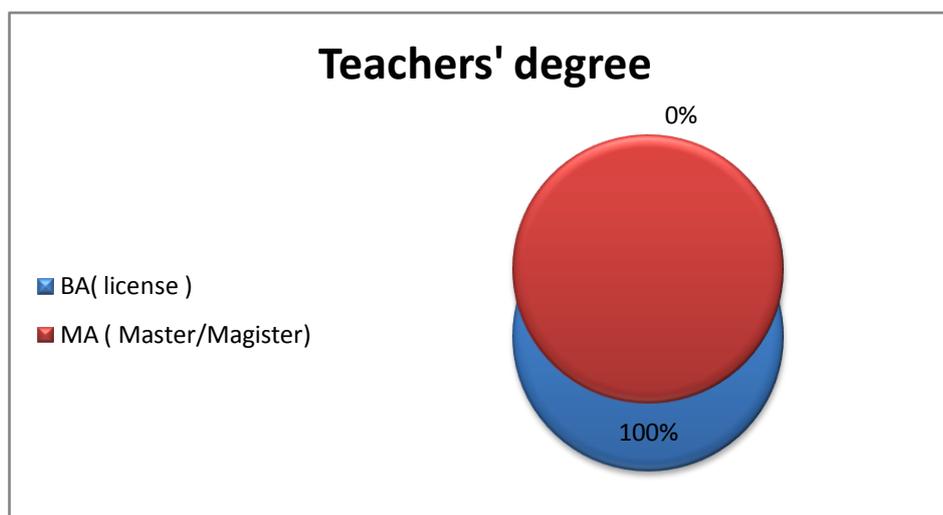
**Table 02: Teachers' age****Figure 02: Teachers' age**

The above table and graph show that the average of the teachers' age is between 35 and 50 year which means (87.5%) and this indicates that they have enough and long experience which is not less than ten years. This teaching experience contributes in knowing the points of strength and weakness of the teaching program as a whole, specifically, the textbook. There was no teacher under the age of 35 year, and only one teacher (12.50%) was above 50 year.

**3-Degree:**

Options	Number	Percentage
<b>BA( license )</b>	8	100%
<b>MA ( Master/Magister)</b>	0	0%

<b>Total</b>	8	100%
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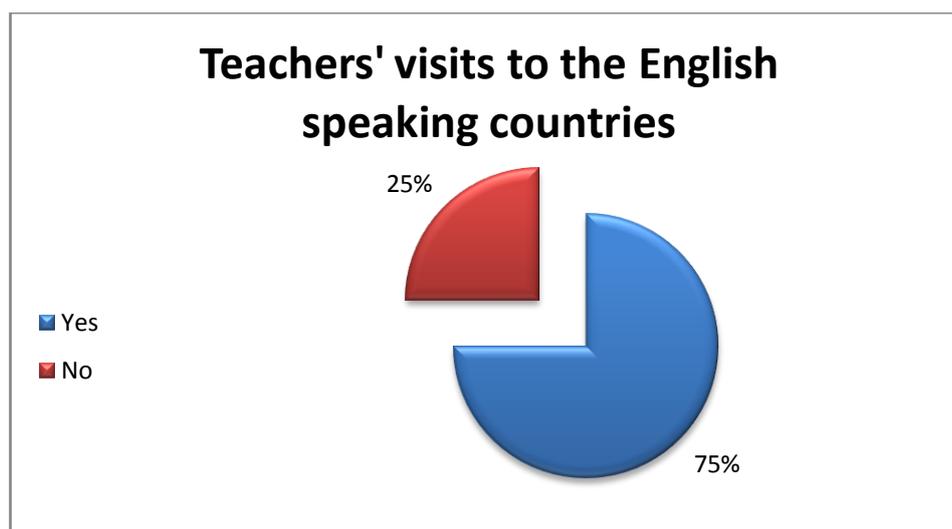
**Table03:Teachers'degree****Figure 03: Teachers' degree**

As shown earlier in the table and in the graph, all the teachers have a B.A. (license) degree and this indicates that they have not experienced teaching at university in which this teaching experience consolidates their teaching career. Also, this indicates that all the teachers have the same level.

#### 4-Have you ever visited any English speaking country?

Options	Number	Percentage
<b>Yes</b>	6	75%
<b>No</b>	2	25%
<b>Total</b>	8	100%

**Table 04: Teachers' visits to the English speaking countries**



**Figure 04: Teachers' visits to the English speaking countries**

The question investigates whether the teachers have ever visited any English speaking country. As showed earlier, (75%) of the teachers confess that they did not visit any English speaking countries. This does not give them the opportunity to be in real contact with native speakers. As a result, this diminishes the obtained benefits from the contact in terms of developing their knowledge, thoughts, and views concerning the English culture and its transmission to the pupils. These experiences of contact contribute in consolidating the teachers' knowledge and provide the learners with the basis to interact with the native speakers. However, (25%) of the teachers visited one of the English speaking countries and this certainly will foster their culture teaching.

#### **5-How long have you been teaching English?**

As stated by the teachers, they had enough teaching experience which differs from one teacher to another and it lasts from 14 years until 30 years. This means they are accustomed with the educational reform and with the textbook "Getting Trough" itself and hence its positive and negative aspects.

## Section two: Culture teaching

### 1-According to you, what does culture mean?

As we stated before, it is difficult to give a standard definition to the concept of “culture”. Therefore, the teachers differ in giving their definitions to this term but they agreed on the idea that culture has various aspects. Teachers gave different components of culture which characterize a particular nation or group like art, literature, music, customs, values, beliefs, religion, and the means of entertainment. Here are other valuable definitions were provided by teachers:

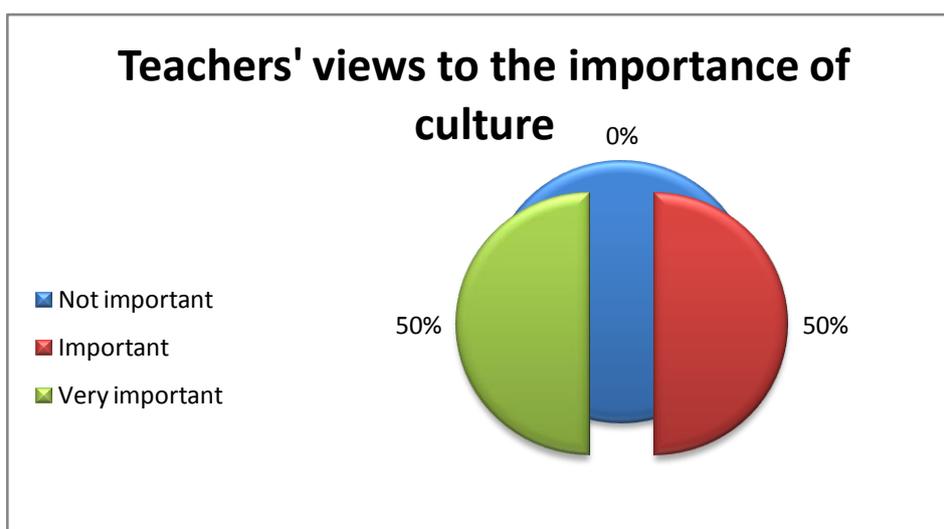
“It means everything that has a relation with habits of people and their way of thinking, their knowledge, and their superstition”.

“Culture is the set of moral & social values, values, customs, traditions, literature & literary performance such as poetry, theatre...etc that belong to a certain ethnic group or community”.

### 2-To what extent is “culture” important in foreign languages classroom?

Options	Number	Percentage
Not important	0	0%
Important	4	50%
Very important	4	50%
<b>Total</b>	<b>8</b>	<b>100%</b>

**Table 05: Teachers’ views to the importance of culture**



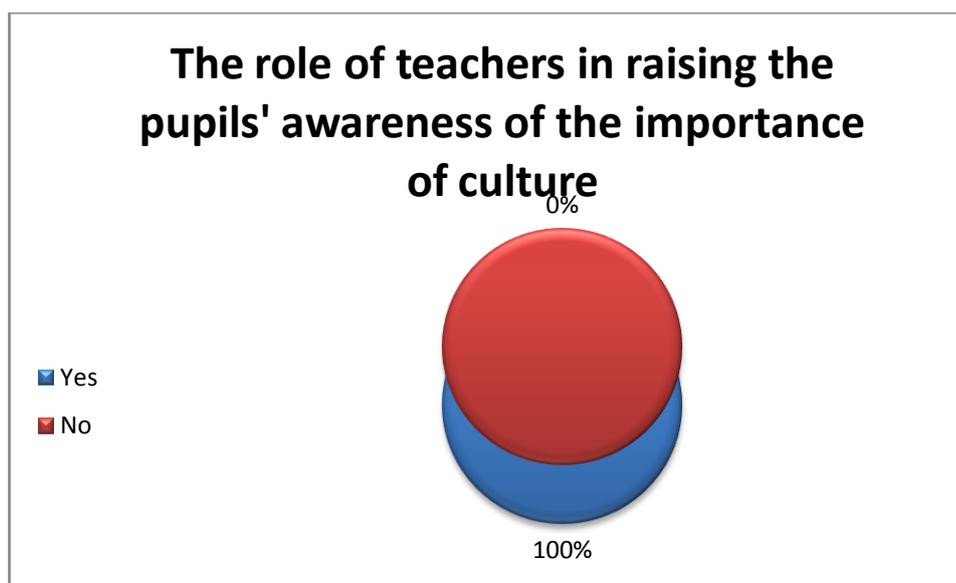
**Figure 05: Teacher's views to the importance of culture**

As the table and the graph display, teachers stated that it is indisputable to discuss the importance of culture in teaching foreign languages. The fact that (50%) of the teachers declared that culture is “important”, and (50%) also declared that culture is “very important” in foreign languages classrooms. The results reflect the teachers’ awareness of the importance of culture as the language in foreign languages classrooms.

**3-Do you usually raise your pupils’ awareness of the importance of culture in learning English as a foreign language?**

Options	Number	Percentage
Yes	8	100%
No	0	0%
<b>Total</b>	8	100%

**Table 06: The role of teachers in raising the pupils’ awareness of the importance of the English culture**



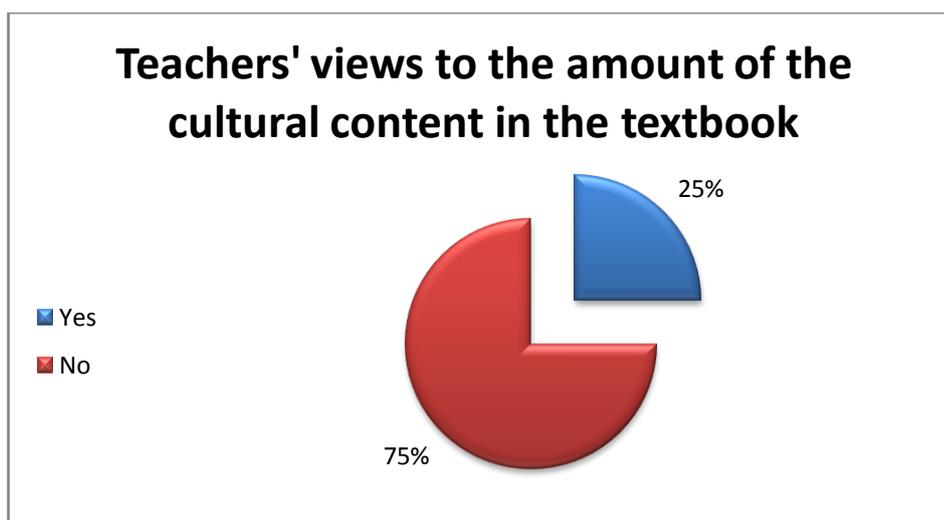
**Figure 06: The role of teachers in raising the pupils' awareness of the importance of the English culture**

(100%) of the teachers stated that they usually raise their pupils' awareness of the importance of culture as an essential part of learning foreign languages. This reveals that teachers are well aware that their roles are for transmitting the cultural knowledge not only the linguistic one. In addition, this shows the teachers' role in engendering the spirit of tolerance and openness in the learners toward others' culture.

**4-Do you think that the textbook “Getting Through” provides you and your pupils with adequate knowledge about the English culture?**

Options	Number	Percentage
Yes	2	25%
No	6	75%
<b>Total</b>	8	100%

**Table 07: Teachers' views to the amount of the cultural content in the textbook**



**Figure 07: Teachers' views to the amount of the cultural content in the textbook**

The textbook "Getting Through" by its content does not provide neither teachers nor pupils with the sufficient cultural knowledge of the English culture, in the sense that (75%) of the teachers stated (No), that is, the textbook has inadequate cultural knowledge. This denotes the teachers' dissatisfaction to the treatment of the cultural content of the textbook. (25%) of the teachers stated (Yes), that is, the textbook has adequate cultural knowledge and this indicates the satisfaction of those teachers about the cultural content of the textbook.

#### **Justification of the answer**

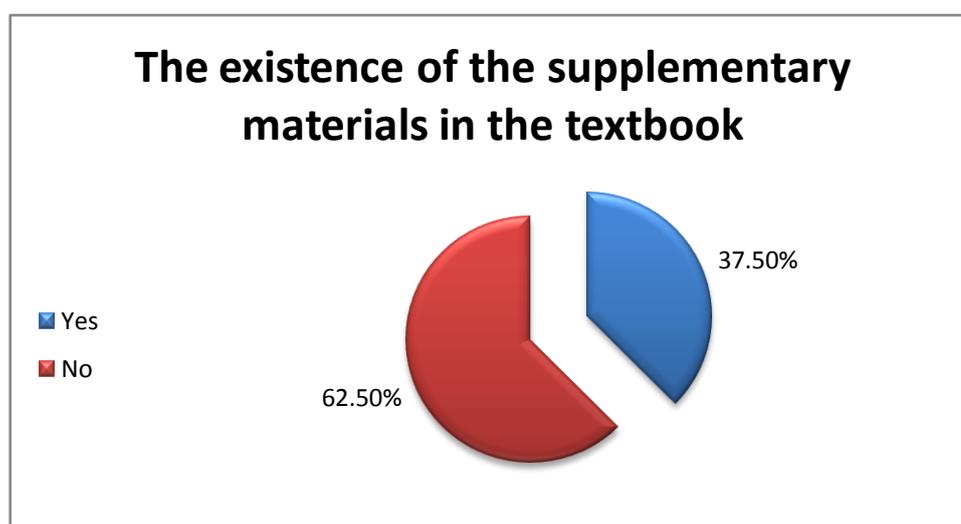
The majority of the teachers stated that the textbook "Getting Through" does not contain the sufficient knowledge concerning the English culture and justified that the textbook deals with global issues and the themes dealing with the English culture are rarely mentioned. Another teacher states that "My pupils told me that they are not aware of conventional behaviour in many situations in the English culture. Besides, "Getting Through" does not simulate their intellectual curiosity about the target language". The rest of the teachers who stated that "Getting Trough" contains adequate cultural

knowledge and justified their answers in which one mentioned the text of “The ABC dreams” and the other stated that there are many texts which deal with past of people and their way of living.

**5-Are there any supplementary materials accompanied with the textbook?**

Options	Number	Percentage
Yes	3	37.5%
No	5	62.5%
<b>Total</b>	<b>8</b>	<b>100%</b>

**Table 08: The existence of supplementary materials in the textbook**



**Figure 08: The existence of the supplementary materials in the textbook**

The data shows that (62.5%) of the teachers stated that the textbook is not accompanied with supplementary materials which could be useful to foster their teaching. However, (37.5%) stated that the supplementary materials which accompany

the textbook are available. Indeed, such materials will give a real support to the learning and teaching processes.

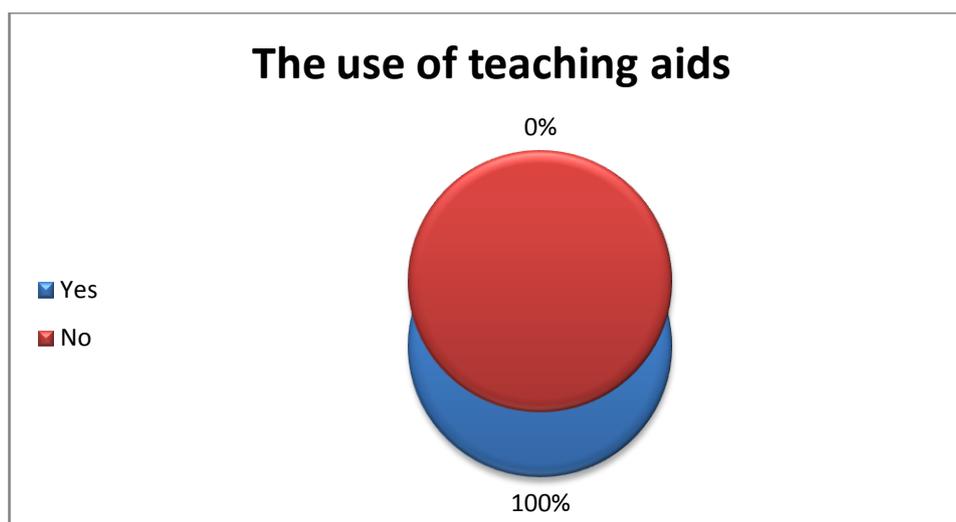
### **Justification of the answer (How do you use them?)**

Concerning the use of the supplementary materials all the teachers stated that they use them in different stages during the class especially in the warming up. One teacher justified his use of these supplementary materials by stating “1-they lead to fruitful discussions about the culture of the target language.2- they are effective and engaging because foreign language teaching/learning is in fact foreign language teaching/learning”. However, two teachers stated that they use them for teaching the home culture.

### **6-Do you use teaching aids (like newspapers, slides, tape recording, maps) to enhance the teaching of culture?**

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Yes</b>	8	100%
<b>No</b>	0	0%
<b>Total</b>	8	100%

**Table 09: The use of teaching aids**



**Figure 09: The use of teaching aids**

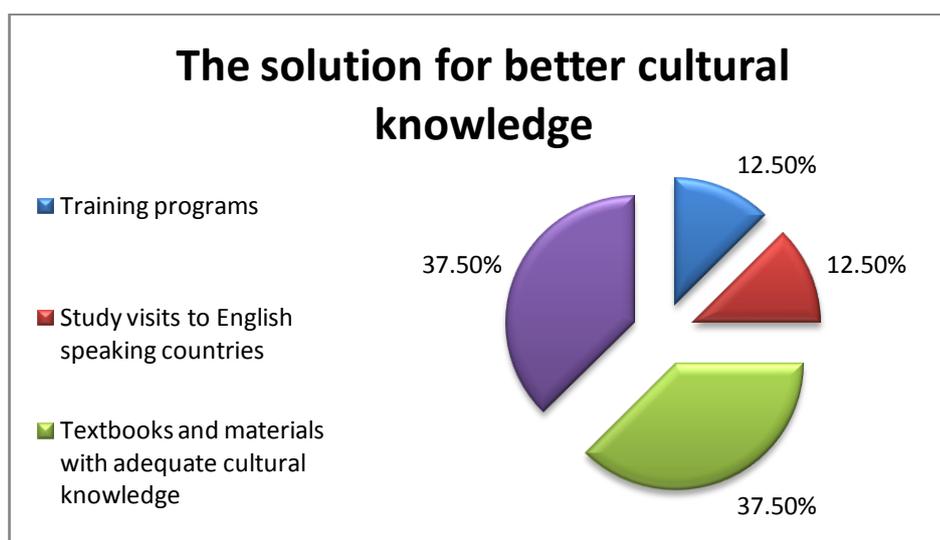
Since all the teachers stated that the textbook does not provide them with the sufficient information for teaching culture. This obliged them to not only rely on the textbook in teaching but also to use different teaching aids. (100%) of the teachers stated that teaching materials are absolutely important to motivate the learners and provide them with new and interesting information. Such teaching aids offer an encouraging atmosphere for pupils to learn inside the classroom.

**7-In your opinion, what is the solution for getting sufficient cultural knowledge**

Options	Number	Percentage
Training programs	1	12.5%
Study visits to English speaking countries	1	12.5%
Textbooks and materials with adequate cultural knowledge	3	37.5%

<b>The three options</b>	3	37.5%
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**Table 10: The solution for better cultural knowledge**



**Figure 10: The solution for better cultural knowledge**

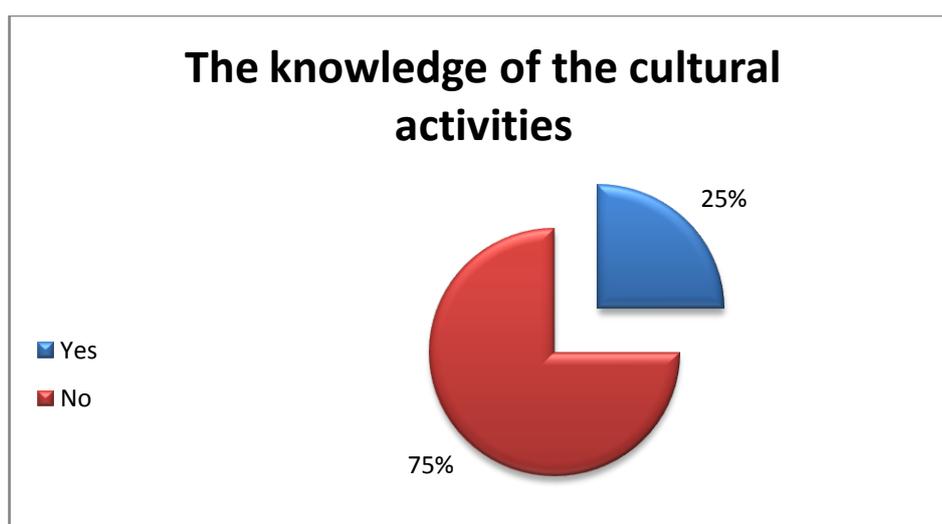
In this question, three teachers (37.5%) concentrated on the improvement of the situation of teaching culture through the use of textbooks and materials which offer adequate cultural knowledge. In addition, three teachers (37.5%) saw the solution for getting adequate cultural knowledge through combining the three suggested solutions to solve the problem of teaching culture. One teacher (12.5%) saw the improvement of the situation of teaching culture through the organized training programs, another teacher (12.5%) saw that organizing study visits to English speaking countries would be more effective in gaining more cultural knowledge through the real contact.

### -Section three: Cultural knowledge test

**1-Do you know how to use cultural activities such as culture island, drama, and culture assimilator?**

Options	Number	Percentage
Yes	2	25%
No	6	75%
Total	8	100%

**Table 11: The knowledge of the cultural activities**



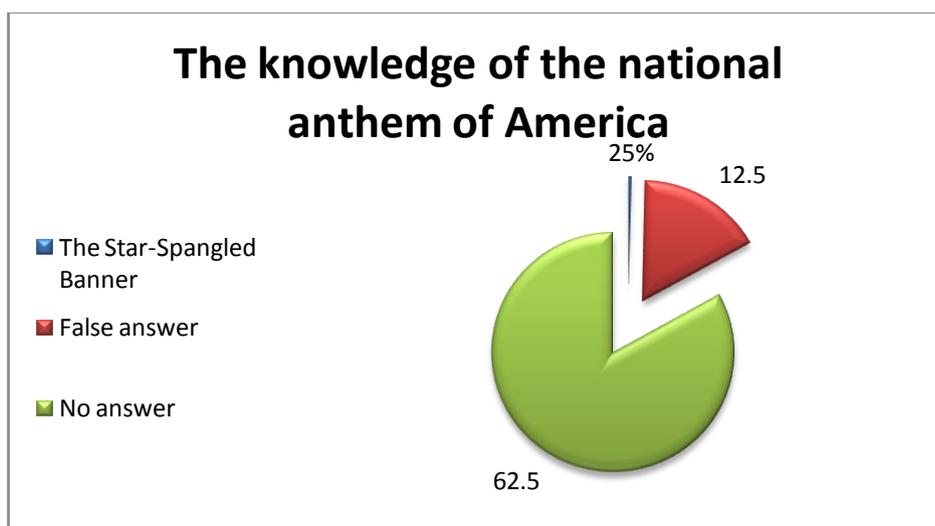
**Figure 11: The knowledge of the cultural activities**

As illustrated earlier in the above table and in the graph, the mentioned activities are not known by (75%) of the teachers and this reflects their ignorance to the value and the use of these cultural activities. Whereas, they are ought to be known and used in the field of teaching to enhance the teaching of culture. Only (25%) of the teachers know how to use the mentioned cultural activities and this may enrich the teaching of culture.

## 2-What is the national anthem of America?

Options	Number	Percentage
<b>The Star-Spangled Banner</b>	2	25%
<b>False answer</b>	1	12.5%
<b>No answer</b>	5	62.5%
<b>Total</b>	8	100%

**Table 12: The knowledge of the national anthem of America**



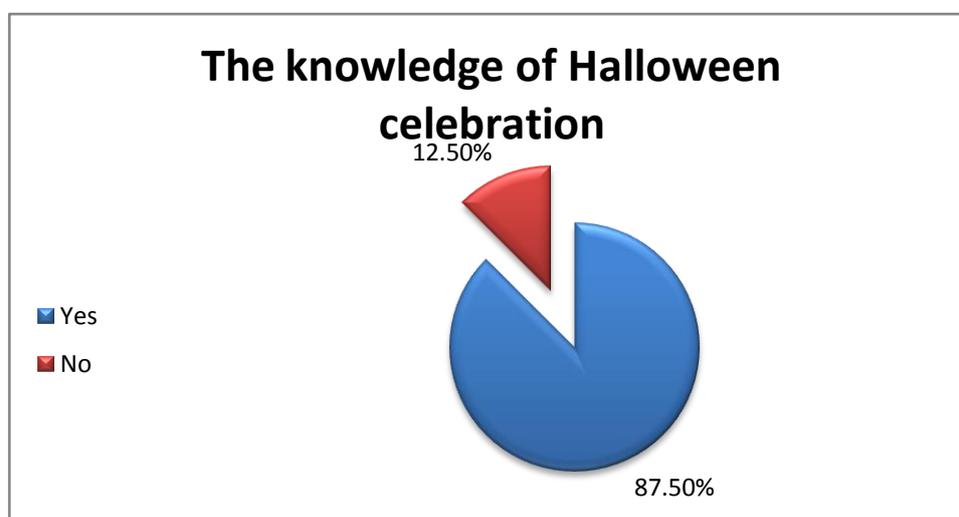
**Figure 12: The knowledge of the national anthem of America**

From the above table and figure, we notice that only a few percentage (25%) of the teachers are knowledgeable of such easy pieces of information concerning US. About (12. 5%) one teacher showed his ignorance to such simple and obvious information, and (62. 5%) preferred to not answer at all and this reflects their lack of knowing such important information.

### 3-American people celebrate Halloween in October 31

Options	Number	Percentage
Yes	7	87.5%
No	1	12.5%
<b>Total</b>	<b>8</b>	<b>100%</b>

**Table 13: The knowledge of Halloween celebration**



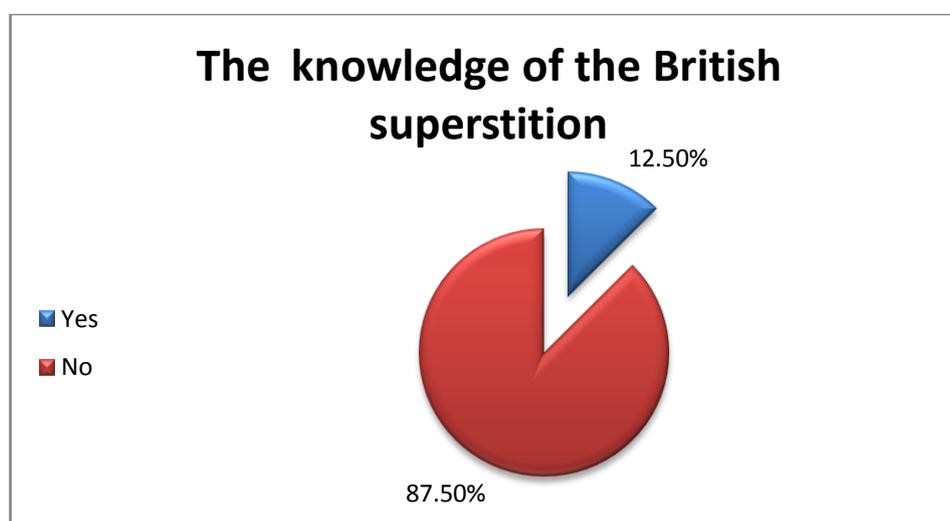
**Figure 13: The knowledge of Halloween celebration**

The days of Holidays and celebrations are considered as one of the most significant aspects of culture which characterize any country through the practiced activities during those days. About (87. 5%) of the teachers gave the right answer concerning the celebration of American people by Halloween and this indicates that the teachers are well aware of the celebrations in foreign societies. However, only one teacher (12. 5%) gave a wrong answer because he/she does not know one of the most known celebrations not only in America but all over the world.

#### 4-In Britain, breaking a mirror brings you seven years of good luck

Options	Number	Percentage
Yes	1	12.5%
No	7	87.5%
Total	8	100%

**Table 14: The knowledge of the British superstition**



**Figure 14: The knowledge of the British superstition**

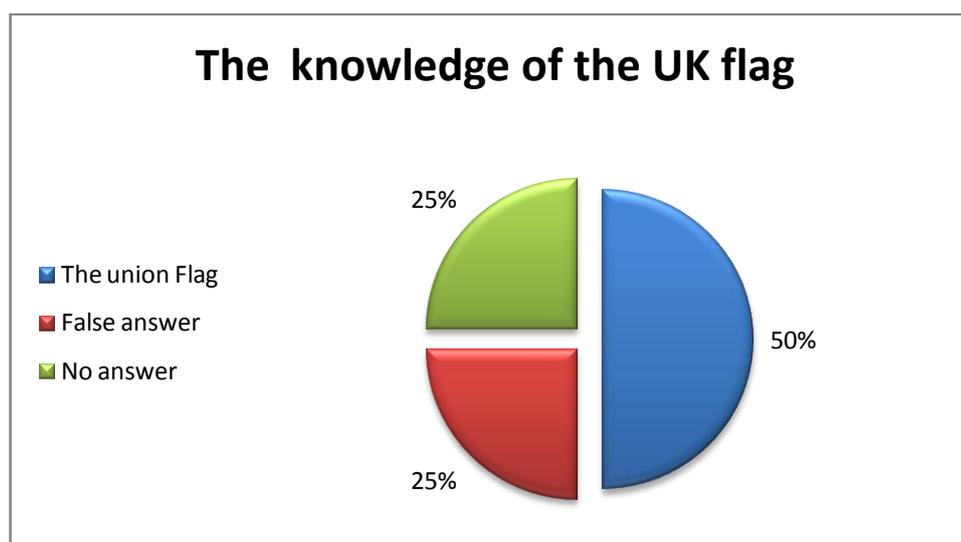
The participants are well aware of the superstition in the English society, the fact that (87. 5%) knew about one aspect of superstition which reflects the ways of thinking of the British people. (12. 5%) one teacher answered “No” because he/she ignores what the superstition of breaking mirror indicates in Britain

#### 5-The flag of the United Kingdom is called

Options	Number	Percentage
The union Flag	4	50%

<b>False answer</b>	2	25%
<b>No answer</b>	2	25%
<b>Total</b>	8	100%

**Table 15: The knowledge of the UK flag**



**Figure 15: The knowledge of the UK flag**

(50%) of the teachers gave the right answer concerning the name of the flag of the United Kingdom and this shows their knowledge to such essential information about the English culture. However, the ignorance of such essential information about the English culture is embodied through the mentioned results in which (25%) of the teachers gave a false answer, and (25%) of the teachers have no idea about the response.

#### **6-Further suggestions:**

In this section, the teachers gave their suggestions and comments concerning the ways of teaching the English culture. The majority of the teachers suggested that the textbook should be improved in terms of containing texts dealing with the American

and the British culture in comparison with the home culture. Besides, they concentrate on the use of the supplementary materials and the activities like drama and quizzes which are considered as a real support to trigger the motivation of the learners for learning foreign cultures.

### 3. 2. Analysis of the pupils' questionnaire:

#### -Section one: Personal information

##### 1-Gender

Options	Number	Percentage
Masculine	17	28.33%
Feminine	43	71.66%
Total	60	100%

Table 16: Pupils' gender

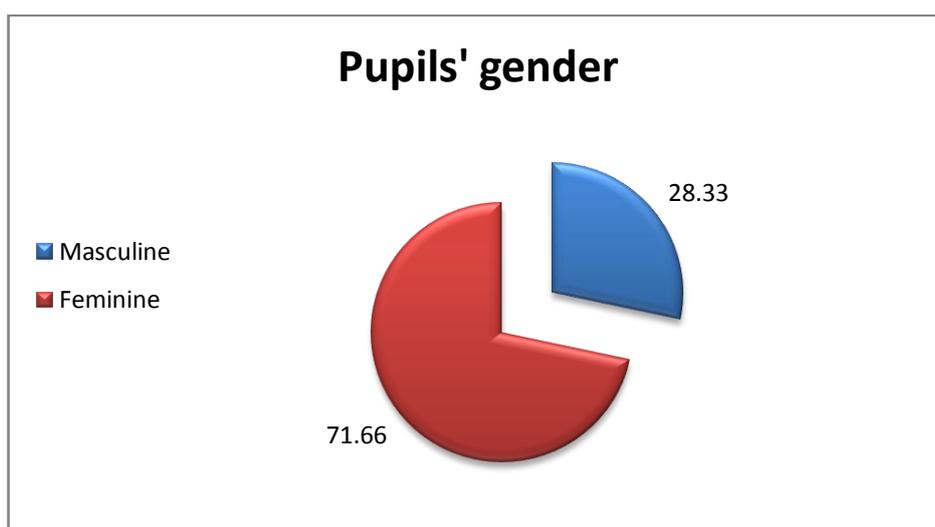


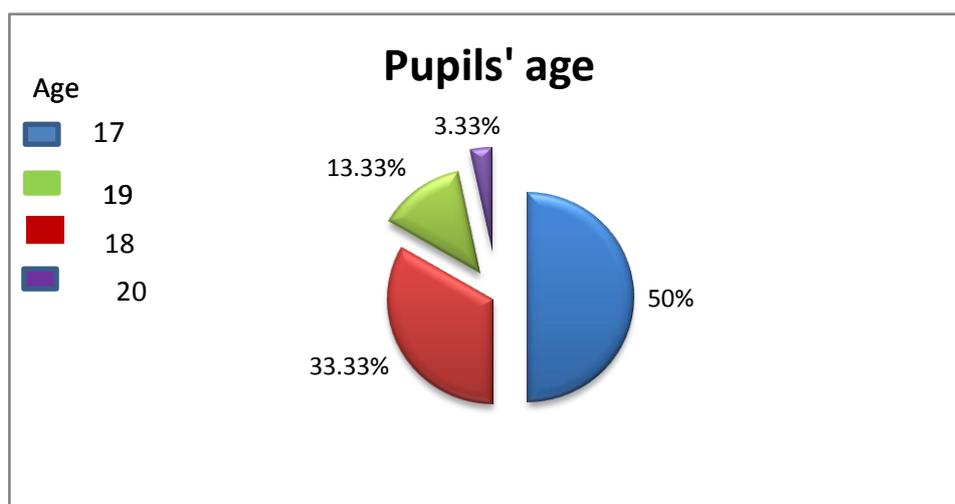
Figure 16: Pupils' gender

From the results, we notice that the majority of respondents are 43 female pupils (71.66%) and the rest are 17 male pupils (28.66%). This approves that girls are more engaged in completing their studies than boys, more significantly, female pupils are more interested in learning foreign languages than male pupils who prefer scientific streams.

## 2-Age

Age	Number	Percentage
17	30	50%
18	20	33.33%
19	8	13.33%
20	2	3.33%
<b>Total</b>	60	100%

**Table 17: Pupils' age**



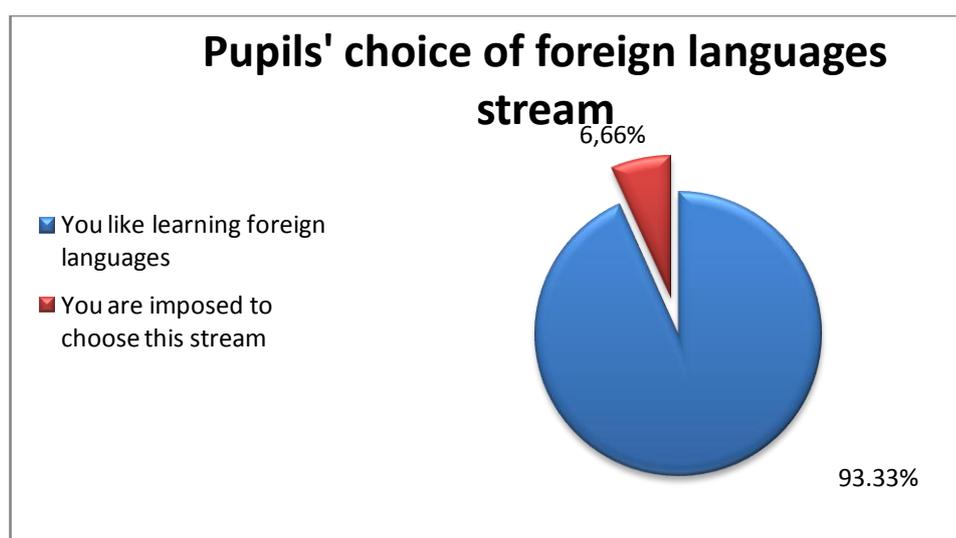
**Figure 17: Pupils' age**

From the above results, we notice that the age of the pupils differs from one pupil to another in which it extends from the age of 17 year till 20 year. Normally, at this level the pupils are at the age of 17 but there are only 50% of the pupils at this age. These results approves that the rest of the pupils are older perhaps for their low level in learning.

### 3-You choose the stream of foreign languages because

Options	Number	Percentage
You like learning foreign languages	56	93.33%
You are imposed to choose this stream	4	6.66%
<b>Total</b>	<b>60</b>	<b>100%</b>

**Table 18: Pupils' choice of foreign languages stream**



**Figure 18: Pupils' choice of foreign languages stream**

The mentioned information reveals that most of the pupils (93. 33%) choose the stream of foreign languages because they like to learn foreign languages. This may trigger their motivation to do their best for mastering the foreign languages. However, 4 pupils (6.66%) stated that they are imposed to choose the stream of foreign languages may be because they are obliged to choose it either by their families or by the administration and this may affect them negatively in their educational career.

## Section two: Attitude toward learning the English language and its culture

### 1-Do you like English?

Options	Number	Percentage
Yes	53	88.33%
No	7	11.66%
Total	60	100%

Table 19: Pupils' amiability to English language

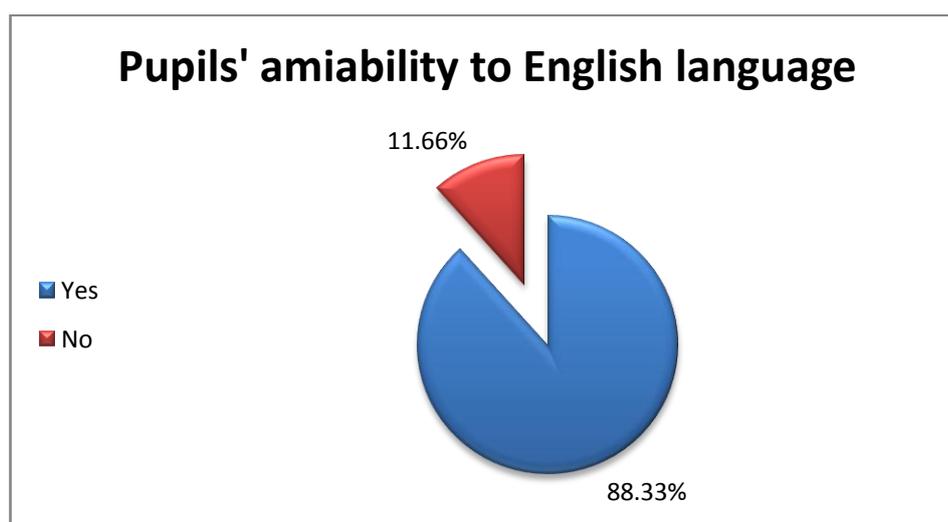


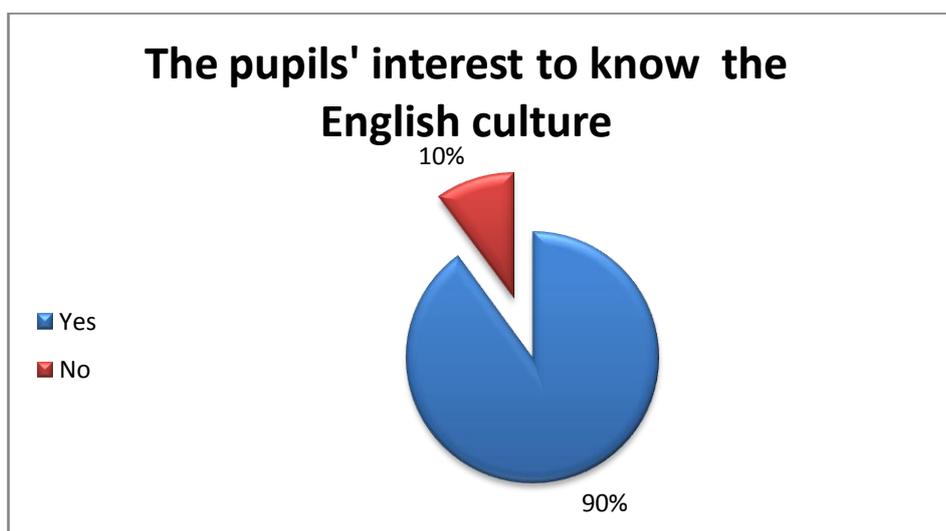
Figure 19: Pupils' amiability to English language

From the above results, we notice that there is a high percentage of the pupils who like the English language (88.33%) and this reflects their choice of the stream of foreign languages. Also, they may like English because of media and their teachers in which their interest will increase to study English. However, (11.66%) declared that they do not like English and this indicates that they are not motivated to learn it.

**2-As a pupil of foreign languages, do you have the interest to learn more about the English culture?**

Options	Number	Percentage
Yes	54	90%
No	6	10%
Total	60	100%

**Table 20: The pupils' interest to know the English culture**



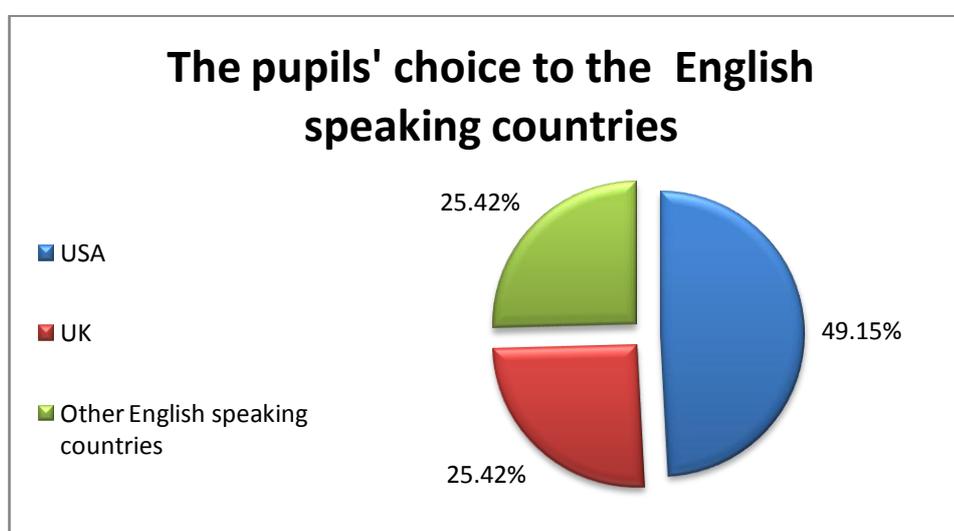
**Figure 20: The pupils' interest to know the English culture**

The obtained results showed that the majority of the participants (90%) are more interested to know more information about the English culture, and this reflects their awareness of the importance of culture in communication especially for them since they are enrolled in the foreign languages stream. The interest or the open-mindedness to others' culture helps in urging the pupils to learn more about the language. However, 6 pupils (10%) confessed that they do not have the desire to learn about the English culture, and maybe this is the reason of their dislike to the English language itself.

### 3-If yes do you want to know about?

Options	Number	Percentage
USA	29	49.15%
UK	15	25.42%
Other English speaking countries	15	25.42%
<b>Total</b>	<b>59</b>	<b>100%</b>

Table 21: The pupils' choice to the English speaking countries

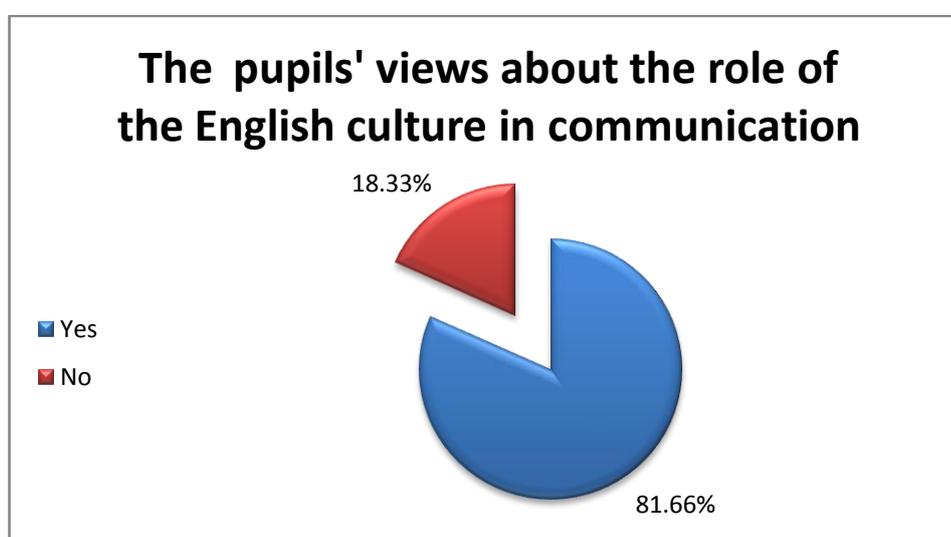


**Figure 21: The pupils' choice to the English speaking countries**

From the collected data, we notice that the pupils are more interested to know about the English speaking countries the fact that they choose more than one country to know about. We notice also that most of the pupils are interested to know more about USA (49.15%) since it is the famous English speaking country. The rest of the percentage is divided between UK (25.42%) and other English speaking countries (25.42%). These choices reflect the pupils' enthusiasm to explore anything has relation with English culture.

**4-Do you think that learning the English culture helps you to understand and interact with the native speakers?**

Options	Number	Percentage
Yes	49	81.66%
No	11	18.33%
<b>Total</b>	60	100%

**Table 21: The pupils' views about the role of the English culture in communication**

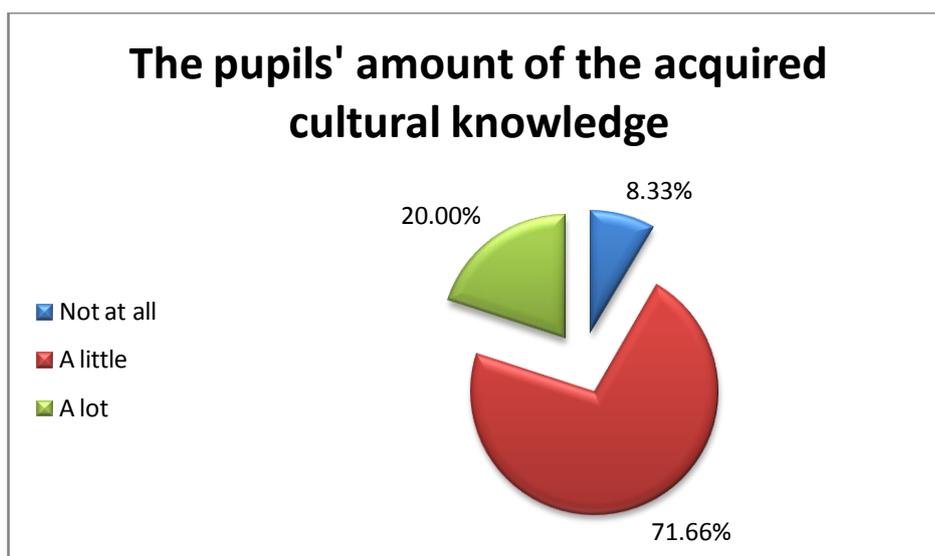
**Figure 21: The pupils' views about the role of the English culture in communication**

The majority of the pupils (81.66%) thought that the English culture helps them to understand and interact with the native speakers. This reflects their awareness of the importance of the English culture as a necessary element as the linguistic one in establishing communication. On the other hand, about (18.33%) of the pupils thought that culture is unnecessary for interaction with native speakers and this is due to their ignorance to the real value of culture in learning and in communication.

**5-How much of the English culture have you obtained till now?**

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Not at all</b>	5	8.33%
<b>A little</b>	43	71.66%
<b>A lot</b>	12	20.00%
<b>Total</b>	60	100%

**Table 22: The pupils' amount of the acquired cultural knowledge**



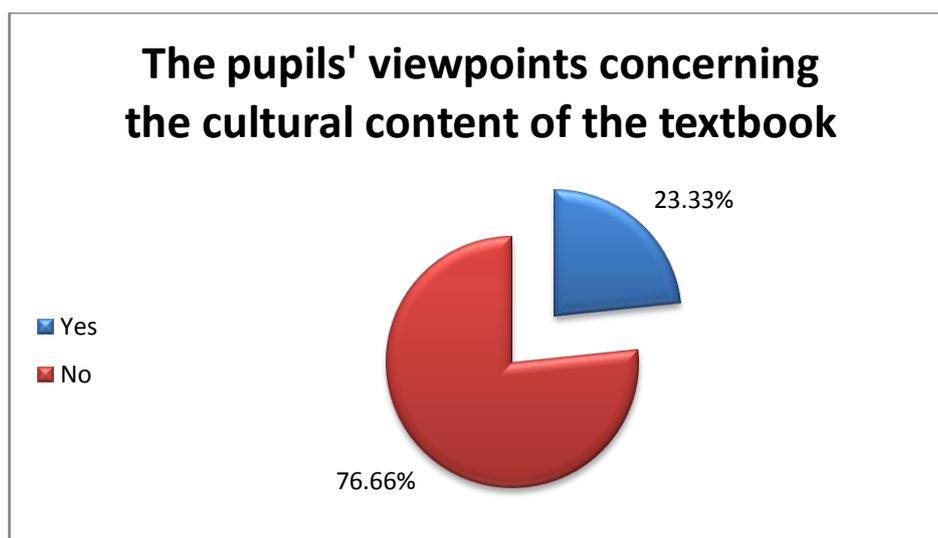
**Figure 22: The pupils' amount of the acquired cultural knowledge**

It is worth noticing that the amount of the cultural information which is obtained by the pupils differs relatively. About (8.33%) of the pupils stated that they do not have any kind of cultural knowledge. On the one hand, about (71.66%) of the pupils have obtained moderate amount of the English culture. On the other hand, about (20%) have obtained an acceptable amount of the cultural knowledge and this reflects their broader knowledge of the English culture.

**6-Do the textbook and its activities provide you with sufficient information about the English culture?**

Options	Number	Percentage
Yes	14	23.33%
No	46	76.66%
<b>Total</b>	60	100%

**Table 23: The pupils' viewpoints concerning the cultural content of the textbook**



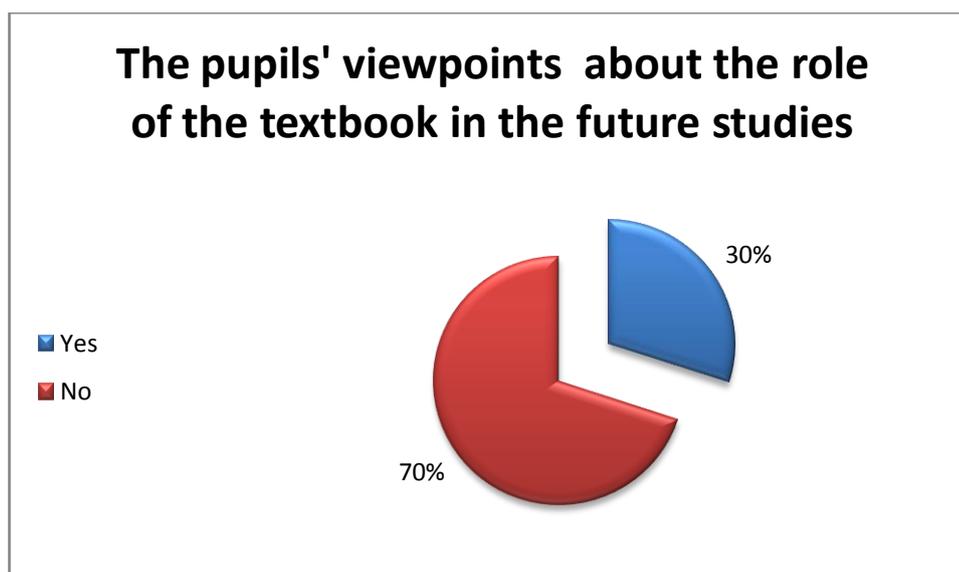
**Figure 23: The pupils' viewpoints concerning the cultural content of the textbook**

About (76. 66%) of the pupils stated that the textbook and its activities does not contain adequate cultural knowledge, that is, the textbook ignores the significance of the English culture. However, about (23. 33%) of the pupils declared that the textbook offer adequate information about the English culture.

**7-Does the textbook raise your motivation for learning English in the future?**

Options	Number	Percentage
Yes	18	30%
No	42	70%
<b>Total</b>	60	100%

**Table 24: The pupils' viewpoints about the role of textbook in the future studies**



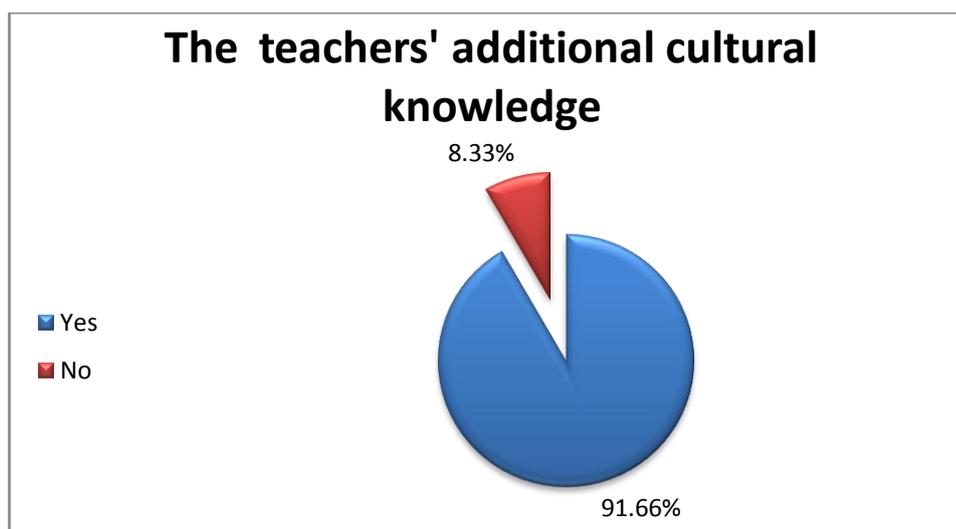
**Figure 24: The pupils' viewpoints about the role of textbook in the future studies**

In the view of 42 pupils (70%), the textbook by all its components does not encourage them for further English studies in the future. This proves that the textbook does not provide them with the necessary information either the linguistic one or the cultural one which provide them with the basis that paves the way for future English studies. In contrast, (30%) of the pupils saw that the textbook is a good source which triggers their motivation for future English studies.

**8-Does your teacher provide you with additional cultural knowledge which does not exist in the textbook?**

Options	Number	Percentage
Yes	55	91.66%
No	5	8.33%
<b>Total</b>	60	100%

**Table 25: The teachers' additional cultural knowledge**



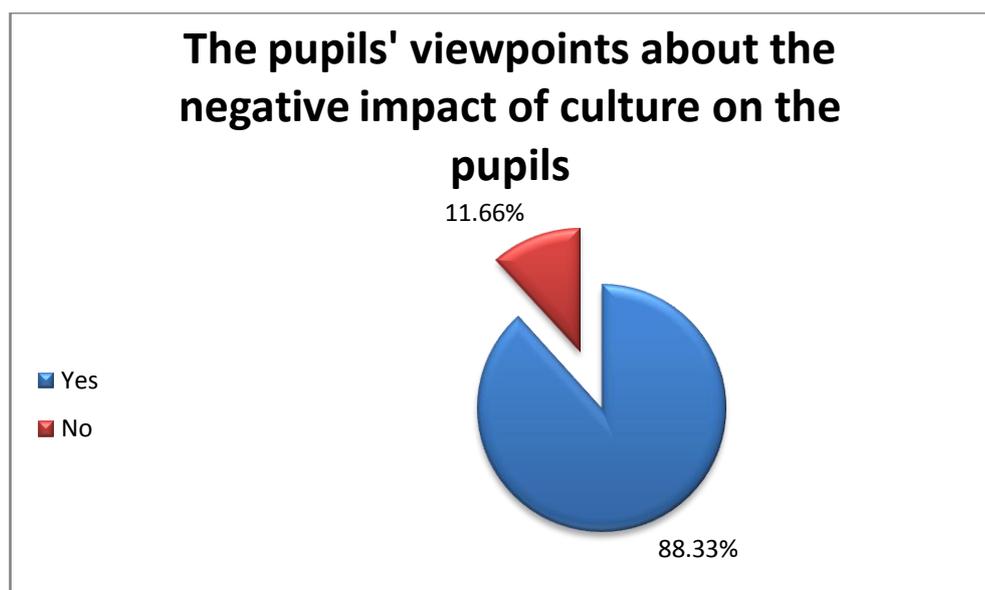
**Figure 25: The teachers' additional cultural knowledge**

(91.66%) of the pupils claimed that their teachers provide them with additional information concerning the English culture, and this indicates that teachers do not rely only on the textbook for transmitting knowledge. Teachers pay a careful attention to the importance of culture by doing personal efforts for teaching it to assure the inseparability of culture and language. About (8.33%) of the pupils stated that their teachers do not provide them additional cultural knowledge.

**9-Do you think that learning a foreign culture has a negative impact on you?**

Options	Number	Percentage
Yes	53	88.33%
No	7	11.66%
<b>Total</b>	60	100%

**Table 26: The pupils' viewpoints about the negative impact of culture on the pupils**



**Figure 26: The pupils' viewpoints about the negative impact of culture on the pupils**

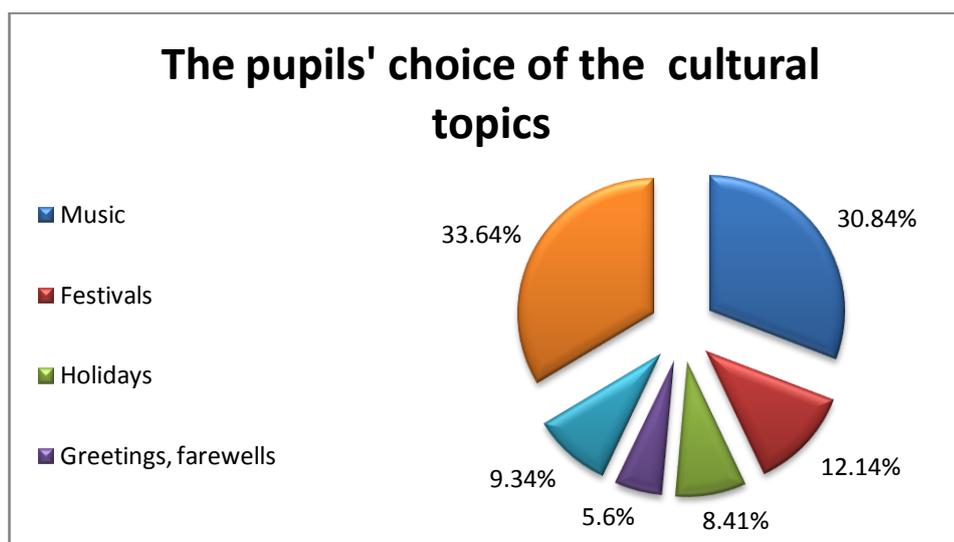
From the above table, 53 pupils (88.33%) thought that learning a foreign culture does not have any negative impact on them, that is, they are open to the world and they believe in the notion of otherness. (11.66%) of the pupils stated that learning a foreign culture influences them negatively, here, it is the responsibility of the teacher to make his pupils aware of the importance of culture in learning foreign languages and its role in building the social relationship between people.

**10-What kinds of topics do you want to learn concerning the English culture?**

Options	Number of choices	Percentage
Music	33	30.84%
Festivals	13	12.14%
Holidays	9	8.41%
Greetings, farewells	6	5.60%
Superstitions	10	9.34%

<b>Museums, exhibitions, zoos</b>	36	33.64%
<b>Total</b>	107	100%

**Table 27: The pupils' choice of the cultural topics**



**Figure 27: The pupils' choice of the cultural topics**

From the above results, we notice that the majority of the pupils (33.64%) are eager to know about museums, exhibition, and zoos which represent the target culture. In the second rank, pupils preferred to learn through the entertainment which is embodied in music (30.84%). This kind of entertainment is so motivating because it engages the pupils in the learning process especially at the age of adolescence. It is also worth noticing that the pupils are open-minded to know more about the English culture in which (12.14%) choose to know more about festivals, (9.34%) choose to know about superstition, (8.41%) want to know about holidays, and (5.6%) preferred to know about holidays and farewells. Those topics may contribute in developing the learner's cultural knowledge if they are presented in the best way.

### **Section three: Further suggestions**

This section is considered as the only part of the open-ended question in which the pupils gave their personal suggestion and comments. The majority of the pupils (88.33%) did not give suggestions concerning the conducted research and only (11.66%) 7 pupils gave their suggestions concerning the improvement of the situation of culture. This minority concentrated on the use of materials inside the classroom and on the improvement of the textbook and its activities as stated by one pupil “We need more important information in our textbook to provide us with more valuable knowledge in our path in the future.”

### **4. Discussion**

The research was conducted to investigate whether culture is mirrored in adequate and in profound way in the textbook “Getting Through”. In addition, the research investigates if culture is given as much attention as its importance by the teachers during their classes as well as it investigates the views of the learners toward learning foreign cultures. The analysis of the teachers’ questionnaire reveals the following notes

Teachers did not deny the vital role of culture in foreign languages classrooms. In fact, all the teachers showed their awareness of the importance of culture in which half of them stated that “culture is important” and the other half stated “culture is very important”.

Most of the teachers claimed that they are not satisfied with the cultural content of the textbook “Getting Through”. This is because they have enough experience which qualified them to know the strength and the weakness of the textbook in which they tried to treat the weakness through the use of teaching aids. Furthermore, they tried to

give numerous reasons which obliged them to adopt different teaching aids which do not accompany the textbook.

According to the suggested solutions for teaching culture, the teachers showed their firm desire to change and ameliorate the present situation of teaching culture. The fact that most of them choose the three solutions as basis to consolidate their teaching and others preferred each solution separately. In addition, some teachers see the solution for teaching culture by ameliorating the cultural content of the textbook and supporting it by materials with adequate cultural knowledge. Also, the solution is seen in organizing training programs for obtaining additional cultural knowledge. Another solution for better culture teaching is through planning study visits to the English speaking countries to be in close touch with the native speakers.

The results displayed that the cultural activities are not known by the majority of the teachers even though the activities are so simple and well known. Consequently, this reflects their ignorance to the cultural activities and their reliance on the activities of the textbook which are highly linguistic. Moreover, the cultural test demonstrated that teachers are not aware of the essential cultural knowledge which represents the English speaking countries.

In the section of further suggestion, the teachers concentrated on the improvement of the textbook by supplementing it with useful cultural information. In addition, the teachers criticized the lack of the materials which accompany the textbook. From analyzing the data which are extracted from the conducted questionnaire of the pupils, we came up with the following results:

The majority of the pupils like English and this indicate their readiness to learn also its culture. Since the interest of learning foreign languages determines their

mastery, most of the pupils stated that they have the interest to learn the English culture. In the same concern, the pupils who express their interest to learn the English culture are eager to know more about USA and then UK and other English speaking countries.

In the light of culture's role in understanding and interacting with the native speakers, the majority of the pupils supported the idea. Whereas, only a minority of the pupils refused the idea and this is due to their ignorance to the importance of culture in communication. Not far from this point, the pupils claimed that even though they learn the English culture there is not any negative impact will happen.

Concerning the pedagogical tool "the textbook", nearly all the pupils stated that their English textbook does not provide them with sufficient cultural knowledge about the English speaking countries. Moreover, it does not trigger their motivation for future studies.

The pupils also give their opinions concerning the role of the teacher in the classroom. They claimed that their teachers provide them with additional cultural information which belongs to the foreign society and which does not exist in the textbook. This is a concrete proof on the vital role of the teacher as the second transmitter of culture after the textbook which pupils rely on them in their learning.

## **Conclusion**

From the above results we notice that both teachers and pupils are aware of the importance of culture in teaching and learning foreign languages. The results also revealed dissatisfaction to the incorporation of the cultural aspects in the textbook and this reflects their tendency to ameliorate the textbook since it is the most authentic device which they rely on. The participants showed their desire to change the present

situation of culture through the improvement of the textbook and the adoption of several teaching aids.

## **Suggestions and recommendations**

The textbook is the foundation stone of the teaching and learning processes and the primary source of knowledge which learners and teachers rely on. Therefore, it should be paid careful attention in terms of supplementing it with variety of speculating cultural content which could attract the pupils to be engaged in learning.

Improving the content of the textbook through the incorporation of up to date and vivid information which deal with various topics like customs, holidays, and daily life. These topics will bring real life and real situations where the users of the foreign language interact. Such improvement will stir the interest to learn rather than the existent issues which are highly global.

With the wide spread of technology, teachers should use a wide range of teaching aids to foster their teaching of culture. The effective use of technology like videos, internet, and films assure adequate coverage to the cultural knowledge, more importantly, it offers a motivating atmosphere in which the presence of sight and sound will engage the pupils in learning and raise their curiosity to learn.

The ministry of education should organize training programs and study visits to the English speaking countries to form competent teachers. Such solutions bring radical changes to the present position of culture.

Teachers should develop the pupils' cultural awareness in ways of making them save their home culture and at the same time estimate the target culture. Having this awareness is considered as the main reason in accepting and valuing others' culture and encourages gaining more insights concerning the foreign society.

Teachers should use various cultural activities which simulate the pupils' curiosity to explore such new cultures and draw the main similarities and differences between cultures. In addition, teachers must become co-learners in doing these activities because they offer high and broader cultural knowledge to gain more insights and views of culture.

This study is only a humble attempt to reveal the real value of culture. We hope that the attention to the vital role of culture in communication will be drawn for future design of the textbook. This issue must be highlighted with other researchers because it deserves further research in future.

## **General Conclusion**

In the last decades, culture has become as an essential part in learning and teaching foreign languages for its firm relationship with language. For this reason, the main concern of this research project is to assess the textbook “Getting Through” from the cultural content to explore whether this material receives an acceptable coverage of culture. Also, it attempts to examine the importance of culture in the views of the teachers and learners. Therefore, we adopt a qualitative approach in conducting our study supported by questionnaires for teachers and pupils to gather our data.

In chapter one, we have dealt with a general overview of culture. First it introduced the term culture and highlighted its relationship with language. Second, it introduced the intercultural competence and the reasons behind teaching culture. Third, it shed the lights on the ways of teaching in general like the various topics and activities which bring culture in the classroom. Fourth, teachers and pupils are also incorporated in the study for their important roles in teaching and learning culture. Fifth, cultural awareness is introduced as an important part in teaching and learning processes.

The second chapter is specialized for evaluating the English second year textbook “Getting Through”. The conducted analysis revealed that culture is present in the textbook but not with high coverage that the pupils of foreign languages stream need. By analyzing each unit separately, there was demonstration that most of the content treats global issues which seem to be familiar to the learners. As a result, the textbook failed to reflect the real aspects of culture but rather succeeded in incorporating highly the linguistic one. Normally, the cultural content is used as a source to encourage the pupils to learn the target language and stir their curiosity for further studies.

In chapter three, we analyzed the questionnaire of teachers and pupils. As the analysis displayed that all the teachers are aware of the importance of culture in teaching foreign language. The fact that they raise the pupils' awareness of the importance of culture and use teaching aids to foster their culture teaching, yet the cultural test revealed their ignorance to some simple information. Concerning the textbook most of teachers stated that "Getting Through" does not reflect the English culture and hence give an agreement to the hypothesis. In the side of the learners, the results showed that the majority of them like the English language and have the interest to learn about the culture of the speaking countries. In addition, the majority of the pupils confirmed our hypothesis in which they stated that "Getting Through" neither contains adequate cultural knowledge nor does it stir their motivation for further English studies.

It is indisputable that culture was and still as an essential part in communication because it shapes the language use. Therefore, teaching language without culture seems to be useless because the unity of the target language and culture give more insights on the interaction with the native speakers. Consequently, there is an urgent need to shed the lights on the situation of culture in Algeria by improving it and encouraging for further studies to come up with effective solutions.

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# **Appendixes**

## Questionnaire for Teachers

## APPENDIX A

Dear teachers

This questionnaire is needed for a research work to get a Master degree. It is set to investigate your awareness of the importance of teaching the English culture, your existing knowledge of this culture, and your ways of transmitting it. It will be extremely kind of you to answer all the questions honestly. Please, tick the appropriate choice and answer with full statements whenever it is necessary.

### Section One: Personal information

1- Gender: Masculine   
Feminine

2- Age: Please, specify your age

Under 35

Between 35-50

50 and above

3- Degree:

BA (License)

MA (Master/ Magister)

4- Have you ever visited any English speaking country?

Yes

No

5- How long have you been teaching English?

.....

### Section Two: Culture teaching

1- According to you, what does culture mean?

.....

.....

.....

2 -To what extent is “culture” important in foreign languages classrooms?

Not important

Important

Very important

3-Do you usually raise your pupils' awareness of the importance of culture in learning English as a foreign language?

Yes

No

4-Do you think that the textbook "Getting Through" provides you and your pupils with adequate knowledge about the English culture?

Yes

No

Please, justify your answer

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

5-Are there any supplementary materials accompanied with the textbook?

Yes

No

6- Do you use teaching aids (like newspaper, slides, tape recording, maps) to enhance the teaching of culture?

Yes

No

Justify your answer( How do you use them?)

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

7-In your opinion, what is the solution for getting sufficient cultural knowledge

Training programs

Study visits to English speaking countries

Textbooks and materials with adequate cultural knowledge

**Section Three: Cultural Knowledge test**

1- Do you know and use the cultural activities such as culture island, drama, and culture assimilator?

Yes

No

2 -What is the national anthem of America?

.....

3- American people celebrate Halloween in October 31

Yes

No

4- In Britain, breaking a mirror brings you seven years of good luck.

Yes

No

5 -The flag of the United Kingdom is also called

.....

6-Do you have any suggestion concerning the way of teaching culture?

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

***Thank you for your collaboration***

## Questionnaire for pupils

## APPENDIX B

Dear pupils

This questionnaire is needed for a research work to get a Master degree. It is set to investigate your attitude toward learning the English language and its culture as well as its importance. It will be extremely kind of you to answer all the questions honestly and seriously. Please, tick the appropriate choice and answer with full statements whenever necessary.

Thank you in advance.

### Section One: Personal information

1- Gender: Masculine   
Feminine

2-Age.....

3- You choose the stream of foreign languages because

You like learning foreign languages

You are imposed to choose this stream

### Section Two: Attitude toward learning the English Language and its culture

1- Do you like English?

Yes

No

2 -As a pupil of foreign languages, do you have the interest to learn more about the English Culture?

Yes

No

3- If yes, do you want to know about?

USA

UK

Other English Speaking Countries

4-Do you think that learning the English culture help you to understand and interact with the native speakers?

Yes

No

5- How much of the English culture have you obtained till now ?

Not at all

A little

A lot

6- Do the textbook and its activities provide you with sufficient information about the English culture?

Yes

No

7-Does the textbook raise your motivation for learning English in the future?

Yes

No

8-Does your teacher provide you with additional cultural knowledge which does not exist in the textbook?

Yes

No

8 Do you think that learning a foreign culture has a negative effect on you?

Yes

No

9 What kinds of topics you want to learn concerning the English culture

Music

Greetings, farewells

Festivals

Superstition

Holidays

Museums, exhibition, zoos

**Section Three : Further Suggestions**

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

## Appendix C

### Suggested topics for teaching culture by Brook (qtd. in Valdes)

(124-128)

***Greeting, friendly exchange, farewells:*** How do friends meet, converse briefly, take their leave? What are their perennial topics of small talk? How are strangers introduced?

***The morphology of personal exchange:*** How are interpersonal relationships such as differences in age, degree of intimacy, social position, and emotional tension reflected in the choice of appropriate forms of pronouns and verbs?

***Levels of speech:*** In what ways are age, provenance, social status, academic achievement, degree of formality, interpersonal relations, aesthetic concern, and personality reflected in the standard or traditional speech?

***Patterns of politeness:*** What are the commonest formulas of politeness and when should they be used?

***Respect:*** Apart from overt expressions of deference and discipline, what personages and what cultural themes, both past and contemporary, are characteristically held in sincere respect?

***Intonation patterns:*** Apart from the selection, order, and form of words themselves, what overtones of cadence, interrogation, command, surprise, deference, and the like are borne exclusively by the dynamics of pronunciation? (For example, the French *Vous vous en allez ce soir* may be pronounced in such a way that it is clearly either a statement, a rejoinder, a question, an order, or a sentence read by a child from a book.)

***Contractions and omission:*** What words and intonation patterns are commonly used to enliven one's speech by way of commentary upon one's speech by way of commentary upon one's own feelings or actions, those of the person addressed, or the nature or behavior of other elements in the immediate situations?

***Types of error in speech and their importance:*** What errors is the speakers of English likely to make in the new language? (For example, in French, a mistake in the gender of a noun is deeply disturbing, but the failure to make a past participle agree, if noticed at all, is readily condoned.)

***Verbal taboos:*** What common words or expression in English have equivalents that are not equivalents that are not tolerated in the new culture, and vice versa?

**Written and spoken language:** Aside from richness of vocabulary and complexity of structure, what are the commonest areas of difference between spoken language and writing?

**Numbers:** How are numbers pronounced, spelled, represented in arithmetical notation, written by hand, and formally printed in ways that are peculiar to the new culture?

**Folklore:** What myths, stories, traditions, legends, customs, and beliefs are universally found among the common people?

**Childhood literature:** What lyrics, rhymes, songs, and jingles of distinct aesthetic merit are learned by all young children?

**Discipline:** What are the norms of discipline in the home, in school, in public places, in the military, in pastimes, and in ceremonies?

**Festivals:** What days of the calendar year are officially designated as national festivals? What are the central themes of these occasions and what is the manner of their celebration?

**Holidays:** what is the usual rhythm of work days and days off? What do young people do with their days off?

**Observance of Sunday:** How does Sunday differ from weekdays with regard to what an individual does or does not do, may or may not do?

**Games:** What are the most popular games that are played outdoors, indoors, by the young, by adults?

**Music:** What opportunities are offered the individual for training and practice in vocal and instrumental music?

**Errands:** What are the typical errands that a young person is likely to be asked to do, either at home or in school?

**Pets:** What animals are habitually received into the home as pets? What is their role in the household?

**Telephone:** What phrases and procedures are conventional in the use of the telephone? What is the role of the private telephone in the home? Where are public telephones to be found and how is the service paid for?

**Comradeship:** How are friendships and personal attachments likely to be formed and what provisions are made for fostering comradeship through clubs, societies, and other group organizations?

**Personal possessions:** What objects are often found decorating the bureau of walls of young person's bedroom? What articles are likely to be discovered in a boy's pocket or a girl's handbag?

**Keeping warm and cool:** What changes in clothing, heating, ventilation, food, and drink are made because of variations in temperature?

**Cleanliness:** What is the relation between plumbing and personal cleanliness? What standards of public hygiene and sanitation are generally observed?

**Cosmetics:** What are the special conditions of age, sex, activity, and situation under which make-up is permitted, encouraged, or required?

**Tobacco and doctors:** Who smokes, what, and under what circumstances? What are the prevailing attitudes toward attitudes toward smoking? Where are tobacco products obtained?

**Medicines and doctors:** What are the common home remedies for minor ailments? What is the equivalent of the American drugstore? How does one obtain the service of a physician?

**Competitions:** In what fields of activity are prizes awarded for success in open competition?

How important is competition in schools, in the business world, in the professions?

**Appointments:** How are appointments for business and pleasure made? What are the usual meeting places? How important is punctuality?

**Invitations and dates:** What invitations are young people likely to extend and receive? What formalities are involved? What is the counterpart of "dating" in the United States?

**Traffic:** How does vehicular traffic affect the pedestrian? What are the equivalents of traffic lights, road signs, crosswalks, safety islands, parking meters, hitchhiking?

**Owing, repairing, and driving cars:** Are young people interested in gasoline motors? Are they knowledgeable about them? What is the role of the car in the family life? What are the requirements for obtaining a licence to drive?

**Science:** How has modern science affected daily living, inner thought, conversation, reading matters?

**Gadgets:** What mechanical devices are commonly found in personal use, in the home, in stores, and in travel?

**Sports:** What organized and professional sports are the most popular and the most generally presented for the public?

**Radio and television programs:** How general is the use of radio and television and what type of programs are offered, especially for young people?

**Books:** What are the facts of special interest concerning the printing, punctuation, binding, selling, and popularity of books?

**Other reading matter:** In addition to books, what types of reading matter, such as newspapers, weeklies, magazines, and reviews, are generally available and where can they be bought or consulted?

**Hobbies:** In what individual hobbies are young people likely to engage?

**Learning in school:** What is the importance of homework in formal education? What is taught at home by older members of the family?

**Penmanship:** What styles of handwriting are generally taught and used? What kinds of writing tools are available at home, in school, in public places? What are the conventions concerning the writing of dates, the use of margins, the signing of names?

**Letter writing and mailing:** How do letters customarily begin and end? How are envelopes addressed? Are there typical kinds of personal stationery? Where are stamps bought? Where are mailboxes found?

**Family meals:** What meals are usually served *en famille*? What is the special character of each meal, the food eaten, the seating arrangement, the method of serving dishes, general conversation?

**Meals away from home:** Where does one eat when not at home? What are the equivalents of our lunchrooms, cafeterias, dining halls, lunch counters, wayside inns, restaurants?

**Soft drinks and alcohol:** What types of nonalcoholic beverages are usually consumed by young people and adults? What is the attitude towards beer, wine, and spirits? What alcoholic drinks are in frequent use at home and in public?

**Snacks and between-meals eating:** Apart from the normal trio of daily meals, what pauses for eating or drinking are generally observed? What is the customary hour and the usual fare?

**Cafés, bars, and restaurants:** What types of cafés, bars, and restaurants are found and how do they vary in respectability?

**Yards, lawns, and sidewalks:** What are the equivalents of American back yards, front lawns, and sidewalks in residential and business areas? What is their importance in the activities of young people?

***Parks and playgrounds:*** Where are parks and playgrounds located and with what special features or equipments are they likely to be provided?

***Flowers and gardens:*** Of what interest and importance are flowers shops, houseplants, gardens for flowers and vegetables in town and in the country?

***Movies and theaters:*** Where are moving picture houses and theatres to be found? What procedures are involved in securing tickets and being seated? What can be said of the quality and popular appeal of the entertainment?

***Races, circus, rodeos:*** What outdoor events are in vogue that correspond to our auto or horse races, circuses, and similar spectacles?

***Museums, exhibitions and zoos:*** What types of museums, exhibitions, and animal displays are general provided and what is their role in the education of the young and the recreation and enjoyment of adults?

***Getting from place to place:*** What facilities for travel are provided for short distances about town or from one city or part of the country to another, by bus, rail, or airplane?

Contrasts in town and country life: What are some of the notable differences in dwellings, clothing, manners, shopping facilities, public utilities, when life in town is compared with life in the country?

***Vacation and resort areas:*** What areas have special climate, scenery, or other natural features that make the attractive for vacation?

***Camping and hiking:*** How popular are summer camps, camping, hiking, and cycling trips, and what organizations are especially interested in their promotion?

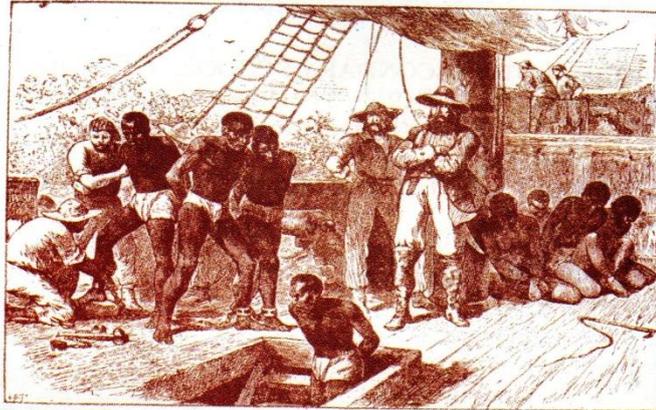
***Saving accounts and thrift:*** In what ways do banks and other organizations provide for the deposit of small amounts of money by individuals? To what extent and in what ways are young people encouraged to practice thrift?

***Odd jobs and earning power:*** What kind of chores and odd jobs are young people expected or permitted to do? If these paid for, how is the individual reimbursed? To what extent are regular paying jobs made available to young persons?

***Careers:*** What careers have strong appeal for the young? How important is parental example and advice in the choice of the career? What financial help is likely to be forthcoming for those who choose a career demanding long preparation?

1 Look at the picture and discuss the following questions.

- A. What does the picture represent?
- B. Where do you think the boat is and where is it going?
- C. These dates and personalities are important in American history. Why?  
*Abraham Lincoln: 1861- 1865.*  
*Martin Luther King Jr: August 1963.*



2 Read the newspaper article below and answer the following questions.

- A. Who was Martin Luther King?
- B. What were his hopes and wishes? Start your answer like this:  
*He hoped/wished/expected his children to \_\_\_\_\_.*
- C. Martin Luther King's address in the article was written in an oratorical style. What are the characteristics of this style, and why did he use it? Discuss.
- D. Did you like reading the part of Martin Luther King's address reproduced in the article. Why?

**Martin Luther King, The Man of Peace**

*Black Americans can do a lot of things that their parents could not do years ago because of racism. They can vote; they can eat in any restaurant they like; and their children can go to the same schools as white children. As we prepare ourselves to celebrate Martin Luther King Day next Monday, we'll reproduce a part of King's address **I Have a Dream** in memory of this great leader who was able to combat racism and hatred with non-violence and love.*

THE A B C OF DREAMS (Literary Streams only)

**Make a search into how people of your locality interpret their dreams and write an *A B C of Dreams* in the form of a poster with illustrations.**

**You can use the sample of the *A B C of Dreams* below written by an English high school student as a model.**

For thousands of years people have believed that dreams can tell us what will happen in the future. They were seen as 'divine messages'. Some people still believe that dreams foretell the future. Here are some of the most common dreams and their meanings.

**Animals:** If you dream of a pet, you **will** be happy. But wild animals, like lions and tigers mean you **will** have many enemies.

**Ball:** If you are playing with a ball in your sleep, you **will** receive some very good news.

**Coffee:** Drinking coffee shows that you **will** soon move house.

**Drums:** If you hear drums, you **will** quarrel with your family. If you see them, the quarrel will end.

**Eating:** This is an unlucky dream. It often means the end of a marriage or relationship.

**Fish:** One fish means you will get money. More than one fish means your friends will help you.



**Grass:** To dream of grass means that something wrong **will** happen to you **if** you don't leave the countryside. You must live in the city.

**Hungry:** Don't worry **if** you dream of being hungry. You will never be hungry in your life.

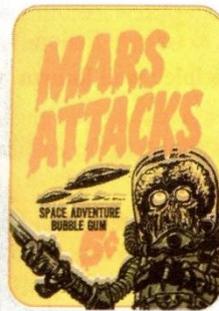
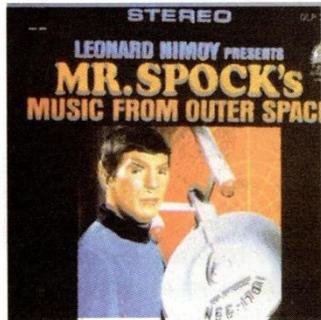
## UNIT 7: SCIENCE OR FICTION?

Think it over



Words to say

science fiction  
/ˌsaɪənsˈfɪkʃn/  
sci-fi  
/ˌsaɪˈfi/  
X-files  
/ˈeksˌfaɪlz/  
sound effects  
/ˈsaʊnd ɪˌfektz/  
fantasy films  
/ˈfæntəsiˌfɪlmz/  
flying saucer  
/ˈflaɪɪŋˌsɔːsə/  
third kind  
/ˈθɜːdˌkaɪnd/  
sit-com  
/ˈsɪtˌkɒm/  
eye witness  
/ˈaɪˌwɪtnəs/  
finger prints  
/ˈfɪŋgəˌprɪnts/  
spaceship  
/ˈspeɪsˌʃɪp/  
outer space  
/ˈaʊtəˌspeɪs/





## الملخص

الهدف الأساسي من هذه الأطروحة هو التحقيق في الوضع الحالي لتعليم و تعلم الثقافة في الطور الثانوي بالجزائر. و تحاول هذه الدراسة تقييم الكتاب المدرسي من الجانب الثقافي إضافة إلى التحقيق في آراء الأساتذة و تلاميذ الصف الثاني الثانوي لشعبة اللغات الأجنبية على أهمية الثقافة في أقسام اللغة الأجنبية. وكما أظهرت لنا نتائج تحليل الكتاب المدرسي من الناحية الثقافية عدم معالجة الجانب الثقافي بالمستوى المنشود. بالإضافة إلى إن نتائج الجانب التطبيقي أثبتت صحة النتائج السابقة. كل من الأساتذة و التلاميذ اظهروا إدراكهم لأهمية الثقافة في أقسام اللغة الأجنبية من جهة. ومن جهة أخرى شهد الكتاب غياب الوسائل المستعملة لتمثيل ثقافة اللغة الهدف و بالرغم من ذلك هذا لم يمنع الأساتذة من بذل قصارى جهدهم في تقديم صورة شاملة للثقافة الأجنبية من خلال تبني وسائل مختلفة. أخيرا اختتم هذا العمل بمناقشة شاملة للنتائج مصحوبة ببعض التوصيات التي لها علاقة بهذه الدراسة