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**Investigating Cultural Content Representation  
in the Algerian EFL Textbooks  
Case of third-year primary school textbook**

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## ***Dedication 1***

*I dedicate this humble work to my beloved father who has always encouraged me and worked hard for my success, my dear mother who has given me her care and love; to my lovely sister Sara for her whole-hearted support and my two supportive brothers Zakaria and Farouk. Also to all the members of my family especially my beloved cousins*

*With a big heart, I dedicate this work to all my friends and classmates. A special dedication to my partner in this research Beldjoudi Nour El Houda. To all who were there for me, thank you for your help and encouragement*

*To all those who have been supportive, caring and patient, I dedicate this simple work.*

***Ben Mahammed Aya***

## ***Dedication 2***

*This dissertation is dedicated to my parents, whose encouragement made my efforts worthwhile to bring about this work which I hope it will make them proud of me, to my sister Siham, my little sister Feriel and my brother Amine.*

*To my dear partner Ben Mahammed Aya with whom I spent the best two years of my life in the university, we shared every moment, we laughed, we worried and supported each other; a special thanks to all my teachers who I really respect, my friends Nawal and Widad who were always there for me to provide help whenever I needed them*

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## **Abstract**

Textbooks play significant roles in English language teaching (ELT) and are considered as one of the key sources of cultural representations. Thus, it is recognized that language and culture are interrelated, intertwined and interdependent aspects of second language teaching. The present research is an attempt to investigate the way culture is represented in teaching English in the Algerian primary schools' textbook. Throughout the study, this issue is examined with reference to the relevant theoretical background, the third year primary school textbook "My Book of English", and the teachers' cultural knowledge. It also deals with determining whether there is a cultural balance between the local and the target cultures' representations. According to the research nature a descriptive analytical methods were employed. The content of the teaching material is analyzed and evaluated based on the theoretical framework advocated by Cortazzi and Jin (1999) besides Yuen' model of cultural content analysis (2011). The thoughtful analysis of the research findings indicate that the textbook is shallow and superficial with respect to its treatment of culture. Therefore, it shows that there is no balance between the local and target culture representation. Likewise, the results of the teachers' interview reveal that most of them find that the cultural component is not adequately covered within the textbook "My Book of English". The result of this study is significant to EFL textbook designers in the field of English language teaching and some recommendations have been directed to them in order to make the textbook meets teachers' and learners' expectations to accomplish intercultural competence.

**Keywords:** EFL textbook, cultural representation, cultural balance.

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## **List of abbreviations**

**EFL** = English as a Foreign Language.

**ELT** = English Language Teaching.

**ESL**= English as a Second Language.

**L1**= First Language (Mother Language).

**L2** = Second Language (Target Language).

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# **General Introduction**

## **1. Background of the Study**

The learning of English as a foreign language has always been a problematic process globally but recently it developed to have its own impact over Algeria. Due to the recent political and social changes, English is being taught in the Algerian primary schools. Therefore, a central issue in teaching English as a foreign language in primary schools is local and foreign culture representation in EFL textbooks. Hence, EFL textbooks play an important role in classroom as they contain activities and drills for practicing the language. Teachers often use and rely on textbook as a resource for learning and teaching. Textbooks also contribute to the success of teaching and learning in classroom.

According to Zinec- Anima (2002) “Textbooks have a major socialization role in the development of children. They convey messages to the young on how relations in society are to be organized and which value system they should adopt”. (Cited in Mutekwe & Modiba, 2012, p.336). Additionally, the importance of textbooks is also reflected in achieving student’s intercultural communicative competence, where culture plays a pivotal role in language teaching and learning; it helps learners to observe and acquire their own culture and the target culture.

Teaching language includes the teaching of culture as well. A number of researchers have suggested that language and culture cannot be separated (Colson 2008; Dobrovolskij & Piirainen, 2006; Williams, 2010). As Kramsch (1997) said that culture occurs wherever the language is being learnt. Through language, we can understand people's culture, customs and aspirations. (Shatnawi, 2005).

The need to integrate culture and its teaching in foreign language is not a new debate, and has been long highlighted by many researchers in the field of foreign language teaching like Kramsch, Byram, Seelye...etc. Developing learners’ ability to communicate with each

other across linguistic and cultural boundaries is the objective of teaching English in Algeria which cannot be reached unless the target culture is fully understood.

For decades, many scholars have expounded the unbreakable relation between culture and language and its influence on language learning. "Language and culture are not separate, but are acquired together, with each providing support for the development of the others' (Mitchell and Myles, 2004, p. 235).

Previous published studies had been made to help the current study in attaining its objective and designing its tools. The present research is based on both international studies; a research paper published by Hamza Alshenqeeti (2019) "Representation of Culture in EFL Textbooks and Learners' Preference", at Taibah University, Madinah, Saudi Arabia, the aim of this study was to analyze the cultural representation in three types of culture: source, target, and international of English as a foreign language (EFL) textbooks used in English classrooms at public universities in Saudi Arabia. The conclusion that has been drawn by the end of this study revealed the lack of cultural representation balance in one of the most widely used EFL textbooks, "Total English." Out of all types of cultures, the source culture was hardly represented while the contents mostly revolved around target and international cultures. A study (local one) was conducted by Merdassi Nadjiba and Baghzou Sabrina, "Cultural Representation in EFL Textbooks: An Analysis of "My Book of English Year Four" for Middle Schools in Algeria", aims to investigate how the cultural content is presented in the newly introduced EFL textbook. The results of this study concluded that my book of English 4 covered, to some extent, the three categories of culture with an obvious bias to the source culture. It does not include all the dimensions of culture presented by Moran, namely practices and circumstances. It rather focuses on products (places and art forms), perspectives (beliefs, values and attitudes) and persons. Another study conducted by Ait Aissa and Chami (2020) that carried out a microanalysis of the cultural topics in the

Algerian English foreign language textbook *New Prospects*, designed for third-year secondary school students. The researchers aimed to explore the distribution of the types and categories of culture in the target textbook. The study demonstrated the dominance of big “C” culture and non-target cultural materials over small “c” culture and target culture.

Researchers have taken a particular interest in the cultural aspects of the different learning materials, mainly language school textbooks and many researchers have noted the issue of local and foreign culture aspects representation in textbooks in general. However, all the previous studies examined cultural content representation in EFL textbooks only in elementary and middle school. Those previous studies had not addressed the English primary textbook yet. It would seem, therefore, that further investigations are needed in order to explore the representation of local culture besides foreign culture in English primary textbooks.

Thus, our primary objective in this research is to examine the situation of teaching culture in the Algerian primary schools. More specifically, to explore whether culture is well integrated in 3rd year primary school EFL textbook and to shed light on the representation of both cultures in the EFL textbook.

## **2.Statement of the problem**

Textbooks play a significant role in society “By directly or indirectly transmitting models of social behavior, norms and values.” (Brugeilles and Gromer, 2009, p.14). Thus, learning a language without learning the culture is impossible because it draws the culture (Salim, 2017). The textbook is regarded as the primary source to learn a language and achieve student’s intercultural communicative competence, where culture plays a crucial role in language teaching and learning; it helps learners to appreciate their own culture and the target culture. Whenever language exists culture exists too.

In this way, Brown (1994) explains the relation between language and culture that language is a section of the culture and culture is part of language, both interrelated, and no one can separate. Culture is an essential aspect in textbooks, Cortazzi and Jin (1999) preserving EFL textbooks as a foreign language is expected to provide cultural content.

Consequently, investigating the social reality that is taught to pupils of primary school through textbooks is undoubtedly valuable. Our study would, therefore, tackle the problem of culture representation balance. Besides, investigating whether culture is well integrated in 3<sup>rd</sup> year primary school EFL textbook.

### **3. Research Questions**

- To what extent are the local and target cultures inserted in the third year primary school textbook “My Book of English” and how they are represented?
- Is there a culture representation balance in 3<sup>rd</sup> year primary school EFL textbook?
- What are the challenges facing EFL teachers in teaching the textbook’ cultural contents?

### **4. Aims of the Study**

While there are multiple learning and teaching materials, textbooks tend to be the most used one in the Algerian education process.

The present study aims at exploring the English textbook used by the third year primary school teachers and pupils in order to find out whether 3<sup>rd</sup> year primary school English textbook include the representation of local and foreign cultures, to shed light on the representation of both local and foreign cultures in the EFL textbook and to find out whether there is a balance between the representations of both cultures.

## **5. Research Methodology**

For the current study, a descriptive analytical method will be used to conduct the study, descriptive as it aims at describing the situation of culture integration and the challenges EFL teachers face when teaching cultural contents to primary school learners and analytical as the study main concern is to analyze both local and target cultures, if any, in the primary school English textbook "My book of English".

The employed method describes the main research topic to provide a more comprehensive understanding of the research questions and aims, as provides a nuanced understanding of the phenomenon under investigation. Then the data collected is analyzed by the descriptive analytical approach, so that the appropriate explanation and results can be extracted. Data will be collected through using two tools. The first one will be an interview with teachers and the second one will be a content analysis by analyzing the EFL textbook (three units).

## **6. Structure of the Study**

This research is divided into two chapters, from theoretical into practical. It begins with the general introduction which includes: background of the Study, statement of the problem, aims of the study, research questions, research methodology, research population, and structure of the study.

Chapter one is a literature review on cultural representations in EFL materials which includes two sections. The first section will present a general description of culture besides its relation with foreign language learning. Concerning section two, it will explain the representation of cultural aspects in EFL textbooks and states models for textbooks evaluation.

Chapter two is research methodology and data analysis and interpretation, divided into two main sections. The first section is about research methodology which includes information about research design, data gathering tools, sample of the study, teachers' interview and the selected modal for textbook evaluation. For section two, it will deal with data analysis, which is the core of our research. The data obtained from the teachers' interview will be analyzed and interpreted and finally draw the conclusion of the research study.

**Chapter one:**

**Literature Review on**

**Cultural Representations in**

**EFL Materials**

## **Introduction**

This chapter is devoted to the review of the literature, being designed to provide an overview of the current research study and its variables; it focuses on incorporating all the relevant literature to come out with the most significant variables and ideas related to the topic under investigation. The chapter is divided into two sections that aims to: give a general conceptualization of culture in relation to language learning, also to highlight the issue of the representation of cultural aspects. Finally, it determines the importance of EFL textbooks, and examines the process of evaluating textbooks in light of their cultural content. During the research journey literature review insight researchers to fill gaps from previous studies, and Identify the relationship of work in context of its contribution to the topic and to other works.

The first section of this chapter deals with “Teaching culture in EFL classroom”. It gives a general description of culture besides its relation with foreign language learning. On the other side, the second section, deals with the representation of cultural aspects in EFL textbooks and stated models for textbooks evaluation.

## **Section one: The importance of teaching culture in EFL classes**

### **1.1.1 The Definition of Culture**

Due to its complex nature, the word “culture” cannot be easily defined. The term “culture” was first used by Taylor in his book “Primitive Culture” (1971) who defines it as “That complex whole which includes knowledge, belief, art, moral, Law, custom, and any other capacities and habits acquired by man as a member of a society “. It is apparent that according to Tylor the concept culture is related only to society and norms acquired by man within his social group (small c culture). From that time, studying the meaning of culture became an important concern in anthropology. (cited in Sander & Loon, 1997, p.4)

Culture affects everything people do in their society because of their ideas, values, attitudes, and normative or expected patterns of behavior. Hofstede (1980, pp. 21-23) defines culture as “the collective programming of the mind which distinguishes the members of one group from another”, which is passed from generation to generation, it is changing all the time because each generation adds something of its own before passing it on. It is usual that one’s culture is taken for granted and assumed to be correct because it is the only one, or at least the first, to be learned. Culture is extremely important because culture defines a community. It actually adds life to people, community, village, country, and to the world. So it is extremely important to nurture culture.

The term “culture” has not only one meaning since it can mean different things to different people and in different contexts. Hence, it is impossible to give a standard definition of it. Nioto (2009) declared that: “Culture is a lightly problematic and complex concept since it can mean very different things to a different people in EFL context” (p.135). Therefore, Raymond Williams (1976, p. 87) claimed that “culture is one of the two or three most

complicated words in the English language” (as cited in Kumaravadivelu, 2008, p. 9). Additionally, culture at its most basic level can be defined as shared symbols, norms, and values in a social organization (Walsham, 2002). In addition, Hall and Hall (1990) define culture as a system for creating storing, and process information. Culture is the unique characteristic of a social group; the values and norms shared by its members set it apart from other social groups and is influenced by conscious beliefs.

Another definition was offered by Richards and Schmidt (2010, p.138): “culture is the set of practices, codes and values that mark a particular nation or group: the sum of a nation or group’s most highly thought of works of literature, art, music, etc.” Furthermore, Yule (2006) defines it as a social knowledge that members of the same social group acquire unconsciously. It is building assumptions about things and people in the real world. People belonging to the same social group share the same ideas and assumptions.

Finally, Byram (1989) argues that there are two concepts of culture. First, “culture” is seen as distinguishable, homogeneous, and objectively describable or essentialist system. Second, it is understood as dynamically developing events which are consequently only seized as momentary perceptions.

According to the theoretical definitions above, it could be summarized as a set of values and beliefs, or a cluster of learned behaviors that we share with others in a particular society, giving us a sense of belongingness and identity.

### **1.1.2 The Elements of Culture**

Culture is the totality of learned and socially transmitted behaviors. It is shared and practicing in all societies of the world. Basic elements of culture include: Language, Norms, Values, Beliefs and Customs, which make it a whole configuration.

#### **1.1.2.1 Language**

It is the most important element of culture. Language is the entrance to culture, it includes a set of socially sound pattern, words, and sentences having specific meaning and terminology common to the same culture. It is a source of communication and to transmit message from one person to another.

Furthermore, Henry Sweet, an English phonetician and language scholar, stated: “Language is the expression of ideas by means of speech-sounds combined into words. Words are combined into sentences, this combination answering to that of ideas into thoughts.” Wardhaugh (2002, p. 2) defines language to be:” a knowledge of rules and principles and of the ways of saying and doing things with sounds, words, and sentences rather than just knowledge of specific sounds, words, and sentences. Hence, people not only use language as a mean of communication, but they also express their values, beliefs and world views through it and it is crucial to communication and thus to any society’s culture. Language differs from one culture to another, thus each culture has its language as well as it is passed from one generation to another.

#### **1.1.2.2 Norms and Values**

**Norms** as elements of culture are the rules and the guidelines which specify the behavior of an individual. Norms keep a person within the boundary of society and its culture. In other words, “norms are shared rules or ideals designating behavior in a situation” (Panopio & Rolda, 2007, p. 35). Norms can be divided into:

**a. Folkways** The term “folkways” was coined by Yale sociologist William Graham Sumner in his 1906 book of that name. According to him “Folkways” is a term that describes norms, rules, and symbolic social controls that determine, shape, and regulate individual as well as institutional behavior in a society. They are the recognized or accepted ways of behavior.

**b. Mores** is a Latin word and the plural of mos which means customs or beliefs accordance with a group customary expectation. Mores are the traditional customs and codes of behavior that are typically followed in a place or in a group, but are not codified by law. In other words, mores are the unwritten rules of social behavior, backed by morality (Ritzer, 2007).

**Values** are another important element of culture and involve judgments of what is good or bad and desirable or undesirable. A culture’s values shape its norms. Panopio & Rolda (2007) claimed that “The values are the socially accepted and shaped ideas about what is right” (p. 35). The origin of values is not biological but it is social production while living in society the values develop. Values depend on culture. Culture varies from society to society and thus values are different in every social situation.

### **1.1.2.3 Beliefs and Customs**

**Beliefs** are the tenets or convictions that people hold to be true. A belief is a conviction in the truth of something that is learnt by living in a culture” (Merrouche, 2006, p. 21). In other words, it is the acceptance that something exists or is true, whether or not there is proof or evidence. For instance, the Muslims believe in the Day of Judgment. “They are not based on objective reality but rather on the social agreement (Thompson, Hickey, & Thompson, 2016, p. 67).

**Custom** is something that is widely accepted, traditional way of behaving or doing something that is unique to a specific society, location, or time. Each society, religion, and community has its own set of customs. David Gross (1992, p. 8) defines customs as a widely

accepted way of doing something, specific to a particular society, place or time, and that has developed through repetition over a long period of time. Customs are an important aspect of culture; they can be a form of cultural representation. When a particular gesture, behavior, event, or act is repeatedly performed, it becomes a custom. When this is done for a long time and passed down to future generations, it becomes a tradition.

### **1.1.3 The Relationship Between Language and Culture**

Since 1990, different scholars have dealt with the relationship existing between language and culture. It is quite straightforward that language and culture are strongly intertwined; It is not easy to separate language and culture as there is an intimate relation between them, Brown (2000) stated that “A language is a component of a culture, and culture is a component of a language. The two are closely entwined to the point that one cannot detach the two without losing the value of either culture or language” (p. 189). Similarly, with Hall (2008) stated that: “No two concepts are more intimately linked than language and culture” (p. 45). Also, Kaikkonen (1994, p. 71) points out that the relationship between language and culture is at the same time psychological, sociological and political and language offers people a way to express their cultural backgrounds to other people.

Language and culture have an inextricable and interdependent relationship. Mitchell and Myles (2004) argue that “language and culture are not separate, but are acquired together, with each providing support for the development of the other” (p. 235). It is also shown in cultural denotations and connotations in semantics (Byram, 1989), cultural norms in communication (Kramsch, 1993) and the mediatory role of language in the social construction of culture (Kramsch, 1996). Liddicoat et al. (2003) also claim that language and culture interact with each other in a way that culture connects to all levels of language use and structures; i.e. there is no level of language which is independent of culture.

In the same vein, Kramersch (1998) relates language to identity and culture. She believes that there is a natural connection between speakers' language and their identity, in other words, by their accent and vocabulary, speakers are identified to a given speech community. Speakers draw a social importance, pride, historical, and cultural unity by using the same language as the group they belong to. In the same context Byram (1989) believes that language is a tool to express speakers' knowledge and perception of the real world. Thus, it reflects their cultural concepts and values. He goes on saying that one cannot learn a language and neglect its culture because speaking a language means expressing its culture, exchanging a language embodies a particular way of thinking and living.

On the same line of thought, Richards and Schmidt (2002) said, «In foreign language teaching, the culture of the language may be taught as an integral part of the curriculum» (p. 139). In language learning it must be considering the culture of the language to be integrated into the curriculum because it is an important element in language teaching and learning. It might be difficult to separate between language and culture.

Furthermore, teaching a language does not involve only teaching grammar rules, pronunciation, phonetics sounds, but also it involves teaching its cultural features, so that one cannot learn a language and avoid its culture, hence it is argued that language is used to express and exchange cultural expressions, ways of thinking, beliefs and customs...etc. In short it is asserted that "foreign language teaching is foreign culture teaching, and foreign language teachers are foreign culture teachers" (Wang, 2008, p. 4; as cited in Choudhury, 2013, p. 21).

Additionally, teaching a foreign language gives students the opportunity to get more familiar with another culture by broadening their linguistic exposure as well as by including social and human aspects. However, achieving a level of competent communication in a

foreign language should not be the sole focus of the language learner. Language instruction must insist on the view and attitude of learners toward other cultures as well as their own in order to play a real role in their education.

To sum up, according to the above definitions, it is clearly evident that language and culture are two elements that cannot be separated, whenever language exists culture exists as well and vice versa. Moreover, learning a new language involves learning its culture too since it would lead to a better understanding of the target language, as they go hand in hand and they influence each other. Finally, language and culture make a living organism, language is the flesh and culture is the blood, that is without culture, language would be dead; without language culture would have no shape (as cited in Jiang, W, 2000, p. 328).

#### **1.1.4 Teaching Culture**

In 1918, the British council “Modern Studies” was the first to stress the need for culture teaching. The council emphasized “the need for culture knowledge of a country and its people as parts of second language education.” (Stern, 1992, p. 205). Before 1960, many teachers stressed on teaching aspects like history, art, literature of the target culture. However, in 1960 the emphasis shifted to an anthropological approach to the study of culture. That is to say, the behavior patterns of everyday lifestyle. This view was introduced first by Nelson Brooks in his book “Language and Language learning” (1964), who wrote a chapter on “Language and Culture” where he emphasized an anthropological approach to the teaching of culture.

Since then, many educators as well as teachers have stressed the importance of introducing cultural aspects in language teaching. The most prominent ones are Seelye (1984), Valdes (1986), Kramsch (1998).

For many scholars, knowing the conventions, customs, and system of meaning of the target country plays a crucial role in foreign language learning and teaching. Valdes insisted that it is impossible to ignore or avoid teaching culture when teaching language since they are inseparable (Harrison, 1990). Moreover, according to Byram (1989) cultural awareness is very important in language teaching because it contributes to language proficiency. He insists that any language curriculum should include whether implicitly or explicitly elements of its culture because language reflects the speakers' values and perceptions of the world.

#### **1.1.4.1 Teaching Local Culture**

It is difficult to address a cultural issue in language classroom. And it is challenging for teachers to have proficiency in local culture, target culture, TL and ways of teaching them. Byrnes (2008, as cited in Frank 2013) says many EFL teachers have had no formal training in incorporating cultural elements, and there is no universally accepted set of criteria that instructors can use as a guide.

Since the need to teach local culture alongside foreign culture appeared in ELT, different approaches have emerged. Choudhury (2014) argues that learners' own culture should not be considered as an abstract concept; they have to participate in it. He added that learners are encouraged to reflect their cultural experience in TL.

It also seems easy to begin with the local one since the learners have its wider ideas. Byram (1997) suggests that teachers need to start by reflecting on learners' own culture and only later introduce the target culture. The similarity between these two cultures can also help the learners to construct a mental framework and learn TL titbits. EFL teachers need to integrate local culture and its norms and values in the foreign language classroom. Stressing on the need for local culture, Sudartini (2012) opines that the underlying reason of inserting

local culture is for the sake of national identity. In this regard, local culture is local wisdom that promotes character education as well as assures national identity.

Moreover, incorporating local cultural aspects can be a way to prepare the cultural baggage and identity of learners, who eventually form nationalism in their minds. Nevertheless, teaching the local culture does not negate the value of teaching the target culture. Kramersch (1993) argues that a foreign culture and one's own culture should be placed together in order for learner to understand a foreign culture. Learners cannot fully derive the meaning in the absence of foreign culture. Similarly, local culture is necessary to construct their own meaning. It promotes the understanding of learners.

To conclude, it will be much beneficial to insert the local culture into English teaching practice. Such an insertion may be an alternative method to prepare the learner's cultural background and identity that hopefully will improve their nationalism awareness when they contact or learn a foreign culture ideology internalized in the practice of English language teaching.

#### **1.1.4.2 Teaching Foreign Culture**

As it was stated previously, learning a new language is actually learning a new culture, thus, learning a foreign language is learning a foreign culture. Teachers on the other hand are required to well teach the foreign culture. According to Seelye, teachers should first invoke interest and curiosity about the target culture (1995).

Teaching foreign culture has been considered important in foreign language instruction for almost a century. Jespersen (1940) stated that learning about the culture of another country is the highest purpose of language teaching

Kramersch (1993) claims that learning culture can only be pursued when there is a development in the understanding of one's own culture. She further states that: although

practical advantages do exist in teaching and presenting the target language solely in relation to the target culture, culture teaching must begin with comprehension of one's native cultural behavior, its prejudices and ethnocentric outlook, which can be used as a basis for cross cultural application and analysis.

Integration of the target culture into language teaching is, by no doubt, a requirement to pass on general humanistic knowledge. If successful integration takes place, the foreign language learners of English or any other languages will be able to act flexibly and sensibly along the lines of cultural norms that they encounter within the target language culture.

Additionally, it is very important to integrate the target culture in foreign language teaching in order to make learners understand written discourse. Kramersch (1993) argues that the difficulties faced by foreign learners to read and understand authentic texts is due to cultural impediments rather than linguistic ones. Thus, cultural meaning in discourse should be made explicit as they are perceived by native speakers in order to fully comprehend the text. Harrison (1990) says that the message in any text will be interpreted according to the readers' sensibility, world view, and cultural experience, and since the reader's culture is different from that of the writer in foreign language texts, then what will be understood is may be quite different from what is intended.

Therefore, learners should understand first the cultural assumptions and norms of the target culture in order to be able to encode the message in the discourse. In the same sense, Kramersch (1998) ensures that foreign language texts reflect particular features and styles belonging to the target culture, hence, it is impossible to get the full meaning of a given text unless learner consider the contextual factors of its production and perception.

In sum, language learning cannot be detached from the cultural content it inherently carries to the language classrooms. The ideal case for teachers, therefore, would be to create

a classroom atmosphere in which questions and discussions about the target culture, comparisons between students' native culture and the target culture will reinforce the students' language learning.

### 1.1.5 Big “C” and Small “C” Culture

Based on the mentioned definitions of culture and its elements, it can be said that culture could be divided into two different themes which are the big “C” and the small “C” culture. Research into the differences between big 'C' cultures and small 'C' cultures began in the extreme in 1960 and to this day there are many scholars studying these distinctions, starting with Lee (2009, p. 78) who divided culture into two types “Big C” and “small c”. He clarified the distinction by stating that the big "C" is "culture, which represents a set of facts and statistics relating to the arts, history, geography, economy, education, festivals, and customs of the target language community. The small “C”, on the other hand, is "the invisible, deeper meaning of the target culture, including attitudes, beliefs, and assumptions."



**Figure 01:** Culture compared to an iceberg (adapted from Peterson, 2004, p. 21).

This iceberg analogy is demonstrated to describe the Big “C” and Small “c” culture, where the Big “C” (the visible culture) takes place on the top of the water, and the invisible culture takes place under the water. Peterson (2004) defined the Big “C” and the small “c” concepts as “the top and a bottom of an Iceberg, the top is referred to as the visible culture (Big C) and the bottom is referred to as the invisible culture (small c) (as cited in Lactic & Teo, 2019, p. 38).

Starting with, Big “C” Culture, which refers to the visible culture that can be easy to observe such as food, behavior, literature, etc. It is the culture which represents a set of facts and statistics relating to the arts, history, geography, business, education, festivals and customs of the target speech community (Laohawiriyanon, 2012, p. 85). In this respect, any culture which focuses on the products and contributions to a society and its outstanding individuals, is often referred to as Large/Big/Capital/Macro “C” culture including politics, economy, history, literature, fine arts, sciences and geography (Jing, 2010, p. 5).

(Lafayette, 1997) indicates those that fit the Big “C” category include recognizing geographical monuments, historical events, major institutions, and major artistic monuments. Brooks (1968) also defines Big “C” culture as the best in human life restricted to the elitists. Wintergerst and Mcveigh (2010) support Brooks’ view and maintain that the domain of big “C” culture is for the highly educated people. This social class has the power to understand big “C” culture themes because their nature implies a kind of intellectual efforts. Finally, big “C” culture is important in any research related to the issue of culture and language.

On the other side, Small “c” culture is another aspect of cultural themes. It refers to the daily aspects of life that embody everything as a total way of life (Laohawiriyanon, 2011, p. 85). For Lee (2009, p. 78) this type of culture is “the invisible and deeper sense of a target

culture” including attitudes or beliefs and assumptions. Peterson (2004, pp. 24- 25) defines little “c” culture as the culture focusing on common or minor themes. It includes themes of the two types; the first one is the invisible culture such as popular issues, opinions, viewpoints, preferences and tastes, certain knowledge (trivia, facts). The second type is the visible culture such as gestures, body posture, use of space, clothing style, food, hobbies, music, etc. According to Lafayette (1997), the Little “c” culture includes recognizing and explaining everyday active cultural patterns such as eating, shopping and greeting people; every passive pattern such as social stratification, marriage and work; and acting appropriately in common everyday situations (Jing, 2010, p. 5). Small “C” cultural knowledge is essential for intercultural communication situations because it affects the ways of thinking and using a language. Finally, the big "C" Culture is already taught in the

classroom; it is the small "C" one that needs to be emphasized, especially in the FL classroom.

### **1.1.6 The Importance of Teaching Culture**

It has long been considered that language and culture are inextricably intertwined, and that studying a foreign language includes learning about its culture. However, teachers in various classrooms around the world continue to disregard the importance of teaching culture as part of language study. For many scholars, knowing the conventions, customs, and system of meaning of the target country plays a crucial role in foreign language learning and teaching. Valdes insisted that it is impossible to ignore or avoid teaching culture when teaching language since they are inseparable (Harrison, 1990). According to Byram (1989), cultural awareness is very important in language learning because it promotes language proficiency. He insists that the curriculum of any language should include, either implicitly or directly, elements of its culture, because the language reflects the values and worldviews

of its speakers. So it is impossible to learn a language and ignore the values and intentions of the target language' speakers.

Additionally, one of the main goals of foreign language teaching is to develop students' ability to communicate effectively and appropriately in different situations. So teaching culture is absolutely necessary because "Language use has its own social grammar of roles, settings, rules of speaking, and norms of interpretation." (Kramersch, 1998, p.10). Littlewood on the other side (1981) agrees with Kramersch when he says that a foreign language learner should be aware of the norms and social meanings of the language he uses because sometimes he has to use language as a tool to meet immediate communication needs.

Learning about culture helps students develop cultural and intercultural awareness through which students learn to be tolerant, open-minded and accepting of cultural diversity. On the one hand, culture contributes to cultural identity by recognizing existing similarities and differences between the source culture and the target culture; consequently, students will appreciate and value their culture. They will also benefit by avoiding stereotypes, accepting human differences and welcoming change.

To conclude, the most important purpose of teaching and learning foreign culture is "to increase student's awareness and develop their curiosity towards the target culture and their own, helping them to make comparisons among cultures" (Tavares & Cavalcanti, 1996, p.19)

### **1.1.7 Approaches of Teaching Culture**

In the history of the teaching of culture different approaches can be noticed. Some of them have lost ground; some have had and still have dominant positions. The approaches can be classified in different ways. According to Risager, he states four approaches of teaching culture (1998, pp. 243-252).

### **1.1.7.1 The intercultural Approach**

It is based on the idea that culture is best learned through comparison. Though the focus is on the target culture, the intercultural approach deals with the relations between the learners' own country and the country/countries where the language is spoken. It may include comparisons between the two and it develops learners' understanding of both. The purpose is to improve learners' intercultural and communicative competences skills so that they can act as cultural bridge builders. However, Risager (1998, p. 246) believes that this approach is insufficient because it is "blind to the actual multicultural character of almost all existing countries or states," and recommends that teachers use the multicultural approach.

The ultimate goal of an intercultural approach to language education is not so much 'native speaker competence' but rather an 'intercultural communicative competence' (e.g. Byram, 1997; Guilherme, 2002). John Corbett (1997) mentioned that Intercultural communicative competence includes the ability to understand the language and behavior of the target community, and explain it to members of the 'home' community – and vice versa.

### **1.1.7.2 The Multicultural Approach**

It is based on the idea that multiple cultures coexist within one culture. The multicultural approach includes a focus on the ethnic and linguistic diversity of the target culture as well as on the learners' own culture, also a key component of the multicultural approach is comparison. Risager (1998, p. 246) therefore emphasizes the need for a fair and non-racist perspective on cultures. This approach emphasizes the principle that cultures are not monolithic.

### **1.1.7.3 The Trans-Cultural Approach**

The third approach suggested by Risager is the transcultural approach. The basic idea behind it is that in the modern world cultures are intertwined due to tourism, migration, global communication systems, economic interdependence and globalization. It is also reflected by the fact that many people speak foreign languages as lingua francas. The transcultural approach, therefore, deals with the foreign language as an international language. Its main aim is to teach learners to use it for international communication. In this case, it could be argued that it is not necessary at all to link the foreign language to any specific culture.

However, Byram (1997, p. 55) contends that although it is possible to introduce topics which are of universal significance in all cultures, such an approach leaves learners without topics which are characteristic of a particular country that is the ones which “characterize its uniqueness for the language learner”. Also, such an approach denies the link between language and culture.

### **1.1.7.4 The Foreign-cultural Approach**

The Mono-Cultural approach in Risager’s list is represented by what he calls the foreign cultural approach. It is based on the concept of a single culture and focuses on the culture of the country that uses that language. It does not refer to the culture of the learner and the relationship between the two. The teaching goal is to develop so-called native speakers’ communication and cultural competences. This approach prevailed until the 1980s and nowadays is being criticized for its lack of cross-cultural connectivity.

Galloway provides some other examples of the mono-cultural approach (1985, cited in Wiśniewska- Brogowskan.d., Liiv 1999, p. 61), the most wide-spread of which are the following four:

**The Frankenstein Approach** A taco from here, a flamenco dancer from here, a Gacho from here, a bullfight from there.

**The 4-F Approach** Folk dances, festivals, fairs and food.

**Tour Guide Approach** Monuments, rivers, cities etc.

**By-The-Way Approach** Sporadic lectures or bits of behavior selected indiscriminately to emphasise sharp differences.

All these approaches provide learners mostly with factual information and only offer an “interesting sidelight” to the foreign culture (Chastain 1988, p. 305). Because of their very limited nature, they should not be encouraged.

### **1.9 The Role of the EFL Teacher in Teaching Culture**

The emergence of English as a global language means that English is increasingly the medium of interaction for intercultural exchanges. By teaching English, teachers are preparing students for encounters with people from different cultures – both monolingual speakers of English and multilingual speakers from various backgrounds. Successful communication will require cultural proficiency in addition to language proficiency. Language classrooms, therefore, are almost always sites of cultural contact. Language teachers act as “cultural workers” (Giroux, 2005, p. 71), or “go-betweens” (Kramsch, 2004, p. 37) because they are asked to socialize students into new cultural and linguistic practices and help them develop “intercultural, cognitive, social and affective connections” (Duff & Uchida, 1997, p. 476). EFL teachers do not only teach language, they also help students understand the nature of culture and culture’s impact on language, communication, and interaction (Byram, 1997; Kramsch, 1993).

Moreover, EFL teachers are among the most essential mediators. They have to experience and understand the foreign culture. Additionally, it's crucial for them to compare their own culture to the target one. It is the responsibility of the teachers to introduce their students to the target culture. This would alter and challenge both their worldview and their cultural identity as members of a given society. In fact, the role of the teachers is to face implications and provide them with the practical and theoretical support (Byram et al, 1994).

Likewise, Valdes (1986) highlights that the process of teaching will be more effective if the teacher is aware of the nature of culture he is teaching, and provides the learners with explanations, interpretations of the target values along with the explanations of tenses, grammar rules, and other aspects. Such explanations increase the lesson's value by double, not only by enhancing the students' cultural understanding, but also by making the lesson more interesting and easier to understand.

EFL teachers should relate language to culture. For instance, successful teachers usually start their classes with a five-minute discussing either similarity or sharp difference existing between home and target culture. (Byram et al, 1994). Kramsh (1993) thinks that the teachers' responsibility is not restricted to tell the students what to say, or have to be appropriate in different situations. Rather, it is his task to give the students space to make their own meanings, and help them to realize the cultural implications of those meanings in a way that stimulates critical thinking.

Finally, the role of teachers is crucial in teaching culture to their students (Sercu & Bandura, 2005). In the same vein, Byram et al (1994) summarize the role of teachers pointing that foreign language teachers should be foreign culture teachers, having the ability to experience and analyze both the home and the target culture. That is to say, EFL teachers play a very important role in teaching culture as they are mediators between learners' own

culture and the foreign culture, as Byram (1994) stated that learning culture is all dependent on the EFL teacher.

## **Section02: Culture representations in EFL Textbooks**

### **1.2.1 EFL Textbooks as Main Teaching/Learning Materials**

According to Oxford Advanced Learner's Dictionary, a textbook is defined as "a book that teaches a particular subject and that is used especially in schools and colleges" (OALD, 2000, p. 1238). In accordance with the given definition, EFL textbooks aim at providing learners with necessary knowledge, language skills and information about English speaking countries and preparing them for interaction with people from foreign countries and of different cultural backgrounds.

Hutchinson and Torres (1994, p. 315) state that "the textbook is an almost universal element of (English language) teaching. Millions of copies are sold every year, and numerous aid projects have been set up to produce them in (various) countries... No teaching-learning situation, it seems, is complete until it has its relevant textbook." Sheldon (1988, p. 237) argues that textbooks symbolize "the visible heart of any ELT program" and they offer significant advantages for both students and teachers. In his view, students' opinion is that published materials (textbooks) are more trusted than home-produced photocopied teachers' resources, which are regarded as less valid. Their view is based on the fact that textbooks are written by eminent experts in the field of language teaching. The effects of using a particular textbook, therefore, depend not only on its promoted approaches and methods and its content, but also on the expectations of the learners and the general view of textbooks in the learners' culture.

Cortazzi and Jin (1999) refer to a textbook as a teacher, a map, a resource, a trainer and an authority. As a teacher, a textbook gives students relevant information about grammar

and vocabulary, as well as English speaking countries and their cultures. As a map, it shows an outline of linguistic and cultural elements as a structured program and it guides students and teachers to follow the steps taken in previous lessons. A textbook is viewed as a resource as it contains a set of materials and activities available to the teacher from which one can choose. It can also be a trainer for novice teachers who need valuable instructions, support and guidance. As an authority, a textbook is seen as valid, reliable, written by experts and authorized by important publishers or ministries of education

Textbooks introduce change gradually within a structured framework, creating an environment that supports teachers in potentially disruptive change processes, demonstrating new methods with greater confidence and introducing change. Textbooks are very important in teaching English, especially at primary level, and even more important in times of change. Gray (2000) defines textbooks as “ambassadorial cultural artifacts” (Gray qtd. in Litz, 2005, p. 7) and says that students can improve their language skills by using them as a useful means in order to stimulate discussions and cultural arguments.

### **1.2.2 The role of EFL textbooks: as carriers of target and local culture**

Well-known linguists and authors such as Sheldon (1988), Hutchinson and Torres (1994), Cunningsworth (1995), Cortazzi and Jin (1999) and others share the opinion that textbooks are necessary tools for language teaching and learning. Textbooks are the main learning resources that provide English learning materials for students and teachers.

The use of textbooks in ELT classrooms proves to be beneficial and provides extensive advantages for learners and teachers. However, prior to any further elaboration on this point, Hutchinson’s definition of what is a textbook is of great relevance to this study.

Many theorists recommend strongly the use of these instructional materials.

Hutchinson and Torres (1994) state that:

The textbook is an almost universal element of English language teaching. Millions of copies are sold every year, and numerous aid projects have been set up to produce them in various countries... No teaching-learning situation, it seems, is complete until it has its relevant textbook. (p. 315)

Textbooks contain many key elements that make it a unique tool for both students and teachers. It is also more important than ever for students to be in control of their own education. According to both Ravitch (2003) and Valverd et al (2002) textbooks are vitally important. They play an important role in shaping the views of teachers, students, and families on topics at school. In other words, textbooks can be considered as books written for the purpose of teaching and learning. The textbook is a book used as a standard source for information for formal study of a subject and an instrument for teaching and learning (Graves 2000, p. 175). It may create an effective lesson and offer a framework of orientation.

The textbook's primary function is to act as the primary source of information and knowledge. That being said, the information and knowledge provided are from a certain ideological perspective. Following that, the textbook delivers selected elements of knowledge on specific subjects within ordered and limited themes. The textbook breaks down such pieces of knowledge in order to simplify and clarify them for students to learn and acquire. The textbook organizes the learning process making it structured in blocks or units. It offers an organization of learning from what is theoretical to what is practical or vice versa, from statements to illustrations or from illustrations to observation and analysis to name a few.

EFL textbooks serve as a guide for language teachers. It is of vital importance that textbooks provide a systematic and comprehensive cultural perspective for both teachers and learners. It is well known that teaching a language is teaching its culture as well, thus,

textbooks are considered as carriers for cultural content. They help teachers in introducing the cultural content for their students. Textbooks are instruments that enable English learners to familiarize themselves not only with linguistic aspects but also the cultural aspects that are included or accompany in learning the language.

To conclude, Foreign language textbooks play an important role in the classroom because they contain activities and exercises to practice the language. Teachers often use and rely on textbooks as a resource for teaching culture as well. Textbooks contribute to successful culture teaching and learning in the classroom. Yet, in Algeria, EFL textbooks have numerous stages of development which influenced the design of the Algerian EFL textbooks in general.

### **1.2.3 Textbook design: general background on Algerian EFL textbooks**

In Algeria, French is taught from the third year of primary school until the final year of secondary school, whereas English is taught only in the middle and secondary schools in addition to only one year in the primary schools (third year). Despite the enormous effort made by the Algerian government to promote indigenous Arabic, French is still extensively used in business and professional circles. According to Rebai Maamri (2009), "certain aspects of formal education, and research are still carried in the French language and a great part of the economic and industrial sectors and press still use French extensively" (p.86).

In terms of English language instruction, very few measures have been taken to enhance its use in schools and universities. In 1993, primary school pupils (4th grade) were asked to choose between French and English as a compulsory foreign language. However, this experimental program failed as most parents chose French over English. According to Benrabah (1999), one reason for parents' rejection of English is that Algerians believe French is easier to acquire and more vital for socio-economic prosperity. In 2002, a national

education reform planned the teaching of English in the sixth grade (intermediate school), two grades earlier than in the past (Rezig, 2011).

In terms of the English language school textbook, it is worth noting that this teaching and learning material has gone through numerous stages of development at the official level. During the first decade of post-independence, the teaching of English as a foreign language had little significance because the country's school system had not yet been updated to introduce foreign languages. French was the language of administration and education, and demand for 'Arabization' in educational, religious and political spheres was a national priority. The Algerian educational system had to face the complexities of two conflicting mentalities, and the reforms adopted had to maintain a balance between the national needs and foreign resources. The first phase of the teaching of English was characterized by the general use of British course books until the late 70s. These commercial textbooks were designed to address a particular audience, with no emphasis on a specific home culture or educational program. The primary goal was to achieve a particular proficiency in English as a foreign language, not a specific culture (Hamada, 2011).

Algerian textbooks with national cultural themes initially appeared in the 1980s. They were created largely to satisfy the country's development needs by teaching pupils how to deal with differences and, later in life, to have better opportunity to communicate with foreign partners and acquire scientific information. The goal was not to promote multicultural variety but to make the Algerian learner a constructive contribution to the international community (Hamada, 2011).

#### **1.2.4 Textbook Evaluation**

Normally, an evaluation is the process of judging something or someone based on a set of standards. "Evaluation is the systematic process to determine merit, worth, value, or

significance,” definition by Scriven (1991) and later adopted by the American Evaluation Association (2014). Another definition suggested by Rea-Dickens and Germaine (1992), “Evaluation is dynamic process which investigates the suitability and appropriateness of an existing practice”. Accordingly, Textbook evaluation is the process of selecting textbooks to use based on the needs and values of teaching and learning. It is very necessary for teachers because It provides useful information for planning and managing student activities or tasks in the real classroom. According to Hutchinson and Waters (1987, p. 97), cited in Sheldon (1988, p. 237), “textbook evaluation is basically a straightforward, analytical “matching process: matching needs to available solution”.

Moreover, Hutchinson and Waters (1987, p.96) claim: “Evaluating is a matter of judging the fitness of something for a particular purpose.” The main aim of textbook evaluation is to find out the best material as resource of EFL teaching that will fit to the learners. Also, Sheldon (1988) suggests two important reasons to evaluate textbooks. First of all, the evaluation helps teachers in their decision for selecting the most useful textbook. Second, the evaluations which make teachers identify weaknesses and strength of the textbook. Then, they make a suitable modification in their future instruction. Therefore, it is of great importance to take into account learners’ needs and interests and also teaching materials used in any textbook while evaluating and examining the content of a given textbook.

Additionally, there are three types of textbook evaluation: 1/ pre-used. 2/ in use. 3/ post-use evaluation; these types of the textbook are based on the circumstances, the purpose of the evaluation itself and the time when evaluation takes place (Cuningsworth,1995, p. 14).

Furthermore, the evaluation of the textbook helps to choose the most appropriate materials available for a specific lesson. Textbook evaluation enables teachers, supervisors,

administrators and material developers to make judgments about the effect the materials have on the people who use them. Thanks to textbook evaluation teachers have insight into the content and materials present in it. Hence, the evaluation process is a way of reflecting the needs of the learners and of developing an understanding of how the textbook works. Moreover, Rea-Dickins and Germaine (1994) stated that "evaluation is an intrinsic part of teaching and learning" (p.4).

Ellis (1997) on the other hand suggested that textbook evaluation helps teachers went beyond impressionistic assessments and it helped them to acquire useful, accurate, systematic and contextual insights into the overall nature of textbook material. In sum, textbook evaluation has a great impact and role on both teaching and learning processes, it can serve both teachers and learners and facilitate language teaching/learning.

### **1.2.5 Models for Evaluating Cultural Content in EFL Textbooks**

Content analysis is a research tool used to determine the presence of certain words, themes, or concepts within some given qualitative data (i.e. text). According to Chemlisky (1989), "content analysis is a set of procedures for collecting and organizing information in a standardized format that allows analysts to make inferences about the characteristics and meaning of written and other recorded materials." There are multiple models for evaluating cultural content in EFL textbook; among them:

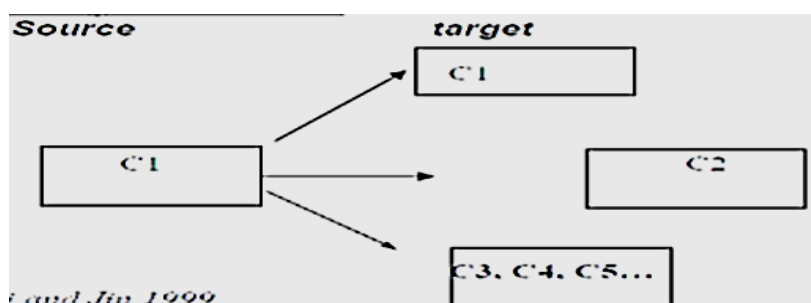
#### **1.2.5.1 Cortazzi & Jin's Model**

Martin Cortazzi and Lixian Jin (1999) suggest a new look at the sources of cultural information of the instructional materials. According to them, EFL textbooks can be divided into three major categories depending on their cultural content referred to as: the target culture, source culture and international culture based textbooks.

**1- Target Culture:** Generally, refers to English-speaking countries (as the primary language, such as the United Kingdom or the United States). According to this approach, ESL/EFL textbooks should integrate elements of the target culture. Language and culture are closely intertwined. Therefore, it is impossible to teach a culture without teaching their culture

**2- Source Culture:** It refers to the cultural elements of the learners' culture in the EFL context. Incorporating the learners' cultural background in the EFL textbook would lead them to value their L1 and culture. Nelson (1994) states that it is important to include the elements of the learner's source culture in the language teaching materials because when the learner's cultural background is excluded, it means there is denying and devaluing of the learner's L1 and culture, and also his/ her identity.

**3- International Culture:** The cultural contents of these types of EFL textbooks focus neither on the source culture nor on the target culture but instead include a wide range of cultures which relate to countries where English is spoken as a first language or countries in which it is used in international situations.



**Figure 2:** Representation of Culture in English Textbooks (adopted from Cortazzi & Jin, 1999). Keys:

C1 = the learner's own culture (the source culture)

C2 = the target culture where the target language is used as a first language

C3, C4, C5 ... = the cultures that are neither the source nor the target culture (international)

#### **1.2.5.2. Yeun's Model (2011)**

Yuen's (2011) suggested categories of cultural aspects represented in ELT textbooks presented as the four 'Ps', namely, products, persons, practices, and perspectives. Each of these key terms is explained as follows:

**Product:** refers to the physical cultural contents, including man-made products such as movies, songs, folklores, books, novels, comics, inventions, food, etc., that depict a particular national culture.

**Person:** refers to popular or renowned figures (singers, artists, writers, poets, nationally and internationally famous figures, athletes, heroes, etc.), who convey a certain national culture.

**Practice:** refers to cultural elements in the form of rituals, celebrations, traditions, activities and cultural practices.

**Places:** refers to notable or alluring sites, national landmarks, or tourist attractions.

#### **1.2.5.3 Skierso's Model (1991)**

Skierso's model considers the type of cultural knowledge learners are exposed to in textbooks and at the same time whether this knowledge reproduces stereotypes. She focuses on the extent to which the cultural content is implemented in texts, tasks and even dialogues. In addition to that, she insisted to provide more authentic texts to make students enhance their "cultural skills". According to Skierso (1991), textbook is:

- 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.
- Explicitly relating historical material to contemporary society.
- Making it clear how personalities are products of their age” (p. 134) (As cited in Djerfi, 2012, p. 33).

#### **1.2.5.4 Byram’s Model**

According to Byram (Byram et al, 2002), the components of intercultural competence are knowledge, skills and attitude. The role of the language teacher is thus to develop skills, attitudes, and values awareness as well as knowledge of a specific culture or country.

Michael Byram is considered to be one of the most prominent researchers on intercultural learning and cultural content in the context of foreign language textbooks. He has proposed these criteria to comprehensively and critically investigate textbooks that encompass not only sociological factors but also social, historical, and geographical factors (Sorongan, Susanti, & Syahri, 2014).

There are eight cultural-dimension checklist items proposed by Byram's (1989). First dimensions are social identity and social group which include social class, ethnic minority and majority, regional identity, professional identity, and an individual’s social identities. Second dimension is social interaction that encompasses a situation or manner used in a certain group of society; it includes verbal and non-verbal behavior in social interaction, differing levels of formality, and characters (feelings, attitudes, values, and perceived problems). Third dimensions are belief and behavior which concern about daily activities in society that involve religious and moral values. Fourth dimensions are social and political

institution that deal with institutions in the country, for instance, a specific department for certain business affairs, and seeks to look at the meaning and values of the institution. Fifth dimension are socialization and the life cycle that include a smaller level of institutions, for instance, family, school, and the office, as well as ceremonies that mark passage through stages of social life. Sixth dimension is national history which encompasses historical and contemporary moments, which are pivotal for supporting teaching and learning in the classroom. Seventh dimension is national geography that refers to geographical features associated with a certain group of people and their environment. The last dimensions are stereotypes and national identity which reveals the landmarks of nations, including artefacts, popular places, or people

No	Category
1	Social identity and social groups (social class, regional identity, ethnic minorities)
2	Social interactions (differing levels of formality)
3	Belief and behavior (moral, religious beliefs, daily routines)
4	Social and political institutions (state institutions, health care, law and order, social security, local government)
5	Socialization and the life cycle (families, schools, employment, rites of passages)
6	National history (historical and contemporary events seen as markers of national identity)
7	National geographies (geographic factors seen as being significant by members)
8	Stereotypes and national identity (what is "typical," symbols of national stereotypes)

(Byram, 1993 cited in Cortazzi & Jin, 1999, p. 203)

**Figure 3:** Byram's criteria of cultural content analysis

## **Conclusion**

Language and culture are intertwined and closely related. Hence, culture teaching should be included in all foreign language classes. In actuality, teaching a foreign language is equivalent to teaching a foreign culture, and vice versa. The entire process of teaching a language would only be complete if culture were integrated. Thus, as they serve as fundamental sources of knowledge, it is so important to integrate culture in foreign language textbooks.

This chapter has paved the way for the research work and allowed the researchers to provide significant literature related to the research study. According to the two mentioned sections in the literature review, the research is built on two important variables: the first one is culture and its aspects and teaching culture for foreign classes. For the second variable, it is concerned with the EFL textbooks and its role in teaching culture with shedding the light on the importance of textbooks evaluation and models for this process. Following the theoretical part of this study, the research would link those variables logically and find answers for the formulated questions. Consequently, the second chapter will analyze and investigate the place of culture in the third year primary school English textbook “My Book of English”, in Algeria.

**Chapter Two:**  
**Research Methodology**  
**and Data analysis**

## **Introduction**

This chapter is devoted to the research design of the study. It illustrates the research technique used to carry out the evaluation of third year primary school English textbook “My Book of English” in order to answer the questions stated in the general introduction of this dissertation as far as culture is concerned. The first section contains a detailed description of the method that the researcher used and the tools of data collection which comprise the presentation of “My Book of English” in terms of cultural aspects representation, as well as the description of the interview and the models used on the evaluation of the textbook. The second section deals with analyzing and interpreting the gathered data and draw the conclusion of the research study.

## **Section 01: Research Methodology**

### **2.1.1 Research Design**

According to Kothari (2004), research design is a plan, a roadmap and blueprint strategy of investigation conceived so as to obtain answers to research questions (Kothari, 2004), it is the heart of any study. Leedey (1997) defines research design as a “plan for a study, providing the overall framework for collecting data” (p.195). This section describes the methodology chapter about the representation of cultural aspects in the third year EFL textbook primary school. It includes a detailed description of the researcher's method, data collection tools in accordance with the research aims and questions, as well as a description of the population and setting of the study.

### **2.1.2 Research Method**

The descriptive analytical method seems to be appropriate for this study because it provides important information to describe the characteristics of the conducted research and analyzes its variables. Analytical method is a specific type of research that involves the evaluation of facts and information relative to the research being conducted. It consists in the study of words or images within a text. In its broad definition, texts include books, articles, essays, historical documents, speeches, conversations, interviews, theatre, paintings or other visuals. As a result, analytical method is employed since the study main concern is to analyze both local and target cultures, if any, in the primary school English textbook "My book of English". Besides the analytical method, the descriptive method is also being employed as Marczyk, and Festinger (2005) demonstrated that “Descriptive research is useful because it can provide important information regarding the overage member of a group. Specifically, by gathering data on large enough groups of people” (p16).

In the present research work, the researchers make use of the descriptive analytical method since it gives a clear description about the EFL textbook and its cultural content representation besides the evaluation of the gathered data. The use of this research method helps in choosing the appropriate research instruments (interview, content analysis) to solve the research problem, to answer the research questions and also to ensure the validity and reliability to the gathered data.

### **2.1.3 Research Setting**

Firstly, research setting is the physical, social, or experimental context within which research is conducted. Thus, the current study was conducted in M'sila (Algeria) during the academic year 2022/2023 at five different primary schools with five English teachers.

### **3.1.4 Research Sample and Sampling procedure**

Sample population is a part of the whole population; which researchers depend on in order to gather the necessary data for their study. Researchers such as Pilot & Beck (2004) define sampling as: "the process of selecting a portion of the population for a study to represent the entire population" (p.291). The samples of our study include English primary school teachers. The sample population has been chosen randomly in order to gather the necessary information for our research. In order to ensure the validity of the gathered information, and to obtain rich and thorough data about the problem, an interview has been conducted with five (5) primary school English teachers. The interviews were conducted with male and female teachers; each one of the teachers has a previous experience in teaching English as a foreign language. Additionally, they can provide and help us with a more information, by giving their opinion and providing a deeper explanation about the issue of cultural aspects representation in EFL textbooks.

### **2.1.5 Data collection instruments**

In this present study two research tools are used to collect the needed information which are: the interview and the content analysis. The interview is employed to collect the teachers' perceptions towards the cultural content revealed in the textbook "My Book of English". Then, content analysis is used in order to evaluate the textbook through the use of two models of analysis, Cortazzi and Jin and Yuen's models of cultural content analysis.

#### **2.1.5.1 The Teachers' interview**

Interviews are a type of qualitative research that include conducting in-depth individual dialogues with a small group of people to learn about their viewpoints on a specific topic, strategy, or issue (Boyce & Neale, 2006). Many researchers define the interview as: a discussion between the researcher, and the participant, in order to get their point of view as well as their attitude about a particular subject. Additionally, an interview is a one-on-one dialogue between a researcher and a participant in which information is transferred to the interviewer (Creswell, 2012).

According to El Morchid English Dictionary (2005, p.165); The interview is a meeting in which a person is asked about his/her point of view, as by a newspaper, or a television reporter, a published account of this, a formal meeting at which a candidate for a job is questioned, and assessed by prospective employer". In the same context, Brown James Dean (1997) stated that: "interviews are procedures for gathering information orally in, planned categories (p.03). In addition, Gillham (2000, p.01) stated that: "an interview is a conversation, usually, between two people. But it is a conversation where one person i.e. the interviewer is seeking response for a particular purpose from the other person i.e. the interviewee". the interview is definitely an effective research instrument for collecting information about the problem of cultural representation balance from another point of view.

A total of four teachers were asked to answer thirteen questions related to their perception of the cultural aspects representation in the EFL textbook. The interview was supposed to be conducted with five teachers but one of the teachers had apologized for not taking part in the interview due to personal reasons.

The conducted interview is a concise and precise interview that consists of thirteen (13) questions in total (open-ended and closed-ended questions) in order to limit teachers to the study's theme while also giving them the opportunity to provide as much detail and information as possible; for the purpose of enriching the study. Each question is intended to collect precise information regarding a certain aspect of our research. The interview's questions can be described as the following:

**Question one,** “How would you describe your experience teaching English in primary school?”

This question is used to know the teachers' experience in teaching primary school pupils since it is a new experience for them.

**Question two,** “What can you say about: Teaching performance, Students' perceptions towards learning English, Teaching materials (textbook)?”

It was asked to get the teachers point of view about those three important elements to help them in order to well understand the topic of our study.

**Question three,** “It is said that textbooks are carriers of culture, is it the case for “My Book of English”?”

It was asked to know teachers' attitudes towards the EFL textbook “My Book of English”.

**Question four,** “Do you discuss cultural concepts while teaching English?”

This question was intended to know whether teachers pay attention and integrate culture during their sessions or not.

**Question five,** “Does “My Book of English” offer/discuss enough cultural aspects,”  
It was used to know if “My Book of English” contains an acceptable and enough cultural content.

**Question six,** “What cultural aspects are revealed in 3rd year primary English textbook?”  
This question was intended to know the topics /aspects of culture the textbook offers.

**Question seven,** “How cultural aspects are represented in my book of English (texts, visuals...)?”

This question was asked to know the ways cultural aspects in the textbook are revealed.

**Question eight,** “Do you think there is a balance between the local and the target cultures representation in the textbook?”

It was used to know teachers point of view of the representation of both local and target cultures on the textbook.

**Question nine,** “How much challenging is the task of discussing culture with primary school learners?”

This question was asked to determine the main challenges faced by primary school English teachers during discussing topics related to culture.

**Question ten,** “Do you think that discussing cultural concepts affects learners and their learning?”

This question is used to know the effects in language learning resulting from discussing cultural concepts with English primary school learners according to the teachers.

**Question eleven,** “Are students motivated when discussing aspects related to their local culture?”

It was asked to know students’ attitudes towards discussing cultural aspects related to their own local culture.

**Question twelve,** “Do you act as a cultural mediator between learners’ local culture and the target culture?”

This question was intended to know teachers’ role while teaching cultural aspects.

**Question thirteen,** “What is your own evaluation of “My Book of English” In respect to cultural representations and their appropriateness for primary school learners. (what do you suggest)?”

This last question was asked as a closing one to get teachers’ evaluation of the textbook and their point of view regarding the cultural representation, and giving them a chance to suggest any additions or modifications on the textbook.

### **2.1.5.2 Content Analysis**

Content analysis has been defined as a systematic, replicable technique for compressing many words of text into fewer content categories based on explicit rules of coding (Berelson, 1952; GAO, 1996; Krippendorff, 1980; and Weber, 1990). Holsti (1969) offers a broad definition of content analysis as, "any technique for making inferences by objectively and systematically identifying specified characteristics of messages" (p. 14). "Content analysis is a method used for analyzing and tabulating the frequency of occurrence of topics, ideas, opinions and other aspects of the content of written and spoken communication... in a set of language teaching materials, in order to discover if any particular attitudes or themes were unintentionally being communicated in the material" (Richards & Schmidt, 2002, p. 114).

Neuendorf (2002, p. 10) considers content analysis, as a summarizing method of analyzing messages quantitatively, to be scientific, in terms of objectivity, a priori design, reliability, validity, generalizability, replicability, and hypothesis testing; without being limited to the measurable types of variables or the context of the messages.

In more precise terms content analysis works with scientific tools that help researchers to recognize a given phenomenon. In this research, "My Book of English" "textbook for the third-year level of primary school as a sample of content analysis, the latter was designed in 2022 by TAMRABET LOUNIS, and CHENNI ABDELFE TAH. The textbook is divided into six units each of which has its own objective to achieve the competency-based approach. The content analysis instrument basically relied on the analysis of all the six units, the reason behind analyzing all the textbook' units is that the content of this textbook is small and the cultural aspects is slightly appeared. Each unit has a different topic to tackle. Unit one "Me, my family and my friends". Unit two "My school". Unit Three "My home". Unit four "My

playtime”. Unit five “My Pets”. Unit six “My fancy birthday”. The cultural content of the Algerian EFL textbook “My Book of English” was analyzed according to two different frameworks, the one that examines the sources of cultural content, and another that investigates the criteria of that content.

The first framework is the one adopted by Cortazzi & Jin (1999) that categorized cultural content into three sources: source culture (the learner’s culture), target culture (English-speaking countries culture), and the international culture (English is an international language). While, the second framework is another model of cultural content analysis, which were developed by Yuen (2011).

#### **2.1.5.2.1 Cortazzi and Jin’s Model**

Cortazi and Jin (1999) suggest a model that evaluates the place of culture in foreign language teaching. This model has two aims; first, it examines the type of the cultural content of the textbook by investigating all cultural elements concerning any culture, and second, it examines the extent to which the cultural content helps develop learners’ cultural skills by showing how learners potentially perceive and categorize socio-cultural situations because recognition and production are what develops the learners’ cultural skills. Thus, foreign language learners must recognize cultural elements and then use them in contexts if they want to communicate effectively.

This evaluation model also takes into consideration the place of the local culture or the culture of the learners and its relation to the target culture or cultures. In addition to this, it analyses the ideology of the designers by questioning their selection of cultural elements.

### 2.1.5.2.1 Yeun's Model (2011)

Yuen's (2011) suggested categories of cultural aspects represented in ELT textbooks presented as the four 'Ps', namely, products, persons, practices, and perspectives. Each of these key terms is explained as follows:

**Product** refers to the physical cultural contents, including man-made products such as movies, songs, folklores, books, novels, comics, inventions, food, etc., that depict a particular national culture.

**Person** refers to popular or renowned figures (singers, artists, writers, poets, nationally and internationally famous figures, athletes, heroes, etc.), who convey a certain national culture.

**Practice** refers to cultural elements in the form of rituals, celebrations, traditions, activities and cultural practices.

**Perspective** refers to the way certain groups of people regard something that can be compared and contrasted from other cultures, and that are relevant to the formation of attitudes, notions, values, myths, and beliefs.

## **Section 02: Data Analysis and Interpretation of the Results**

### **2.2.1 Analysis of Teachers' Responses**

**Question one**, “How would you describe your experience teaching English in primary school?”

**Teacher 01:** teaching English in primary school is a new experience which I found at first little bit difficult as we had a lack of resources and new category of learners that have special needs and limited skills. It was a challenging task.

**Teacher 02:** My experience with teaching English in primary school was a new and very joyful and through this experience I have learnt a lot of things. I learnt that teaching should be done with passion, teacher should act as a guide to allow students to choose his method of learning. When the learners are happy at the end of the lesson I feel like I owned the whole world.

**Teacher 03:** Teaching English in primary school is a new experience in Algeria that might be a difficult task to do for most teachers, for me I find it a very enjoyable and challenging experience especially at the first beginning it was a little bit ambiguous but it started getting clearer and easier. I really enjoyed teaching in primary school.

**Teacher 04:** Teaching English in primary schools is a challenging experience for me.

Because children are not familiar with the new language. In addition, they learn both French and English so they always mix between the two.

Based on the teachers' answers of this question, it is noted that all the four teachers share the same opinion about the experience of teaching English in primary schools, by saying “A new experience, challenging, somehow difficult”. They believe that teaching in English in primary schools for the first time is challenging because of many reasons such as:

learners are confused and lost between learning French and English and also as it is the first time for the teachers to teach in primary schools, they did not find enough sources for teaching English. However, they also find it a joyful and enjoyable experience since they are teaching young children, they consider them as their own children.

**Question two,** “What can you say about: teaching performance, students' perceptions towards learning English, teaching materials (textbook)?”

**Teacher 1:** For the teaching performance, almost all of the primary teachers are trying their best to make their teaching process successful. The textbook is the most common basis for delivering a syllabus. It is just a tool that learners need more than the teacher does. It means that teacher doesn't rely much on it, s/he can design activities that suit the learners' profile and differences.

**Teacher 02:** Teaching performance is the observable outcomes in the classroom of this training and development or lack of it, it is the set of actions, attitudes, and behaviors in the teaching-learning environment that results in achieving educational goals for students. And for students' perceptions towards English learning they are developing an ability to distinguish between different words, they see, listen, and act. Teaching materials (textbook) helps the teacher and learners avoid overemphasis on recitation, it also allows learners to have practical experiences which help them to develop skills and concepts.

**Teacher 03:** Teaching performance: most teachers are excited as it is a new experience, that's why they do their best to make it a good one. Students perceptions: students react positively till now, most of them like learning English. Teaching materials: textbook is well prepared and made as its content is easy and fun to learn.

**Teacher 04:** The Teaching performance lacks the use of multimedia and fun in classrooms because of the lack of the necessary materials and the curriculum set by the government. For

students' perceptions towards learning English, they are showing so much interest and being very excited about it. Finally, the textbook is very beneficial at the level of information, it provides enough knowledge for learners of third year primary school.

Responses in this question are divided into three parts; teaching performance, students' perceptions towards learning English and teaching materials (textbook). For the first part, teachers agreed that all the primary school English teachers are doing their best to make the teaching process successful, yet there was a kind of criticism for the responsible authorities for not providing much materials for the teachers that would help them in their teaching. For the second part, "students' perceptions towards learning English", teachers believe that their students are being very motivated and interested in learning English, they stated that all the students are doing their best to learn the language. Finally, the third part which is concerned with teaching materials namely the textbook. Teachers responses express the importance they are giving to the textbook as it is the only source of information, and also one of the four teachers mentioned that the textbook that is made for third year primary school pupils is easy and very beneficial for students as well as for them as teachers.

**Question three,** "It is said that textbooks are carriers of culture, is it the case for "My Book of English?"

**Teacher 01:** As textbooks are carriers of cultural information. "My Book of English" has achieved this in implanting symbols of the Algerian culture such as: Fennec, names of Arabic and Amazigh young kids as: Tinhinan, Meriem..., photos of traditional dressings as Karakou.

**Teacher 02:** I think (my book of English) carries enough culture which provides to students the ability to learn and understand the key point of the lessons.

**Teacher 03:** Yes, because my book of English includes many cultural aspects and learners can learn about their own culture as well as about the target one.

**Teacher 04:** Yes, textbooks in general carry some cultural images and concepts yet for my own opinion, “My Book of English” doesn’t provide enough cultural content.

When asked about textbooks being as carriers of culture, all teachers agreed that “My Book of English” carries so many cultural content as it provides students with many aspects of their own local culture.

**Question four,** “Generally, do you discuss cultural concepts while teaching English?”

**Teacher 01:** No, I think discussing such a thing is too early for a third year pupils. So I avoid having discussions about cultural aspects.

**Teacher 02:** I do discuss cultural concepts while teaching through examples and giving tasks. Because I can tell that when learners hear something related to culture, especially their culture, they become very interested on the lesson, yet I don’t choose to discuss every session to not make them confused.

**Teacher 03:** Of course I do, especially the ones that are mentioned in the textbook to make sure that learners have understood the lesson with all of its aspects.

**Teacher 04:** No, not really pupils at that level do not need to learn about culture as much as learning the necessary basics of the language.

In this question teachers admitted that they do discuss cultural aspects while teaching English, because they believe that mentioning anything related to culture, specially the things related to learners’ own culture, will make learners more interested and focused on the lesson. And also, teachers feel that they are kind of obliged to more explain about the cultural elements being represented on the textbook. However, teachers added that

sometimes they find discussing any cultural concepts during their teaching is not very recommended, for the reason that they think that discussing cultural aspects is too early for primary school English learners and it will only make them less focused and confused, and also they believe that learners at their age and level are only in need for the language basics and necessities.

**Question five,** “Does “My Book of English” offer/discuss enough cultural aspects?”

**Teacher 1:** for my own opinion and my experience, the textbook does not discuss cultural aspects, the responsible authorities need to insert more cultural features as our traditions in food, religious holidays (Eid EL Fitr, Eid El Adha...) and so on.

**Teacher 02:** Yes, it does, somehow. “My Book of English” offers enough cultural aspects for 3rd year pupils not for the teachers. It contains few cultural aspects the learners can understand. Hence, if we look on that cultural aspects according to the importance of leaning culture when learning a new language, it is not enough.

**Teacher 03:** Not really. There must be more cultural aspects in the textbook because most of the cultural aspects revealed on the textbook are only related to the local culture, so in my opinion I think that the textbook should include more cultural aspects.

**Teacher 04:** It discusses cultural aspects but not really enough, it doesn't discuss all the necessary cultural aspects especially when it comes to the target culture

It is noted that almost all the teachers agreed that “My Book of English” does not offer enough cultural aspects, as it neglected some important cultural aspects that teachers believe they are necessary and must be inserted in the textbook. Teachers find that the textbook must include more cultural content due to the importance of culture in teaching any language. They also mentioned that, the target culture should have more attention and have to be more inserted in “My Book of English”.

**Question six,** “What cultural aspects are revealed in 3rd year primary English textbook?”

**Teacher 1:** Cultural aspects that are revealed 3rd year primary English textbook are aspects related to the local culture such as: Fennec as a symbol of Algeria, Karakou, Algerian traditional suits for women and men.

**Teacher 02:** Cultural aspects revealed in 3rd year primary English textbook are material culture, language, education, attitudes, values and social organization.

**Teacher 03:** Cultural aspects that are revealed on the textbooks are related to everything that represents our local identity such as traditional clothes, Fennec, the national flag, some archeological monuments, some Arabic and Tamazight names and so on.

**Teacher 04:** Most of the cultural aspects in the books are about family and school. The pictures used in the textbook show Algerian families with traditional clothes.

When asked about what cultural aspects that are revealed in “My Book of English”, teachers agreed that almost all the cultural content the textbook contains is related to the Algerian local culture, there were no mention of the target culture. The four teachers further stated that all the cultural aspects are a representation of the local culture and identity. On the whole, teachers’ responses to this question reveal that local culture is more integrated in “My Book of English” than the target culture.

**Question seven,** “How cultural aspects are represented in my book of English (texts, visuals.)?”

**Teacher 1:** The cultural aspects are represented visually, using pictures rather than texts.

**Teacher 02:** Cultural aspects are represented in my book through tasks, visuals such as images, line drawings, illustrations and some dialogues.

**Teacher 03:** They are represented in form of visuals more than texts.

**Teacher 04:** cultural aspects are represented in my book of English through visuals (pictures).

Teachers stated that cultural aspects revealed in my book of English are all represented in a form of visuals, there is no sign of cultural content being represented in texts.

**Question eight,**” Do you think there is a balance between the local and the target cultures representation in the textbook?”

**Teacher 01:** There is somehow a balance between local and target cultures representation because the learner is acquiring new vocabulary and new instructions without disclaiming his origin and constant. So in the textbook both cultures are inserted with a balance in between.

**Teacher 02:** No, I don't think so because target culture appears more than local culture.

**Teacher 03:** No, I think that local culture is represented more than the target one.

**Teacher 04:** I don't think that there is a balance between the two cultures. The dominated one is local culture and for the target one it is only represented few times.

Based on the teachers' answers of this question, it is noted that teachers agreed on the fact that there is no balance between the local and target cultures representation in the textbook. The impression given by teachers in this question is that the local culture is the dominated one in the textbook rather than the target one. Nevertheless, teachers did not seem bothered from the fact that the local culture is the most revealed one.

**Question nine,** “How much challenging is the task of discussing culture with primary school learners?”

**Teacher 01:** I think the learner of 3rd year primary school is not at a stage of discussing the cultural aspects because of the lack of awareness and experience, these aspects could help in making learners familiar with the topic presented which helps the teacher to convey his message without getting to the level of discussing such aspects with young kids.

**Teacher 02:** I think there is a big challenge of discussing culture with primary school learners due to its difficulty in making learners understand such a complicated topic, because at their age it is something that makes them confused and lost between different cultures.

**Teacher 03:** It is really hard to discuss anything that is related to culture, pupils of primary school are not capable to understand what is really meant by culture especially the target one. Yet whenever I meet something related to culture I do my best to facilitate the idea for them.

**Teacher 04:** It is challenging; kids don't know the language well so it is hard to explain culture to them in English. So it is really hard to make them understand topics related to culture.

Without any surprise, almost unanimously, the respondents declared how much the task of discussing culture with primary school learners is challenging and hard. For the teachers, they see that 3rd year primary school learners are not ready yet to receive information related to culture, it is too hard for the learners to understand topics as such. On the other hand, teachers find teaching cultural aspects for young learners is so difficult and hard because they believe that their pupils are not fully ready to understand what is culture and its different aspects.

**Question ten,**” Do you think that discussing cultural concepts affects learners and their learning?”

**Teacher 01:** Yes, I think that discussing cultural concepts affects learners and their learning and for my opinion it should be done in a simple way not deeply to help learners to be engaged in the lesson.

**Teacher 02:** yes, I do because it gives the ability to learners to improve their skills of learning and understand the culture of the language they are trying to learn, but it shouldn't be done so often in order to avoid any kind of confusion on learners' minds.

**Teacher 03:** Sure, it certainly does. If the cultural concepts were simple and easy for them, they will learn the language easily and in a well manner.

**Teacher 04:** Yes, it affects the learning process positively. Pupils get to learn about their culture in an international language which can allow them to share their culture with others. It also allows them to know new vocabularies about their surroundings and their everyday life. However, it should not be done more often.

When asked about whether discussing cultural concepts affects learners and their learning or not, teachers all agreed that such a thing really effects learners and their learning. Thus, teachers mentioned that discussing cultural concepts should be done in a simple and easy way in order to make its effect a positive one. According to the four teachers, it is true that discussing cultural concepts will improve learners' skills and enrich their cultural knowledge, however, they believed that cultural contents should be mentioned rarely in order to avoid any confusion or misunderstanding by the learners.

**Question eleven,** “Are students motivated when discussing aspects related to their local culture?”

**Teacher 01:** Of course, they are motivated when they hear about something they already know, here the learning and teaching process will be fruitful. And the objectives will be realizable.

**Teacher 02:** Students pay more attention when discussing aspects related to their local culture and they want to know more about it and give their opinion and ideas about their culture.

**Teacher 03:** Yes, I always notice that when I started discussing cultural elements with my learners I found them motivated, also they show an ability to discover new things, this help in making my lesson successful.

**Teacher 04:** Yes, they are. Because they are also involved in expressing their own thoughts related to something familiar which is their culture so they become very excited when discussing aspects related to the local culture.

When asking this question, teachers admitted that students seem to be more motivated when discussing content related to their local culture. Furthermore, teachers recognize the usefulness of discussing cultural content with their learners especially their local culture. On the whole, teachers stressed the importance of discussing cultural aspects with their learners since they become motivated and excited when learning about their culture and

always want to know more details about it.

**Question twelve,**” Do you act as a cultural mediator between learners’ local culture and the target culture?”

**Teacher 01:** Yes, I do. It is something almost obligatory because the teacher have to act as a mediator between the two cultures in order to make sure that the pupils are acquiring language with its culture.

**Teacher 02:** Of course I do. I think being a mediator between learner’s local culture and the target culture is part of my job and I have to act like that to make the learning process successful.

**Teacher 03:** Yes, I mostly do. As it is known learning a new language is learning its culture as well and in order to learn a new culture, learners should also know about their own local culture. So I have to act as a mediator between the two cultures to make the learning process successful.

**Teacher 04:** Yes, I do. Because learning a new language is about learning its culture as well, so during my teaching I try to make my students differentiate between the local and the target culture.

In this question, the four teachers agreed on the fact that they all act as mediators between learners’ local culture and the target culture. According to the teachers, being a mediator between teaching language and its culture, is part of their job and teaching process. They all believe that teaching a language without reflecting to its culture is a failed attempt in teaching. They further explained that, it is very necessary for learners to be introduced to both local and target culture in order to well acquire the language and make differentiations between the two cultures. Last but not least, teachers seemed to be very responsible regarding this point, they all admitted that they make sure to act as mediators between the two cultures during their teaching.

**Question thirteen,**” What is your own evaluation of “My Book of English” In respect to cultural representations and their appropriateness for primary school learners. (what do you suggest)?”

**Teacher 01:** The textbook of English in 3rd year has reached somehow its objective for the learner especially as a simple tool to use in order to develop his skills towards the target language. On the other hand, it doesn't fit all the teacher' needs in terms of number and length of each unit, time required, type of exercises contained within.

**Teacher 02:** I think “My Book of English” is knowledgeable and represent enough culture for both target and local, it also provides a good environment for students to learn and improve their skills.

**Teacher 03:** I found my book of English full of knowledge and instructions that help youngers in their learning journey. Yet it needs some additions at the level of the target culture like lifestyle and traditions.

**Teacher 04:** The textbook is like any other Algerian textbook. It does not contain what pupils really need. Kids at that age need to master the 4 basics skills and the book do not provide enough materials. It really requires some modification and additions.

Generally, teachers think that 3rd year primary school textbook is knowledgeable and its cultural content is acceptable and really help them as teachers in their teaching as well as it helps learners and provides them enough knowledge and cultural content. On the contrary teachers further expressed their disappointment, because, from their point of view, they believe that the textbook failed in many aspects like in the type of tasks it contains and the length of each unit, and the most important thing is that the cultural content representation

is not well represented and not enough. They suggested that “My Book of English” really requires many modifications in different aspects.

### **2.2.2 Interpretation of the Interview’ Results**

The teachers’ interview was conducted with two main aims:

Firstly, to get deeper insight into the teachers’ perceptions as primary English teachers of the issue of culture representation in the textbook, whether it is well integrated or not. Secondly, to gather more information about different aspects regarding the issue of culture representation such as: cultural balance between local and target culture, the challenges that EFL teachers face in teaching language through culture and also the means of presenting cultural content in the textbook.

The analysis of the responses to the interview, supplied by teachers of English at four different primary schools allowed to draw certain conclusions. Based on the data gathered from the teachers’ interview, the researchers understood teachers’ point of view concerning the cultural content representation (what cultural aspects are revealed in the textbook and how they are represented in the textbook), the role of EFL textbook, the balance between the representation of both local and target cultures and finally the main challenges that faced teachers when teaching the textbook’ cultural content.

Starting with, the data gathered from the teachers’ interview provide a substantial answer to our first research question regarding the cultural content representation in the textbook. The results indicate that both local and target cultures are inserted in “My Book of English” through only visuals. However, according to the findings, the EFL textbook that is designed for the third year primary school learners does not provide enough cultural content of both local and target cultures.

Additionally, the results of the teachers' interview showed the important role of the EFL textbook in teaching cultural content. According to the teachers, "My Book of English" is a perfect carrier of culture, it contains cultural content especially content of the local culture, it really helps while teaching any cultural aspects.

Furthermore, from the data acquired from the teachers' interview, another research question is answered, which is related to the balance between the representation of the local and the target cultures. According to the interviewed teachers, there is no balance in the representation of the two cultures. Based on the teachers' answers the local culture is the most represented one in the textbook, it reveals more than the target one. Consequently, there is no balance between the two cultures in the third year primary English textbook.

Another research question is also answered, the one that is related to the challenges teachers face while teaching the textbook' cultural content. According to the interview' answers, Algerian primary school EFL teachers encountered many challenges in teaching their pupils the cultural content the textbook contains. They mentioned the issue of learners' age, they believe that third year primary school learners are not totally ready to receive so many cultural content, they still too young to even understand what is meant by culture. As a result, teachers had to not discuss so many cultural aspects and to more simplify culture for their learners. Another challenge that faced EFL teachers in teaching the textbook' cultural contents is that the textbook does not contain enough cultural content of both local and target cultures, which made the teachers face some difficulties in teaching cultural content and make their pupils differentiate between the local and the target cultures. Teaching culture is so important and a necessary part in teaching language. The answers of the teachers revealed that teachers are aware of the importance of teaching culture, they do their best to facilitate the cultural content for their students since they believe that teaching culture will help in the acquisition of language.

#### **2.2.4 Content Analysis Results**

Culture, as a critical subject in language teaching has been under the question for many years. The analysis of “My Book of English” textbook would show the cultural content representation introduced in third year primary school curriculum. In addition, it will explore the different units and attempt to analyze how cultural aspects are being represented and what type of culture appeared in the analyzed units.

#### **Presentation of “My Book of English”**

“My Book of English” is designed for the third year primary school learners written by TAMRABET LOUNIS, and CHENNI ABDEL FETAH in 2022. The front and back pages of the textbook are green in color and there is one big image of two pupils wearing the Algerian school uniform. The title of the nation, "The People's Democratic Republic of Algeria," and the name of the Ministry of National Education in Arabic is to be found at the top of the page. The title of the textbook “My Book of English” is written in large letters on top of the cover of the textbook. The back page also has a green background but it is empty with just the printing office's logo, the textbook's price and copy right information printed in small Arabic type at the bottom of the page.



**Figure 4:** The Front and Back Cover Page of the Third Year Primary School English Textbook

The textbook contains 69 numbered pages and six units, each unit concerned with a specific topic, and they are titled as the following:

**Unit one:** Me, my family and my friends

**Unit two:** My school

**Unit three:** My home

**Unit four:** My playtime

**Unit five:** My pets

**Unit six:** My fancy birthday

## **Procedure**

The descriptive analytical approach will be used in this study since it is relevant to the purpose and the objective of the study. Therefore, the findings from the textbook are analyzed descriptively following Cortazzi & Jin (1999)' model as well as the model of cultural content analysis which were developed by Yuen (2011). That is, the evaluation of "My Book of English" will focus on the treatment of the cultural content included in it. It also explores the extent to what the local and target cultures are inserted in the textbook. In other words, it is intended to examine whether there is a balance between the representation of both local and the target culture. Finally, in our investigation, three units will be evaluated namely: unit one, unit three and unit six.

## **Units 'Cultural Evaluation**

### **Unit One: ' Me, my Family, and my Friends '**

Culture is present in unit (1), students are introduced to the Algerian family with its customs and traditions. Most of the cultural aspects that are revealed in this unit are represented through visuals. Such visuals, give the learners insights about their own local culture and how people in Algeria live. Hence, all the cultural aspects that are represented in this unit are almost related only to learners' local culture, there is only one representation of the target culture.

### **Unit three: "My Home"**

Unit three: My home, represents the traditional ordinary houses in Algeria, it also provides the similarities and differences between the houses in Algeria and in England, this comparison manifests on a text (dialogue) with a boy who lives in London. In this unit both local and target cultures appeared, in order to help learners in making some comparisons between their own culture and the target culture.

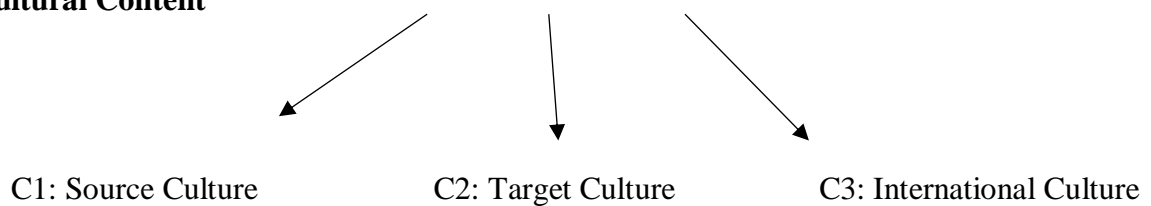
## **Unit six: “My Fancy Birthday”**

To start with, unit six begins with picture of a small birthday party where the mother is wearing a traditional outfit (karakou), there is a traditional rug in addition to traditional Algerian decoration. Also there are two frames that contains two important symbols, the first one contains a picture of people praying and the second one contains a picture of the Great Mosque of Algiers. Consequently, in this unit the local culture is the only one that appeared, there is no trace to the target culture.

### **Cultural Content Analysis**

#### **1) Cortazzi and Jin (1999) Model**

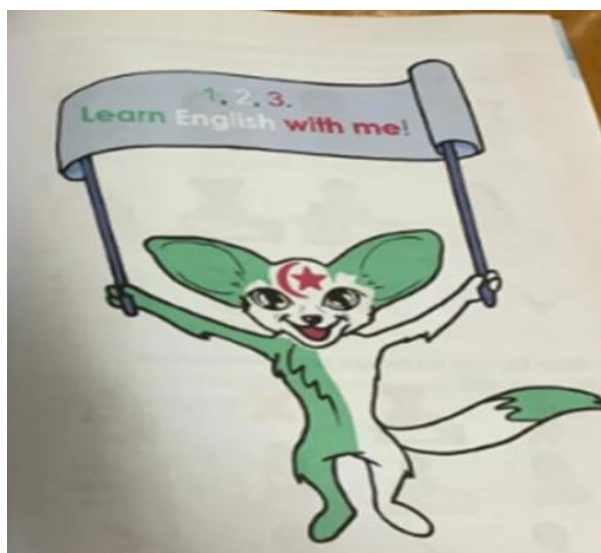
##### **Cultural Content**



**Unit One:** Me, my family, and my friends:

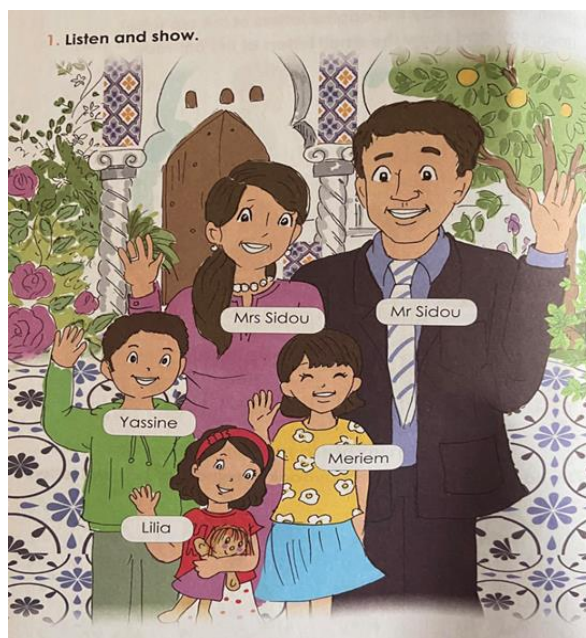
##### **Source Culture:**

In this unit, the textbook represents the source culture through using: Arabic and Tamazight names (Hind, Tin Hinan, Meriem, Lotfi...), Algeria’s national animal (The Fennec fox), Algerian traditional houses and Islamic symbols (Mosque, praying).



**Figure 5:** Textbook' Opening Page (Fennec: national Algerian animal symbol)

The opening picture for the textbook, which represents one of the important and famous symbols of Algeria. This national symbol serves in introducing learners to their culture and national identity.



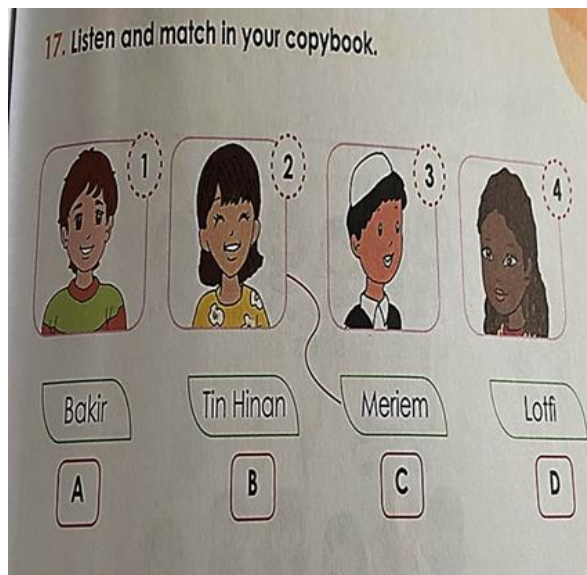
**Figure 6:** Algerian Family (My Book of English p,8)

Following the first picture, in page 8, this one represents a typical Algerian family with local names, living in a traditional Algerian design house.



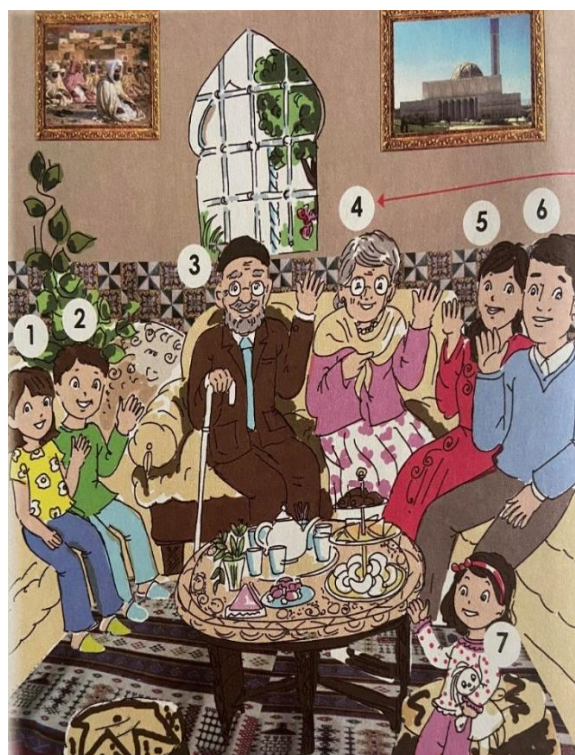
**Figure 7:** Algerian Classroom (My Book of English p,11)

This picture in page 11 shows Algerian classroom that contains the Algerian national flag and the fennec fox as symbols for national identity.



**Figure 8:** Task of Matching Names (My Book of English p,15)

The task in page 15 contains the use of Arabic names (Lotfi, Meriem) and Tamazight name (Tin Hinan), that are related to learners' local culture.



**Figure 9:** Typical Algerian Family Members (My Book of English p,12)

The last picture represents everything traditional and related to the Algerian culture (traditional sweets, rug, traditional customs, home decoration...) with two frame pictures in behind of the Great Mosque of Algiers and people praying.

By using such pictures, the learners start to develop their cultural understanding, they start to get more familiar with their own culture and by that their learning process will get much easier and faster. The used pictures represent the Algerian culture in many aspects:

**Religion:** representing the Islamic religion by using illustrations of Mosque, people praying.

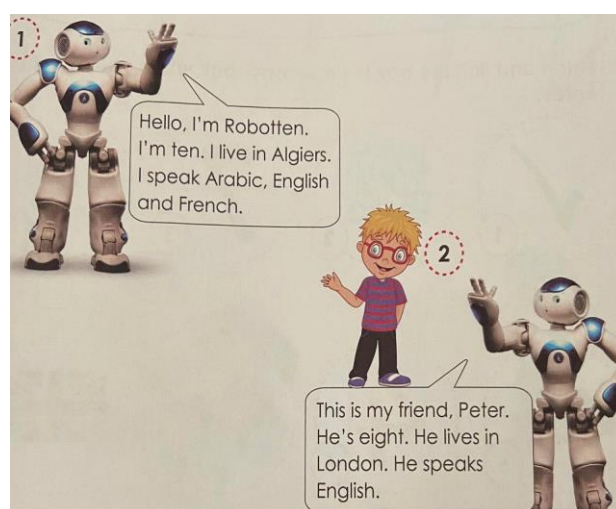
**Customs and traditions:** using illustrations of Algerian citizens with traditional clothes, family gatherings, traditional food and sweets.

**Language:** using Arabic and Tamazight names as a symbol of the locale culture.

In conclusion, the local culture in this unit is strongly present and well represented.

### **Target Culture:**

According to the content of the textbook, this unit has little attention in representing the target culture, it was revealed only through a short dialogue between an Algerian kid and an English one.



**Figure 10:** Dialogue between two different kids (My Book of English p,15)

The dialogue introduced in page 15 represents two friends from two different countries (Algeria and England) as a reference to the target culture. It is noted that in this unit the target culture is represented only one time not like the local culture. The first unit focused on the learner' local culture rather than the target culture.

### **International Culture:**

In this unit there is no sign for the international culture. Only two types of culture were represented which are the local and the target culture. In sum, the content of this unit does not involve the international culture at any page.

## Unit Three: my home

### Source Culture:

The source culture in this unit is the dominant one, it is represented through describing the Algerian typical houses including: house design, decoration...etc.



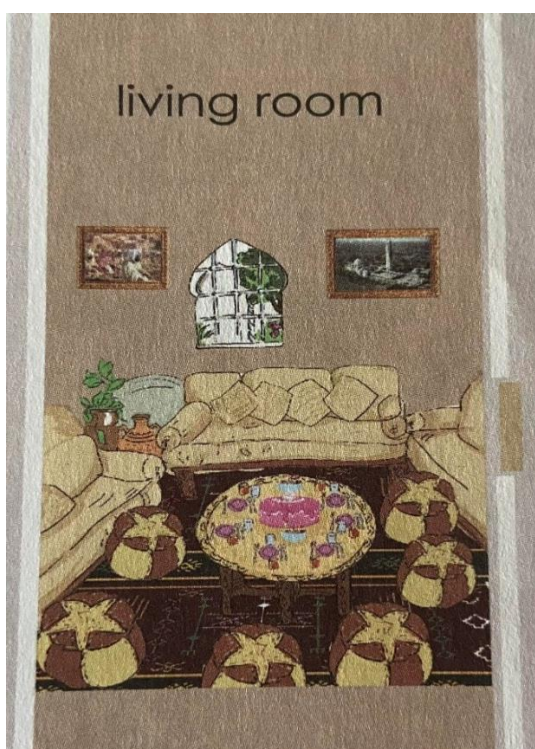
**Figure 11:** An Algerian house design (My Book of English p,30)

This picture represents how the Algerian houses are designed, students will feel familiar looking in this picture because it almost looks like all the Algerian houses. This will serve in making learners more comfortable and encouraged to ask and answer any question concerning this lesson.



**Figure 12:** Task of linking pictures with their appropriate names (My Book of English p,31)

One more time, in page 31 the textbook contains the use of Arabic names: Meriem, Yassine.



**Figure 13:** A typical Algerian living room (My Book of English p.33)

This picture shows how the living room looks like in Algeria, with its traditional decoration and design. In short, in this unit the source culture is revealed multiple times in way that makes learners familiar and recognize their own culture

### **Target Culture:**

For the target culture, it wasn't mentioned so many times in this unit either. It was only revealed through a short dialogue in which two kids describe their houses (Algerian and English houses).



**Figure 14:** Conversation between an Algerian Robotten and a kid from London (My Book of English p, 34)

### **International Culture:**

For the international culture, there is no cultural aspects related it to it. As a result, the international culture is fully absent in this unit. The focus is only on the local culture besides the target culture.

This unit represented the local culture more than the two other cultures, such representations aim to facilitate the learning process and making it bit easier for the pupils by avoiding to mention the target and the international cultures more often in order to not make them confused. However, it is noted that there is no balance between the representation

of the local and target cultures in the content of the textbook. Furthermore, the target culture is only represented one time, which can be said that it is somehow neglected.

### Unit six: My fancy Birthday:

#### Source Culture:



**Figure 15:** Birthday party (My Book of English p,52)

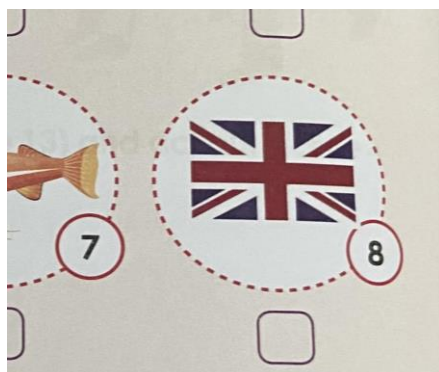
The picture illustrates a birthday party, where the mother is wearing a traditional clothes (Karakou) sitting in a room full of local culture symbols like the Great Mosque, traditional rag, a frame picture of people praying and a corner is being decorated with traditional vases...



**Figure 16:** Friends conversations in a birthday party (My Book of English p, 54)

The last picture contains conversations between kids in the birthday party where it represents the local culture in many ways: using the national Algerian symbol (Fennec the fox), also using a group of children with different skin colors and finally using the national flag. This shows the presence of local culture with its different aspects.

## Target Culture:



**Figure 17:** United Kingdom national flag

In this unit there is only one picture that represents the target culture, as it is shown on the figure above the flag of United Kingdom. There is no illustration in texts, diagram or other pictures.

## International Culture:

Similarly, to the previous two units, this unit does not contain any representation of the international culture. It only focused on the representation of both local and target cultures and neglected the international culture.

## Results Interpretation

According to Cortazzi & Jin framework (1999) and the displayed results in the above analysis, it is shown that culture exists to some extent in “My Book of English”. However, it is not covered adequately. Starting with, it is noted that in all the three analyzed units, the local culture conveys more elements than the other cultures. Almost all the cultural content the three units contains is related only to the local culture. Additionally, the target culture is revealed only one time in each unit, which can be said that it is somehow neglected in the textbook. Finally, for the international culture, there is no cultural content related to

it. Subsequently, “my Book of English” does contain cultural content, however, the local culture is the dominated one, and the other two types of culture are neglected.

Moreover, in the third year primary school English textbook, there are a lot of shortcomings concerning teaching culture. All the three units lack cultural information for both local and target cultures. Besides, the textbook does not help in developing cultural understanding. Lack of songs, games, proverbs which contribute successfully in teaching culture, can also be easily noticed. In addition, the textbook does not cover all the cultural aspects of the represented culture. For instant, the local culture is widely represented, yet there are many aspects that were neglected and did not appear.

In analyzing the textbook in terms of the target culture, the textbook has little attention to represent the target culture, which is not a desirable technique because teaching a foreign language should involve teaching its culture. In other words, EFL learners should have some insights into the culture of the language they are learning.

As a result, the representation of the cultural aspects according to the cultural categories (source culture, target culture and international culture) is unbalanced and lacks equal representation of each of them.

## **2) Yuen’s Model**

This research adopts Yuen’s (2011) categories of cultural aspects represented in third year primary school English textbook “My book of English”, presented as the four ‘Ps’, namely, products, persons, practices, and perspectives. Each of these key terms is explained as follows:

**Products:** cultural elements that are physical, including man-made products which refer to particular culture (e.g., food, movies, TV programs, historical sites, songs, folklores, books/novel, comics, inventions, etc.)

**Persons:** figures or famous people (singers, poets, writers, national figures, athletes, artists, heroes) which refers to particular culture.

**Practices:** cultural elements in the forms of rituals, daily life, society, sports, school life customs, and cultural practices which refer to certain culture (e.g., holiday celebrations, ceremonies, passed traditions and so on)

**Places:** refers to notable or alluring sites, national landmarks, or tourist attractions.

### **1- Products:**

Four cultural product themes are represented in the textbook including: Food and drinks, signs and symbols, accommodations and clothes; each of which will be presented in turn.

**A) Food and drinks:** are widely represented in illustrations in the textbooks. They can be divided into two categories:

a- General food and drinks such birthday cake, juice, ice cream, fruits, candy, sandwich, which are worldly familiar.

b- Food and drinks of the Algerian culture such as traditional sweets and desserts.



**Figure 18:** Traditional Algerian sweets

**B) Signs and symbols:** are represented extensively in terms of pictures and illustrations. They are widely demonstrated including national symbols such as the Fennec fox and flags of particular country. The flags represent Algeria and United Kingdom.



**Figure 19:** The Algerian national flag

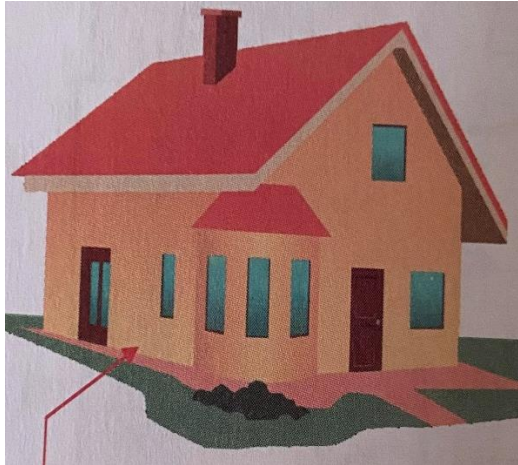


**Figure 20:** United Kingdom national flag



**Figure 21:** The Algerian national animal symbol (Fennec)

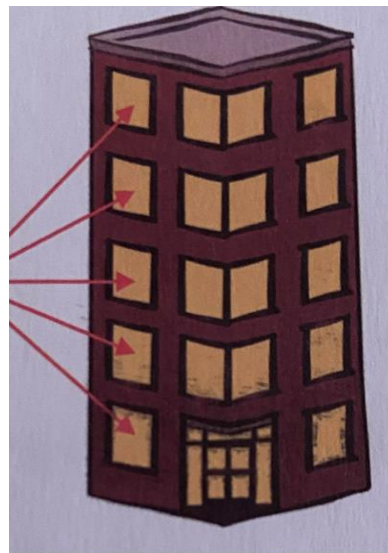
**C) Accommodations:** are represented in the textbook show residences, including a house in London, a flat and a traditional house in Algeria.



**Figure 22:** A typical house in London



**Figure 23:** Algerian traditional house



**Figure 24:** Flat design in Algeria

**E) Clothes** in the textbook are worn for different purposes and events, almost all the worn clothes are Algerian traditional ones.



**Figure 25:** Daily traditional clothes for Algerian men



**Figure 26:** Traditional clothes for women from the south of Algeria



**Figure 27:** Traditional women clothes from the north of Algeria

To sum up, the ‘cultural product’ represented in this textbook are related to topics such as food and drinks, national symbols and signs, accommodations and traditional clothes, which all refer to elements of Algerian-based cultures that are familiar to learners. These topics and illustrations, facilitate and help learners see what these cultural products look like. And also, representing few target cultural content in order to help learners to learn about the target culture as well.

## 2- Practices:

It refers to cultural elements in the form of rituals, norms, celebrations, traditions, school life customs, activities and cultural practices. The evaluated textbook contains three categories of this element which are: Traditions, greetings and school life.

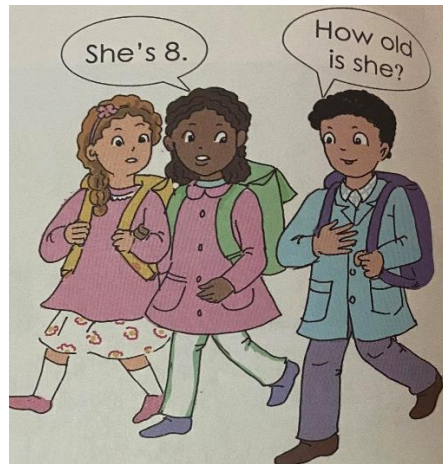
a) **Traditions** are slightly represented in the textbook by portraying the Algerian families on their gatherings, what they should wear and how to behave.

b) **Greetings** are presented only in native English speaking country, by using the word Hello for greeting.



**Figure 28:** Learning how to greet each other

c) **School life:** the selected textbook portray school uniforms in the Algerian primary schools where students have to wear smocks over their clothes. These are color-coded by gender: blue for boys, pink for girls.



**Figure 29:** The Algerian school uniforms

To conclude, practices in this textbook include greetings, traditions and school life. It includes information about everything local and related to the Algerian culture, such information will help learners to learn new concepts and apply it in their daily lives.

### **3- Persons:**

The term ‘persons’ refers to notable individuals who are highly regarded by people in a certain country for their contribution in society. Most of the famous people represented in the textbook are Algerian such as Prince Abd-el-Kader (Emir Abdelkader). There was a painted picture of “Emir Abdelkader” who was an Algerian religious and military leader who led a struggle against the French colonial invasion of Algiers. The painted picture shows him praying with a group of people. This will lead to make pupils interested on the people that made positive contributions to their country.



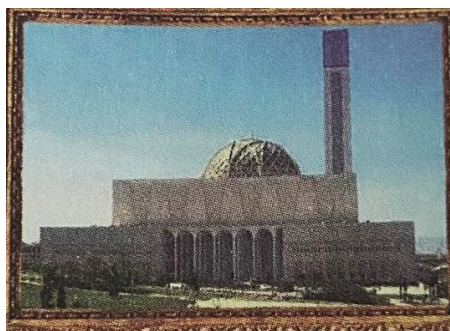
**Figure 30:** Emir Abdelkader praying with a group of Algerian people

To sum up, Algerians are represented more than people in other countries (United states and United Kingdom). The represented person in the textbook is portrayed in a painted picture, who shows a heroic Algerian person who made positive achievement and contribution for Algeria. Such illustration may help learners to learn more about their culture and history.

#### **4- Places:**

The term ‘places’ refers to popular and famous landmarks often considered as the national treasures of a particular country as the Statue of Liberty (New York, USA), Niagara Falls (New York, USA), Eiffel Tower (Paris, France), Oriental Bridge (Taipei, Taiwan), Taj Mahal (Delhi, India) ... In the evaluated textbook, there are illustrations and pictures regarding places that are classified into two types: natural wonders and man-made attractions.

Natural wonders are recognized by each country as ‘must-visit’ tourist attractions. In addition, there are two man-made tourist attractions that are internationally renowned portrayed in the textbook. The first one is The Martyrs Memorial (Maqam Echahid) and the other one is The Great Mosque of Algiers.



**Figure 31:** The Great Mosque of Algiers



**Figure 32:** The Martyrs Memorial (Maqam Echahid)

In conclusion, the places presented in the textbook are national symbols and tourist attractions located in the capital of Algeria (Algiers). However, there were no sign to places located in America or England. Learners will only learn about places located on their country.

### **Discussion of the Findings**

findings in this study according to Yuen' model of analysis reveal that “My Book of English” convey a variety of cultural aspects, including products, practices, persons and places. All those cultural aspects are represented only through pictures; and thus, primary school learners will not face difficulties understanding these pictures. The findings also suggest that these cultural aspects are somehow imbalanced, almost all the aspects are related to learners' own culture and not to the target one, this will lead to make learners only interested in their own culture rather than the target one. Although referencing the learner'

own cultural sources can potentially make it easier for them to talk about their own cultures with people who have different cultural backgrounds, it is also necessary for them to know about the culture of the language they are learning. This absence of the target culture may lead learners to not have the ability to receive any information later on regarding the target culture.

In “My Book of English”, cultural aspects including practices, places, and persons are examples of tangible cultures that refer to the apparent and explicit local culture that learners can perceive and recognize easily. These aspects represent the local culture properly by using pictures that make learners feel familiar with them, yet they do not provide enough cultural content for learners about their own local culture.

Additionally, for the element of products, it is noted that it contains few cultural content related to the target culture which can help learners know more about the target culture.

Although practices can be regarded as one of the most important cultural aspects of EFL textbooks, they are rarely found in “My Book of English” textbook. Besides, Moran (2001) suggests that persons, as a cultural aspect, should be considered as a key factor to develop young learners’ language learning because they are notable model who could serve as representatives of a specific culture, however, “My Book of English” did not insert any persons for both local and target cultures.

In conclusion, according to Yuen’ (2011) model, the results show that in “My Book of English” textbook, culture is present in different aspects, however, the local culture seems to be the dominated one and there is no balance between the representation of local and target cultures. Also, despite the numerous representation of the local culture, it is noted that there are some important aspects are absent in the textbook.

## **Conclusion**

This chapter sets out to investigate the representations of cultural aspects in the EFL 3<sup>rd</sup> year primary school textbook “My Book of English”. It has dealt with the analysis of data, interpretation and discussion of main results. It started with teachers’ perceptions as primary English teachers of the representation of cultural aspects in the textbook. Then, it focused on the evaluation of the textbook through the use of two different models of analysis. The interpretation of teachers’ interview demonstrates that teachers believe that culture is integrated in “My Book of English”, however, they further mentioned that the textbook does not contain enough cultural content. On the other hand, the findings of content analysis revealed that the way culture is introduced in “My Book of English” should be reviewed. On the light of these findings, it should be stated that it is very important to well integrate culture in the EFL textbook in order to improve learners’ competence.

### **2.2.4. Pedagogical Recommendations**

Taking into consideration the research findings and their subsequent, this element aims at providing a set of suggestions which would illuminate textbook design and open perspectives to further research to improve cultural content representation in locally designed EFL teaching materials:

Firstly, giving more care for the local culture and provide it with more illustrations in all the aspects in order to make learners more familiar with the cultural content revealed in the textbook.

Secondly, to give more chance and attention to the target culture and represented in a simple easy way that make learners understand it. Additionally, cultural content should be represented in an interesting way to make learners more motivated in learning about culture.

Also, the textbook should cover all the types of culture similarly by providing knowledge about the target language history, routines, values, and traditions.

Moreover, textbooks should involve information related to the foreign language culture because no language can be taught without direct reference to its culture. Discussions of common proverbs, folktales and idioms are a useful way to explore the values and beliefs of the target culture. Also, insert tasks in the textbook that create a link between learners' local culture and the target culture in order to make the process of teaching and learning culture much easier and make an intercultural competence.

Finally, it is recommended that educational institutions concerned with teachers like universities and ENS (Ecole Normale Superieure) provide a systematic pedagogical training for the future teachers. The program must focus on an exposure to the English culture explaining everything related to the target culture. It should also train teachers how to deal with cultural issues in their classes. The teachers' mastery of cultural matters helps in transmitting both linguistic and cultural concepts and overcomes the problems of misunderstandings, and prejudices.

## **General Conclusion**

In the field of foreign language teaching, researchers state the need for EFL learners to be not only linguistically skillful, but also culturally competent. In other words, having cultural insights about the local and target cultures will broaden learners' understanding of the target culture and raise their awareness to the similarities and differences between the native and the target culture. Hence, this might reflect the importance of the inclusion of cultural content in EFL courses and textbooks. According to Ekwati and Hamdani (2012, p. 55), the EFL textbook is a teacher, a map, and resource.... etc. The EFL textbook helps learners to get in contact with the target culture and explore cultural diversity that exists in the world to develop intercultural competence and awareness. Consequently, the cultural content of the EFL textbooks should be selected carefully in order to enrich learners' cultural knowledge and allow them to experience culture in different circumstances.

This study has investigated the way the culture is represented in the Algerian primary school English textbook. Furthermore, data have been collected through conducting a textbook evaluation of "My Book of English" by analyzing the cultural content of three units: unit one (Me, My Family and My Friends), unit three (My Home) and unit six (My Fancy Birthday). Moreover, an interview was also conducted to collect teachers' perceptions about the representation of culture in the EFL textbook.

As far as the evaluation of the textbook is concerned, the results have indicated that cultural content in the three units presented in the form of visual artifacts (pictures). Also, it is noted that there was no equal treatment of the source culture and the target culture; besides, the international culture was totally absent in the analyzed three units. Additionally, the inserted cultural content is not enough and some aspects of it are not interesting.

Furthermore, from the analysis and the interpretation of the teachers' interview, it can be established that primary school teachers in Algeria are aware of the importance of teaching the cultural aspects, that is, they consider it as an important component for teaching English. Yet, the majority of them rarely deal with culture in their classes and even most of them face difficulties when explaining issues related to the target culture. Moreover, the results have shown that teachers noted that the target culture is not well integrated in the textbook and all the attention went to the local culture, yet they also believe that despite the presence of local culture, some important aspects are not revealed.

The results obtained in chapter two have answered our three research questions that the local and the target culture are not well and fully integrated in "My Book of English", and they are only represented through visuals. On the other hand, the second question concerning the balance between local and target cultures representations, it is found that there is no balance between the representation of the two cultures. As a result, cultural content in the EFL textbook "My Book of English" need to be reviewed in order to meet the goals of the learner, achieve intercultural understanding, and competency. Additionally, the last question was answered as well which is related to the challenges that teachers face when teaching cultural content, according to the teachers the main challenge was the age of their learners, they believe that pupils of third year primary school are not really ready to receive cultural content, also, another challenge that faced teachers is that the textbook does not provide enough cultural content especially for the target culture, as result this might lead to not even notice the few cultural aspects revealed in the textbook.

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## **Appendices**

### **Appendix 1: Teachers' Interview**

**Dear teachers,**

We are in the course to accomplish our Master 's degree, due to which we are conducting a study about “The Representation of Cultural Aspects in the Third Year EFL Textbook Primary School”. You are kindly invited to answer these questions, which aim to collect data about your perceptions as primary English teachers and your answers will help the researchers to attain their objectives.

**Thank You for your collaboration.**

**Q1.** How would you describe your experience teaching English in primary school.

**Q2.** What can you say about: teaching performance, students' perceptions towards learning English, teaching materials (textbook)?

**Q3.** It is said that textbooks are carriers of culture, is it the case for “My Book of English”?

**Q4.** Generally, do you discuss cultural concepts while teaching English?

**Q5.** Does “My Book of English” offer/discuss enough cultural aspects?

**Q6.** What cultural aspects are revealed in 3<sup>rd</sup> year primary English textbook?

**Q7.** How cultural aspects are represented in my book of English (texts, visuals...)?

**Q8.** Do you think there is a balance between the local and the target cultures representation in the textbook?

**Q9.** How much challenging is the task of discussing culture with primary school learners?

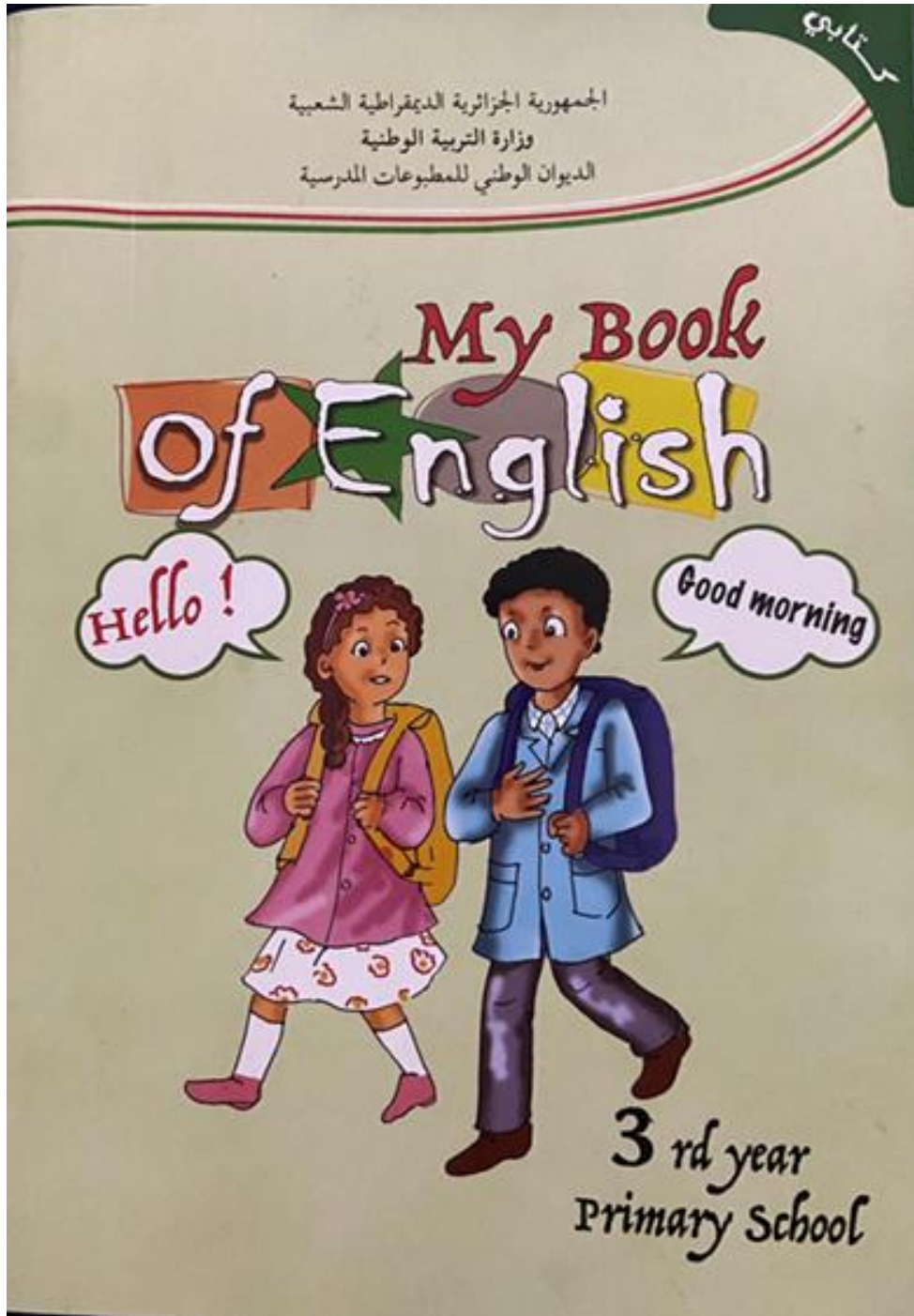
**Q10.** Do you think that discussing cultural concepts affects learners and their learning?

**Q11.** Are students motivated when discussing aspects related to their local culture?

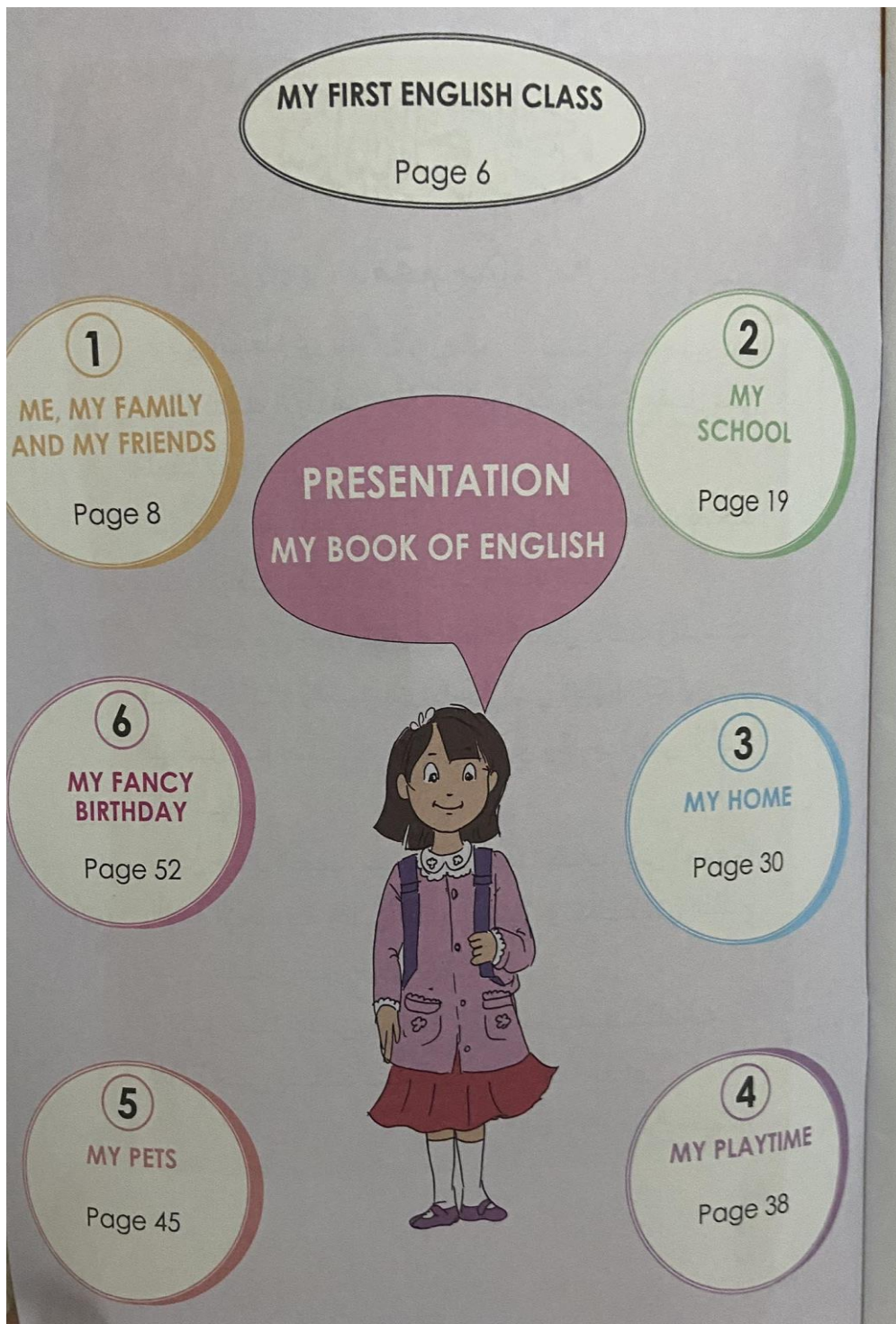
**Q12.** Do you act as a cultural mediator between learners' local culture and the target culture?

**Q13.** What is your own evaluation of “My Book of English” In respect to cultural representations and their appropriateness for primary school learners?

Appendix 2: Textbook cover page



### Appendix 3: Textbook Units Cover Page



## المخلص

تؤدي الكتب المدرسية أدوارا هامة في تعليم اللغة الانجليزية باعتبارها واحدة من المصادر الرئيسية لتمثيل الثقافة، وبالتالي فإنه من المتفق عليه أن للغة والثقافة جوانب مترابطة فيما يخص تعليم اللغة الثانية. يعتبر هذا البحث محاولة لاستكشاف كيفية تمثيل الثقافة في كتاب اللغة الانجليزية للسنة الثالثة ابتدائي. فمن خلال هذه الدراسة، يتم فحص المشكلة بالرجوع إلى الخلفية النظرية والكتاب المدرسي وكذا المعرفة الثقافية للمعلمين بتحديد ما إذا كان يوجد توازن عند تمثيل كل من الثقافة المحلية والمستهدفة. يشير تحليل محتوى المواد التعليمية وتقييمها بناء على الإطار النظري الذي تبناه كل من كورتازي وجين (١٩٩٩) إلى جانب نموذج يون لتحليل المحتوى الثقافي (٢٠١١) إلى أن الكتاب المدرسي سطحي فيما يتعلق بالثقافة، لذا فإن التوازن بين تمثيل الثقافة المحلية والمستهدفة منعدم. كذلك فإن المقابلة التي أجريت مع المعلمين تكشف أن معظمهم يجد أن العنصر الثقافي لا تتم تغطيته بشكل كاف في الكتاب المدرسي. تعتبر نتيجة هذه الدراسة مهمة لمصممي كتب اللغة الإنجليزية كلغة أجنبية في مجال تدريس اللغة الإنجليزية وقد تم توجيه بعض التوصيات إليهم من أجل جعل الكتاب المدرسي يلبي توقعات المعلمين والمتعلمين لتحقيق الكفاءة بين الثقافات.

**الكلمات المفتاحية:** كتاب اللغة الإنجليزية كلغة أجنبية، التمثيل الثقافي، التوازن الثقافي.