

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Kasdi Merbah University-Ouargla

Faculty of Letters and Languages

Department of Letters and English Language



**Dissertation submitted in partial fulfillment of the requirements for the Master's Degree in
the field of English Language and Literature**

Domain: Letters and Foreign Languages

Major: Linguistics

**EFL Learners' Intercultural Competence at the Algerian Middle School:
Insights from the Textbook Content**

**The Case of Third Year Middle School Teachers in Ouar-
gla**

Submitted by:

Khadidja NECIRI

Supervised by:

Dr. Halima BENZOUKH

Publicly defended on June 15th, 2022

Board of Examiners

Dr Sabrina SAIGHI	University of Ouargla	President
Dr Halima BENZOUKH	University of Ouargla	Supervisor
Dr Yousra SEDDIKI	University of Ouargla	Examiner

Academic Year: 2021/2022

Dedication

I dedicate the fruit of this work to the most precious person in this world, to my mother for
her unconditional love and tenderness

To my father, to my brothers and sisters, may Allah bless them

To all my family members

To all those who taught me even a single letter

To all those who contributed to the achievement of this humble research and even with a
sincere smile and truthful words.

Acknowledgements

First and above all, I thank Allah for guiding me to complete this work. I could never have accomplished this dissertation without my faith in his Almighty.

I am very grateful to my supervisor Dr. Halima Benzoukh for the valuable help and guidance she provided during the process of accomplishing this work, and I would like to express my appreciation for her constant support and encouragement.

Also, I would like to express my gratitude to examiners Dr. Sayghy Sabrina and Dr Sadiki Yossra for devoting their precious time for reviewing my work.

I thank deeply third- year middle school teachers who participated in my research.

My thanks go to my teachers and classmates who supported me and contributed in making this work possible.

Abstract

The present research work aims at investigating the development of intercultural competence in the Algerian EFL classroom at the middle-level education. Accordingly, this issue is examined through an analysis of the cultural content of the third- year middle school textbook "My Book of English: Year Three" as well as the integration of the target culture within the process of teaching English as a foreign language. The premise is that the target culture is not well-covered in the textbook under investigation. Subsequently, it does not help in developing EFL learners' intercultural competence. In addition, EFL teachers at the middle-level schools neglect the mechanisms of teaching the culture of the target language. To validate these hypotheses, 20 third-year middle school teachers were chosen randomly to provide answers to a set of questions in a questionnaire as a tool of research on the one hand. On the other hand, a checklist for analyzing the cultural content of My Book of English: Year Three" was set as the second tool. The gathered results have not only revealed that the textbook does not offer enough materials to contribute in the improvement of the EFL learners' intercultural competence, but teachers have showed that they do not give much importance to the integration of the target culture within the English language teaching process as well. Relatedly, the researcher provides some recommendations for teachers of English as for the introducing of authentic materials in the textbook in order to develop intercultural competence in the EFL classrooms at the middle-level schools.

Key Words: Intercultural competence, textbook, teaching EFL, learner, EFL classroom, culture.

List of Abbreviations

EFL: English as a foreign language.

CLT: Communicative language teaching

List of figures

Figure 1 Teachers Gender	29
Figure 2 Teachers' Qualification	29
Figure 3 The necessity of Teaching Culture	30
Figure 4 The teachers' Definition of Culture	30
Figure 5 The teachers' Definition of Culture	31
Figure 6 The teachers' Thoughts on Talking about Culture	32
Figure 7 Integrating the Target Culture in the Classroom	32
Figure 8 The Frequency of Facing Difficulties when Explaining Cultural Issues	33
Figure 9 Student's Awareness about the Necessity of Culture Implementation in EFL classes	33
Figure 10 Teachers' Knowledge about Culture Teaching Approaches	34
Figure 11 The Place of Culture in ELT at the Middle School	34
Figure 12 Techniques of Culture Teaching	35

List of tables

Table 1: Byram's Model of Intercultural Communication Competence (1997)	22
Table 2: Textbook and the Target Culture	34
Table 3: The Checklist Results	38

Table of Contents

Dedication	I
Acknowledgement	II
Abstract	III
List of abbreviation and Acronyms	IV
List of Figures	V
List of Tables	VI
General Introduction	1
1. Background of the Study	3
2. Statement of the Problem	3
3. Aim of the Study	4
4. Research Questions	4
5. Research Hypotheses	4
6. Methodology and research design	5
7. Structure of the Dissertation	5
Chapter one: Culture and Intercultural Communicative Competence in Foreign Language Teaching	
Introduction	8
1.1 Defining Culture	8
1.2 Language and Culture	9
1.3 History of Culture Teaching	10
1.4 Importance of Culture Teaching	11
1.5 Culture in Foreign Language Teaching	11
1.5.1 Culture and EFL Textbook	12
1.5.2 Approaches to Culture Teaching	13

1.5.2.1 The Foreign Cultural Approache	14
1.5.2.2 The Intercultural Approach	14
1.5.2.3 The Multicultural Approach	15
1.5.2.4 The Trans-cultural Approach	16
1.6 Communicative Language Teaching	16
1.7 Communicative Competence	17
1.7.1 Components of Communicative Competence	18
1.7.2 Components of Intercultural Competence	20
1.8 Intercultural Communicative Competence	21
1.9 Byram's Model of Intercultural Communication Competence	22
Conclusion	23
Chapter two: Methodology and Research Design	
Introductions	27
2.1 Research Design	27
2.2 Research Instruments	27
2.2.1 The Questionnaire	27
2.2.2 Description of the Questionnaire	28
2.2.3 Analysis of the Questionnaire	28
2.3 Cultural Evaluation Checklist of EFL Textbook	35
2.3.1 The cultural content of "My book of English: Year Three"	36
2.4 Analysis of the Results	37
Conclusion	39
Chapter three: Data Interpretation and Recommendations	
Introduction	
3.1 Data Interpretation of the Teachers' Questionnaire	42

3.2 Data Interpretation of the Checklist Results	43
3.3 Recommendations	44
3.3.1 Developing Learners' Intercultural Competence	44
3.3.2 The use of Authentic Materials	45
3.3.3 Developing EFL Textbook	45
3.3.4 the Role of EFL Teachers in Teaching Culture	45
Conclusion	46
General Conclusion	48
References	51
Appendices	56
Résumé	60
ملخص	60

General Introduction

General Introduction

8. Background of the Study
9. Statement of the Problem
10. Aim of the Study
11. Research Questions
12. Research Hypotheses
13. Methodology and research design
14. Structure of the Dissertation

1. Background of the Study

No one can negate the importance of learning foreign languages nowadays; it becomes a necessity especially with the globalization. The world has known new technologies and international relations. Teaching/ learning a foreign language cannot be separate from the culture of this language, the success of teaching/learning a foreign language does not need only in mastering the linguistic knowledge (grammar, vocabulary, and syntax) but it must integrate the cultural knowledge. The relation between language and culture has been recognized by scholars and educators.

2. Statement of the problem

Textbook plays a very crucial role in the realm of language teaching and learning and it is considered the next important factor in the foreign language classroom after the teacher. "It is an important tool for foreign language teaching; it helps learners to develop communicative competence (to use language, convey messages, and negotiate meaning with other speakers in social context in real-life context) ". The rational is how to make EFL learners aware of the target culture and become competent in the use of language for effective communication. To accomplish this aim, textbook should include a variety of activities and genuine materials that cover not only the linguistic knowledge but also the cultural component because culture cannot be ignored in language teaching and learning. In consequence, the EFL field cannot ignore that learners must develop intercultural awareness to fit into a globalization world in which people from different cultural backgrounds establish international relations and become intercultural speakers(Banks,2004. Byram1997). Then if in many education setting the English language is taught through communicative textbooks, it is expected that they will provide the means to address the foreign culture. Within this goal, textbooks should promote the enhancement of CLT.

In addition to the role of textbook in providing EFL learners with cultural components, teachers have also a major role in installing logic and balanced comparison between the learners' culture and the target culture. To play this role, they should have a high efficiency as cultural guides in order to give learners opportunity to reflect, understand and respect other identities. They may promote learners' willingness to learn about the target culture.

3. Aim of the study

According to what have been mentioned above, this research aims to investigate and analyze the cultural content of “My Book of English Year- Three” middle school textbook as well as the cultural component in the teaching of English as a foreign language. Culture has no longer taken in consideration in EFL classroom in Algeria at middle school. Besides, the cultural content of the textbook does not give the learners the opportunity to reflect on their native culture as well as the target culture.

4. Research questions

The present research tries to answer the following questions:

- Do EFL teachers at middle schools know about and give importance to culture teaching?
- To what extent is the cultural content of third year middle school textbook sufficient and suitable for developing EFL learners' intercultural competence?

5. Research hypotheses

For this, the formulation of these hypotheses below has been set:

1. EFL teachers at Algerian middle schools may neglect culture teaching.

2. Though the English textbook includes some cultural aspects about the target culture, they are not sufficient and suitable for developing EFL learners' intercultural competence.

6. Methodology

To examine the above hypotheses, the researcher chose two different research instruments: the analyzing of the textbook and the cultural evaluation checklist.

7. Dissertation structure

Our dissertation is divided into three chapters. The first chapter is devoted to the literature review of culture teaching and intercultural competence. It consists of two sections: the first one emphasizes the general relationship between language and culture and spots light on the role of culture in foreign language learning. The second one is concerned with the concept of communicative competence, intercultural competence, intercultural communicative competence and other related components. The second chapter is devoted to research methodology which will be undertaken to seek answers to the questions formulated in this study. It includes the research design and the research instruments. The last chapter is concerned with the data analysis and the interpretation of the results of the teachers' questionnaire in attempt to validate the research hypotheses. Moreover, it provides conclusions about the study and points out the pedagogical implications of the findings.

Chapter one: Culture and Intercultural Communicative Competence in Foreign Language Teaching

Introduction

1.1 Defining Culture

1.2 Language and Culture

1.3 History of Culture Teaching

1.4 Importance of Culture Teaching

1.5 Culture in Foreign Language Teaching

1.5.1 Culture and EFL Textbook

1.5.2 Approaches to Culture Teaching

1.5.2.1 The Foreign Cultural Approache

1.5.2.2 The Intercultural Approach

1.5.2.3 The Multicultural Approach

1.5.2.4 The Trans-cultural Approach

1.6 Communicative Language Teaching

1.7 Communicative Competence

1.7.1 Components of Communicative Competence

1.7.2 Components of Intercultural Competence

1.8 Intercultural Communicative Competence

1.9 Byram's Model of Intercultural Communication Competence

Conclusion

Introduction

Integrating culture in foreign language learning/teaching has been a crucial subject matter in the history. Many scholars and educators namely Kramersch (1993) and Byram (1989) assure that without culture, foreign language teaching remains incomplete and inadequate. Therefore, the main concern of EFL classrooms has shifted from focussing on a mere linguistic competence to be achieved in the target language to tackling other competences which enable learners to communicate and interact effectively with people from the target culture .

This chapter will be devoted to the theoretical foundation for the research. It will present to the readers the main concepts related to culture and its relation to language. Then, it discusses the issue of culture teaching in history and its importance. The following sections will investigate the concept of intercultural competence and its different components.

1. Defining Culture

Theoretical debates about the meaning that should be attributed to the concept of culture are pointless. There is no absolute reason why abstract theoretical concept of it should be better than another. In the field of anthropology, definitions of culture abound and range from very complex to very simple. For example, a very complex definition was proposed by Kroeber and Parsons (1958): “Transmitted and created content and patterns of values, ideas, and other symbolic-meaningful systems as factors in the shaping of human behaviour.” (p.583). An even less easily comprehensible definition was provided by Kluckhohn (1951): “Culture consists in patterned ways of thinking, feeling and reacting, acquired and transmitted mainly by symbols, constituting the distinctive achievements o human groups, including their embodiments in artefacts; the essential core of culture consists of traditional ideas and especially their attached values.” (p.47). In sociology, culture is defined as a regulator of

people's behaviours because speakers behave in a certain way and not in another as they belong to a particular culture.

1.2 Language and Culture

The relationship between language and culture has always been the matter of linguistics' study. The American anthropologist Edward Sapir (1921) has defined language as "a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols." (p.12). Furthermore, language is considered as a way of transmitting people's ideas and cultural knowledge. Therefore, language and culture are two interrelated concepts. Many metaphors have been used by many scholars in order to illustrate the relationship between culture and language, such as the concept 'ice berg' in which language stands for the visible part while culture represents the hidden and largest part (principles of language learning and teaching). Brown (2007p.189) claims that "one cannot separate the two without losing the significance of either language or culture." In addition, Byram (1989) asserts that language is an instrument to express speakers' knowledge and how they perceive the world. He believes that language cannot be learnt without its culture in the sense that speaking a language means conveying cultural messages. Therefore, language reflects the way people think and live. In the same vein, Kramsch (1998) identifies three links between language and culture which may be summarized as follows:

- Language expresses cultural reality.
- Language embodies cultural reality.
- Language symbolizes cultural reality.

First, language expresses the speaker's beliefs and intentions about the real world. In this sense, people belonging to the same social group utter words which reflect their common experience through language. Second, members create experience through language.

Relatedly, they convey meaning through the way they interact with each other via verbal and non-verbal messages. Hence, language embodies and symbolizes cultural reality.

1.3 History of Culture Teaching

Tracing the history of culture teaching leads us to 1918 when the British Council of Modern Studies was the first to insist on the need of teaching culture. The Council asserted “the need for culture knowledge of a country and its people as parts of a second language education” (Stern,1992,p.205).However, before 1960 many teachers and educators ignored culture in the process of language teaching and focused on teaching some aspects such as history, art and literature of the target culture.

In the early 1960's there was a shift in emphasis towards a view of language from an anthropological perspective. This view presented culture on courses known background studies, area studies and British life. In Germany the concept of culture was dealt with the name of *Landeskunde* ; in France, as civilization and in Italy as *Civiltà*(Byram,1989,p.58).

In all these courses, culture was considered as “mere information conveyed by the language, not as a feature of language itself.”(Kramersch,1993,p.8).thus, culture teaching was seen as additional to language teaching and not as an integral part of it. In fact, it was until the 1980s that scholars such as Brook (one of the first scholars who stressed on the significance of integrating culture in language teaching) suggested successful ways to incorporate culture in foreign language teaching.

By the emergence of the Reform Movement in the nineteenth century, culture started gaining ground. The Reform Movement supported the idea that the linguistic system should be taught along with the aspects underpinning the target culture. Since then, culture started to be felt necessary and important in making appropriate syllabi and the design of successful language textbooks.

1.4 Importance of Culture Teaching

Research has shown for years that the teaching of language is the teaching of culture, as it is a fundamental component of foreign language learning. Many Scholars assume that possessing enough knowledge about the target culture is of paramount importance in the process of foreign language learning and teaching. Byram (1989) asserts that cultural awareness leads to language proficiency. Additionally, he believes that culture should be included in any language curriculum because language reveals the speaker's values and their views towards the world. Another objective of culture teaching is to develop learners' abilities to communicate effectively in the different situations they may come across. Thus, teaching culture becomes a necessity. Kramersch(1998,p.10) claims that “language use its own social grammar rules, setting, rules of speaking and norms of interpretation“. Hence, foreign language learners have to be aware about the norms and the social meanings of the language they learn, so that to accomplish their communicative needs (Littlewood, 1981). In the same vein, Wang (2008) notes that “foreign language teaching is foreign culture teaching, and foreign language teachers are foreign culture teachers” (p.49). Such claims emphasize the crucial role culture holds in the teaching of foreign language. In sum, culture has to constitute an integral part of any teaching process of any language.

1.5 Culture in Foreign Language Teaching

It has been noted for years that the teaching of language is the teaching of culture, so, integrating culture in teaching EFL classes is of paramount importance, because language without culture is not considered as communication.(Corbett ,2003,p.26) emphasizes that “the integration of culture into the language classrooms has a profound impact on the overall goals of the language curriculum, promoting us to reconsider why we are teaching learners to communicate in an L2 at all.”

Moreover, there seems to be an agreement that even with the superior knowledge of grammatical structure and with the mastery of the large lexical base, there must be a cultural competence to give meaning and relevance to our utterances. Eventually, "without the study of culture, the process of foreign language is inaccurate and incomplete."(Peck,1998,p.1). Besides, it is clearly important for learners to be well aware of the use of the target culture and the role that it plays in their foreign language learning process as well as their use of language in meaningful, authentic and real life situations. Accordingly, teachers should take into consideration the learners needs in relation to the target culture.

1.5.1 Culture and EFL Textbooks

Textbooks play a major role in the process of foreign language teaching. According to Cortazzi and Jin (1999), textbooks function as "a teacher, a map and an ideology" (p.199).The main role of the textbook is to help learners to improve their linguistic and communicative abilities. Textbooks are also considered as one of the sources of cultural knowledge for both teachers and learners. For teachers, the textbook may serve "primarily to supplement the teachers' instruction." (Richards, 2001p.1).

Richards (2001p.12) asserts that textbooks:

- ✓ Provide structure and syllabus for a program,
- ✓ Help to standardize instruction,
- ✓ Maintain quality,
- ✓ Provide a variety of learning resources,
- ✓ Provide effective language models and input, especially for teachers whose first language is not English,
- ✓ And train teachers if they have limited teaching experience.

However, textbooks may have potential negative sides, such as the followings:

- ✓ They may contain inauthentic language.
- ✓ They may distort content; for instance, textbooks may present an idealized view of the world or fail to present real issues.
- ✓ They may not reflect learners' needs and interests. (Richard, 2001, p.2).

In fact, textbooks vary in their content and approach to cultural treatment. However, it is usually expected that elements of the target culture should be included in second and foreign language textbooks. That is to say, the target culture is not always representing them (Hinkel, 1999). Moreover, Pickering (1992) assumes that “if the program is balanced and varied and the source material is authentic, it is probable that it will automatically give a good insight into the foreign culture.” (Cited in Byram et al., 1994, p.13)

Huhn (1978) summarizes the process of evaluating the treatment of cultural content in textbooks as follows:

- 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 phenomena in context rather than as isolated facts.
- Explicit relating historical materials to the contemporary society.
- Making it clear how personalities are products of their age. (cited in Cortazzi & Jin, 1999, p.203)

1.5.2 Approaches to Culture Teaching

Language and culture are inextricably tied; they cannot be separated without losing their essence and significance. In the history of culture, teaching different approaches can be

noticed according to various data and arguments. The approaches varied much in the way, the amount and the extent to which learners of second and foreign languages should be exposed to culture. Here is a list of the different approaches dealing with teaching languages and culture.

1.5.2.1 The Foreign-Culture Approach

This approach is based on the concept of one single culture whereby the emphasis is put on the target culture (Byram & Fleming, 1998). This approach called the mono-cultural approach is not dealing with the learners' culture as it does not account for the similarities and the differences between the Learners' culture and the target culture. The main goal of such approach is to reinforce the learners' communicative and cultural competence. This approach has been criticized on the principle that it does not take into consideration of the relationship between the two cultures. As a reaction to this approach, the intercultural approach has been emerged.

1.5.2.2 The Intercultural Approach

This approach is modeled on the idea that any culture is effectively learnt through comparison between the target culture and learners' own one and developing their understanding of both. However, the main focus is on the target culture. It aims to raise students' intercultural and communicative competences that will allow them "to function as mediators between the two cultures" (Byram & Fleming, 1998, p.244). According to the Institute of Specialized and Intercultural Communication, University of Warsaw, the intercultural approach is concerned with: helping learners to know how intercultural communication takes place, how social identities are part of all interaction, how their perceptions of other people and other people's perceptions of them influence the success of

communication, and how they can find out for themselves more about the people they are communicating with.

Furthermore, it helps learners to develop a kind reflective attitude by recognizing similarities and differences between the two cultures. In this respect, the learners will avoid stereotypes and negative views about the target culture, i.e. identifying and accepting the aspects of the target culture. However, Risager (1998, p.244) maintains that “the intercultural approach is ineffective because it is blind to the actual multicultural character of almost all existing countries or states”. Instead, the teachers, in a way, are compelled to use the multicultural approach since it encounters the whole parameters that guarantee an overall experience of culture diversities as a component of successful language learning.

1.5.2.3 The Multicultural Approach

The multicultural approach is based on the idea that various cultures may coexist within a single culture. It involves a specific emphasis “on the ethnic and linguistic diversity of the target country or countries and on relations between the target countries and the learners’ own and other countries” (Byram & Fleming, 1998, p. 244 cited in Zenagui, 2007, p.19). Hence, just as the intercultural approach, comparison is crucial in the multicultural approach and it aims at raising reflective attitudes. However, for such an approach the target language is introduced to some learners as a first language and as a second language for others. Still, its aim is to develop students’ intercultural and communicative competence. The latter enables learners to use the target language as a lingua franca with the people who belong to the society where the language being learnt is spoken. In fact, by virtue of the rise of multicultural classes, this approach has been largely used almost all over the world. Such trend urged to bring into light a process of intercultural exchange and multi-dimensional-world cultures.

1.5.2.4 The Trans-Cultural Approach

Risager (1998) first proposes the trans-Cultural Approach. The basic tenet of this approach is that cultures are interlacing as a consequence of the globalisation process, the mass media spread and migration. In fact, the trans-cultural approach deals with foreign language as an international language. The reason behind this is that foreign languages are spoken by many people as lingua franca. Its aim is to teach learners to use the target language for international communication. Accordingly, it is not paramount to associate the foreign language to any specific culture. However, this approach was criticized by Byram (1997) who argues that though it is possible to present topics which have a universal importance in all cultures, the trans-cultural approach has neglected those aspects which are related to a particular country. Besides, it rejects the interrelationship between language and culture.

1.6 Communicative Language Teaching

Communicative Language Teaching (CLT) is an approach that represents a philosophy of language teaching which is based on the communicative use of language. It was developed in the 1970's as a reaction against grammar based approaches like grammar-translation and audio-lingual methods (Mitchel, 1988). It emerged due to an increasing dissatisfaction with those traditional methods which failed at promoting learners' abilities to use language for communicative purposes in real situations after years of language learning. Instead, students were in need to know how to use language rules effectively and appropriately while communicating. As a result, a shift of interest from the study of language in isolation to the study of language in its social context was really required (Savignon, 1983). Therefore, linguists agreed that it was high time to change foreign language teaching methods and to focus on communication instead of the learning of rules and structures. Hence, CLT is fairly a new approach to foreign language teaching and learning which enhances students' social skills besides grammatical rules. It teaches "how to say, when to say and where, in order to

satisfy his daily needs as larger aim” (Patel & Jin, 2008, p.94). That is to say, developing learners’ communicative competence is the primary goal of CLT.

1.7 Communicative Competence

According to Hymes (1972), the concept of communicative competence arose from Chomsky’s distinction between competence and performance. For Chomsky (1965), competence refers to the shared knowledge of the ideal speaker-listener in a completely homogeneous speech community. This knowledge enables the individuals of a given language to produce and understand an infinite set of rules. Performance, alternatively, is the realisation of the underlying knowledge in actual situations.

Hymes (1972) believes that “Chomsky’s competence represents a Garden of Eden view point which dismisses central questions of use in the area of performance” (p. 272). In another way, performance does not completely reflect competence. Furthermore, competence is a romanticized version of language that is opposed to the concept of performance (Hymes 1972).

According to Hymes (1972), as quoted by Ohno in 2002, social factors influence both the speaker's performance as well as his competence. He asserts that usage rules take precedence over grammar rules and that Chomsky's view of competence is irrelevant to explain the relationship between with speaker's saying and what he means. As a result, the internalized linguistic structure is governed by speech rules. Accordingly, he distinguishes two types of competence: linguistic competence and communicative competence. The former entails the production and comprehension of grammatically correct sentences. The latter, on the other hand, deals with producing and understanding sentences that are appropriate in a given situation. Hymes (1974) defines communicative competence as “knowledge of the rules for understanding and producing both the referential and social meaning of language.” (p.16).

He states that people need to know more about the target culture in order to communicate effectively in culturally significant situations” (p. 16).

Similarly, Hall (1969) states that communicative competence entails “both knowledge and ability that individuals need to understand and use linguistic resources in ways that are structurally well formed, socially and contextually.”(p .499) Hence, the concept of communicative competence is used to refer to what a speaker knows in order to communicate effectively in appropriate contexts. However, Richards (2006, p.3) points out that communicative competence includes the following aspects of language knowledge:

- Knowing how to use language for a range of different purposes and functions.
- Knowing how to vary our use of language according to the setting and the participants (e.g. knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication).
- Knowing how to produce and understand different types of texts (e.g. narratives, reports, interviews and conversations).
- Knowing how to maintain communication despite having limitations in one’s language knowledge (e.g. through using different kinds of communication strategies.)

1.7.1 Components of Communicative Competence

As maintained by Canale and Swain (1980), communicative competence is composed of grammatical competence, sociolinguistic competence, strategic competence and discourse competence.

a) Grammatical Competence: It is “The knowledge of the language code” (Celce-Murica, Dorny & Thurell, 1995, p. 23). It covers the knowledge of grammar, lexis, morphology, semantics and phonology. In short, it is the capacity to produce grammatically coherent sentences.

b) Sociolinguistic Competence: It is the ability to use language appropriately in social situations. It refers to the speaker's capacity "to produce and to understand language in different sociolinguistic contexts" (Diaz-Rico and weed, 2010, p.58).

c) Strategic Competence: According to Canale and Swain (1980), it is mainly composed of verbal and non-verbal communication techniques that can be used to compensate for communication breakdowns and to enhance the effectiveness of communication. In other words, communicative competence is related to knowledge of how to handle breakdowns in communication.

d) Discourse Competence: Canale (1983) defines discourse competence as the mastery of "how to combine grammatical forms and meanings to achieve a unified spoken or written text in different types of texts." It includes not only the knowledge of rules and the ability to use linguistic resources, but it also create cohesion and coherence in both oral and written texts.

e) Intercultural Competence:

By the influence of globalization, cultures over the entire world are brought together to be into closer contact and communication between people from different cultures has become necessity. Yet, cultural diversity as well as intercultural exchange has been recognized as important sources for modern and social life. Therefore, owning knowledge, beliefs, behaviours and attitudes towards various cultures pave the way to the promotion of an intercultural competence.

In the same vein, Myer (2007, cited in Zenagui, 2007, p.18), "intercultural competence is the ability of a person to behave adequately in a flexible manner when contorted with actions, attitudes and expectations of representative of foreign cultures".

In short, intercultural competence refers to “a person's ability to communicate and interact across cultural boundaries” (Byram,1997). It involves an understanding and awareness of one’s own and other cultures. It motivates understanding and respecting people who have different cultural affiliations from oneself, all along, reacting efficiently and respectfully when interacting and communicating with such people. Yet, establishing positive and constructive relationships with such people is another parameter.

Intercultural communication, in its wider sense, entails the use of different linguistic codes contacts between individuals who do not share the same system of values. As a result, intercultural competence is a concept that refers to a learner's ability to develop intercultural abilities in order to communicate through cultures (Beneke ,2000).

1.7.2 Components of Intercultural Competence

According to Deardorff (2006, pp 241-266.), intercultural competence is composed of the followings:

a. Knowledge:

1. Cultural self-awareness: the individual's ability and his view towards the world are determined by his own culture.
2. Culture specific knowledge: having insight and information about other cultures such as: values, beliefs, customs, traditions and history.
3. Sociolinguistic awareness: learning language skills and how to adjust one’s speech for the sake of accommodation.

b. Skills/ Abilities:

1. Listening, observing and interpreting: it refers to the fact of being patient and observant.

2. Analyzing, evaluating and relating: reviewing and identifying the world from other cultures' points of view.
3. Respecting to appreciate and admiring other cultures and to avoid prejudice and judgements.
 - c. *Internal Outcomes:* The previously mentioned attitudes and knowledge skills lead to internal outcomes. The latter are composed of flexibility, adequately, and empathy and ethno- relative perspectives.
 - d. *External Outcomes:* These characteristics are validated by external outcomes which attribute to the individual's observable behaviour and ways of communication. They represent the visible proof of intercultural competence.

1.8 Intercultural Communication Competence

Byram (1997) constructed the concept of intercultural communication competence to distinguish between the two notions of intercultural competence and intercultural communication competence. Intercultural competence refers to the ability to interact effectively with people from different cultures in the other hand, intercultural communication competence is defined as the ability to understand cultures, including one's own, and to use this understanding to communicate with people from other cultures successfully. ICC helps people to improve their communication skills, understanding how gestures and and speaker distance differ from culture to culture. In fact, ICC which is a key to successful intercultural communication is considered as an extension of “communication competence“ (Hall, 2002, p.109). It covers knowledge of other cultures, attitudes to other cultures and the skills of communications with people from other different cultures. According to Fantini (2005), ICC is a set of complex capacities necessary for effective and appropriate interactions with other speakers from different linguistic and cultural background.

1.9 Byram’s Model of Intercultural Communication Competence (ICC)

The most traced model of ICC is the one given by Byram (1997) in which he explains ICC in terms of a set of factors or “savoirs”. It shows that ICC is supported by specific attitudes, knowledge, skills and cultural awareness as it is shown in the figure below.

Table1: Byram’s Model of Intercultural Communication Competence (1997)

	SKILLS Interpret and relate (savoir comprendre)	
KNOWLEDGE of self and other; of interaction: individual and	EDUCATION political education critical cultural awareness	ATTITUDES relativising self valuing other
	SKILLS Discover and/or interact	

Byram assumes that cultural awareness is the essential element. He asserts that it is important to see one's world from the outside and to promote critical as well as self-reliant thinking. Hence, the more the attitudes are positives the better the knowledge and skills are attained. According to Byram, attitudes of curiosity, openness and readiness to suspend disbelief about other cultures and belief about one’s own are crucial for reaching effectiveness in any intercultural interaction.

The second important factor is knowledge and it is of two types; “knowledge about social groups and their cultures in one's own country, and similar knowledge of the

interlocutor's country" as well as knowledge of the processes of interaction at individual and societal levels" (Byram, 1997 p.35). In the EFL classroom, for example, learners will be more familiar with cultural aspects, historical events, symbols morals and beliefs of their culture as well as ones of target culture. As a result, knowledge takes into account both the linguistic system and cultural knowledge during an intercultural communication.

The third factor is skills which are divided into two types. First, skills of interpreting and relating refer to the capacity to perceive a document or an event from another culture, describe it, and apply it to one's own documents or events. Second, skills of discovering and interacting refer to the desire to learn new things about a society and its traditions, as well as the ability to apply knowledge, beliefs and skills within the limits of that culture.

The last factor is the critical cultural awareness which addresses the opportunity to analyze viewpoints, traditions and items in one's own community and other communities objectively and on the basis of established standards. In the EFL classrooms, the role of the teacher is to enhance these savoirs and to assist learners to identify to his learners how intercultural interactions take place and the different ways social identities affect these interactions.

Conclusion

The present chapter has dealt with the concept of culture as a fundamental element in the foreign language teaching and learning. Yet, the teacher should find out a suitable approach and give much importance to it. In addition to that, culture is involved in all features of human life. Moreover, the understanding of the relationship between language and culture leads to an effective language use. Additionally, teachers as well as textbooks' designers should give much importance to developing the intercultural competence of EFL learners at middle school. Agreeing about the importance of culture within foreign language learning,

the researcher has elaborated an analysis of the cultural content of the textbook “*My Book of English*” and has set a questionnaire to the concerned teachers in the next chapter.

Chapter Two

Chapter two: Methodology and Research Design

Introductions

2.1 Research Design

2.2 Research Instruments

2.2.1 The Questionnaire

2.2.2 Description of the Questionnaire

2.2.3 Analysis of the Questionnaire

2.3 Cultural Evaluation Checklist of EFL Textbook

2.3.1 The cultural content of "My book of English: Year Three"

2.4 Analysis of the Results

Conclusion

Introduction

This chapter is concerned with the research design. It outlines the research method followed in the present study to investigate culture teaching to third- year middle school learners, the question: to what extent does "My Book of English Middle School Year Three" provide cultural knowledge, more importantly, what role does it play in improving intercultural competence? Additionally, the present chapter describes the research instruments that were used to conduct this study, namely a teachers' questionnaire and an evaluation of the cultural content of the textbook "My Book of English". It also discusses the data analysis methods that were used to analyze the collected data.

In order to test the hypotheses and reach the objectives of the study, the researcher generally goes through the step of research design. The latter includes a general guideline of data gathered and procedures through which the data is to be analyzed. As a result, the information obtained provides an answer to the research questions.

The research is divided into two main paradigms: qualitative research and quantitative one. The first one is an exploratory research which provides insights into the problem. The second one is used to quantify the problem by generating numerical data.

This research work has been conducted through the use of a questionnaire which was given to middle school teachers of third year middle school and a checklist for the evaluation of the cultural content of "My Book of English third year."

2.1 The Questionnaire

In order to extract as precise and valid data as possible, the questionnaire was accurately designed as the main and only leading instrument in this survey. The questions should be short, simple, and clearly worded. It should also begin with an introduction that

elicits the topic, the purpose of the questionnaire and the consent of the informants and contain clear instructions. The analysis is executed qualitatively as the questionnaire occurred in forms of open-ended and multiple choices questions, whereas the type of questionnaires that requested the participants to pick one opinion solely are carried out by counting the frequency. In most cases, the yes/no questions are also accompanied with a necessity to explain in purpose of eliciting teachers and students' comments and justifications, the answers which are analyzed and counted in a statistical study.

2.1.1 Description of the Questionnaire

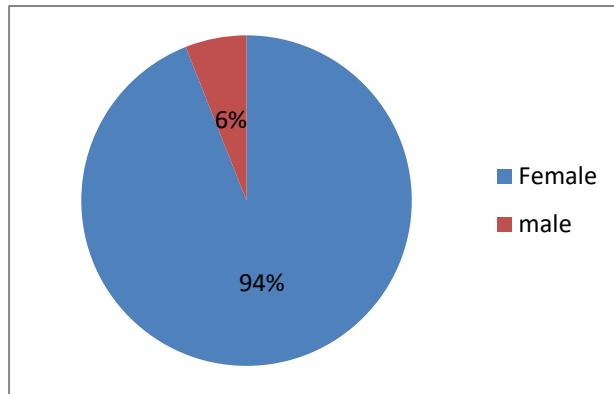
The questionnaire consists of 13 questions which are about the teachers' opinions about the importance of incorporating culture in EFL classroom and how they viewed culture, how they can develop their learners' intercultural competence and issues related to culture teaching in EFL classrooms.

The questionnaire was directed to 20 third year middle school teachers. They were chosen randomly from different middle schools in Ouargla.

2.1.2 Analysis of the Questionnaire

Question1: Are you male or female?

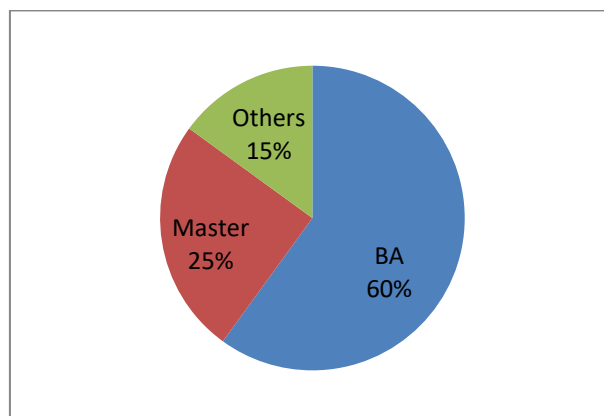
Figure2: Teachers Gender



The above figure shows that the majority 94% of the sample are female, while male teachers represent only 6%.

Question2: What is your qualification?

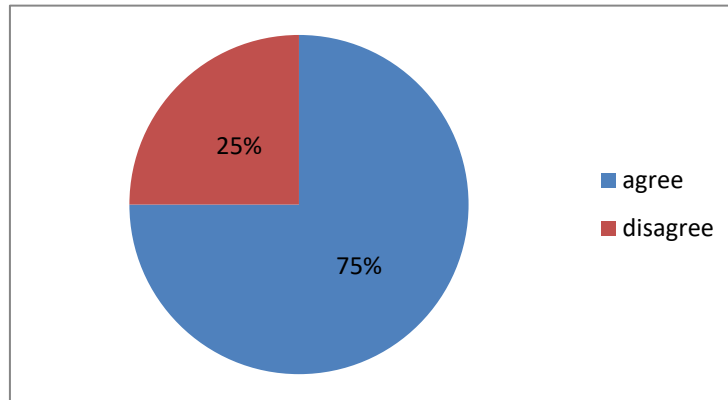
Figure 3: Teachers' Qualification



The figure shows that 60% of the teachers have a BA, 25% have a master degree and 15% have other certificates.

Question3: Is teaching culture necessary in EFL classroom?

Figure 4: The Necessity of Teaching Culture

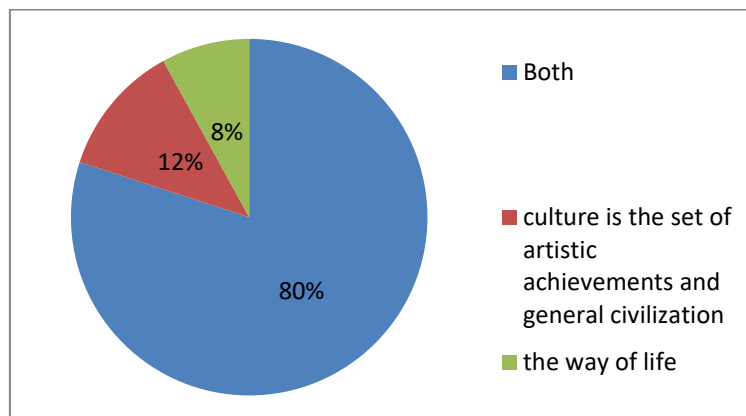


The figure reveals the teachers' opinions on the importance of teaching culture in EFL classroom, 75% of teachers said yes, however 25% of them disagree with the idea.

This demonstrates that middle school EFL teachers are conscious of the target culture and its significance.

Question4: how would you define culture?

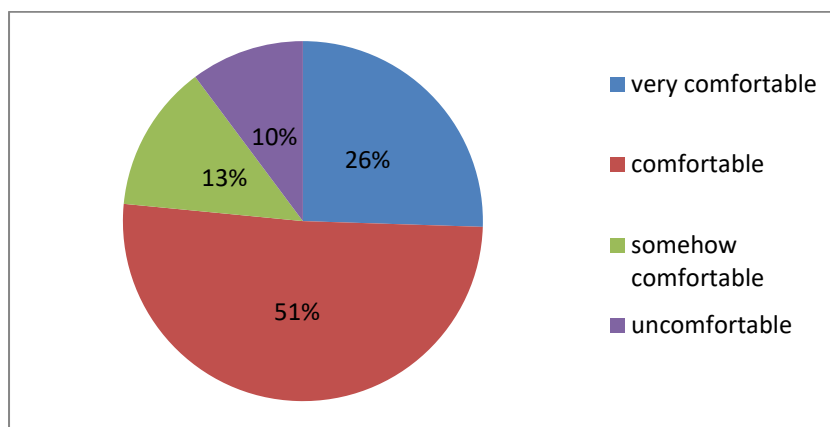
Figure5: The Teachers' Definition of Culture



Concerning the definition of culture according to the teachers, 12% of the total number of teachers defined culture as set of artistic achievements and general civilization of a certain group. Moreover, 8% said that culture is the way of life common between a group of people. The rest of teachers representing 80% claimed that has the twoculture is both definitions.

Question5: how comfortable are you when discussing cultural issues in your class?

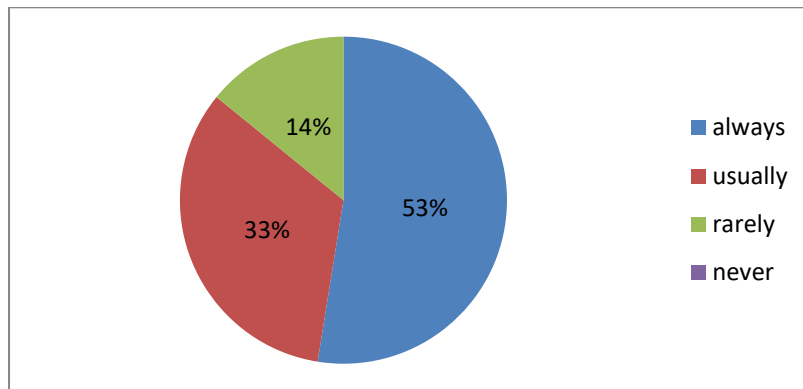
Figure 5: The teachers' Thoughts on Discussing about Culture



As the chart shows, 50% of the total number of teachers feels comfortable talking about the target culture, 25% of them claims that they are very comfortable mentioning cultural issues; while 13% pointed out that they are somehow comfortable discussing cultural aspects. The remaining teachers 10% are uncomfortable talking about the target culture.

Question6: How often do you incorporate the Target Language' Culture elements?

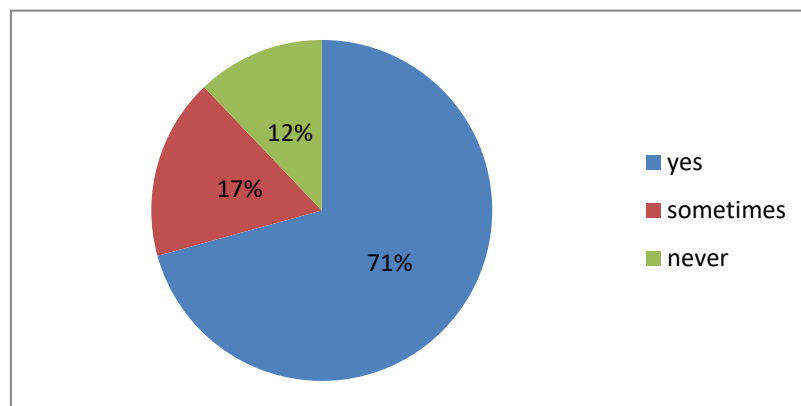
Figure6: Integrating the Target Culture in the Classroom



The data obtained reveals that 53% of teachers always incorporate culture in their classes; similarly 33% of them answered the question with usually ; however, the rest of the teachers replied with rarely. As the chart shows, most teachers integrate the target culture frequently.

Question7: Do you face difficulties when explaining cultural issues?

Figure 7: The Frequency of facing Difficulties when explaining Cultural Issues

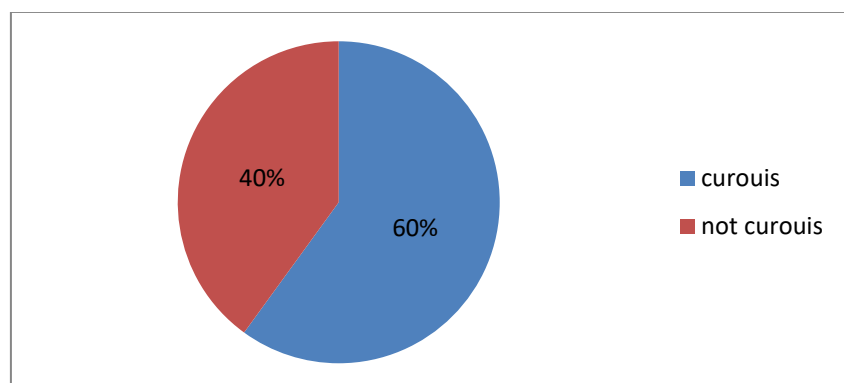


The figure above shows that 70% of teachers replied by yes, 17% of them claimed that sometimes they face difficulties when explaining cultural issues, while 12% of them said that they have never faced problems when presenting cultural issues.

Question8: are your students curious and interested in learning the target culture?

Figure8 : Students' Awareness about the Necessity of Culture Implementation in EFL

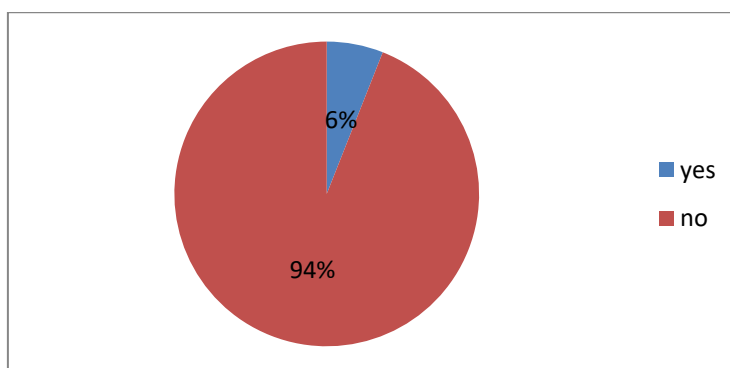
Classes



The figure above shows that 60% of students are interested in learning the target culture, while 40% of students are not curious about it.

Question9: Do you think that Algerian middle school teachers are well informed about culture teaching approaches?

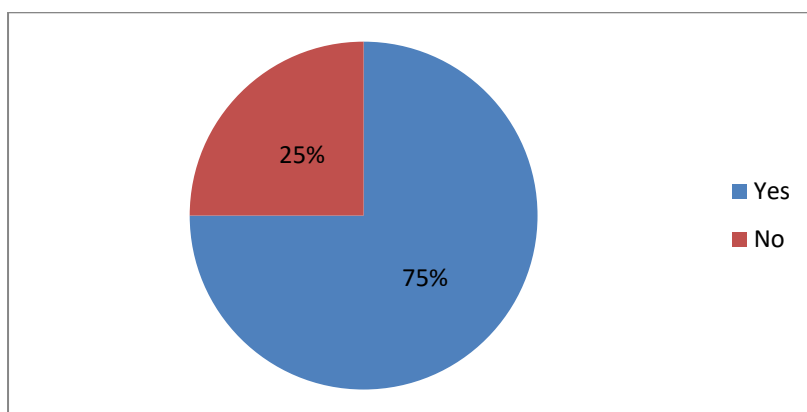
Figure9: Teachers' Knowledge about Culture Teaching Approaches



The data obtained reveals that the majority (94%) of Algerian middle school teachers are not well informed about the target culture. In the other hand, just 6% of them claimed that middle school teachers are well informed about the target culture.

Question10: Do you think that culture occupies an important place in the teaching of English at the middle school education level?

Figure 10: The Place of Culture in ELT at the Middle School



The figure above pointed out that 75% of teachers believed that culture does not occupy an important place in the teaching of English at the middle school. While only 25% of them claimed that culture has a great importance in EFL classes.

Question11: does the textbook "My Book of English Year Three" offer enough reading materials introducing the target culture?

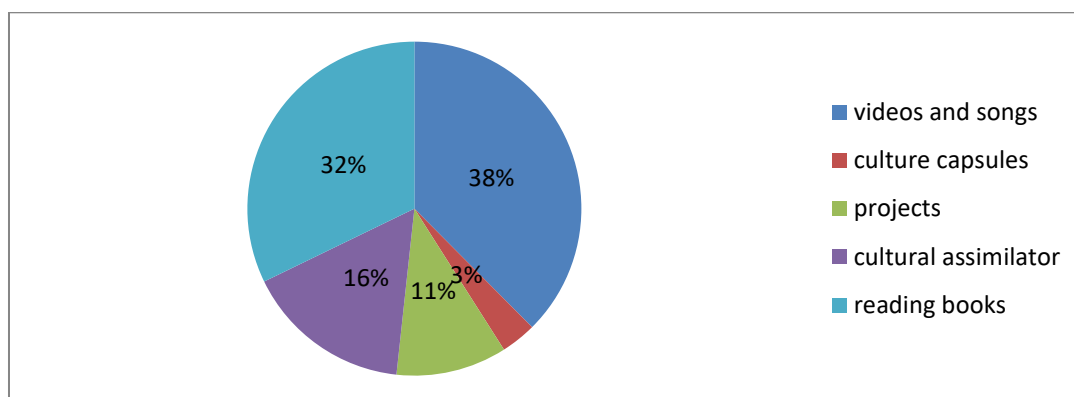
Table2: Textbook and the Target Culture

Answers	Yes, a lot	Yes, enough	No, not enough
Number of teachers	2	4	14
Percentage	10	20	70

The answers provided by the teachers showed that the majority of the teachers 70% stated that "My Book of English: Year Three" does not offer enough reading materials about the target culture. However, 20% of them affirmed that it provides enough knowledge about the target culture. While, 10% claimed that textbook contains a lot of reading materials which introduce the target culture.

Question12: Which strategies and techniques do you practice the most in your classroom in teaching culture?

Figure 12: The Techniques of Culture Teaching



As presented in the above figure, 38% of teachers chose videos and songs as the most important technique to teach culture, 32% chose reading books and culture assimilators takes the third place 16%. While, only 11% used projects and 3% used culture capsules.

Question13: What could you suggest as an additional asset to cultural components of the textbook?

Teachers agree that the textbook should contain more components about the target culture such as food, art, life style, customs, proverbs and other items. In addition, they stated that the textbook needs to be update and it should include comparison between the local culture and the target one.

2.2 Cultural Evaluation Checklist of EFL Textbooks

Checklist is an instrument which enables the researcher to highlight issues related to his topic. It involves more than one category according to which checklist items are classified. According to the British Columbia Institute of Technology (2010), checklist is “a tool for identifying the presence or absence of conceptual knowledge, skills, or behaviours.

Different checklists have been developed by many experts in order to analyze the cultural content and the intercultural dimension of EFL textbooks. A set of criteria was provided by Huhn 1978 (as cited in Sàndorova, 2014) which he believes any textbook should contain:

1. Cultural information should be accurate and contemporary.
2. The question of stereotypes must be handled critically.
3. It must provide a realistic picture of the foreign society.
4. It must be free from ideologies.
5. Facts should not be presented in isolation.
6. The historical material should be presented explicitly.

Byram, et al. (1994) , on the other hand, provides the following checklist for evaluating the cultural content of textbooks:

1. Social identity and social groups
2. Social interactions
3. Belief and behaviour
4. Social and political institutions
5. Socialization and the life cycle
6. National history
7. National geography
8. Stereotypes and national identity. (Cited in Liu, 2016P. 843).

2.3 The Cultural content of "My book of English: Year Three"

"My book of English: year Three" is the textbook used for teaching English to third year middle school pupils in Algeria. It is composed of four sequences.

Checklist of Evaluating the Cultural Content of "My book of English: year three":

To analyze the cultural components of the target culture affordable in the third year middle school textbook a, the below checklist has been conducted relying on Byram's criteria of textbook evaluation:

- Does the textbook make any reference to social, regional or ethnic groups in the target culture?
- Does it include the different levels of formality of interaction?
- Does the textbook afford knowledge about people's social life, beliefs, morals and daily routines?
- Does it include aspects of social and political institutions?
- Does the textbook refer to socialization and life cycle (schools, families..)?
- Does the textbook provide information about historical events and symbols?
- Does it provide learners with knowledge about the geography where the target language is used?

2.4 Analysis of the Results

The findings of the textbook analysis revealed that culture exists in “My Book of English” to some extent. For instance, the studied book counted for elements that are related to the food, customs and nationalities.

- I. Such type of knowledge provides learners with information about places where the target language is spoken; In addition to that, it provides information about the life style in the past in UK (food, clothes, games). In detail, the textbook provides learners with some information about the political outstanding figures (Queen Elizabeth).

Although the diversity of the cultural content of the textbook, the content analysis showed that the textbook does not devote any task to raising learner's awareness about any

eventual differences that might exist between the learner's culture and the target culture, also it does not provide learners with any knowledge about the social life, beliefs, daily activities and morals of the target culture though they are among the main elements that should be present in EFL class.

The results obtained are given in the table below:

Table3: The Checklist Results

The checklist Questions	No	Yes	Pages
Does the textbook make any reference to social, regional or ethic groups in the target culture?	✓		
Does it include the different levels of formality of interaction?	✓		
Does the textbook afford knowledge about people’s social life, beliefs, morals and daily routines?	✓		
Does it include aspects of social and political institutions?	✓		
Does the textbook refer to socialization and life cycle (schools, families..)?	✓		
Does the textbook provide information about historical events and symbols?	✓		
Does it provide learners with knowledge about the geography where the target language is used?		✓	

Conclusion

The second chapter tried to provide a general view of the research design and the data collection tools. In addition, to the analysis of the data which has been gathered by means of a

questionnaire and a checklist for evaluating the cultural of the third year middle school textbook "My Book of English: year three".

The coming chapter will be devoted for the interpretation of the results to approve or disapprove the hypotheses and as a last step it will provide some helpful suggestions and recommendations.

Chapter Three

Chapter three: Data Interpretation and Recommendations

Introduction

3.1 Data Interpretation of the Teachers' Questionnaire

3.2 Data Interpretation of the Checklist Results

3.3 Recommendations

3.3.1 Developing Learners' Intercultural Competence

3.3.2 The use of Authentic Materials

3.3.3 Developing EFL Textbook

3.3.4 The Role of EFL Teachers in Teaching Culture

Conclusion

Introduction

The third chapter of this dissertation aims interpreting and discussing the main findings obtained from the textbook analysis and the teachers' questionnaire in relation to raised problematic and hypotheses. It also states some recommendations and suggestions concerning the teaching of culture in EFL classrooms at the middle- level education and the improvement of the cultural content of "My Book of English: Year Three" and their role in developing learners' intercultural competence. The teachers' questionnaire and the evaluation checklist of the cultural content of the textbook provided a great amount of data about culture teaching in EFL classroom at the middle level and the extent to which the cultural content of "My Book of English : year three" develops the learners' intercultural competence.

3.1 Data Interpretation of the teachers' questionnaire

Teachers' answers of questions 3 and 6 showed that the majority of the teacher considered that the target culture is an important element in English language teaching as it promotes cultural awareness and develops learners' intercultural competence. They also believed that language cannot separate from its culture and that the integration of some cultural aspects within the process of language teaching contributes to successful cross-cultural communication. This shows that EFL teachers at middle school level are aware about the target culture and its importance.

In the other hand, the teachers' responses to questions 9 and 11 showed that they did not tackle cultural issues; this can be explained by the lack knowledge about the target culture and the different culture teaching approaches. To conclude all what has been said one can notice that culture teaching in EFL classes at the level of middle school is unfortunately neglected. Therefore, the first hypothesis guiding this research work is approved.

The 11th question implies that the third year middle school textbook " My Book of English: Year Three" does not provide learners with enough knowledge about the target culture as it does not afford abundant reading materials that present the elementary features of the target culture.

3.2 Data Interpretation of the Checklist Results

The results of the textbook analysis show that culture does exist to some extent in "My Book of English: Year Three". For example, items related to food, clothes, games and daily routines are taken into account in the examined book. This kind of information might be fruitful for learners as they enable them to know more about the lifestyle of people who speak the target language.

However, there is a great lack of the integration of some cultural elements such as historical events, beliefs and other aspects which means that less importance is given to culture teaching along with the process of English language teaching/learning. In most cases, learners are expected to read a text or to listen to a script and to do the activities which focus mainly on grammar or vocabulary. Yet, learners are not given the opportunity to explore and analyze the target culture nor to contrast and compare it with their own one. The cultural load of the examined textbook does not give learners the chance to reflect on their own beliefs, values and attitudes nor on the ones of the target culture. Therefore, learners do not have the possibility to go deeper beyond their interpretations. Besides, the intercultural perspective to culture teaching is disregarded by the textbook designers as the cultural content is presented in a very traditional and static way as it does not foster cross-cultural communication in realistic setting. This will not enhance open-mindedness, cultural awareness and acceptance towards the target culture. Furthermore, the results of the textbook evaluation reveal that it lacks some cultural features such as idioms and proverbs.

To sum up, relying on the results of the textbook analysis and the teachers' answers of the questionnaire, we confirmed the second hypothesis which claims that "My Book of English: Year Three" does not afford enough materials that enhance learners' intercultural competence.

3.3 Recommendations

Teaching language within intercultural framework enhances learners' linguistic competence as well as their intercultural competence which has been defined as "the ability to ensure a shared understanding by people of different social identities, and their ability to interact with people complex human beings with multiple identities and their own individuality" (Byram et al. 1997p.5).

3.3.1 Developing learners' intercultural Competence

Byram et al. (1997) believe that teaching a foreign language within an intercultural framework helps learners to gain linguistic competence as well as intercultural competence which has been defined as "the ability to ensure a shared understanding by people of different social identities, and their ability to interact with people complex human beings with multiple identities and their own individuality" (Byram et al ,1997,p.5). Therefore, promoting intercultural competence in foreign language classes will prepare learners for a better interaction with other people from other culture in the same time will ensure understanding and acceptance about the target culture. Also it will help learners to figure out the similarities and the differences between their own culture and the target culture.

3.3.2 The use of Authentic Materials

Authentic materials are considered the best way for developing learners' intercultural competence as they bring reality into the classroom and create a connection with the real-life of the target culture. In addition, they play a chief role in increasing learners' motivation to

learn about and discover the target culture. Authentic materials may include printed, audio, and visual materials.

According to Richards (2001p264), authentic materials are useful because of the following factors:

- They have a positive effect on learners' motivation.
- They provide authentic cultural information about the target culture.
- They provide exposure to the real language.
- They relate more closely to the learners' needs.
- They support a more creative approach to teaching.

3.3.3 Developing EFL Textbooks

For a successful culture teaching in EFL classes, the textbook should provide learners with a wide variety of cultural elements of the target culture. Therefore, textbook designers should develop an increased awareness of the integrity of language and culture and the necessity of promoting learners' intercultural competence and fostering intercultural skills.

Textbooks should reflect the target culture and be a source for cultural background such as history, life-style, food, proverbs, literature, music, celebrations, ect. Textbooks should also reflect the learners' culture to encourage contrast and comparison between the two cultures. Consequently, the textbook should provide learners with necessarily knowledge about the target culture, and it should enhance their intercultural competence.

3.3.4 The role of EFL Teachers in Teaching Culture

Teachers are solicited to improve intercultural activities in their lesson plans or create problem-solving- situation based on intercultural issues. The teachers may devote an amount of time in their sessions to explain some cultural facts that are different from the learners'

practices and beliefs. They should expose their learners to the target culture and make them more familiar with it. Moreover, they should be the mediators between the local culture and the target one.

Conclusion

This chapter attempted to give a general view of the research design and the data collection instruments, in addition to the analysis of the data which has been collected by means of a questionnaire and a checklist for evaluating the cultural content of the fourth year middle school textbook “My Book of English: Year Three”. It also devoted for the interpretation of the results to approve or disapprove the hypotheses and as a last step it provided some helpful recommendations.

General Conclusion

General Conclusion

Foreign language teaching is a complicated process that involves not only the linguistic features of the target culture, but also its culture. As a result, it would be insufficient if the learners had no prior knowledge of the languages' target culture. Thus, both Algerian EFL textbooks as well as EFL teachers should give value to culture teaching as a part of language teaching. The purpose of this research was to examine and to analyze the cultural content of third year middle school textbook "My Book of English: Year Three". Therefore, integrating culture in teaching English is the role of teachers and at the same time of pedagogical materials such as textbooks.

This dissertation was divided into three chapters. The first chapter was concerned with the theoretical background. It provided an overview about the relationship between culture and language, and it tried to highlight the role and the importance of culture in language teaching in general and in the EFL textbooks in particular. It also attempted to shed light on intercultural competence and its components. The second chapter was meant with the description of the research methodology carried out in the study as well as the analysis of the obtained data. The third chapter was devoted to the discussion and interpretation of the main results in addition to some recommendations.

In sum, the present research work endeavoured to answer two main research questions: the first one investigated whether EFL teachers at middle school integrate features of the target culture within their English language teaching process. The research hypothesized that the target culture is neglected in EFL classrooms at the middle schools. The second question examined if the cultural content of the third- year middle school textbook "My Book of English: Year Three" is suitable for developing EFL learners' intercultural competence. The hypothesis related to this question stated that though the textbook contains some cultural

knowledge about the target culture however, it is not enough to promote and enhance intercultural competence in EFL learners. The obtained results revealed that the hypotheses are therefore confirmed.

Indeed, this study has got some limitation and shortcomings. First, some teachers did not show high desire to answer the questionnaire. Also, there were some contradictions founds in some teachers' answers. Although , these limitations, the current study could pave the way for further researches about the importance of teaching culture by remodelling the cultural content of EFL textbooks as well as developing learners' intercultural competence in general.

List of References

- Barret, M. Et al. (2014). *Developing intercultural competence through education*. Council of Europe: Pestalozzi (3).
- Brown, D.H (2007). *Principles of language learning and teaching*. (5th ed). New York: Pearson Education, Inc.
- Byram, M. (1989). *Culture studies in foreign language education*. Clevedon, England: Multilingual matters.
- Byram, M. Et al. (1997). *Developing intercultural dimension in language teaching: A practical introduction for teachers*. Clevedon: Multilingual Matters.
- Byram, M. & Fleming, M. (1998). *Language learning in intercultural perspective: Approaches through grammar and ethnography*. Cambridge: Cambridge University Press.
- Canale, M (1983). From Communicative Competence to Communicative language Pedagogy. In J.C Richards & R.W. Schmidt (Eds). *Language and Communication*. New York: longman.
- Corbett, J (2003). An intercultural approach to English language teaching. Clevedon: Multilingual Matters.
- Cortazzi, M & Jin, L. (1999). *Cultural mirrors: materials and methods in the EFL classroom*. In Hinkel, E, (ed.), *Culture in second language teaching and learning* (197-219). Cambridge: Cambridge University Press.
- Cullen, B. (1994). *Practical techniques for teaching culture in the EFL classroom*. Clevedon: Multilingual Matters.

- Cunningsworth, A. (1995). *Choosing your course book*. Oxford: Cambridge University Press.
- Diaz-Rico, L.T & Weed, K.Z. (2010). The cross-cultural, *Language and Academic Development Handbook*. (4th ed). Boston, MA: Pearson.
- Hudson, P. (1980). *Sociolinguistics*. Cambridge: Cambridge University Press.
- Hymes, D. (1972). On communicative competence. In J. B. Pride & J. Holmes (Eds). *Sociolinguistics: Selected Readings*. London: Harmondsworth Penguin.
- Kramsh, C. (1993). *Context and culture in language teaching*. Oxford: Oxford University Press.
- Kramsh, C. (1998). *Language and culture*. Oxford: Oxford University Press.
- Littlewood, W. (1981). *Communicative language teaching*. Cambridge: Cambridge University Press.
- Littlewood, W. (2001). *Language the role of textbook in language program*. New York: Cambridge University Press.
- Littlewood, W. (2006). *Communicative language teaching today*. New York: Cambridge University Press.
- Mcmillan, J.H & Schumacher, S. (1993). *Research in education: A conceptual introduction*. (2nd ed). London: Scott, Foresman and company.
- Mitchell, R. & Myles, F. (2004). *Second language learning theories*. (2nd ed). Hodder Arnold Publication.
- Peck, D. (1998). *Teaching Culture: Beyond language*. Yale: New Haven Teachers Institute.
- Richards, J.C. (2001). *Curriculum development in language teaching*. Cambridge: Cambridge University Press.

- Richards, J.C. (2001). *The role of textbooks in language program*. New York: Cambridge University Press.
- Risager, K. (1998). *Language teaching and the process of European integration*. Cambridge: Cambridge University Press.
- Sapir, E. (1921). *Language: An introduction to the study of speech*. New York: Harcourt, Brace and Company.
- Savignon, S. J. (1983). *Communicative competence: Theory and Classroom Practice*. Reading, MA: Addison- Wesley.
- Stern, H.H. (1992). *Issues and options in language teaching*. Oxford: Oxford University Press.
- Tylor, E.B. (1871). *Primitive Culture: Researches into the Development of Mythology, Philosophy, Religion, Language, Art and Custom*. London: John Murray.
- Benek, J(2000). *Intercultural competence*. In U. Bliesener(ed), *Training the Trainers*. International Business Communication. 5, 108-109.
- Canale, M& Swain, M(1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied linguistics*, 1(1), 1-47.
- Celce-Murcia, et al. (1995). Communicative competence: A pedagogically motivated model with content specification. *Issues in applied linguistics*, 6(2), 5-35.
- Deadroff, D.K. (2006). Identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of studies in international education*.10, 241-266.
- Dornyei, Z & Thurrel, S (1991). *Strategic competence and how to teach it*. ELT journal. 45, 16-23.

- Ohno, A. (2002). *Communicative Competence and Communicative Language Teaching*. Bunkyo Center Library, 25-32.
- Sàndrova, Z. (2014). Content analysis as a research method in investigating the cultural components in foreign language textbooks. *Journal of language and education*,2(1), 95-128.
- Sàndrova, Z. (2006). The intercultural component in an EFL course-book package. *Journal of language and education*, 4(3), 178-203.
- Yano, Y. (2003). *Communicative competence and English as an international language*. *Intercultural communication studies*.7(3), 75-83.

List of Appendices

Appendix A

Dear teachers,

This questionnaire is part of a research work. Its purpose is to analyze the cultural content "My Book of English: year three" textbook. I am mostly interested in your experience in teaching at the middle school. You are kindly invited to answer it, the information you provide will be a valuable contribution to my research.

1. Are you male or female?

Male

Female

2. What is your qualification?

BA

Master

Others

3. Is teaching culture necessary in EFL classroom?

Yes

No

4. How would you define culture?

Culture is the set of artistic achievements and general civilization of a certain group.

Culture is the way of life common between groups of people.

Culture is both definitions.

5. How comfortable are you when discussing cultural issues in your class?

Very comfortable comfortable somehow comfortable uncomfortable

6. How often do you incorporate the target language's culture elements?

Always usually rarely never

7. Do you face difficulties when explaining cultural issues?

Yes Sometimes Rarely never

8. Are your students curious and interested in learning the target culture?

Yes No

Do you think that Algerian middle school teachers are well informed about the culture

teaching approaches?

Yes No

9. Do you think that culture occupies an important place in the teaching of English at the middle education level?

Yes No

10. Does the textbook "My Book of English: year three" offer enough reading materials introducing the target culture?

Yes, a lot Yes, enough Not enough

11. Which strategies and techniques you practice the most in your classroom in teaching culture?

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

12. What could you suggest as an additional asset to cultural components of the textbook?

Appendix B

The cultural evaluation checklist:

- Does the textbook make any reference to social, regional or ethnic groups in the target culture?
- Does it include the different levels of formality of interaction?
- Does the textbook afford knowledge about people's social life, beliefs, morals and daily routines?
- Does it include aspects of social and political institutions?
- Does the textbook refer to socialization and life cycle (schools, families..)?
- Does the textbook provide information about historical events and symbols?

Thank you for your collaboration

Résumé

Le présent travail de recherche vise à étudier le développement de la compétence interculturelle dans la classe EFL algérienne au niveau de l'enseignement moyen. Ainsi, cette question est examinée à travers une analyse du contenu culturel du manuel de troisième année du collège « My Book of English : year three » ainsi que de l'intégration de la culture cible dans le processus d'enseignement de l'anglais comme langue étrangère. La prémisse est que la culture cible n'est pas encore bien couverte dans le manuel à l'étude. Par la suite, cela n'aide pas à développer la compétence interculturelle des apprenants EFL. De plus, les enseignants d'EFL des écoles intermédiaires négligent les mécanismes d'enseignement de la culture de la langue cible. Pour valider ces hypothèses, 20 enseignants de troisième année de collège ont été choisis au hasard pour fournir des réponses à un ensemble de questions dans un questionnaire comme outil de recherche d'une part. D'autre part, une liste de contrôle pour l'analyse du contenu culturel de "My Book of English: year three" a été définie comme deuxième outil. Les résultats recueillis ont non seulement révélé que le manuel n'offre pas suffisamment de matériel pour contribuer à l'amélioration de la compétence interculturelle des apprenants EFL, mais les enseignants n'accordent pas non plus beaucoup d'importance à l'intégration de la culture cible dans le processus d'enseignement de la langue anglaise. . Dans le même ordre d'idées, le chercheur fournit quelques recommandations aux enseignants d'anglais quant à l'introduction de matériaux authentiques dans le manuel afin de développer la compétence interculturelle dans les salles de classe EFL des écoles de niveau intermédiaire.

Mots clés: Compétence interculturelle, manuel

ملخص

يهدف العمل البحثي الحالي إلى التحقيق في تطوير الكفاءة بين الثقافات في الفصول الدراسية الجزائرية لتعليم اللغة الإنجليزية كلغة أجنبية في التعليم المتوسط. وفقاً لذلك ، يتم فحص هذه القضية من خلال تحليل المحتوى الثقافي للكتاب المدرسي للصف الثالث المتوسط "كتابي في اللغة الإنجليزية: السنة الثالثة" بالإضافة إلى دمج الثقافة المستهدفة في عملية تدريس اللغة الإنجليزية كلغة أجنبية. الفرضية هي أن الثقافة المستهدفة لم يتم تناولها بشكل جيد في الكتاب المدرسي قيد التحقيق حتى الآن. وبالتالي ، فإنه لا يساعد في تطوير الكفاءة بين الثقافات لمتعلمي اللغة الإنجليزية كلغة أجنبية. بالإضافة إلى ذلك ، يتجاهل أساتذة اللغة الإنجليزية كلغة أجنبية في المدارس المتوسطة آليات تدريس ثقافة اللغة المستهدفة. للتحقق من صحة هذه الفرضيات ، تم اختبار 20 استاذاً في السنة الثالثة متوسط بشكل عشوائي لتقديم إجابات لمجموعة من الأسئلة في الاستبيان كأداة للبحث من ناحية. من ناحية أخرى ، تم تعيين قائمة مرجعية لتحليل المحتوى الثقافي لـ "كتابي باللغة الإنجليزية: السنة الثالثة" كأداة ثانية. النتائج التي تم جمعها لم تكشف فقط أن الكتاب المدرسي لا يقدم مواد كافية للمساهمة في تحسين الكفاءة بين الثقافات لمتعلمي اللغة الإنجليزية كلغة أجنبية ، ولكن المعلمين لا يولون أهمية كبيرة لدمج الثقافة المستهدفة في عملية تدريس اللغة الإنجليزية أيضاً. فيما يتعلق بذلك ، يقدم الباحث بعض التوصيات لمعلمي اللغة

الإنجليزية فيما يتعلق بإدخال مواد أصلية في الكتاب المدرسي من أجل تطوير الكفاءة بين الثقافات في الفصول الدراسية
للغة الإنجليزية كلغة أجنبية في مدارس المستوى المتوسط.

الكلمات الدالة: الكفاءة بين الثقافات ، كتاب مدرسي ، أساتذة اللغة الانجليزية

